

IHE Master's of School Administration Performance Report

UNC-Chapel Hill

2011 - 2012

Overview of Master's of School Administration Program

The MSA (Master of School Admin) prepares individuals to lead schools & other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, & procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, & using knowledge & skills in context; & (3) capability (applying knowledge & skills to specific problems of practice). The focus of study is executive leadership at the school site, with an emphasis on the principalship. The program is approved under the recent revisioning guidelines of DPI & is sanctioned by UNC General Administration. The On-Campus MSA requires 42 credits hours of study (48 for Principal Fellowship recipients) that includes 30 hours in the major (with a concentration in curriculum & instruction, curriculum alignment, & clinical supervision) plus 12 hours in a field-based internship and internship seminar. Full-time students complete 5 courses/15 hrs of course work per semester in the first academic year. Of the 10 first-year courses, 7 are portfolio-related under the revised MSA. In Year 2, students complete a comprehensive, structured internship & a yearlong seminar that integrates these internship experiences. The Off-Camp MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site administrators. The Off-Camp MSA includes the same courses as its on-campus counterpart & is staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance & engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places & a variety of distance ed activities (using Sakai) that students access from their homes or from the schools where they work. The cohort-based Off-Camp Program takes 5 semesters to complete. There are currently 3 operational off-campus cohorts: one each in Durham, Chatham and Alamance-Burlington counties. The next cohort, scheduled to begin in January 2013, is expected in Orange Co. There are approx 75 educators in the MSA cohorts from Durham, Orange, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Cumberland, Asheboro City, Charlotte-Mecklenburg, Wilson, Weldon City, Lexington City, Vance, Warren, Granville, Franklin, & Guilford counties. The several course adjustments made in the revisioning process have substantively increased emphasis in such areas as professional learning communities, analysis & interpretation of data sets, teacher retention research & practices, TWCS surveys, teacher/parent/community empowerment strands, & practical applications associated with the NC Pre-Service Executive Standards. A revised document, complete with the aligned standards of accrediting agencies, national organizations, & the NC State BOE, plus syllabi, internal assessment procedures, & direct links to the new NC Standards was approved by DPI & GA. The cohorts admitted in Fall 2010 were matriculated under the new program, and the 2012 on-campus cohort completed the first artifact-related portfolios associated with the new structure. These portfolios will be reviewed summer 2012 by DPI-appointed reviewers, and the MSA program will make any necessary adjustments based on the anticipated feedback in late

summer 2012. We expect that future IHE will provide substantial documentation of specific, measurable activities that increased growth at the school sites where cohorts are performing internships.

Special Features of the Master's of School Administration Program

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 30% of students are African-Americans and 7% are "other"; 66% are female. The full-time MSA faculty is 37% African-American and 50% female. The MSA Program emphasizes leadership for equity, social justice and academic excellence. The faculty believes that school leaders must be proficient in a wide variety of technical skills and tasks, with priority placed on building democratic learning communities that support social justice. A special feature of the on campus MSA Program is the 2nd year, full-time, 10-month internship, usually completed as an AP. The internship is a comprehensive & well supervised experience where students integrate their knowledge & applied skills for the promotion of positive educational practices. On campus students are present at the internship site for a minimum of four (4) days per week. On the fifth day, interns participate in a yearlong reflective seminar complementing the field activity. Off-campus students with full-time internships have a similar schedule, while part-time interns meet on a regular basis for their internship seminar. All internship supervisors meet stringent criteria: first, they possess terminal degrees; second, all supervisors have previous school and/or district level executive experience; third, all supervisors meet face-to-face with interns and their principal mentors a minimum of three (3) times per semester to assess progress; fourth, all interns are required to deeply embed the pursuit of social justice and equity that is rooted in improvement in academic achievement by marginalized/at-risk students. The MSA Program is cohort-based, with each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the first year, in addition to courses, students receive professional development. During the second year, the cohort attends class together one day per week at different schools. Since the cohorts are small, students & faculty get to know each other personally. Faculty are involved in the students' careers, building networks & supporting them. UNC-CH is an active participant in the Principal Fellows program. A recent US News and World Report graduate school ranking in Ed Admin names UNC's program as the 13th best in the nation from among the 565 public & private universities that offer these degrees nationwide. The UNC-Chapel Hill program is the only ranked program in the state (public or private) & only one of two in the southern US. UNC-CH was tied in being ranked FIRST by school superintendents for the effectiveness of leadership demonstrated by program graduates. Additionally, all first year courses incorporate field-based projects requiring students to spend significant time in NC public schools, addressing unique challenges (e.g. teacher recruitment & retention projects, several full-day shadows of school executives, interviews of human resource and financial personnel, visits to technology-rich schools, field trips to a wide variety of family/social service based organizations in order to integrate services for the "whole" child). Many classes employ a significant degree of work with faculty authored case studies that speak quite directly to real, ongoing executive challenges in NC schools.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>MINORITY ACHIEVEMENT INITIATIVES: Alamance-Burlington, Asheboro City, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County, Davidson County, Durham County, Franklin County, Guilford County, Howard Arts Charter (Wilson County), Orange County, Wake County, Winston-Salem/Forsyth</p>	<p>1) <i>Minority achievement</i> through focus groups and feedback to learning communities</p>	<p>All interns are required to develop and apply a project at their school site relating to closing the achievement gap via instructional growth, increased enrollments in advanced classes, diversity training, intercultural experiences, cultural audits, etc.</p>	<p>July 2011-May 2012 (~25 full-time @ 40+ hrs./week; 8 @ ~10-12 hrs./week</p>	<p>42 interns; student population of served schools= ~25,000</p>	<p>All interns developed and applied a project at their school site relating to an increase in social justice and equity. Applied project samples were related to: 1) closing the achievement gap; 2) instructional improvements/clinical supervision (100%); 3) increased enrollments in advanced classes, 4) diversity training, 5) multi/intercultural programming, 6) cultural audits.</p>
<p>ORGANIZATIONAL RELATIONSHIP PROFESSIONAL DEVELOPMENT (ongoing): (County representation information available as attendance was recorded by the NCATA). 31 different school districts sent participants.</p>	<p>(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational relationships for teaching assistants. (2) <i>Innovation in public schools</i> through increased understanding of classroom-</p>	<p>Formal collaboration with the NC Teacher Assistants' Association resulted in two major presentations attended by 88 TAs on organizational/human relationships and problem-solving in classroom</p>	<p>March 2012</p>	<p>2 sessions @ 40 = 80 TAs served (enrollment maximums were reached). Participants came from 29 different NC school districts.</p>	<p>The North Carolina Association of Teacher Assistants feedback indicates that classroom problem-solving skills have increased as a result of MSA faculty involvement in the TA sessions provided.</p>

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	based problem solving resulting in improvement of instructional effectiveness	settings. The North Carolina Association of Teacher Assistants, for the fourth consecutive year, continued its emphasis on classroom-based problem-solving for TAs.			
CLINICAL SUPERVISION: TPAI; SYSTEMATIC DATA GATHERING: Alamance-Burlington, Asheboro City, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County, Davidson County, Durham County, Franklin County, Guilford County, Howard Arts Charter (Wilson County), Orange County, Wake County, Winston-Salem/Forsyth	(1) <i>Innovation in public schools</i> through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness	All interns conduct 20-50 observations per year under the new NC TEP, systematically gathering specific, observable, measurable data based on preconference focus areas, and then use these data for extensive post-conference discussion, interpretation, and decisions that contribute to improved student achievement.	July 2011 - May 2012	42 interns ~1000 observations ~200 faculty observed	Provides for increased teacher capacity in instruction, reduction in achievement gap, increased emphasis on 21st Century skills. Facilitates principal mentor dedication to complementary personnel challenges that might not be otherwise effectively addressed.
MSA REVISIONING: Formal partnership	(1) <i>Preparation of 21st century professionals</i> in	Each school district provides an ongoing	August 2011- June 2012; ongoing	Student population of these	The revised MSA program was effective with all

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with Alamance-Burlington, Chapel Hill-Carrboro, Durham County, Orange County; informally with any county in which an intern will serve in 2011-2012 and beyond.	regard to understanding of organizational change and leadership for new principals. (2) <i>Governance and support by 21st century systems</i> through technology implementation as related to student achievement.	representative/ liaison to the MSA program for the purpose of revising the MSA to accommodate the new NC Executive Standards and the continued promotion of environments and school cultures that are more receptive to 21st Century Learning.	public school partner meetings in future: minimum 4 per year	districts exceeds 110,000.	cohorts that began study in the fall 2010 or beyond.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP : Orange County Schools	(1) <i>Governance by 21st century systems</i> through consultation and revision assistance.	An MSA faculty member is on the steering committee of the RTSP.	2011-2012 ongoing	~8500 students 2000 employees	RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly

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<p>SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS: Alamance-Burlington, Asheboro City, Chapel Hill-Carrboro City Schools, Chatham County, Cumberland County, Davidson County, Durham County, Franklin County, Guilford County, Howard Arts Charter (Wilson County), Orange County, Wake County, Winston-Salem/Forsyth</p>	<p>(1) <i>Preparation of 21st century professionals</i> through review and revision of organizational norms and practices.</p>	<p>UNC MSA faculty provide formal training to all site-based internship mentors.</p> <p>Over the course of a year, development sessions are held a minimum of six times with the university professor, the administrative intern and the mentor to discuss intern and organizational issues.</p>	<p>July 2012 - May 2013</p>	<p>42 interns ~25,000 students attend affected schools; greater than 50% of schools are Title I or otherwise disadvantaged.</p>	<p>Formal and informal feedback from mentors and students indicate the success of these site-based sessions. Growth is seen not only in the student but in the mentor and his/her administrative leadership style. Anecdotal feedback as well as focus group information obtained conducted accreditation visits indicates positive results for schools and learning communities as a result.</p>
<p>TECHNOLOGY INITIATIVE (ongoing): Orange County</p>	<p>(1) <i>Governance and support by 21st century systems</i> through technology implementation as related to student achievement.</p>	<p>For the Technology Plan, MSA faculty continue to provide input. One three-hour session relating to technology planning and the use of technology as a means of improving student achievement in</p>	<p>Ongoing; ~6 sessions/meetings @ 3 hrs. = 18 hours</p>	<p>8000 computers; 10,000 students and faculty</p>	<p>MSA faculty continue to collaborate with Orange County Schools in the area of technology and its uses for the improvement of instruction. Orange is highly regarded for its technology and its emphasis on the use of technology for this purpose.</p>

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		Orange County schools (in conjunction with Orange County Director of Media & Technology and the “MSA Problems in Educational Administration II” class).			
PREPARATION OF 21ST CENTURY PROFESSIONALS Chatham County; Durham County; Person County	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	The MSA program has formal written agreements with these counties to operate MSA programming in those school districts. The MSA program specifically discusses in advance with central office personnel and utilizes situations that mirror the reality of the specific school district issues and challenges.	2011-2012 ongoing	UNC MSA alumni are in ~20 schools which serve ~26,000 students	New assistant principals/principals indicate that their instructional and organizational effectiveness and leadership development have been significantly shaped and have contributed to school-based instructional and managerial improvements, as well as the overall effectiveness of their schools.
PREPARATION OF 21ST CENTURY PROFES-	1) <i>Preparation of 21st century professionals</i> in regard to	MSA Coordinator and Ed.D. coordinator met	April/May/June 2012	All current and future MSA and Ed.D.	UNC MSA and Ed.S. coordinators continue to make themselves available

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SIONALS: Assistance to Fayetteville State University	understanding of organizational change and leadership for new principals.	with and provided significant programmatic and coordination assistance to newly appointed MSA and Ed.D. coordinators at Fayetteville State University		students at FSU	to new MSA and Ed.D. coordinators at FSU to provide assistance and counsel as requested

Support for Beginning Administrators

The cohort-based structure of both the On- & Off-campus MSA Programs provides a network of professional support that assists fledging administrators as they begin their careers. MSA faculty work closely with graduates as they seek their first administrative positions. This informal counseling often continues after the initial placement, as MSA faculty informally serve as mentors during the early career stages. The public school mentors, who worked with MSA interns, also provide support as the grads begin their careers. The MSA provides further support to beginning administrators by requiring them to work in community agencies during their MSA study, (e.g. serving homeless/transient persons, the ELL population, children with special needs, housing programs such as Habitat for Humanity, etc). After these students have graduated & are beginning administrators in schools, they are familiar with these agencies & can call on them to assist students & families in their schools. The SOE also continues to distribute two resources that were produced in 2006-2007—an educators' handbook on CD & a parent guide to NC's public school procedures & requirements in Spanish – which new administrators refer to widely & distribute appropriately in their schools. The MSA also maintains listservs for all its grads, providing them with an opportunity to remain connected to the faculty & to one another. Other forms of support for beginning admins are provided through our Research Triangle Schools Partnership (RTSP). Principals & assistant principals served on the Coordinating Teams of the 7 RTSP projects this year, participating in planning meetings & gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular & their schools more broadly. The revised MSA program projects that future years will connect with the SOE's initiative entitled "Recharge & Reconnect," whereby we will invite alumni in more formal settings to speak with us about their experiences as new administrators. This is a component of the new strategic plan under the direction of Dean McDiarmid. Further, we have formed a diverse public school network/task force that has been of significant assistance to us in making adjustments in the MSA to more directly provide needed services to school districts. This task force of seven individuals represents principals & central office personnel who assisted in providing guidance to us (& continue to do so) in envisioning the new MSA program with an eye towards more direct application of candidate work in focused areas of need. These identified areas are based on factors that the task force sees as prevalent needs from their perspective in schools & districts on a daily basis.

Support for Career Administrators

The Ed.D. faculty support career administrators by offering the Ed.D. program with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they place MSA students in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at orientation sessions each year. This year, 160 people attended the formal MSA orientation, including career administrators, mentors, beginning interns, graduating interns, faculty members and other colleagues. Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as adjunct faculty who teach courses in the MSA Program. This year, practitioners from Duke University, Chatham County, Durham Public, NC Department of Public

Instruction, and Wake County Schools taught courses or supervised interns in the MSA Program. This not only provides a balanced perspective for students but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service professional development to career administrators in a variety of settings, including presentations at State Principals' Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for NC educators, further supports career administrators by presenting workshops in conjunction with the Principals Executive Program at the Center for School Leadership as well as other conferences in which career school administrators participate. Our School also supports career administrators through several lecture series. As part of the revised MSA program, we plan a Recharge and Reconnect series that will become effective with the first cohorts that graduate under the revised MSA programs. The Recharge and Reconnect sessions bring back to our campus alumni for the specific purpose of engaging them in program growth possibilities and assisting them with problems of current practice.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	18
	Hispanic	4	Hispanic	
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	37
	Other		Other	2
	Total	33	Total	59
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	12
	Other		Other	
	Total	5	Total	20

B. Quality of students admitted to programs during report year.

MSA	
MEAN GPA	3.16
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,015
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

C. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	14	18		16
Comment or Explanation:				

D. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		11	19	1		1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only	1	14			1	1
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2010 - 2011 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.
