

# IHE Master's of School Administration Performance Report

## UNC-Greensboro

2011 - 2012

---

### Overview of Master's of School Administration Program

The Department of Educational Leadership and Cultural Foundations is responsive to the statewide need for administrators and is committed to providing programs that are both easily accessible and appropriate for 21<sup>st</sup> century students and schools. To that end, the department is actively engaged in the field, interacting with both teachers and administrators to assess needs for revision of programs and delivery options. The program underwent a major review and revisioning, delivering their new “blueprint” for the MSA program to the State Department of Instruction in summer, 2009. However, program review and improvement is continuous.

The department delivers instruction for off-campus cohorts of MSA and Ed.S./Ed.D. cohorts in several school districts. Faculty supports emergency licensure candidates in terms of coursework and field-based support. Moreover, they provide a wide variety of professional development activities, through formal partnerships and as-needed presentations, supporting both beginning and career teachers (see sections below). In 2011-12, workshops and presentations focused largely on traditional concerns for administrators, such as their own leadership knowledge and skills and building leadership capacity among their faculty and staff members. However, ELC faculty also recognized the inter-relationships among leadership and the 21<sup>st</sup> century realities of schools and students. To address these realities, the faculty has provided extended and short term coaching and professional development about inclusive practice, legal issues related to students with exceptional needs, integration and use of technology, and other topics. In addition, the faculty is actively engaged in the field, providing coaching and other support. The RttT funds continue to provide an additional formal structure for building leadership among North Carolina administrators.

While their major focus is on providing this professional development and support to administrators, faculty members have also provided workshops for teachers in their partner districts and in school districts in other states.

### Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Hallmark projects help achieve this macro objective. In 2011-2012, the Department of Educational Leadership and Cultural Foundations (ELC) continued to develop online/distance education components for a number of courses to add to the department's menu of online options and sought approval for online program delivery. The department continued to refine the capstone experience in which graduating students prepare and defend a portfolio of their work, including a reflective essay on

their learning and experience in the MSA program. Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards. In order to facilitate candidates' participation in MSA programs, ELC offered an off-campus MSA programs in response to a request by Randolph County School. ELC also offers Ed.S./Ed.D. cohorts in Guilford County Schools (GCS) and in Alamance/Burlington School System (ABSS), the eastern part of UNCG's catchment area. Seventeen candidates are enrolled in each of the Ed.S./Ed.D. off-campus groups.

### Direct and Ongoing Involvement with and Service to Public Schools

LEAs/ Schools with whom the Institution Has Formal Collaborati ve Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participant s	Summary of the Outcome of the Activities and/or Programs
<p>Guilford County Partnership/ RttT Award-Piedmont Triad Leadership Academy: The School of Education Department of Educational Leadership and Cultural Foundations &amp; Guilford County Schools, Alamance/ Burlington School System, Asheboro City Schools, and Winston-Salem/ Forsyth County Schools</p>	<p>The the project goal is to prepare administrators for high need schools</p>	<p>The Piedmont Triad Leadership Academy (PTLA) is a partnership of the Department of Educational Leadership and Cultural Foundations and four school districts. It is supported by a \$6.17 million, three-year grant from the NC State Board of Education, funded by Race to the Top monies. PTLA's overriding goal – training talented individuals who will be effective leaders for high need schools – is a concern shared by all the partners.</p> <p>The Piedmont Triad Leadership Academy (PTLA) is a one-year-long principal training program that provides outstanding leadership</p>	<p>2011-2014</p>	<p>Over the span of the three-year grant, PTLA is expected to train and certify more than 60 future principals of high need schools. It is anticipated that thousands of students will be impacted as PTLA graduates lead in their schools.</p>	<p>Two district leadership representatives from each of the four partner districts served on the PTLA Advisory Group organized by ELC to develop the Piedmont Triad Leadership Academy (PTLA) proposal and implement the project. District personnel continue to be involved as PTLA program participants, curriculum developers, program instructors, and mentors, working in a leadership capacity with teachers and other staff at the school sites.</p>

LEAs/ Schools with whom the Institution Has Formal Collaborati ve Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participant s	Summary of the Outcome of the Activities and/or Programs
		<p>preparation for candidates who will lead high need schools. The program offers coursework co-designed and co-delivered by UNCG and district partner personnel.</p> <p>The first cohort began intensive summer coursework in July 2011 and, in August, begin a paid, full time yearlong Internship in a high need school. The second cohort will begin in July 2012.</p>			
<p>IMPACT V - 21<sup>st</sup> Century School and Classroom Leadership: Department of Educational Leadership and Cultural Foundations &amp; the NC Department of Public Instruction</p>	<p>This project will result in increased capacity for school and classroom leadership in North Carolina middle and high schools with the highest need.</p>	<p>The Department of Educational Leadership and Cultural Foundations is collaborating with the North Carolina Department of Public Instruction to build capacity for school and classroom leadership in North Carolina middle and high schools with the highest need. The project focuses on 21st century school and classroom leadership in a middle or high school in awarded LEAs using a four-pronged approach: 1) funding for</p>	<p>2011-13</p>	<p>15 faculty members, 115 participants</p>	<p>The project has been planned and implemented. Outcome data is not yet available.</p>

LEAs/ Schools with whom the Institution Has Formal Collaborati ve Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participant s	Summary of the Outcome of the Activities and/or Programs
		<p>school and classroom technology,</p> <p>2) high-quality professional development,</p> <p>3) programs leading to an Ed.S. for principals and</p> <p>4) programs leading to an M.Ed. in instructional technology for teachers.</p> <p>This \$4.5 million, two-year grant is funded through Enhancing Education through Technology (EETT), Title II-Part D and NCLB funds from the State of North Carolina.</p>			
<p>Off-Campus Administrat or MSA and Ed.S./Ed.D. Programs:</p> <p>The Department of Educational Leadership and Cultural Foundations &amp; Alamance-Burlington School System (ABSS) and Guilford</p>	<p>These partnerships result in leadership cohorts that are responsive to district needs and accessible to school administration candidates and school administrators in counties that, in some cases, are distant from campus.</p>	<p>The department facilitates off-campus master's and specialist/doctoral cohorts in educational leadership in both Guilford County Schools and Alamance-Burlington. The programs prepare educators for administrative positions in high poverty schools. Overall, these programs are responsive to district needs to</p>		<p>48 MSA candidates</p> <p>34 Ed.S./Ed.D. candidates</p>	<p>In order to facilitate candidates' participation in MSA programs, ELC offers off-campus MSA programs in response to districts' requests. ELC currently offers Ed.S./Ed.D. cohorts in Guilford County Schools (GCS) and in Alamance/Burlington School System (ABSS), the eastern part of UNCG's</p>

LEAs/ Schools with whom the Institution Has Formal Collaborati ve Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participant s	Summary of the Outcome of the Activities and/or Programs
County Schools (GCS)		prepare and support administrators at accessible locations, and to provide the opportunity for strong cohort experiences, with close learning relationships among candidates and between faculty and candidates.			catchment area.
The Piedmont Triad Education Consortium (PTEC) is an affiliate of UNCG and is comprised of all 15 member school systems in the Piedmont Triad (Region 5)	The goal of PTEC's professional development is to inform and train teachers, administrators and other school professionals about current theory and practice, with foci on areas such as Race to the Top, curriculum, leadership and mentorship, and North Carolina evaluation instrument instruments and procedures.	PTEC, in partnership with faculty from UNCG, other experts in professional fields, and school professionals from the 15 Piedmont Triad school districts offered and participated in numerous professional development workshops and job-alike discussions. Included among the workshops were foci on instruction, evaluation, learning theory, leadership, Common Core and Essential Standards and the development of curricula aligned with the new standards.  The Department of Educational Leadership and Cultural Foundations partners with PTEC	Ongoing. Current report is for 2011-12 academic year	2653 participants	More than 2600 professionals participated in workshops that included training in curriculum, evaluation, and leadership. Particular emphasis was placed on professional development about the State's requirements to meet RttT grant mandates as Common Core and Essential Standards are put into place.

LEAs/ Schools with whom the Institution Has Formal Collaborati ve Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participant s	Summary of the Outcome of the Activities and/or Programs
		by 1) attending all job-alike meetings to facilitate understandings between the university and the field, 2) offering professional development, observations and other support and services to individual schools when requested.			
The Department of Educational Leadership and Cultural Foundations & Davidson County Community College, Davidson County Schools, David County Schools, Surry County Schools	The partnership is focused on planning a STEM school to serve three school districts.	Planning is currently underway for the development of a STEM school.	2011-12, ongoing	Administrators from three districts, faculty from UNCG and DCCC	Under way

### Support for Beginning Administrators

The Department of Educational Leadership and Cultural Foundations (ELC) is committed to ensuring that students are equipped to be successful once they are in the field. As such, faculty regularly review and refine ELC programs and maintain contact with recent graduates to support them as beginning principals and assistant principals. Faculty identify and offer opportunities for students to attend workshops, serve as guest speakers and serve on advisory boards. In 2011-12, they provided a 3-day summer leadership institute for beginning teachers in Asheboro City Schools. They maintained supportive relationships with practitioners through participation in meetings that were facilitated by the Piedmont Triad Education Consortium (PTEC) and, at these

same meetings, had the opportunity to receive feedback and respond programmatically to the needs of those in the field. In addition, they are responsive through ongoing flexible approaches to administrator preparation: 1) Support for emergency licensed principals: Because of the shortage of educational administrators, many regional systems have turned to emergency licenses to fill positions. ELC faculty work with these new administrators, who must become fully licensed within two years, both as students and as beginning administrators. 2) Off-campus program: ELC offers an off-campus MSA program for Randolph County Schools employees to facilitate candidates' enrolling in and completing Master's of School Administration programs. 3) Post-master's Program: The department offers a licensure-only Post-Master's Program in administration for educators who plan to become principals after completing a graduate degree other than an MSA. 4) Leadership/Special Education: ELC offers a Post-Master's Certificate in School Administration–Specialized Education Focus for future school principals who will be well prepared to improve the educational experiences and outcomes of students with special needs. In 2011-12, 48 candidates enrolled in the MSA (including distance students), 42 in the Post-Master's Certificate in Administration, and two in the PMC/Special Education. (See "Support for Career Administrators for information about professional development and coaching.)

### **Support for Career Administrators**

As described in "Support for Beginning Administrators," department faculty provide consultation, support and other services in the Piedmont Triad and other parts of the state. For example, in 2011-12, they offered leadership workshops for career teachers in Asheboro City Schools. They are working with 27 districts to establish technology embedded learning environments: Faculty have provided professional development for teachers and instructional technology facilitators, offered two leadership institutes for principals, provided direct coaching support, and is evaluating the current status of the program. One faculty member worked with a local elementary school to increase technology integration. Another faculty member supported a principal in conducting a school evaluation. Faculty worked with the department of education in Prince County, Virginia, and New Brunswick, Canada, to align their attendance, registration and discipline policies at federal, state, district and school levels. The results were shared with Pearson, Inc., who will create a specialized student information management system. ELC is also working with three districts and a community college to establish a STEM school that will serve all three districts. In order to support the development of advanced knowledge and skills, ELC offers Ed.S./Ed.D. programs, including two off-campus cohorts, as noted above. In addition, candidates from several districts are enrolled in Impact V to obtain their Ed.S through a non-traditional, distance approach: In collaboration with the North Carolina Department of Public Instruction, ELC will deliver instruction meant to build capacity for school and classroom leadership in North Carolina middle and high schools with the highest need. Currently, ten principals and three assistant principals participate in the online instruction, with the opportunity to have face to face interactions on campus, as well. The initiative is funded through Enhancing Education Though Technology (EETT), Title II-Part D and NCLB funds.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	20
	Other		Other	1
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>31</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	23
	Other	1	Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>35</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	4
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>5</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>8</b>

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

<b>Masters</b>	
MEAN GPA	3.69
MEAN MAT New Rubric	401
MEAN MAT Traditional	*
MEAN GRE New Rubric	4
MEAN GRE Traditional	921
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).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	2	12	5	11
Comment or Explanation:				

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	2	5	1		1	2
G Licensure Only	6	1		1	2	
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded			2			1
G Licensure Only	2		2	2		
Comment or Explanation						

**E. Scores of school administrators on the SLA.**

	<b>2010 - 2011 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
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.

---