

IHE Master's of School Administration Performance Report

UNC-Wilmington

2011 - 2012

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina Wilmington (UNCW) consists of a 36 hour program for degree seeking students and 24 hour program for licensure only seeking students. The MSA Program accepts students as full-time, including Principal Fellows (PFs), Part-time students seeking the full degree, and Licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 500 hours each semester for a total of 1000 hours at program completion. All internships are designed so that students see the beginning and closing of the school year. Many of the part-time students and licensure-only students work full time as teachers and must start in early July to begin to accumulate hours. Part-time students have the option to apply for the NC state stipend during the year of internship, so that they have a true full-time experience. The MSA program is aligned with the Watson School of Education (WSE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) and the North Carolina Standards for School Executives. The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders that are able to serve as Effective Communicators, Reflective Practitioners, Technologically Proficient, well grounded in Content Knowledge, Pedagogy, Ethical and Professional Standards, and Informed-Decision-making.

Special Features of the Master's of School Administration Program

During the 2011-2012 academic years, significant changes were made to the MSA program that involved the formation of a MSA revisionist team that worked throughout the 201-2012 academic year. This team served to evaluate and re-design the MSA program. Coordinators were appointed to provide leadership in the implementation of this work. The most significant change was through embedded Hallmarks aligned with standards and course content as follow:

Hallmark Projects

Required for MSA Degree and Add-On Licensure

The Hallmark Projects link course content, NC Standards for School Executives (NSSE) and applications for executive leaders. All students seeking the MSA Degree or Add-On Licensure are required to complete the following Hallmark Projects in courses or internships:

Hallmark Project 1 - Curriculum Audit and Alignment Project

NCSSE Standard 2: Instructional Leadership

Course - EDL 515, Curriculum and Instruction for School Leaders or internships

Curriculum Audit and Alignment Project (The student will assess and, as needed, recommend specific improvements to school curricula, including (1) materials [textbooks and programs]; (2) logically coherent sequence; (3) examination of content integration; and (4) supplemental materials needed for diverse and/or struggling learners. The student will be guided by scientific research on learning and curriculum program design in relation to student needs and background characteristics.

1. The student will examine instructional alignment with the NC Standard Course of Study, identify gaps, and, as needed, suggest specific improvements in instructional goals and objectives.
2. The student will assess and, as needed, recommend specific improvements in instructional methods.

Hallmark Project 2 – Strategic Stakeholder Empowerment Project (SSEP)

NCSSE Standards: Standard 1: Strategic Leadership
 Standard 3: Cultural Leadership
 Standard 4: Human Resource Leadership

Course: EDL 566 Supervision and Teacher Evaluation or internships

Strategic Stakeholder Empowerment Project (SSEP)

Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership. The project integrates all related leadership proficiencies and associated activities into a project that focuses on improving student achievement via the maximization of all school personnel skills, abilities and talents. The purpose of the SSEP is to develop procedures and practices that include all stakeholders in the school decision making process. The SSEP will include:

1. A research report on school distributive leadership models.
2. A summary of and plan of Action for the Teacher Working Conditions Survey for a local school - observations, interviews, and engagement will occur in collaboration with public school partners.

Hallmark Project 3 – School-Community Relations, Communication and Engagement Plan

NCSSE Standards: Standard 5: Managerial Leadership
Standard 6: External Development Leadership
Standard 7: Micropolitical Leadership

Course: EDL 514, School Improvement, Innovation and Change or internships

School-Community Relations, Communication and Engagement Plan

1. The student will develop an outline for improving school-community relations via internal and external communications, interactions and activities in a school.
2. The student will align the school's improvement plan in one critical area with faculty expertise and identify opportunities and processes for school-community partnerships.

Hallmark Project 4 – Create A Written Case Study

NCSSE Standards: Standard 4: Human Resource Leadership
Standard 5: Managerial Leadership
Standard 6: External Development Leadership

Course: EDL 526 Managerial Leadership and Administration or internships

Create A Written Case Study

The student will identify a key managerial issue and create a fictitious case study based on an understanding of best practices regarding that particular issue. The case will include what research says about the issue, a description of a situation in which this key issue is related, and a resolution that is based on incorporating best practices in regards to this situation. The written case will be a hypothetical scenario; if this is based on a real case, no identifying information shall be included. The written case study project should demonstrate the students understanding of federal, state, and district requirements and mandates. Students shall select no more than two of the following management planning items to develop the case study:

- Transportation
- Budget and Finance
- Safety and security
- Record Keeping (such as attendance)
- Time/ Calendar management (meetings, schedule)
- Operational Standards Checklist (facility, safety plans, etc.)
- Human Resource Elements (Personnel Induction and Retention Plan)

The case study should contain an introduction of the key managerial issues from the bulleted list above, a description of a hypothetical case that describes and discusses the situation, a conclusion summary describing how the key personnel would address and resolve the issues via best leadership and managerial practices.

Hallmark Project 5 – Safe and Positive Culture Audit

NCSSE Standards: Standard 3: Cultural Leadership
Standard 5 Managerial Leadership

Course: EDL 513, Organizational Theory and Leadership or internships

Safe and Positive School Culture Audit

The student will complete a Safe and Positive School Culture Audit that is aligned with Bolman's and Deal's frame theory.

1. Symbolic Frame: students will provide examples of artifacts, symbols, rites, ceremonies, rituals, visual and auditory images that help to explain and describe accepted beliefs and shared, vision and values that define a school's identity and culture [Examples: award ceremonies, incentive programs, mascots, academic recognitions, graffiti].
2. Structural Frame: students will identify evidences [or lack thereof] of fair and equitable policies, structures, rules, and procedures for students and staff [Examples: policy & procedural manuals, protocol sheets, safe school plans, school improvement planning and instructional practices].
3. Human Resource Frame: students will gather information on stakeholders' perspectives, attitudes and perceptions of the school and the community and relate these to the school leader's role in establishing expectations, structures, rules, and procedures [Examples: internal and external demographic shifts, interviews, teacher working conditions survey, needs assessments, attendance, teacher turnover, volunteerism rates, discipline data, parental surveys].
4. Political Frame: Identify key political groups that have direct or indirect impact on the school system and environment and the role of the school leaders in managing the complexity of human interactions to focus on improving student achievement [Examples: stakeholders, legislature, city officials, governmental officials, board of education, PTSA and religious organizations].

Hallmark Project 6 - School Improvement Plan

NCSSE Standard: Standard 1: Strategic Leadership

Course: EDL 522, Educational Planning: Design and Evaluation

School Improvement Plan

1. The student will demonstrate the skill to review, assess and evaluate data sources to improve student achievement.
2. The student will begin the development of the School Improvement Plan by conducting a needs assessment assignment.
3. The student will use the result of the needs assessment to develop prioritized Specific, Measurable, Realistic & Time Bound (SMART) Goals Objectives, identify a research-based intervention program and complete a program design & evaluation assignment to achieve the SMART Goals and Objectives.

4. The student will apply the knowledge and skills learned in this process in the EDL 570 and EDL 571 internship placements to assist school leaders and teachers in improving instruction and student achievement. Evidence may include:
- Stakeholder engagement plan
 - Coaching plan
 - Leadership project
 - Reflective journals
 - School profile

Hallmark Project 7 – Leadership Project

NCSSE Standards: Standard 1: Strategic Leadership; Standard 2: Instructional Leadership; and Standard 5: Managerial Leadership

Course: EDL 570-571 Administrative Internships

School Leadership Project

1. The administrative intern will develop—with the input of the supervising principal—a leadership project that is benefits the needs of the school and that is aligned with an area of instructional improvement as indicated in the school’s improvement plan.
2. The student will research applicable theory and related best practices that align with the desired goal.

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Brunswick County Schools (Belville Elementary, Bolivia Elementary, Brunswick County Early College, Cedar Grove Middle School, Jessie Mae Monroe Elementary, Leland Middle, Lincoln Elementary, North Brunswick High, Shallotte Middle, South Brunswick High, South Brunswick Middle, Southport Elementary, Supply Elementary, Town Creek Elementary,	Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WSE to support LEAs professional growth and match needs with faculty expertise to disseminate resources	The Watson School of Education’s Professional Development System University-School Partnership is with 11 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership has been established for 22 years with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 131 Partnership Schools. This intentional process provides an assessment	7/1/2011 to 6/30/2012	13,343 interns, teachers, administrators, faculty, P-12 students, community leaders	The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of

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<p>Union Elementary, Virginia Williamson, Waccamaw Elementary, West Brunswick High),</p> <p>Camp Lejeune Department of Defense Schools (Bitz Intermediate, Brewster Middle, Heroes Elementary, Delalio Elementary, Lejeune High, Johnson Primary, Tarawa Terrace II Elementary),</p> <p>Carteret County Schools (White Oak Elementary),</p> <p>Clinton City Schools (Butler Avenue Elementary),</p> <p>Columbus County Schools (Acme Delco Elementary, Acme Delco Middle, East Columbus High, Hallsboro Middle),</p> <p>Duplin County Schools (BF Grady Elementary, Beulaville Elementary, Charity Middle, Chinquapin Elementary, East Duplin High, EE Smith Middle School, James Kenan High, Kenansville Elementary, N. Duplin Jr/Sr High, North Duplin Elementary, Rose Hill-Magnolia Elementary, Wallace Elementary, Wallace-Rose Hill High, Warsaw Elementary,</p>	<p>needed.</p>	<p>of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2012, Watson School of Education Interim Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2012 - 2015. In 2011-2012 academic year 13,343 partnership teachers, school administrators, university faculty interns, P-12 students and community members participated in 21 professional development conferences, 345 seminars, and 21 partnership orientations and teacher intern preparations and 12 professional initiatives for a total of 398 sessions with 22,277 contact hours. Outreach personnel developed online training modules to prepare partnership teachers and have offered them continuously as of Spring 2011.</p>			<p>resources. Partnership Agreements for 2012-2015 have been signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During Fall 2011 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2011-2012 academic year. These conversations led to the ongoing development of online professional development modules for our regional partners.</p>

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<p>Warsaw Middle), Jones County Schools (Jones Middle), New Hanover County Schools (Alderman Elementary, Anderson Elementary, Ashley High, Bellamy Elementary, Blair Elementary, Bradley Creek Elementary, Carolina Beach Elementary, Castle Hayne Elementary, Child Development Center, Codington Elementary, College Park Elementary, D.C. Virgo Middle, Dorothy B Johnson Pre-K Center, Eaton Elementary, Forest Hills Elementary, Gregory Math/Sci/Tech Elementary, Hoggard High, Holly Shelter Middle, Holly Tree Elementary, Howe Pre-K, Isaac Bear Early College High, JC Roe Pre-K Center, Lake Forest Academy, Laney High, Mary C. Williams Elementary, Mary Sidberry Mosley PLC, Murray Middle, Murrayville Elementary, Myrtle Grove Middle, New Hanover High, Noble Middle, Ogden Elementary, Parsley Elementary, Pine Valley Elementary, Rachel Freeman</p>					

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<p>Elementary, Roland-Grise Middle, Snipes Academy of Arts & Design, Sunset Park Elementary, Trask Middle, UCP Developmental Preschool, Williston Middle, Wilmington Early College High, Winter Park Model Elementary, Wrightsboro Elementary, Wrightsville Beach Elementary)</p> <p>Onslow County Schools (Blue Creek Elementary, Carolina Forest Elementary, Dixon Elementary, Dixon High, Dixon Middle, Hunters Creek Elementary, Jacksonville Commons Elementary, Jacksonville Commons Middle, Morton Elementary, New Bridge Middle, Parkwood Elementary, Queens Creek Elementary, Richlands Primary, Silverdale Elementary, Southwest Elementary, Southwest High School, Swansboro Elementary, Thompson Early Childhood Center)</p> <p>Pender County Schools (Burgaw Elementary, Burgaw Middle, Cape Fear Elementary, Cape Fear Middle School,</p>					

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<p>Malpass Corner Elementary, North Topsail Elementary, Pender Early College High, Pender High, Rocky Point Primary, South Topsail Elementary, Topsail High, Topsail Middle, Heidi Trask High, West Pender Middle)</p> <p>Sampson County Schools (Union Elementary, Union High, Union Intermediate, Union Middle)</p> <p>Whiteville City Schools (Edgewood Elementary, Whiteville Primary)</p> <p>Cape Fear Center for Inquiry Charter School</p> <p>Charter Day School of Brunswick County.</p>					
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Professional Development of Teachers and/or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored three new initiatives—the Fall Educational Forum, Teacher-Faculty Collaborative Projects, and the Master Teacher Program. The fall educational forum was a regional summit with 120 representatives from nine of our</p>	<p>7/1/2011 to 6/30/2012</p>	<p>13,343 teachers, admin., k-12 students, university faculty, community leaders</p>	<p>In 2011-2012, a total of 5828 partnership teachers and administrators were engaged in professional development through participation in 42 professional development activities: 21 conferences and 21 orientation and teacher intern preparation trainings (online session developed for each and offered continuously as of Spring 2011 and 345 seminars. Ten cultural arts events hosted for teachers and students in the region involved a total of 7515 participants. Various service and support forums and professional development initiatives sessions were participated in by 1029 teachers and</p>

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		<p>partnership districts and UNCW in attendance. Participants shared ways that they implement innovative ideas and practices in their districts despite the recent budget cuts. From that forum, we organized three cross-district teacher collaborative teams. These teams worked to investigate and/or improve a particular classroom practice. Each team presented at the Spring Research Speaks Conference held at the Watson School of Education. Through the Master teacher program, we brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates.</p>			administrators.
<p>Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.</p>	<p>Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.</p>	<p>Collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues.</p>	7/1/2011 to 6/30/2012	7400 teachers, admin., k-12 students	<p>The Watson School of Education and its affiliated Science and Math Education Center had \$ 2,100,000 in active external funding during this year and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.</p>
New Hanover,	Professional	Research Speaks -This	4/18/2012	35 students,	The work of 24 Watson

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Pender, Columbus, Cape Fear Center for Inquiry	Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	one day conference highlighted research initiatives developed by Watson School faculty members in conjunction with local educators.		teachers, faculty	School of Education faculty members and local teachers was disseminated
Brunswick, Columbus, Carteret, Cape Fear Center for Inquiry, Duplin, Jones, New Hanover, Onslow, Pender, Roger Bacon Academy-Charter Day School, Whiteville City	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Distinguished Leadership in Practice (DLP), a non-traditional professional development model, allows participants to critically examine the meaning and application of "Distinguished" school leadership through a problem-based, real-world approach. UNCW is serving as a regional partner for this initiative and is co-hosting this event. Participants engage in a series of authentic activities designed to build the capacity of their schools and their own capacity as "Distinguished" school leaders.	9/12/2011, 9/13/2011, 11/3/2011, 11/4/2011, 1/9/2012, & 1/10/2012	49 school administrators	Participants were exposed to exemplary administrative practices and provided opportunities to engage in discussion and training around those practices.
Brunswick, Columbus, Duplin, Johnston, New Hanover, Onslow, Pender, Wake, Cape Fear Community College, Communities in Schools	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with South Eastern Alliance to combine	Dropout Prevention Coalition Emerging Leaders Conference.	4/17/2012	80 teachers, university faculty, and community leaders	A majority of participants rated this conference as excellence.

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Brunswick, Clinton City, Duplin, Greene, Jones, New Hanover, Pender, Camp Lejeune, Onslow, Cape Fear Center for Inquiry, Charter Day School, Columbus, Whiteville City, Sampson	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	AIG Mini-Conference This conference addressed the needs of Academically Gifted and Intellectually Gifted students in southeastern North Carolina.	4/17/2012	51 teachers and university faculty	Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms.
Columbus County Schools	Provide specifically designed literacy instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.	Columbus County Enrichment Project designed to meet the literacy needs of middle grades students in southeastern North Carolina.	7/1/2011 - 7/31/2011	61 students, teachers and university faculty	Students from Columbus County, North Carolina were presented with effective literacy strategies and orientation to a university.
Brunswick County, Columbus County, Duplin County, Jones County, New Hanover County, Pender County, Sampson County, Whiteville City Schools, Kannapolis, Fairfax County (VA), York County (SC)	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	First Years of Teaching Support Program: FYTSP expanded this year to include 18 additional mentors and 40 beginning teachers representing 10 districts across North Carolina, South Carolina and Virginia. The FYTSP also hosted 3 Professional Development Days for Beginning Teachers in 2011-2012. In total, 85 teachers attended the sessions representing 8 schools districts in our PDS Partnership. 26 faculty members participated throughout the year in various	7/1/2011 to 6/30/2012	125 teachers and admin.	A majority of the participants who completed an evaluation of the Beginning Teacher Professional Development Days ranked individual presentations as being Very Good or Excellent.

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		capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. Furthermore, 13 teachers from 5 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the final BT Professional Development Days.			
Brunswick County, Carteret County, Columbus County, Craven County, Lincoln County, New Hanover County, Pamlico County, Charter Day	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	Mentor Conference Webinar: The 2012 Annual Mentor Conference was presented in two locations simultaneously, face to face and virtually via webinar. 51 participants registered for the conference representing 8 LEAs, the NCDPI, and 1 IHE. Of those registered, 18 attended face to face. During the sessions, presentations from 3 faculty members, 2 representatives from New Hanover High School, and 2 representatives from the NCDPI explored the conference theme <i>Preparation and Practice: Essential Training for Effective Mentors</i> .	3/7/2012 and 4/24/2012	51 teachers, faculty, university administrators	100% of participants who attended via webinar and completed an evaluation of the 2012 Annual Mentor Conference said that they would attend the conference online in the future. Several participants commented not only on the quality of presenters, but on the convenience of the webinar format. One participant commented: "It is always refreshing to hear the latest research about mentoring and coaching. As an avid supporter of the practices, I learn something new with every session I attend. Today's sessions were right on target and I enjoyed them all immensely."
Brunswick, Camp Lejeune, Carteret County, Clinton City, Columbus County, Duplin County, Jones County, New Hanover County, Onslow County, Pender County, Sampson County, Whiteville City	Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st	"What Works: Innovative Models and Best Practices in Education" highlights the hard work of schools and various programs/community agencies within our partnership districts. This year's sessions included strategies for working with ESL students and	9/27/2011, 10/25/2011, 11/29/2011, 2/23/2012, 3/29/2012, and 4/19/2012	71 teachers, university faculty and students, public school admin., and community leaders	The work of several schools from 4 school districts and one charter school was featured and disseminated.

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Schools, Cape Fear Center for Inquiry Charter School, and Charter Day School in Brunswick County.	Century. WSE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.	students with special needs; anti-bullying initiatives; global classrooms; promoting parent involvement; and online learning. 71 participants registered for the fall sessions, including 55 WSE students, 11 faculty/staff, and 5 representatives from partnership schools. 48 participants registered for the spring sessions, including 44 WSE students and 4 WSE faculty/staff members. All partnership districts have access to session video archives through the "What Works" website.			
Brunswick County, Columbus County, Duplin County, Jones County, New Hanover County, Pender County, Lenoir County, Onslow County, Alamance-Burlington County, Charlotte-Mecklenburg County	Support for Career Teachers Seeking National Board Certification Rationale WSE believes in a continuum of support for all levels of career development from Preservice through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.	National Board Support Program The Watson School of Education National Board Support Program served initial, advanced and renewal candidates during 2011-2012. The program hosted 17 support workshops and provided 3 information sessions in an effort to recruit candidates. The program coordinator traveled to Duplin, Pender, New Hanover and Brunswick County schools to provide one on one support for candidates. In total, the WSE program served 23 renewal candidates from 8 counties; 22 initial candidates from 10 counties; and 4 advanced candidates from 3 counties. The program also collaborated with 10 NBCTs who assisted in	7/1/2011 to 6/30/2012	49 teachers	Data from both the initial support program participants indicated that 100% would recommend the Watson School's National Board Support Program to future candidates.

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		<p>the delivery of the program and served as readers for candidates at all program levels. In June, the program will host a one day Pre-Candidacy Workshop which will prepare potential candidates for embarking on the process during the 2012-2013 school year. At this time, 30 initial candidates have registered for Pre-Candidacy Support.</p>			
<p>Ashe, Bladen, Brunswick, Buncombe, Camden, Carteret, Catawba, Chatham, Columbus, Craven, Cumberland, Davie, Duplin, Franklin, Gaston, Guilford, Halifax, Harnett, Henderson, Hoke, Johnston, Jones, Lee, Lenoir, McDowell, Mecklenburg, New Hanover, Onslow, Orange, Pender, Pitt, Polk, Private Schools, Robeson, Rockingham, Surry, Union, Wake, Wayne</p>	<p>Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support these endeavors.</p>	<p>The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered 12 professional development programs and outreach activities and served 237 teachers and students from 6 school districts in 2011-2012. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools. TLP materials have been loaned to 104 teachers impacting the education of nearly 4,238 students.</p>			<p>Teachers received 5,580 contact hours of instruction and were awarded either licensure renewal or graduate credit hours. The number of teachers served through renewal credit programs was 237. In addressing its goal to serve teachers in our region, this year the Center reviewed and updated our database to reflect a total of 3,812 participants with serviceable addresses. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are delivered through programs like the NC Southeast Regional Science Fair, Science Olympiad, Family Science and Mathematics Nights and StarLab Portable Planetarium presentations. These programs served 1,172 individuals in 87,708 contact hours.</p>

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New Hanover and Pender	Professional Development and Outreach to Public Schools	CESTEM partnered with three local schools and one Museum to help write and submit two PRISM awards which are offered by the Burroughs Wellcome Fund.			Both the grants were awarded and professional development was created and either delivered, or plan to be delivered, for participating teachers. In addition to the professional development, the teachers received materials to transform their classrooms by integrating hands-on investigations.
Brunswick and Onslow	Professional Development and Outreach to Public Schools	CESTEM partnered with Brunswick and Onslow County to write two MSP grant proposals. Both Grants were recommended for funding by NCDPI.			Once funded, CESTEM will work with UNCW faculty in WSE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.
Southeast Region of NC	Professional Development and Outreach to Public Schools	Vernier awarded CESTEM a prestigious 30 th Anniversary grant for \$10,000. Teachers typically lack the funds and training needed to use specialized scientific equipment as part of their program. The Vernier grant will provide the equipment necessary for ongoing K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.			One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM purchased new LabQuest interfaces, the latest probeware and several lab books with the grant.
Teachers in all 100 NC counties are eligible to register. Registration can change up to the start date of the workshop.	Professional Development and Outreach to Public Schools	The North Carolina Biotechnology Center awarded CESTEM a grant to host "Introductory Biotechnology Workshop for High School Teachers" for Summer 2012. The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants			One Week Professional Development. Due to scheduling conflicts this workshop was moved from June to July 2012.

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.			
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School Districts	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	The Watson School of Education Outreach Alliance office worked collaboratively with Southeast Education Alliance to deliver targeted professional development to administrators and teachers in the southeastern region of North Carolina. The PD was based on the identified needs of teachers and superintendents in the Southeast Education Alliance. The first PD session focused on Literacy and the Common Core best practices in teaching reading and writing to middle and High School Teachers. The conference was presented by Watson School of Education faculty and Dr. Julia Joslin, North Carolina Department of instruction, on February 17, 2012. This workshop focused on effective classroom strategies for implementation of the Common core and Essential Standards.		233 teachers, and university faculty	92% of participants stated that they valued learning new strategies from their peers, Watson Faculty and Dr. Julia Joslin, from N.C Department of Instruction the additional knowledge they received for differentiation and instructional planning for the common core. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education Dean is a member.
Bladen, Brunswick, Carteret, Columbus, Clinton City, Craven, Pender, Onslow, Duplin, Sampson, Whiteville City, Lenoir, Pamlico, Jones School	Provide Specifically Designed Professional Development for School Teachers/Administrators Rationale Recognizing the need for high quality professional	The Southeast Education Alliance and Watson School of Education continued their partnership by delivering a conference on Effective Strategies for working with the Black	2/17/2012 3/23/2012	120 teachers, and university faculty	85% of participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Follow-up and planning for

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Districts	development for specified needs, WSE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.	Male Student. Classroom Management, Differentiated Instruction and Innovative Uses of Technology were incorporated in to the delivery of effective strategies that work. The conference highlighted successful and powerful programs and practices that make a difference for students. It provided an opportunity for teachers to discuss and share the results of their own experiences in reaching all students, especially the black male through innovative classroom management techniques, differentiated instructional strategies and innovative uses of technology.			additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson School of Education Dean is a member.
Brunswick County Middle Schools Cedar Grove , Shallotte and Leland With Duplin County Middle and High Schools(Charity and East Duplin High Schools)	Provide Specifically Designed Professional Development for School Teachers/ Guidance Counselors and Social Workers Rationale Recognizing the need student career counseling guidance toward attending college. WSE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the students to explore opportunities at Watson School of Education. Students explored break- out sessions which focused on Health/Science Education.	Outreach Connections with Brunswick and Duplin County Schools, The Office of Outreach Alliances in the Watson School of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2011-2012, 120 students visited the Watson School of Education, the School of Nursing, the Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each	2/23/2012 3/2/2012	102 students, teachers, and guidance counselors	60 Brunswick County 8th graders and 30 Duplin County 8 and 9 th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

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 Date(s)	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	Workshops designed and lead by Watson School of Education and selected UNCW Faculty.	invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson School of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch. Additionally, UNCW Teaching Fellows participated in a closing panel discussion titled, "What does it take to get here...What should you be doing now?"			
New Hanover and Duplin County Schools	Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale and Watson school of Education Students Recognizing the need for high quality professional development for specified needs, WSE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson School of Education Elementary Education Faculty access to students from diverse backgrounds.	The Watson School of Education collaborated with the Duplin and New Hanover County elementary teachers to bring first graders to UNCW and to introduce students and their families to higher education.	4/17/2012 4/24/2012 4/26/2012	243 students, parents, university faculty guidance counselors and community leaders	243 elementary school students, parents and guidance counselors were introduced to higher education at UNCW and provided with information about how to prepare for college

Support for Beginning Administrators

The Watson School of Education has an Administrator Support Program. A key feature of the program is the online support that beginning administrators receive. MSA faculty members provide advice, guidance, and assistance for the administrators entering into their professional roles. WSE also sponsors events such as the Research Speaks Conference in May 2012 in which collaborative efforts that examined educational practices in classrooms and schools were shared.

The MSA program is presently under the leadership of new coordinators and all past planning and activities are being evaluated for continual offering or altered for new program development. This process will result in changes to the 2012-2013 semesters.

Support for Career Administrators

Support for career administrators includes several conferences and grant-funded programs that allowed faculty to collaborate with school administrators. Conferences and programs included several seminars on “What is working,” that not only highlighted several local schools and successful programs, it also met a specific request from partner schools to hear about what is going on in local schools that can be used as models. In addition, MSA faculty have been involved with presentations with and for career administrators, in exploring such topics as authentic assessment, multimedia opportunities in the classroom, as well as effective mentoring techniques. All partners are invited to programs and conferences. Recent faculty grants allowed collaboration with district principals in regards to teaching, learning, and leadership.

In addition to grant awards, a “School Leader Professional Development” 10 Hour PD Session for Practicing Administrators has been scheduled for this summer. A planning committee, under the direction of the new leadership, will be in place for the 2012-2013 to review the present programs for replication and replacement as well as determine the needs for continued support. All activities are being evaluated for continual offering or altered for new program development. This process will result in changes to the 2012-2013 semesters.

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	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	10
	Other		Other	
	Total	2	Total	11
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	2	White, Not Hispanic Origin	
	Other		Other	
	Total	2	Total	0
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	4
	Other		Other	
	Total	5	Total	5
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	15
	Other		Other	
	Total	9	Total	17

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

Masters	
MEAN GPA	3.64
MEAN MAT New Rubric	407
MEAN MAT Traditional	*
MEAN GRE New Rubric	*
MEAN GRE Traditional	1,050
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	
NUMBER EMPLOYED IN NC SCHOOLS	
* 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				
LC Completed program and applied for license				
School Administration	6		1	6
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	6					
G Licensure Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only	3	2	1			
Comment or Explanation ... There is not sufficient time to compile the above data as a new coordinator; therefore, now that we know what is expected, this data will be available and maintained from this point for reporting methods.						

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	
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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.
