

# IHE Master's of School Administration Performance Report

Western Carolina University

2011 - 2012

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## Overview of Master's of School Administration Program

The cohort-based Master's of School Administration (MSA) program was approved by University of North Carolina's General Administration in March, 2010 and by NCDPI in August, 2010. The redesigned MSA and Post Master's Certificate in Public School Leadership (PMC-PSL) programs combined to produce 64 program completers in 2011-12 (33 in summer 2011, 1 in Fall 2011 and 30 in spring 2012). The MSA program requires 39 semester hours of course work. The coursework is distributed among classes in educational foundations (4) and professional studies (12). The PMC-PSL requires 24 hours. These courses are in the same areas required in the MSA.

In both programs, candidates document their proficiencies in North Carolina's 21st Century Standards for School Leaders throughout their core courses and internships. In their capstone course, candidates submit an electronic evidence portfolio documenting their proficiency in the standards. This portfolio is fully aligned to NCDPI program assessment criteria. Also as part of their capstone experience, candidates demonstrate communication skills in the development of an integrated change project which is implemented over the semesters of enrollment in the program and in its defense before peers and faculty. Cumulative data collected from each of the MSA and PMC-PSL licensure completers, an ongoing faculty professional learning community, the Electronic Evidences designed by NCDPI, and a thorough program evaluation regimen inform efforts at continuous program improvement. The programs combine to form cohorts of up to 22 members and admit two cohorts in the fall and two in the spring. The cohorts progress together through the program, as research on effective leadership preparation recommends. All students complete a research course in testing and assessment; three one hour courses (school law, human resources and special education); four core school leadership courses of three credits each, plus two concurrent integrated site-based internships. MSA students complete five additional courses: educational research, educational foundations, leadership foundations, advanced psychology and a one hour course in leadership standards.

Ethical leadership is the central tenet and guiding paradigm of the program. Core courses organize standards-based knowledge, skills, and values as: 1) Ethical School Leadership, 2) Leading School Culture, 3) Leading Student Learning, and 4) Sustaining Change and Social Justice. Six topics courses and a summer internship provide opportunities for students to focus exclusively on special areas such as human resource management, leading special education, managing budget and school resources, legal issues, cognitive coaching, and micro-political

leadership. Students identify a major authentic school change project during their first core course, organize a team of school (internship site) colleagues, develop a plan for implementation, implement it, and provide interventions to sustain the change over the course of their program. The programs are supported by three dedicated tenure track faculty and one full-time fixed term faculty with doctorates in Educational Leadership, four tenure-track faculty who teach foundational courses in their areas of expertise, and one adjunct faculty member (doctorate in educational leadership, retired NC principal with multiple awards).

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

The WCU Masters of School Administration (MSA) and Post Masters Certificate (PMC) programs include conceptual, organizational, curricular, and pedagogical special features. The program uses a mantra and two sets of standards to form a complex articulated conceptual framework, which drove program development and drives a process of continual improvement, faculty interactions with candidates, and faculty scholarly inquiry. The program is founded on principles of courageous and creative democratic leadership. The program supplements generalized standards for ethical action by leaders, regardless of hierarchical position, with specific standards (North Carolina's 21st Century Standards for School Leaders) for school administrators. Admission criteria have been strengthened and a unique two-stage admissions process has been introduced with special requirements to pass to candidacy. A process for identifying students of concern and providing action plans and support is in place. An online advising Blackboard site provides access to important materials and news. Candidates may also use a variety of discussion boards to interact with their colleagues and advisors. The program is cohort-based, allowing for the development of intimate learning communities over time. Cohort size is limited to 22 (slightly above limits suggested by the research). Admission application reviews are conducted in April, July and November.

The program is built around four interconnected core leadership courses. These courses feature a spiraling curriculum and focus on four themes, each building on the previous one: ethical leadership, cultural leadership, leading for learning, and leading for continual improvement. The middle two core courses have internship courses associated with them. Combined with the aforementioned internships, a summer internship completes the year-long internship spread across the fall, spring and summer. The beginning of the MSA program includes "foundational" courses in research, advanced psychology, educational foundations, and curriculum. Additional required courses focus on administrative topics of law, human resources, and special education. A common school change project develops across all four courses. Candidates must work with others in their school to identify a serious challenge to student learning, organize a school based team, develop and implement a plan to address the challenge, gather data and report on their results, and plan for follow-up actions. The internship is competency-based. Candidates must complete 88 core activities designed to provide them with access to a wide variety of typical administrative experiences. These activities are aligned to both WCU courses and the 21st Century leadership Standards. All core courses include assignments that require candidates to apply research-based learning in their schools. All core courses emphasize critical analysis and principles of reflective practice. All core courses use a variety of instructional practices to create intimate learning communities and enhance the depth of candidate learning experiences based on recommended practices for transformational adult learning.

## 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
Madison	21st Century Priorities: 21st Century Professionals; Leadership Guides Innovation.	ILT workshops	Nov. 14, 2011, Jan 2, 2012	1 teacher	Professional development for capacity building and teacher leadership.
WRESA Western Region Education Service Alliance	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Curriculum Council & Superintendent Advisory Council	Monthly for each council	40 administrators	Consultation as council participants.
WRESA Western Region Education Service Alliance	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Teacher Learning Walks	October 5, 2011	30 administrators	Professional development and workshop to plan for implementation in administrators' building.
Cherokee	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Administrative, SIT consultation and Teacher Learning Walks training	November 7, 2011; December 8 & 9	25 teachers, 1 administrator	Follow-up to Teacher Learning Walks.
Cherokee; Cleveland; Jackson; Swain	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	School Improvement	Fall 2011	4 administrators, 54 teachers	Consultations on School Improvement Plan and Collaborative Teacher Professional

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					Learning.
Macon	21st Century Priorities: 21st Century Professionals, Leadership Guides Innovation.	Professional development for teachers planning	Fall 2011 and Spring 2012 semesters	1 administrator	Consultations on Teacher Professional Learning.
Haywood; Madison; Swain	21st Century Priorities: 21st Century Professionals	Teacher Learning Walks	Fall 2011 semester	3 administrators, 50 teachers	Mentor/Mentee Learning Walk facilitation.
Orange	21st Century Priorities: 21st Century Professionals	Leadership	One day per month 2011-2012	Administrative staff	Leadership consultation.
Transylvania	21st Century Priorities: 21st Century Professionals	Presentations on the 6 virtues of the educated person	Spring semester	3 administrators 15 community members	Consultation and facilitation of community engagement.
McDowell	21st Century Priorities: 21st Century Professionals	What inspires teachers?	Fall	3 administrators 35 teachers	Panel Discussion.
Randolph	21st Century Priorities: 21st Century Professionals	What inspires teachers?	Spring	2 administrators 31 teachers	Panel Discussion.

### **Support for Beginning Administrators**

An alumni organization for graduates of the MSA program and PMC completers was developed and is part of the MSA/Certification Advising Blackboard organization site. There are many active alumni who continue to be engaged with this site. This ensures that professional networks established during the program continue as candidates move into administrative positions throughout the region and to maintain contact between the university and those individuals. Completers of the redesigned program are participating in an ongoing program evaluation

project. Program candidates and graduates/completers are invited to professional development opportunities on campus, and occasionally participate in field-based research projects conducted by faculty. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with candidates about prospective positions available in the region, and write formal letters of recommendation on behalf of program completers. Several program completers continue to share their experiences with current candidates as guest presenters and adjunct faculty members. Like other MSA institutions in the state, the WCU Principal Preparation faculty support career development of beginning administrators through the maintenance of user-friendly advanced degree options.

## **Support for Career Administrators**

The MSA program supports career administrators in many ways. A senior faculty member attends the regional superintendents' association (WRESA) monthly meetings. Another faculty member attends the regional curriculum council monthly meetings. WRESA input has been sought and provided for program changes. The Department of Human Services supports the Ed.D. program that serves career administrators. Faculty members conduct research with field practitioners on topics germane to their practice. In 2011-2012 examples include continuing work on evaluation of the MSA/PMC, professional development training for administrators and teachers, and consultation. MSA candidates intern in regional public schools and both learn from and assist practicing administrators. Practicing administrators also profit from the relationships with the candidates as they are exposed to the latest research and provided opportunities to reflect as they debrief on a variety of subjects with the candidates. Supervising faculty of internships spend time with mentoring principals working on specific building issues. Many candidate course requirements support career administrators. For example, candidates lead school improvement projects, complete the clinical supervisory process, write school newsletters and brochures, complete action research projects, help develop school improvement plans, and work on school web pages. Candidates also participate in school-based committees, and help connect the school to the community. The MSA faculty attends and present at professional meetings in the region and state designed to serve the needs of practitioners. Modeling and on-site assistance are provided to assist school leaders in developing professional learning communities, including engaging all teachers in whole-school walkthroughs and reflective dialogue for continuous learning. MSA faculty have also conducted a number of workshops in area schools on multiple forms of walkthroughs, teaching classroom procedures, and other topics. The program is committed to the inclusion of regional superintendents among its teaching faculty, sometimes as part-time faculty with responsibility for entire courses and sometimes as guest lecturers in classes.

The WCU service region presents unique geographic challenges. Successful online delivery and word of mouth advertising from program alumni have led to an expansion of the service area. The program serves students from the northeastern region of the state to the westernmost counties in the state. Reliable adjunct faculty who are based in the eastern region have supplemented our online presence with a physical one. A senior faculty member meets regularly with the superintendents in the region to assess their needs and to gain input for our programs. The faculty are actively involved in the Leadership Summits provided by SUTEP and the WRESA. Faculty attended and presented at the American Educational Research Association

Conference, University Council of Educational Administration (UCEA) and all MSA faculty made multiple international, national and regional presentations. Supporting beginning and career administrators, the principal strand of the School University Teacher Education Partnership (SUTEP) offers a Principal's Strand.

## 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	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>6</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	37	White, Not Hispanic Origin	68
	Other	1	Other	2
	<b>Total</b>	<b>41</b>	<b>Total</b>	<b>75</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	36
	Other		Other	
	<b>Total</b>	<b>17</b>	<b>Total</b>	<b>41</b>

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

<b>Masters</b>	
MEAN GPA	N/A
MEAN MAT New Rubric	408
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	4
MEAN GRE Traditional	987
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	4	48	1	16
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	2	2		
G Licensure Only						
<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	1	1	26	13	2	1
G Licensure Only	1	6	10			
Comment or Explanation						

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

	<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		
* 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.

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