

IHE Master's of School Administration Performance Report

Wingate University

2011 - 2012

Overview of Master's of School Administration Program

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership leads to North Carolina licensure as a K-12 school administrator. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. It prepares students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Emphasis is placed on learning sound organizational practices. Therefore, students are able to organize and implement additional policies and procedures, ensuring a safe and secure environment while streamlining the academic program. Other points of emphasis are: skills in supervision, recruitment, staff appraisal, and financial and budgetary planning. Graduates of this program know how to involve community stake holders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. They are exposed to structured standards which are embedded in experiences in authentic settings. The internship portion requires the application of knowledge and the skills necessary for a successful educational leadership career. The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education at the 500 level, 25 semester hours in educational leadership content and related course work at the 600 level including 475 hours of field and internship experiences. The vision of the principal as an instructional leader incorporates all essential roles as leader, master teacher and researcher.

Special Features of the Master's of School Administration Program

By developing sound organizational skills, students establish policies that ensure a safe and secure educational environment which is also academically streamlined. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students learn how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. Students are exposed to structured standards which are embedded in experiences in authentic settings. All assignments in all classes and internships are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internships (fall, spring, and summer) allow students to apply their knowledge and hone the skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an

essential element of the program in educational leadership. Each student develops a program portfolio that is composed of six specific portfolio projects related to the North Carolina Standards for Educational Executives and is reflective in nature. Also, each program portfolio is evaluated based upon a University established rubric.

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
Union County Public Schools	The Superintendent of Union County Public Schools requested that a leadership program be developed in partnership with the Graduate School of Education for assistant principals in Union County. The goals were to have these assistant principals model the attributes of the North Carolina 21st Century Standards for Executives (strategic leadership, instructional leadership,	The following activities were identified as points of emphasis in this principal development program: 1. facilitating research on training/induction programs for future principals; 2. analysis of the best design for delivery; 3. review of candidates for the school year 2011-2012. The planning stage involved Union County Schools and Wingate personnel during the school year, August 2010 -- June 2011. Program was titled "Growing	August 2010 -- June 2012	15 assistant principals at 15 schools	The planning stage of the initiative was completed in June 2011. The implementation phase began in June 2011 and continued until June 2012.

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	<p>cultural leadership.) In addition to the fact that the definition of an Executive School leader has been broadened, there is anticipation that these individuals are slated to become principals in the future. Although there is a job shortage in North Carolina currently, this is not a static situation with a rapidly growing population and the anticipation of a number of retirements.</p>	<p>Leaders Program.” Wingate professors, including the Director Graduate Education, led seminars on the standards for school administrators and leaders during the 2011 – 2012 school year.</p>			
Iredell-Statesville Schools	<p>The Superintendent of Iredell-Statesville Schools requested that Wingate faculty collaborate in an effort to</p>	<p>Wingate faculty members will conduct walk-throughs in SIOP classrooms during 2012 – 2013 school year.</p>	<p>January 2012 – June 2013</p>	<p>Extensive use of SIOP strategies at one local high school.</p>	<p>Planning for initiative has taken place during spring 2012; implementation will be for the 2012 – 2013 school year.</p>

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	<p>assess the fidelity that instructors use when attempting the SIOP model with their students. Problem became apparent when a Wingate doctoral student found that during the first year of implementation scores did not improve for SIOP students.</p>				<p>The goal is to identify areas where teachers need more support and professional development in understanding and demonstrating the steps, procedures in teaching using the SIOP model.</p>
<p>Socrates Academy – NC charter school</p>	<p>The principal of Socrates Academy requested that Wingate faculty provide inservice related to the Common Core Standards. There is a feeling that staff only has cursory knowledge at this point . The goal is to increase staff</p>	<p>Inservice days are scheduled for June 12, 2012 and August 16, 2012. Emphasis will be to build comfort level with Common Core as well as how to be more effective in classroom</p>	<p>Initial planning sessions in April 2012. Dates for implementation are June 12, 2012 and August 16, 2012</p>	<p>All faculty at school</p>	<p>Outcomes have not been determined as program is still in planning stages.</p>

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	knowledge and ways to address standards.					
Wingate University Graduate School of Education in partnership with the Hoke County School District	Goal: To assist the Hoke County School District in training and preparing future school executives utilizing the 21 st Standards for School Executives as adopted by the State Board of Education, while building leadership capacity within the organization.	<p>Introduce 21st Century School Executive Standards Adopted by the SBOE.</p> <p>Build leadership capacity within the organization by training prospective school administrators and working with current school administrators to incorporate 21st Century Executive Standards.</p>	<p>21st Century Standards of School Executives introduced to IHE's</p> <p>Graduate Students begin participating in classes located in the South Central Region of NC. Students assigned clinical hours and formalized internships. Internship Supervisors begin visiting on-site with students and principals</p> <p>A minimum of two seminars</p>	<p>January 2011 (ongoing)</p> <p>January 2010 (ongoing)</p>	<p>19 IHE's</p> <p>16</p>	<p>New standards provided to Hoke County Schools administrative interns and supervising principals</p> <p>Individual meetings with supervising principals regarding new standards along with a seminar for students.</p>

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			provided for graduate students	September 2011	8	Internship Seminar
			Training sessions provided for mentor principals designed to increase competency with the new standards and prepare Principal Mentors to recommend principal licensure	December 10, 2011	20	Legal Issues Seminar
				Provided on an individual basis in concert with assigned principal interns.	16	Individual meetings with Wingate staff and supervising principals.

Support for Beginning Administrators

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in Educational Leadership have worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the area of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional population, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment. Faculty visit sites of new principals' schools to offer additional support in an on-going manner. Support and assistance via e-mail is an almost daily occurrence with the Graduate Education faculty at Wingate. In addition, a leadership academy was implemented in collaboration with Union County administrators in the fall of 2011.

Support for Career Administrators

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contacts from this region as well as statewide from current superintendents and principals are frequent occurrences. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory Council meetings, discussions very often address the current professional needs of superintendents and principals.

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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	1
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	0	Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	27
	Other		Other	
	Total	23	Total	39
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	35
	Other		Other	
	Total	17	Total	46

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

MSA	
MEAN GPA	3.31
MEAN MAT New Rubric	403
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	*
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		5		3
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded					7	23
G Licensure Only		6	9	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	
* 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.
