

School Administration Programs



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

2011-2012

SCHOOL ADMINISTRATION PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. While specific course requirements vary from institution to institution, they are focused on enabling graduates to be able to facilitate the formation, articulation, and dissemination of a school or district vision of learning supported by the school community; promote and maintain a positive school culture for learning, by promoting effective instructional programs, applying best practices to student learning, and designing and implementing comprehensive professional growth programs for staff; manage organizational operations and resources in a way that promotes safe, efficient, and effective learning environments; collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources; understand the larger political, social, economic, legal, and cultural context of schools; and advocate for all students.

During the 2011-2012 academic year 19 institutions offered school administration programs. The institutions are:

Appalachian State	NC A & T University	UNC-Pembroke
Campbell University	NC Central University	UNC-Wilmington
East Carolina University	NC State University	Western Carolina University
Elizabeth City State Univ.	Queens University	Wingate University
Fayetteville State Univ.	UNC-Chapel Hill	Winston-Salem State Univ.
Gardner-Webb University	UNC-Charlotte	
High Point University	UNC-Greensboro	

Quality of Students Entering the Programs

Institutions with approved school administration programs seek to recruit and retain quality students who reflect the diversity of the state and nation. They work closely with their college/university graduate admission offices and area school systems to promote their programs. Brochures and other promotional materials are routinely distributed. A number of institutions offer off-campus programs designed to bring programs to prospective school administrators.

School Administration Program Admission Requirements

School Administration Program admission requirements vary from institution to institution. Most require prospective students to have a prescribed grade point average and to earn a satisfactory score on a standardized examination such as MAT or GRE. Many require references; a number require a writing sample (essay).

Table XVI summarizes the Fall 2011 enrollment in school administration programs. This data was provided by the institution. **Table XVII** summarizes admission test results. This data was provided by the institutions for the students reported as admitted to their programs. The column MAT 1 reflects MAT scores based on the 0-100 scoring rubric; MAT 2 reflects the new MAT scoring rubric that ranges from 200 -600. The column GRE 1 reflects the combined Verbal and Quantitative scores (each can range from 200-800); GRE 2 reflects the GRE analytical writing score which ranges from 0-6.

Table XVI: Enrollment in School Administration Programs Fall 2011

M=Minority, T=Total	Full-Time				Part-Time			
	Graduate				Licensure Only			
	M	T	M	T	M	T	M	T
Appalachian State University	3	7			9	21	3	4
Campbell University	8	25	2	15	3	7	1	4
East Carolina University	41	184	1	2	24	95	2	11
Elizabeth City State University					16	43	9	16
Fayetteville State University	24	35						
Gardner-Webb University					219	662	82	168
High Point University	13	65	12	27				
NC A&T State University	11	12	1	1	25	41	10	14
NC Central University	9	9	1	1	10	11	2	2
NC State University	54	169			21	68		
Queens University		2						
UNC-Chapel Hill	36	92				1	9	25
UNC-Charlotte	6	16			9	48	5	14
UNC-Greensboro	63	165	16	46	22	30	7	12
UNC-Pembroke	36	79	3	9	13	39		2
UNC-Wilmington	1	13		2	1	10	4	26
Western Carolina University	5	12			11	116	8	58
Wingate University					20	62	17	64
Totals	310	885	36	103	403	1,254	159	420

Table XVII: School Administration Program Admission Data

	New MAT Scoring	Old MAT Scoring	New GRE Scoring	Old GRE Scoring	GPA
State Average	403	40	4	943	3.38
Appalachian State University	*			*	3.31
Campbell University			4	897	3.72
East Carolina University	403	45		922	3.17
Elizabeth City State University	395			*	3.71
Fayetteville State University	385			*	3.32
Gardner-Webb University				*	3.31
High Point University	427				3.42
NC A&T State University	398		3	752	3.88
NC Central University					3.83
NC State University	407	*	4	1,023	
Queens University					*
UNC-Chapel Hill				1,015	3.16
UNC-Charlotte		37	4	963	3.19
UNC-Greensboro	401	*	4	921	3.69
UNC-Pembroke	397	*	4		3.15
UNC-Wilmington	407	*	*	1,050	3.64
Western Carolina University	408		4	987	
Wingate University					*
Wingate University	403	*		*	3.31

* Less than five test takers. Results not reported.

QUALITY OF STUDENTS COMPLETING THE PROGRAMS

School administration programs are designed to prepare educational leaders who have the knowledge, skills, and dispositions to promote the success of all students. To this end, candidates are required to complete defined programs of study which include significant internship experiences. These experiences are expected to provide opportunities for synthesizing and applying knowledge and practicing skills through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The progress of candidates in completing program requirements is monitored and the competence of candidates is assessed throughout the program of study.

Historically, to be licensed as a school administrator, candidates must satisfactorily complete the School Leaders Licensure Assessment (SLLA) exam with a minimum score of 155. As part of the re-visioning process, the SBE in 2008, approved that MSA candidates were to submit an electronic portfolio of evidences upon program completion to demonstrate knowledge and skills in lieu of the SLLA exam. However, individual IHEs may still choose to require the SLLA exam at the institutional level.

In summer 2012, a statewide pilot of MSA program completers was conducted to review principal candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.

Table XIX: Length of Time to Program Completion (Graduate First License)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University												
Barton College												
Campbell University		3	1	1								
Catawba College												
Chowan University	30											
Duke University												
East Carolina University	50	2	1									
Elizabeth City State University												
Elon University											19	
Fayetteville State University			5	2				1	2	9	3	7
Gardner-Webb University							1					9
Greensboro College												
High Point University												
Lenoir-Rhyne University				2	1		1		1			1
Meredith College												
NC A&T State University	12	2	3		1	1	17	1	3	1	1	2
NC Central University	2	10	5	4	4	2	1	5	4	3	5	6
NC State University	19	3	2				5	3	6	4	6	
Pfeiffer University												1
Queens University												
Salem College	1				1	11						
Shaw University												
UNC-Chapel Hill	77	8	2	1			1					
UNC-Charlotte		5	2				92	55	36	13	21	27
UNC-Greensboro	31	21	20	6	5	10	1	2	9	6	7	7
UNC-Pembroke		4	15	13	3				22	8	2	
UNC-Wilmington	8	6					7	1	2			
Wake Forest University		25	6									
Western Carolina University	4	20	6	5			2	6	9	4	2	2
Wingate University								1	10	12	8	6
Winston-Salem State University		3						8	3	2		
Totals	234	112	68	34	15	24	128	83	127	62	74	68

Table XIX: Length of Time to Program Completion (Licensure Only)

Number of Semesters	Full-Time Students						Part-Time Students					
	1-3	4	5	6	7	8	1-3	4	5	6	7	8
Appalachian State University	4		3					4				
Barton College												
Campbell University	2	21										
Catawba College												
Chowan University												
Duke University												
East Carolina University							5	16	1	2	2	
Elizabeth City State University												
Elon University												
Fayetteville State University	2	3	1	5								1
Gardner-Webb University												
Greensboro College												
High Point University												
Lenoir-Rhyne University							1					
Meredith College		12									3	
NC A&T State University							3					
NC Central University		2					3	2	5	1		2
NC State University												
Pfeiffer University												
Queens University												
Salem College						4						
Shaw University												
UNC-Chapel Hill	1						10	15	1	1	1	
UNC-Charlotte												
UNC-Greensboro							8					
UNC-Pembroke							1					
UNC-Wilmington		1					6	2	1		1	
Wake Forest University												
Western Carolina University		1						1				
Wingate University												
Winston-Salem State University												
Totals	9	40	4	5	-	4	37	40	8	4	7	3

EMPLOYMENT AND PROGRAM SATISFACTION

To determine the satisfaction with individuals who have completed the MSA programs and their employers, a survey was distributed to recent program completers employed in the public schools of North Carolina. Respondents were asked to rate their satisfaction with the MSA program in general, and the impact of the graduate program on the school leader's ability to connect subject matter and learners' needs, implement research-based approaches, assume leadership roles, facilitate learning for diverse students, and engage in continuous professional development.

Due to the historical low response rate on program satisfaction, and current budget constraints the survey of program completers was not completed for the 2011-2012 school year.

REWARDS AND SANCTIONS

School Administration Programs

If schools are to succeed, they must be staffed with quality professionals. The quality of school administration programs is a significant factor in determining the quality of the school administrator's profession. Because of this, programs should be assessed on a regular basis. One key method of assessing program quality is found in the MSA Program Approval process. This process required on-site reviews of school administrator programs by trained teams of professionals at least every seven years. To assist in carrying out this process and in assessing the on-going quality of executive preparation, a Performance Report was issued for each North Carolina college or university with an approved MSA program. Data from the program approval process and the IHE Performance Report was used to reward and sanction programs as required by the Excellent Schools Act.

Historical State Approval Process

Masters of School Administration Programs (MSAs) had to:

- (a) Maintain annually a passing rate of at least 70% on the SLLA exam.
- (b) Receive annually positive ratings (3 or 4) from at least 70% of graduates and employers responding to surveys
- (c) Exhibit direct and ongoing involvement with the public schools.

An MSA program shall be designated as "Low Performing" if:

- (a) It does not meet 2 of the above 3 criteria in a single year; or
- (b) It does not meet the same 1 of the above 3 criteria twice in three years; or
- (c) It does not meet any 1 of the above 3 criteria for 3 consecutive years

The public disclosure of the IHE Performance Reports serves as a means of rewards/sanctions itself, as institutions seek to attract students and garner alumni support. Further sanctions are described below.

For any criterion that the institution does not meet, it will be required to submit a written plan to NCDPI detailing the actions that will be taken to correct the deficiency(ies); technical assistance will be available through the Teacher Education Section. The reports will be reviewed by the SEC, which may recommend further action (e.g., sending a team to campus; requiring additional information, etc.) If an institution is designated "Low-Performing," on two consecutive assessments, the Department will conduct an on-site review of the program. The results of this review will be reported to the SBE and may result in closure of the licensure program.

A "rule of 5" will be applied to Praxis II and survey data; Le., data with an "N" fewer than 5 will not be reported. Data will be banked until a minimum of 5 scores or responses are recorded and then reported.

Current State Approval Process

In January 2008, the State Board of Education (SBE) approved in concept a new program approval process, focusing on candidate's outcomes rather than inputs, eliminating barriers to quality, and allowing greater institutional flexibility. By July 2009, IHEs were required to submit to the SBE "blueprints" of proposed programs revised to align with the new professional teaching standards for teachers and school executives. All revised programs were required to be implemented with the incoming cohort of Fall 2010.

For the MSA cohort that began the program prior to fall 2010, they must complete either the SLLA (Praxis II for Administrators) or the new licensure portfolio. For students starting the MSA and add-on licensure programs in Fall 2010, all of these students are required to complete the DPI licensure portfolio.

In summer 2012, a statewide pilot was conducted to review leader candidate's electronic evidences as artifacts of candidate's proficiencies under the revised programs. A program approval process to demonstrate implementation of the IHE blueprint, review electronic evidences, involvement with public school partners, and other relevant data is under development.