

# **IHE Master's of School Administration Performance Report**

## **East Carolina University**

**2012 - 2013**

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

ECU faculty are leaders in the state. Faculty from the program are serving in leadership roles with NCDPI and UNCGA in two key areas: 1) the process for reviewing the new MSA portfolios at the state level; and 2) the review and possible restructuring of the superintendent's licensure. New MSA portfolios are now fully implemented. A special feature of the MSA program is the on-the-job learning that places teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers or areas of concern. Once individual needs are assessed, candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities. The supervising principal, in collaboration with the university supervisor, helps ensure that the intern has the opportunities to address all the ISLLC standards. The MSA program is accredited by the program's learned society, the Educational Leadership Constituent Council.

In Spring 2013, the MSA program at ECU submitted its program report to ELCC (building level standards) to continue its national accreditation.

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

The Department of Educational Leadership (LEED) has agreements with twelve local school districts to deliver the MSA program in the respective districts. These agreements and recruitment efforts are a result of a collaborative effort among the superintendents and/or their leadership teams in the respective districts. The chair of LEED met with superintendents individually and collectively throughout the 2012-13 academic year to determine and assess ongoing leadership development needs. Thus, these meetings resulted in three off campus Master of School Administration (MSA) cohorts scheduled to begin summer 2012 and one North Carolina Principal Fellows cohort scheduled to begin fall 2012. Additionally, the review of current MSA cohorts were discussed as a measure to provide feedback on quality and effectiveness of the program and graduates.

LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and Latham Clinical Schools Network, through the northeast RESA, southeast RESA, and by working directly with representatives of 39 school districts. LEED faculty members have provided support for school and district initiatives throughout and beyond the ECU service area.

### **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 and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Franklin, Lenoir, Nash, Pitt	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2011 – Spring 13	22	Candidates completed 21 s.h. during SS I 2012, SS II 201211, Fall 2012, and Spring 2013.
Carteret, Craven, Duplin, Onslow	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2011 – Spring 13	19	Candidates completed 21 s.h. during SS I 2012, SS II 201211, Fall 2012, and Spring 2013.
Johnston, Wayne	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to	SSII 2011 – Spring 13	16	Candidates completed 21 s.h. during SS I 2012, SS II 201211, Fall 2012, and Spring 2013.

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	designed to meet shortfalls in administrative positions in partner school districts.	district priorities and needs			
NCPF (Chatham, Halifax, Johnston, Lenoir, Pitt, Wilson)	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2011 – Spring 13	17	Candidates completed 21 s.h. during SS I 2012, SS II 201211, Fall 2012, and Spring 2013.
Craven, Carteret, Jones	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2012 – Spring 14	13	Candidates completed 15 s.h. during SS II 2012, Fall 2012, and Spring 2013.
Nash, Wake, Wilson	Delivery of an off-campus MSA program to	Planning with superintendents and other district	SSII 2012 – Spring	16	Candidates completed 15 s.h. during SS II 2012, Fall

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	identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	14		2012, and Spring 2013.
Wake	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2012 – Spring 14	21	Candidates completed 15 s.h. during SS II 2012, Fall 2012, and Spring 2013.
NCPF (Pitt, Dare, Wayne, Johnson, Jones)	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	Fall 2012 – Spring 14	16	Candidates completed 18 s.h. during Fall 2012 and Spring 2013.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
	positions in partner school districts.				

### Support for Beginning Administrators

As a results of budget tightening and increased faculty loads due to faculty departures, support for beginning administrators declined in 2012-13, but the need persists. To meet the continuing need for principal induction, the unit is pursuing alternative funding, from grants and foundations, to support the mentoring and coaching of new principals.

### Support for Career Administrators

On line CEU modules for Teacher effectiveness are available for career administrators and led by ECU faculty. After providing ample support in 2010-11, for the implementation of the McREL instrument to assess teacher effectiveness, the unit is now working to support the development of leadership capacity within partner LEAs. Educational Leadership faculty continues to work individually, without pay, with career school administrators providing support to districts regarding leadership development efforts.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	26
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	36	White, Not Hispanic Origin	102
	Other		Other	3
	<b>Total</b>	<b>40</b>	<b>Total</b>	<b>133</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	24
	Other	1	Other	1
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>34</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	4	White, Not Hispanic Origin	4
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>6</b>

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

<b>MSA</b>	
MEAN GPA	3.16
MEAN MAT New Rubric	404
MEAN MAT Traditional	44
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	951
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> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration	8	67		3
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	1	62	0	3	0	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	0	6	0	1	0	0
G Licensure Only	0	0	1	1	0	1
Comment or Explanation						

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

<b>2011 - 2012 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	Test No Longer Required	

**F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.