

IHE Master's of School Administration Performance Report

Elizabeth City State University

2012 - 2013

Overview of Master's of School Administration Program

The Master Education in School Administration Program at Elizabeth City State University is a 36-42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to assist in becoming highly qualified executive school leaders who are informed, competent, effective decision-makers. The program provides two options, of full-time and extended study for candidates to complete the program. Through problem based learning experiences and an intensive internship, candidates are given opportunities to develop and use the required standard-based skills for successful school leadership. Working collaboratively with school districts, the university candidates and faculty in the MSA program creates and facilitates opportunities for candidate learning that responds to his/her strengths, challenges, and experiences in preparing to become a prospective school principal. Elizabeth City State University's MSA program uses a modified version of the North Carolina Standards of School Executives as a pre/post assessment for aspiring candidates.

Special Features of the Master's of School Administration Program

The School of Education & Psychology has responded to the needs of the service area by developing a program to prepare school leaders. This program is designed to meet the challenge of improving the preparation of school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global society. A special feature of the MSA program is the on-the-job learning which places puts teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan. Many candidates participate in the Northeastern North Carolina School Leadership Project. This federally funded project supports individuals employed in participating schools (in northeastern NC) to become assistant principals and principals. Each candidate is assigned a mentor. Mentors visit participant respective schools provide ideas and suggestions for improvement/success. Mentors remain available after candidates assume administrative positions for 3 years.

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
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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
Warren County, Weldon City, Northampton, Edgecombe, Bertie, Washington, Edenton-Chowan, Perquimans, Pasquotank	To prepare 54 newly certified school leaders with a MSA degree and to retool 80 principals and assistant principals as instructional leaders. Rationale- The need for new instructional leaders that meet state expectations.	<p>Northeast NC School Leadership Project</p> <p>Participants engaged in activities such as seminars, teleconferences and workshops. They were also involved in Problem-Based Learning Initiatives which are geared toward enhancing participating schools.</p> <p>Mentors provided to support MSA candidates while on the field.</p>	Fall 2009 – Fall 2014	41	<p>Currently, 22 students are enrolled in the Master for School Administration Program.</p> <p>Thirty-two students have completed the program.</p> <p>Participating schools received \$135, 869 for Problem Based Learning Initiatives in 2012-13.</p> <p>22 mentors supported MSA candidates to date.</p>

Support for Beginning Administrators

The School of Education and Psychology faculty members collaborate with school and district administrators, to identify specific needs, design and present professional development for school personnel. School administrators serve on the University School Teacher Education Partnership Advisory Council. The Council has ongoing discussions with university leaders and school leaders to address school needs. Administrators also serve on NCATE/CAEP committees established to prepare for accreditation. MSA students when possible, participate in field-based

research projects conducted by faculty. One MSA student serves on the ECSU Graduate Council. MSA faculty members routinely visit internship sites, invite field mentors to serve as seminar guest speakers, solicit and share information with students about prospective positions available in the region, and write formal letters of recommendation on behalf of graduates. MSA faculty also provide formal mentoring to newly appointed assistant principals and principals.

Support for Career Administrators

The coordinator and faculty members of the MSA program are involved with several schools and school districts. The MSA coordinator works with candidates to develop and deliver professional development experiences through Problem Based Learning Initiatives and assessed by using the North Carolina Standards for School Executives. In addition, career administrators participated in professional development offered by the University-School Teacher Education Partnership Program in the areas of Technology, Reading, and Autism. Principals participated in the Student North Carolina Association of Educators Regional Professional Learning Day held on the campus of Elizabeth City State University.

The Northeastern North Carolina School Leadership Program (NNCSLP) provides mentors to support aspiring principals and assistant principals (school executives) during internships. These individuals are retired principals and/or assistant principals. They use the NCSSE as the instrument which guides the provisions for services (e.g., leadership standards, artifacts, strategies, outcomes, and suggestions) for visitations and consultations with the aspiring school executives. In some cases, mentors may have been tapped as the Wells Fargo Principals of the Year at the LEA level and/or regional level.

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	
	Other		Other	
	Total		Total	
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		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	19
	Other		Other	
	Total	11	Total	32
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	2
	Other		Other	
	Total	3	Total	6

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

Masters	
MEAN GPA	3.63
MEAN MAT New Rubric	391
MEAN MAT Traditional	N/A
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				
LC Completed program and applied for license				
School Administration	9	3	3	4
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						12
G Licensure Only						7
Comment or Explanation						

E. Scores of school administrators on the SLA.

	2011 - 2012 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
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.
