

Master's of School Administration Performance Report

**North Carolina State University
2012 - 2013**

Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was re-instituted by the North Carolina state legislature in October 1998. The program has graduated over 760 students in the ensuing fifteen years. Graduates of the program are currently school administrators in public schools throughout North Carolina, most as assistant principals and principals, with some in central offices as assistant superintendents and program directors. The MSA program has approximately 95 students currently enrolled. All students complete the program in two years. Seventy-five students are participating in the program as extension/distance education cohort members. Cohorts are located in Wake County, Person County, Rocky Mount, and Johnston County. These cohorts draw students from Wake, Durham, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, North Hampton, and Sampson County.

This program is designed to address the standards presented by relevant accrediting bodies and the mission of the Educational Leadership and Policy Studies faculty. Program objectives are aligned with the standards of the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Standards for School Executives (NCSSE), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Educational Leadership Constituent Council Standards (ELCCS), and the principles of the NC State Professional Education Conceptual Framework (LEAD/SERVE). Graduates of the program are prepared to assume positions of effective leadership in schools and school districts. The program is designed to improve the quality of K-12 schools by preparing leaders who have the knowledge and skills to achieve educational excellence and equity. Graduates are expected to use leadership strategies to improve student performance in environments that are dynamic, interactive, and culturally diverse.

The Master of School Administration program consists of 42 semester credit hours, 18 semester hours of which are dedicated to a building level internship that spans the entire 2-year program. Students learn about leadership theory and how to apply the theory in the classroom and then immediately apply this practice to the field. Courses require students to produce artifacts that allow them to engage in the application of leadership theory and present evidence of those skills. Interns visit the NC State campus for seminars in the second year of their clinical experience. They are provided opportunities to apply principles, knowledge, skills, and practices acquired during formal coursework under the mentorship and supervision of successful, credentialed public school administrators and the program's University faculty who visit the interns on site on a regular basis.

In offering this program to students from 16 counties, assistance was provided by highly qualified adjunct faculty such as Dr. Fran Riddick, Assistant Superintendent, Johnston County Schools, district level administrators, and successful principals from neighboring counties in our service area.

Special Features of the Master's of School Administration Program

The Master of School Administration program combines rigorous academic coursework, extensive practicum opportunities, and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The two-year embedded and contiguous internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students visit the University campus on a monthly basis to participate in collaborative seminars with practicing administrators and superintendents.

The Northeast Leadership Academy (NELA) was created in 2010 and graduated its first cohort of students in Spring 2012, with several accepting assistant principal and other leadership positions in their sponsoring districts. As an indicator of the excellence of candidates' preparation to become school administrators, every member of the second NELA cohort which graduated Spring 2013 has been placed in a school leadership position. NELA is part of the state RTTT grant and prepares leaders specifically to serve in high-need, rural, minority, and impoverished districts. Co-directed by Dr. Bonnie Fusarelli and Dr. Matt Militello, the program offers a supercharged set of integrated learning experiences, including high quality professional development, team building retreats, visits with key state and national policymakers, release time, and instructional coaches (all veteran school leaders) who offer on-going training and support throughout the program. The first cohort of graduates was recognized for their excellent leadership potential by former Governor Beverly Perdue at a special reception at the Governor's mansion in May 2012.

In addition, two clinical faculty members serve as teaching assistant professors. Lynn Williams is a veteran Wake County principal and Greg Hicks is a former Associate Superintendent for Human Resources in Orange County. Dr. Hicks oversees the doctoral internship which helps school principals in their training to become district-level administrators. Both Drs. Williams and Hicks also supervise master's interns – teachers seeking to become principals. Their vast professional experience enables them to provide our students with direct, “real life” experiences both in and out of the classroom. Several other events provided an enriched educational experience and are specified on the SEC table at the end of this report.

Service to Public Schools Table

Please refer to the table of faculty service to the public schools at the end of this report.

Direct and Ongoing Involvement with and Service to Public Schools

In addition to the internship visits, the MSA program faculty members are involved in efforts with schools to improve teaching and learning activities. Faculty have established strong relationships through personal visits with area superintendents and administrators.

One major area of growth in our relationship with LEAs is the on-going work of the Innovation Leaders Academy (ILA). The ILA represents a collaboration between LPAHE and the Friday Institute. As an extension program, ILA has influenced four rural, high minority, high poverty, and high need school districts and influenced improvements for hundred of teachers and thousands of students in these districts. In addition to the ILA's base Teams, the ILA has been included as a leadership training component in an National Science Foundation (NSF) math,

science, and technology grant. This grant provides leadership training to high minority, high-need rural districts in order to improve implementation, sustainability, and organizational capacity for math, science, and technology initiatives.

A recent example of direct involvement with public schools is a newly developed partnership with the Johnston County Schools to create a specialized, tailored school leadership preparation program. JCS officials approached NCSU faculty to explore the possibility of creating a JCS cohort of aspiring school leaders to meet future leadership needs. Building off the pioneering work of NELA, district officials and university faculty collaboratively created a modified MSA program – retaining all the essential elements of the core MSA program (courses, significant artifacts, etc.) – but realigning some of the course pairings, planning for key courses (budgeting, personnel, professional learning communities, and school culture) to be taught by qualified district personnel so that they might best be tailored to district needs, offering specialized district training (such as crucial conversations) to participants, and creating flexible scheduling to permit maximization of student learning. Unlike traditional programs, district personnel actively recruited talented teachers who were identified as rising future leaders; then, the district conducted an all-day screening assessment to select the best of the best. These individuals were then reviewed and assessed by NCSU faculty, from which the final members of the cohort were selected. The goal is an enriched, improved preparation program tailored to the district’s needs, yet aligned with new state licensure standards.

Support for Beginning Administrators

New administrators frequently visit the University campus and participate in regularly scheduled seminars and as guest speakers. These seminars provide a setting for discussing and sharing relevant and useful information. An electronic database is in operation allowing the University faculty to remain in contact with new administrators and to continue in dialogue. Through this connection, new administrators are able to broaden their awareness of new developments and learn about recent developments in school leadership.

Questionnaires and surveys are presented to recent graduates of the Master of School Administration program to obtain feedback and to identify areas in need of improvement so that coursework and experiences are relevant and directly applicable. All NC State graduates who serve in administrative positions for at least one year receive a survey for the purpose of evaluating the effectiveness of our MSA program. As part of the survey they are asked about needs for on-going support from the institution.

Support for Career Administrators

Opportunities for career administrators to participate in forums and lectures on campus are a powerful technique not only to share information but also to include them in the program for the benefit of future school leaders and for their own continuing professional development. We also employ up to six adjunct faculty each term who are graduates of our program. This allows them the opportunity to continue their own learning and participate as full faculty members in program revisioning processes. Communication is maintained through periodic mailings and electronic connections.

On an individual basis, visits by faculty were made to over 60 schools throughout North Carolina on a recurring schedule. These visits are designed to provide support on a consistent basis for administrative interns, beginning administrators, and recent graduates and to maintain strong connections with field-based practitioners.

**SEC Assessments—NC State University
School Administration Program**

LEAs with whom you have formal collaborative plans focused on school administration	Priorities identified in collaboration with the LEAs / Schools focused on school administration and rationale	Activities and/or Programs implemented to address the identified priorities.	Number of Participants	Start and ending dates	Provide a summary statement of the outcome of the activities and/or programs
<u>Districts</u> Wake, Johnston, Warren, Franklin, Granville, Vance, Harnett, Nash, Rocky Mount, Wilson, Edgecombe, Halifax, Weldon City, Roanoke Rapids, North Hampton, and Sampson County	Leadership training and developing leadership strategies; transition into a principal position	MSA programs offered on site in districts. Speakers included former principals and NCSU MSA graduates.	<u>Current Participants by *Cohort:</u> Wake = 11 Northern = 8 Johnston = 15 NELA=41 Campus = 20 Total = 95 *Cohorts involve multiple county and city districts	On-going Each cohort in a two-year program	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also learned about the challenges to transitioning into a leadership position. Several recent graduates accepted positions as assistant principals.

<u>Districts</u> Halifax, Weldon City, Warren, Roanoke Rapids, Northampton, Bertie, Hertford, Edgecombe, Franklin, Granville, Martin, Nash-Rocky Mount, Vance, and Washington	Leadership training and developing leadership strategies	Northeast Leadership Academy (NELA) was started.	<u>41 Current Participants;</u> <u>21 recent graduates</u> *Cohorts involve multiple county and city districts	Sept 2010-present	LEA personnel have a better understanding of the components of leadership and are able to apply and evaluate effective strategies in the school environment. They also learned about the challenges to transitioning into a leadership position. The NELA program is part of the state RTTT grant and prepares leaders specifically to serve in high-need, rural, minority, and impoverished districts.
Halifax, Weldon City, Roanoke Rapids, Northampton, Warren, Bertie, and Hertford	Innovative leadership training and professional development	Innovation Leaders Academy (ILA) Three, day-long ILAs at the Friday Institute provided professional development, organizational analysis, coaching and recommendations for district wide improvement were held for district teams of superintendents, assistant principals, principals, and teachers. The purpose of the Innovation Leaders Academy (ILA) is to engage in collaborative, innovative team leadership training and professional development at The Friday Institute.	<u>Participants:</u> Weldon City - 10 Roanoke Rapids -10 Northampton - 10 Bertie-10 Total - 40	July 2010-present	LEA personnel learned how to operate and function more effectively in leadership teams, assess the organizational capacity of their district for improving program implementation and sustainability, and provide reform leadership in their districts.

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	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	25
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	33	White, Not Hispanic Origin	61
	Other	2	Other	1
	Total	42	Total	89
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	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	7
	Other		Other	
	Total	4	Total	8
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	11
	Other		Other	
	Total	10	Total	17
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	

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

Masters	
MEAN GPA	N/A
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
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	52			
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						
G Licensure Only						
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2011- 2012 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.