

IHE Master's of School Administration Performance Report

UNC-Greensboro

2012 - 2013

Overview of Master's of School Administration Program

The Department of Educational Leadership and Cultural Foundations is responsive to the statewide need for administrators and is committed to providing programs that are both easily accessible and appropriate for 21st century students and schools. To that end, the department is actively engaged in the field, interacting with both teachers and administrators to assess needs for revision of programs and delivery options. The program underwent a major review and revisioning, delivering their new “blueprint” for the MSA program to the State Department of Instruction in summer, 2009. However, program review and improvement are continuous.

Moreover, the Department provides a wide variety of professional development activities, through formal partnerships and as-needed presentations, supporting both beginning and career teachers (see sections below). In 2012-13, workshops and presentations focused largely on traditional concerns for administrators, such as their own leadership knowledge and skills and building leadership capacity among their faculty and staff members. However, ELC faculty also recognized the relationships among leadership and the 21st century realities of schools and students. To address these realities, the faculty have provided extended and short term coaching and professional development about inclusive practice, legal issues related to students with exceptional needs, integration and use of technology, and other topics. In addition, the faculty is actively engaged in the field, providing coaching and other support. Race to the Top (RttT) funds continue to provide an additional formal structure for building leadership among North Carolina administrators, providing funding for the Piedmont Triad Leadership Academy for new administrators.

While their major focus is on providing this professional development and support to administrators, faculty members have also provided workshops for teachers in their partner districts and in school districts in other states.

Special Features of the Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Candidates’ hallmark projects help achieve this macro objective. In 2012-2013, the Department of Educational Leadership and Cultural Foundations (ELC) continued to refine the capstone experience in which

graduating students prepare and defend a portfolio of their work, including a reflective essay on their learning and experience in the MSA program. The faculty also continued to develop online/distance education components for a number of courses to add to the department's menu of online options.

Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards.

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 (teachers and other professionals)	Summary of the Outcome of the Activities and/or Programs
<p>Piedmont Triad Leadership Academy: UNCG Department of Educational Leadership and Cultural Foundations in partnership with Asheboro City Schools, Alamance Burlington School System, Guilford County Schools, Winston-Salem/Forsyth County Schools, and the Piedmont Triad Education Consortium (various schools across the state)</p>	<p>Goal: NC public schools will produce globally competitive students.</p> <p>Goal: NC public schools will be led by 21st Century professionals.</p> <p>Goal: Leadership will guide innovation in NC public schools.</p> <p>Goal: NC public schools will be governed and supported by 21st Century systems.</p> <p>Specifically, the goal is to prepare principals for high need schools.</p>	<p>The Piedmont Triad Leadership Academy (PTLA) is a partnership among UNCG, PTEC, and four area school districts. Funded for 3 years through a \$6.17 million federal Race to the Top grant distributed by the NC State Board of Education, PTLA trains future principals of high need schools. PTLA participants are paid to serve as full-time administrative interns under the direction of mentor principals in high need schools.</p>	2011-14	<p>64 principals:</p> <ul style="list-style-type: none"> Year 1: 21 completed June 2012 Year 2: 20 participants will complete June 2013 Year 3: 23 participants anticipated, will complete June 2014. 	<p>In 2012-2013,</p> <ul style="list-style-type: none"> PTLA served its second group of 20 students selected from over 175 interested candidates faculty made over 500 coaching visits to Group 1 completers and Group 2 interns 95% of participants from Group 1 obtained school leadership positions after completing the program in June 2012. PTLA selected its third group of 23 students, selected from over 195 interested candidates. <p>The curriculum focus was aligned with DPI District and School Transformation principles of best</p>

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<p>Impact V Grant: UNCG Department of Educational Leadership and Cultural Foundations in partnership with NCDPI Division of Digital Teaching and Learning</p>	<p>Goal: NC public schools will be led by 21st Century professionals. Goal: Leadership will guide innovation in NC public schools. Goal: NC public schools will be governed and supported by 21st Century systems.</p> <p>Specifically, Impact V focuses on leadership development along with the acquisition of educational technology expertise.</p>	<p>IMPACT V Grant Collaboration provided online Ed.S. coursework for principal advanced licensure, site-based coaching support, and leadership development 2011 – 2013.</p>	<p>2011-13</p>	<p>12 professionals: 11 principals 1 assistant principal</p>	<p>practice.</p> <p>Twelve principals and assistant principals graduated in spring 2013 with an Ed.S. in Educational Leadership, a certificate for leadership development training, and an action plan for implementing a digital initiative in a school or district.</p> <p>The Friday Institute at North Carolina State University is evaluating Impact V. While UNCG faculty is involved in the preparation of principals, other faculty in other UNC system universities work with teams of teachers. Sixty teachers will graduate with a Master of Instructional Technology. The Friday Institute at North Carolina State University is evaluating Impact V.</p>
<p>Leadership Development and Assessments Grant: UNCG Department of Educational Leadership and Cultural Foundations in partnership with</p>	<p>Goal: NC public schools will be led by 21st Century professionals. Goal: Leadership will guide innovation in NC public schools. Goal: NC public schools will be</p>	<p>Assessment Grant provided Leadership development through assessments for the Digital Teaching and Learning Division</p>	<p>2011-2012</p>	<p>11 Statewide Instructional Technology Consultants 1 Executive Director of Digital Teaching and Learning</p>	<p>Eleven Statewide Instructional Technology Consultants and the Executive Director completed the yearlong leadership development program. A 360 assessment was used to guide the professional</p>

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NCDPI Division of Digital Teaching and Learning	<p>governed and supported by 21st Century systems.</p> <p>Specifically, the project provides Leadership Development and Assessments for Instructional Technology Division Staff, North Carolina Department of Public Instruction to meet changing needs of the state school system.</p>				development and to offer a long term plan to grow leadership capacity of the newly formed division at NCDPI.
<p>Statewide Technology Initiative: UNCG Department of Educational Leadership and Cultural Foundations in partnership with North Carolina State University and Friday Institute</p>	<p>Goal: NC public schools will produce globally competitive students.</p> <p>Goal: NC public schools will be led by 21st Century professionals.</p> <p>Goal: Leadership will guide innovation in NC public schools.</p> <p>Goal: NC public schools will be governed and supported by 21st Century systems.</p> <p>Specifically, this statewide initiative</p>	<p>North Carolina Learning Technology Initiative is working to build framework for statewide 1:1 learning environment – moving toward a future ready environment.</p> <p>A master plan is being developed and revised as needed. Currently, the project offers professional development and coaching to support the framework. Faculty are now in</p>	2010-13	54 school districts statewide	In process

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	focuses on improving the statewide availability of technology for education.	the process of expanding the audience. The Golden Leaf Foundation and New Schools are involved in the project. The project has been adopted by the USDOE for 1:1 learning.			
Technology Initiative-Digital Conversion: UNCG Department of Educational Leadership and Cultural Foundations in partnership with Asheville City (The School of Inquiry and Life Sciences at Asheville and Asheville High School)	Goal: NC public schools will produce globally competitive students. Goal: NC public schools will be led by 21st Century professionals. Goal: NC public schools will be governed and supported by 21 st Century systems. Specifically, this initiative focuses on improving the availability of technology for education.	Partners in Digital Conversion to 1:1 mobile (Dell mini) Learning Environment began planning in fall 2010 and deployed in spring 2011 for all freshman, continuing in 2011-12 with an additional 10 deployments. The project will be assessed through 2014.	2011-14	138 professionals 1200 HS students	In process

Support for Beginning Administrators

The Department of Educational Leadership and Cultural Foundations (ELC) is committed to ensuring that students are equipped to be successful once they are in the field. As such, faculty regularly review and refine ELC programs and maintain contact with recent graduates to support

them as beginning principals and assistant principals. Faculty identify and offer opportunities for students to attend workshops, serve as guest speakers and serve on advisory boards. They maintain supportive relationships with practitioners through participation in meetings that are facilitated by the Piedmont Triad Education Consortium (PTEC) and, at these same meetings, have the opportunity to receive feedback and respond programmatically to the needs of those in the field.

The department offers two licensure-only post-master's programs. The first is in administration for educators who plan to become principals after completing a graduate degree other than an MSA. The second, a PMC in Leadership/Special Education prepares future school principals to improve the educational experiences and outcomes of students with special needs.

Support for Career Administrators

As described in "Support for Beginning Administrators," department faculty provide consultation, support and other services in the Piedmont Triad and other parts of the state. They are working with 27 districts to establish technology embedded learning environments: Faculty have provided professional development for teachers and instructional technology facilitators, offered leadership institutes for principals, provided direct coaching support, and are evaluating the current status of the program in response to school district feedback. In order to support the development of advanced knowledge and skills, ELC offers Ed.S./Ed.D. programs. In addition, candidates from several districts were enrolled in Impact V to obtain their Ed.S through a non-traditional, distance approach. Through Impact V, ELC, in collaboration with the North Carolina Department of Public Instruction, delivers instruction that builds capacity for school and classroom leadership in North Carolina middle and high schools with the highest need. Ten principals and three assistant principals participated in the online instruction and had the opportunity to have face to face interactions on campus, as well. The initiative was funded through Enhancing Education Through Technology (EETT), Title II-Part D and NCLB funds.

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	3	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	23
	Other	1	Other	1
	Total	18	Total	34
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	26
	Other	1	Other	
	Total	17	Total	47
Part 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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	3
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other		Other	2
	Total	2	Total	10

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

Masters	
MEAN GPA	3.50
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	303
MEAN GRE Traditional	961
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	
* 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	2	11	18	17
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	0	10	2	0	0	0
G Licensure Only	20	12	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	1	0	0
G Licensure Only	0	1	0	0	0	1
Comment or Explanation						

E. Scores of school administrators on the SLA.

	2010 - 2011 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam		
* 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.
