

IHE Master's of School Administration Performance Report

UNC-Wilmington

2012 - 2013

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina Wilmington (UNCW) consists of a 36 hour program for degree seeking students and 24 hour program for licensure only seeking students. The MSA Program accepts students as full-time, including Principal Fellows (PFs), Part-time students seeking the full degree, and Licensure-only students seeking certification only. All three tracks require students to complete a year-long internship comprised of at least 500 hours each semester for a total of 1000 hours at program completion. All internships are designed so that students see the beginning and conclusion of the school year. Many of the part-time students and licensure-only students work full time as teachers and must start in early July to begin to accumulate hours. Part-time students have the option to apply for the NC state stipend during the year of internship, so that they have a true full-time experience. The MSA program is aligned with the Watson College of Education (WCE) Conceptual Framework, the Educational Leadership Constituencies Council (ELCC), the Interstate Leaders Licensure Consortium (ISLLC) and the North Carolina Standards for School Executives (NSSE). The Master of School Administration (MSA) Program is comprised of the four essential core conditions as defined by the Southern Regional Education Board: (1) University/district partnerships for principal preparation; (2) Emphasis on knowledge and skills for improving schools and raising student achievement; (3) Well planned and supported field experiences; and (4) Rigorous evaluation of participant's mastery of essential competencies and program quality and effectiveness. The MSA Program is committed to modeling and serving as highly qualified faculty in scholarship, service, teaching, supervising, mentoring, and advising. Emphasis of the program is centered on knowledge and skills for improving schools and raising student achievement. The program serves to produce educational leaders that are able to serve as Effective Communicators, Reflective Practitioners, Technologically Proficient, well grounded in Content Knowledge, Pedagogy, Ethical and Professional Standards, and Informed-Decision-making. The program is consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Special Features of the Master's of School Administration Program

Significant changes were made to the MSA program during the 2011-2012 academic year, thus necessitating implementation in the 2012-2013 academic year. The most significant change was that of six embedded Hallmark Projects aligned with standards and course content as follows:

Hallmark Projects

Required for MSA Degree and Add-On Licensure

The Hallmark Projects link course content, NC Standards for School Executives (NSSE) and applications for executive leaders. All students seeking the MSA Degree or Add-On Licensure are required to complete the following Hallmark Projects in courses or internships:

Hallmark Project 1 - Curriculum Audit and Alignment Project

NCSSE Standard 2: Instructional Leadership

Course - EDL 515, Curriculum and Instruction for School Leaders or internships

Curriculum Audit and Alignment Project (The student will assess and, as needed, recommend specific improvements to school curricula, including (1) materials [textbooks and programs]; (2) logically coherent sequence; (3) examination of content integration; and (4) supplemental materials needed for diverse and/or struggling learners. The student will be guided by scientific research on learning and curriculum program design in relation to student needs and background characteristics.

1. The student will examine instructional alignment with the NC Standard Course of Study, identify gaps, and, as needed, suggest specific improvements in instructional goals and objectives.
2. The student will assess and, as needed, recommend specific improvements in instructional methods.

Hallmark Project 2 – Strategic Stakeholder Empowerment Project (SSEP)

NCSSE Standards: Standard 1: Strategic Leadership
 Standard 3: Cultural Leadership
 Standard 4: Human Resource Leadership

Course: EDL 566 Supervision and Teacher Evaluation or internships

Strategic Stakeholder Empowerment Project (SSEP)

Evidence that demonstrates the ability to empower faculty and staff and support teacher leadership. The project integrates all related leadership proficiencies and associated activities into a project that focuses on improving student achievement via the maximization of all school personnel skills, abilities and talents. The purpose of the SSEP is to develop procedures and practices that include all stakeholders in the school decision making process. The SSEP will include:

1. A research report on school distributive leadership models.
2. A summary of and plan of Action for the Teacher Working Conditions Survey for a local school - observations, interviews, and engagement will occur in collaboration with public school partners.

Hallmark Project 3 – School-Community Relations, Communication and Engagement Plan

NCSSE Standards: Standard 5: Managerial Leadership
 Standard 6: External Development Leadership
 Standard 7: Micropolitical Leadership

Course: EDL 514, School Improvement, Innovation and Change or internships

School-Community Relations, Communication and Engagement Plan

1. The student will develop an outline for improving school-community relations via internal and external communications, interactions and activities in a school.
2. The student will align the school’s improvement plan in one critical area with faculty expertise and identify opportunities and processes for school-community partnerships.

Hallmark Project 4 – Create a Written Case Study

NCSSE Standards: Standard 4: Human Resource Leadership
 Standard 5: Managerial Leadership
 Standard 6: External Development Leadership

Course: EDL 526 Managerial Leadership and Administration or internships

Create a Written Case Study

The student will identify a key managerial issue and create a fictitious case study based on an understanding of best practices regarding that particular issue. The case will include what research says about the issue, a description of a situation in which this key issue is related, and a resolution that is based on incorporating best practices in regards to this situation. The written case will be a hypothetical scenario; if this is based on a real case, no identifying information shall be included. The written case study project should demonstrate the students understanding of federal, state, and district requirements and mandates. Students shall select no more than two of the following management planning items to develop the case study:

- Transportation
- Budget and Finance
- Safety and security
- Record Keeping (such as attendance)
- Time/ Calendar management (meetings, schedule)
- Operational Standards Checklist (facility, safety plans, etc.)
- Human Resource Elements (Personnel Induction and Retention Plan)

The case study should contain an introduction of the key managerial issues from the bulleted list above, a description of a hypothetical case that describes and discusses the situation, a conclusion summary describing how the key personnel would address and resolve the issues via best leadership and managerial practices.

Hallmark Project 5 – Safe and Positive Culture Audit

NCSSE Standards: Standard 3: Cultural Leadership
 Standard 5 Managerial Leadership

Course: EDL 513, Organizational Theory and Leadership or internships

Safe and Positive School Culture Audit

The student will complete a Safe and Positive School Culture Audit that is aligned with Bolman's and Deal's frame theory.

1. Symbolic Frame: students will provide examples of artifacts, symbols, rites, ceremonies, rituals, visual and auditory images that help to explain and describe accepted beliefs and shared, vision and values that define a school's identity and culture [Examples: award ceremonies, incentive programs, mascots, academic recognitions, graffiti].
2. Structural Frame: students will identify evidences [or lack thereof] of fair and equitable policies, structures, rules, and procedures for students and staff [Examples: policy & procedural manuals, protocol sheets, safe school plans, school improvement planning and instructional practices].
3. Human Resource Frame: students will gather information on stakeholders' perspectives, attitudes and perceptions of the school and the community and relate these to the school leader's role in establishing expectations, structures, rules, and procedures [Examples: internal and external demographic shifts, interviews, teacher working conditions survey, needs assessments, attendance, teacher turnover, volunteerism rates, discipline data, parental surveys].
4. Political Frame: Identify key political groups that have direct or indirect impact on the school system and environment and the role of the school leaders in managing the complexity of human interactions to focus on improving student achievement [Examples: stakeholders, legislature, city officials, governmental officials, board of education, PTSA and religious organizations].

Hallmark Project 6 - School Improvement Plan

NCSSE Standard: Standard 1: Strategic Leadership

Course: EDL 522, Educational Planning: Design and Evaluation

School Improvement Plan

1. The student will demonstrate the skill to review, assess and evaluate data sources to improve student achievement.
2. The student will begin the development of the School Improvement Plan by conducting a needs assessment assignment.
3. The student will use the result of the needs assessment to develop prioritized Specific, Measurable, Realistic & Time Bound (SMART) Goals Objectives, identify a research-based intervention program and complete a program design & evaluation assignment to achieve the SMART Goals and Objectives.
4. The student will apply the knowledge and skills learned in this process in the EDL 570 and EDL 571 internship placements to assist school leaders and teachers in improving instruction and student achievement. Evidence may include:
 - Stakeholder engagement plan
 - Coaching plan
 - Leadership project
 - Reflective journals
 - School profile

Course: EDL 570-571 Administrative Internships

School Leadership Project

1. The administrative intern will develop—with the input of the supervising principal—a leadership project that is benefits the needs of the school and that is aligned with an area of instructional improvement as indicated in the school's improvement plan.
2. The student will research applicable theory and related best practices that align with the desired goal.

Direct and Ongoing Involvement with and Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans

<p>Brunswick County Schools</p> <ul style="list-style-type: none"> • Belville Elementary • Bolivia Elementary • Brunswick Co Early College • Cedar Grove Middle • Jessie Mae Monroe Elementary • Leland Middle • Lincoln Elementary • North Brunswick High • Shallotte Middle • South Brunswick High • South Brunswick Middle • Southport Elementary • Supply Elementary • Town Creek Elementary • Union Elementary • Virginia Williamson • Waccamaw Elementary • West Brunswick High <p>Duplin County Schools</p> <ul style="list-style-type: none"> • BF Grady Elementary • Beulaville Elementary • Charity Middle • Chinquapin Elementary • East Duplin High • EE Smith Middle School • James Kenan High • Kenansville Elementary • N. Duplin Jr/Sr High • North Duplin Elementary • Rose Hill-Magnolia Elementary • Wallace Elementary • Wallace-Rose Hill High • Warsaw Elementary • Warsaw Middle <p>Jones County Schools</p> <ul style="list-style-type: none"> • Jones Middle 	<p>Camp Lejeune Department of Defense Schools</p> <ul style="list-style-type: none"> • Bitz Intermediate • Brewster Middle • Heroes Elementary • Delalio Elementary • Lejeune High • Johnson Primary • Tarawa Terrace II Elementary <p>Carteret County Schools</p> <ul style="list-style-type: none"> • White Oak Elementary <p>Columbus County Schools</p> <ul style="list-style-type: none"> • Acme Delco Elementary • Acme Delco Middle • East Columbus High • Hallsboro Middle School <p>Clinton City Schools</p> <ul style="list-style-type: none"> • Butler Avenue Elementary <p>New Hanover County Schools</p> <ul style="list-style-type: none"> • Alderman Elementary • Anderson Elementary • Ashley High • Bellamy Elementary • Blair Elementary • Bradley Creek Elementary • Carolina Beach Elementary • Castle Hayne Elementary • Child Development Center • Codington Elementary • College Park Elementary • D.C. Virgo Middle • Dorothy B Johnson Pre-K Center • Eaton Elementary • Forest Hills Elementary • Gregory Math/Sci/Tech Elementary • Hoggard High
<p>Onslow County Schools</p> <ul style="list-style-type: none"> • Blue Creek Elementary • Carolina Forest Elementary 	<ul style="list-style-type: none"> • Holly Shelter Middle • Holly Tree Elementary • Howe Pre-K

<ul style="list-style-type: none"> • Dixon Elementary • Dixon High • Dixon Middle • Hunters Creek Elementary • Jacksonville Commons Elementary • Jacksonville Commons Middle • Morton Elementary • New Bridge Middle • Parkwood Elementary • Queens Creek Elementary • Richlands Primary • Silverdale Elementary • Southwest Elementary • Southwest High School • Swansboro Elementary • Thompson Early Childhood Center <p>Pender County Schools</p> <ul style="list-style-type: none"> • Burgaw Elementary • Burgaw Middle • Cape Fear Elementary • Cape Fear Middle School • Malpass Corner Elementary • North Topsail Elementary • Pender Early College High • Pender High • Rocky Point Primary • South Topsail Elementary • Topsail High • Topsail Middle • (Heidi) Trask High • West Pender Middle <p>Sampson County Schools</p> <ul style="list-style-type: none"> • Union Elementary • Union High • Union Intermediate • Union Middle 	<ul style="list-style-type: none"> • Isaac Bear Early College High • JC Roe Pre-K Center • Lake Forest Academy • Laney High • Mary C. Williams Elementary • Mary Sidberry Mosley PLC • Murray Middle • Murrayville Elementary • Myrtle Grove Middle • New Hanover High • Noble Middle • Ogden Elementary • Parsley Elementary • Pine Valley Elementary • Rachel Freeman Elementary • Roland-Grise Middle • Snipes Academy of Arts & Design • Sunset Park Elementary • Trask Middle • UCP Developmental Preschool • Williston Middle • Wilmington Early College High • Winter Park Model Elementary • Wrightsboro Elementary • Wrightsville Beach Elementary <p>Whiteville City Schools</p> <ul style="list-style-type: none"> • Edgewood Elementary • Whiteville Primary <p>Cape Fear Center for Inquiry Charter School</p> <p>Charter Day School of Brunswick County</p>
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Priorities Identified in Collaboration with LEAs/Schools
Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina.

Rationale: SE NC is composed of many low socioeconomic regions and access to resources is greatly limited. This collaborative identification of needs allows WCE to support LEAs professional growth and match needs with faculty expertise to disseminate resources needed.

Activities and/or Programs Implemented to Address the Priorities

1. PDS Arrangement

The Watson College of Education's Professional Development System University-School Partnership is with 12 Public School districts, 1 Department of Defense School system, and 2 NC Charter Schools. The PDS Partnership was established a comprehensive university /school collaboration in 1993 with Formal System Agreements renegotiated and renewed every three years and School Applications and Annual Updates gathered from 145 Partnership Schools. This intentional process provides an assessment of district and school needs and identifies their prioritized targeted goals for improvement. In the spring of 2012, Watson College of Education Interim Associate Dean and Partnership Director met individually with school partnership district superintendents and central office leaders to renegotiate and reconfirm the three year formal agreement for 2012 – 2015.

Start and End Date(s)

7/1/2012 to 6/30/2013

Number of Participants

In 2012-2013, 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333 seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously) and 15 professional initiatives for a total of 418 sessions with 19,665 contact hours.

Summary of the Outcome of the Activities and/or Programs

The PDS Partnership annual processes provide data which are analyzed and used to identify services needed and prioritize efforts. This has resulted in constructing a database which informs organizational outreach initiatives, professional development programs, and aligns faculty research and service interests and expertise with schools and districts. During the agreement renegotiation meetings with the individual districts, school system needs and focused goals for the covered years were identified and agreed upon for future planning and allocation of resources. Partnership Agreements for 2012-2015 have been signed by the school district superintendent and school board chair and by the university Chancellor and Board of Trustees chair. Evaluations and follow-up feedback from participants indicated successful achievement of goals and outcomes aligned with the sessions' purposes. During Fall 2012 meetings with individual districts, district superintendents, the Associate Dean and the PDS Director continued discussions on professional development offerings for the 2012-2013 academic year. These conversations led to the ongoing development of online professional development modules for our regional partners.

Activities and/or Programs Implemented to Address Priority above

2. Technology Sessions & Webinars

This year PDS piloted a new effort with our technology liaisons. In the past, they would respond to specific PD requests from schools. This year, hosted one technology session per semester for interested partnership teachers. This seems to be a productive use of the technology liaisons' time. Two webinars were offered for partnership teachers (one for the fall and one for the spring). In the fall a faculty member facilitated a webinar on literacy. In the spring the Director of PDS worked with coordinator for New Hanover County Schools to host a webinar on online learning.

Start and End Date(s)

10/ 8/2012 and 2/11/2013

Number of Participants

Total of 30 teachers. 12 participants for the fall webinar and 11 participants in the spring.

Summary of the Outcome of the Activities and/or Programs

The pilot meets the needs of the participants and the PDS office will survey for topics from the school districts to tailor sessions to teachers/administrator needs.

Priority Identified in Collaboration with LEAs/Schools

Professional Development of Teachers and /or Administrators

Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.

Activities and/or Programs Implemented to Address the Priorities

1. University-School (PDS) Partnership sponsored professional development activities included conferences, orientation and teacher intern preparation trainings, workshops, institutes, cultural arts events and PDS seminars. This year PDS sponsored new initiatives and maintained initiatives from 2011-2012—Partnership in Action Project, the Master Teacher Program and the Fall Superintendent Forum.

Start and End Dates(s)

7/1/2012 to 6/30/2013

Number of Participants

Teachers, administrators, K-12 students, university faculty, community leaders

Summary of the Outcome of the Activities and/or Programs

In 2012-2013, a total of 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333

seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and 15 professional initiatives for a total of 418 sessions with 19,665 contact hours. Fifteen cultural arts events hosted for teachers and students in the region involved a total of 5333 participants.

Activities and/or Programs Implemented to Address the Priorities

2. PDS continued an initiative from the previous year the Master Teacher Program and PDS brought together twelve teachers from two of our partnership districts. They participated in extended professional development and will work more closely with our teacher preparation programs to train our teacher candidates. The selected Master teachers decided to provide videos of their exemplary practice to upload and share with WCE faculty and also create an advocacy message that can be disseminated regularly.

Start and End Dates(s)

Fall 2012-Spring 2013

Number of Participants

12 Teachers

Summary of the Outcome of the Activities and/or Programs

In 2012-2013, a total of 11,026 partnership teachers, school administrators, university faculty, interns and other school partners participated in 17 professional development conference, 333 seminars, 53 partnership orientations, teacher intern preparation (online session developed for each and now offered continuously), and 15 professional initiatives for a total of 418 sessions with 19,665 contact hours. Fifteen cultural arts events hosted for teachers and students in the region involved a total of 5333 participants.

Priority Identified in Collaboration with LEAs/Schools

Professional Development of Teachers and /or Administrators

Rationale: The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.

Activities and/or Programs Implemented to Address the Priorities

Many of the collaborative university-school partnership grants are designed to provide professional development related to identified shared needs and issues. To understand the context of research in local schools the PDS coordinated a session by administration from New Hanover County for faculty conducting research in New Hanover County Schools. Also the newly initiated Director for Grants in WCE developed a series of workshops for faculty.

Start and End Date(s)

7/1/2012 to 6/30/2013

Number of Participants

Teachers, students, and faculty

Summary of the Outcome of the Activities and/or Programs

The Watson College of Education and its affiliated Science and Math Education Center and other faculty currently have over 2.5 million in active external funding and all of these dollars involved P-12 educators in either partnering on the grant and/or receiving the direct benefit through professional development.

Priority Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators
Rationale Recognizing the need for high quality professional development for specified needs.

Activities and/or Programs Implemented to Address the Priorities

Partnership in Action Schools Program: This year the PDS launched the Partnership in Actions (PIA) schools program to nurture more intensive university-school collaborative sites in the following areas: teacher candidate preparation, professional development, research, and grant writing. Schools will be selected every three years. Teachers and administrators in these schools will also work collaboratively with Watson College of Education faculty and administrators in the governance of the partnership. Schools applied and a selection committee was formed. Using the committee's suggestions, a rubric was used to select the schools. 12 schools applied and 3 were selected. Carolina Forest International Elementary School, Cedar Grove Middle School, and Heidi Trask High School. PDS hosted a meeting with selected schools and their faculty facilitators. There were nine people on the committee and we had a total number of 13 meetings (including interviews with schools).

Start and End Date(s)

Spring 2013

Number of Participants

3 schools and 6 WCE Faculty Members

Summary of the Outcome of the Activities and/or Programs

Faculty facilitators will provide and/or arrange professional development opportunities for the school faculty, staff, and/or administrators. At least one of these faculty will be designated a "faculty in residence" at the school and will be expected to be on site at the school at least 10 days per year.

Priority Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators
Rationale Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with Drop Out Prevention Coalition to combine and develop resources.

Activities and/or Programs Implemented to Address the Priorities

Dropout Prevention Coalition: WCE assists in supporting the *Dropout Prevention Program*. A Symposium in WCE was held. Former State Senator Howard Lee was the keynote speaker. Presentations were given from 14 successful area programs. WCE co-sponsored the 25th Annual At-Risk Youth National Forum "Investing for a Lifetime: Education is Economic Development", Community member Rev. Clifford Barnett was a keynote speaker.

WCE hosted *Successful and Innovative Programs to Ease the Transition from Middle School to High School*. The roundtable event featured 13 successful middle school and high school programs designed to help students successfully transition to the 9th grade.

Start and End Date(s)

Fall 2012- Spring 2013

Number of Participants

30 DPC attendees and presenters, 60 attendees from area school districts.

Summary

A majority of participants rated this conference as excellence.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

Rationale: Recognizing the need for high quality professional development for specified needs. WCE assists in providing resources for and teachers/administrators.

Activities and/or Programs Implemented to Address the Priorities

AIG Mini-Conference This conference addressed the needs of Academically Gifted and Intellectually Gifted students in southeastern North Carolina.

Start and End Date(s)

4/23/2013

Number of Participants

47 teachers and university faculty

Summary

Participants from across southeastern North Carolina were presented with effective AIG strategies to use in their K-12 classrooms.

Priorities Identified in Collaboration with LEAs/Schools

Provide specifically designed literacy instruction and college orientation to group of at-risk middle school pupils from Chadbourn Middle School.

Activities and/or Programs Implemented to Address the Priorities

Columbus County Enrichment Project designed to meet the literacy needs of middle grades students in southeastern North Carolina.

Start and End Date(s)

7/1/2012 -7/31/2012

Number of Participants

Participants included 30 middle school students, 19 UNCW students as tutors.

Summary of the Outcome of the Activities and/or Programs

Students from Columbus County, North Carolina were presented with effective literacy strategies and orientation to a university.

Priorities Identified in Collaboration with LEAs/Schools

Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of beginning teachers and in our region.

Activities and/or Programs Implemented to Address the Priorities

The First Year Teacher Support Program hosted 3 Professional Development Days for Beginning Teachers on the campus of UNCW. In total, 65 teachers attended the sessions representing 8 schools districts and 1 charter school in our PDS Partnership. 20 faculty members participated throughout the year in various capacities, serving as POL mentors, presenting during one of the breakout sessions, or serving as a lunch keynote. 11 teachers from 6 districts were recognized as Promise of Leadership Award winners. Each was paired with a faculty mentor and presented a breakout session during the final BT Professional Development Day in April.

Finally, FYTSP continues to provide both online support and mentor training. Currently, the online Blackboard Forum hosts 48 beginning teachers and 50 eMentors. FYTSP also partnered with New Hanover County Schools in the fall to provide a two-day Mentor Training for 175 beginning teacher mentors.

Start and End Date(s)

7/1/2012 to 6/30/2013

Number of Participants

Teachers and administrators

Summary of the Outcome of the Activities and/or Programs

A majority of the participants who completed an evaluation of the Beginning Teacher Professional Development Days ranked individual presentations as being Very Good or Excellent.

Priorities Identified in Collaboration with LEAs/Schools

Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional

development demands of teachers and in our region, particularly in addressing Diversity of the classrooms.

Activities and/or Programs Implemented to Address the Priorities

Culturally Responsive Teaching Professional Development: The Teacher in Residence, and PDS Director did a series of five workshops on culturally responsive teaching.

Start and End Date(s)

Fall 2012-Spring 2013

Number of Participants

30 teacher participants across five sessions at Burgaw Middle School and 36 participants at the session with Silverdale Elementary.

Summary of the Outcome of the Activities and/or Programs

Continued discussion on culturally responsive practice will continue by school request.

Priorities Identified in Collaboration with LEAs/Schools

Professional Development of Teachers and /or Administrators Rationale The NC Professional Teacher and Executive Standards provided a new vision of school teaching and leadership in the 21st Century. WCE has taken a proactive approach in helping meet the professional development demands of teachers and executives in our region.

Activities and/or Programs Implemented to Address the Priorities

“What Works”: Meet the Community Non Profits: Collaborative and Innovative Initiatives Students and faculty were able to discover and interact with the community non-profits. A series of presentation highlighting initiatives, strategies, research, grant opportunities and outreach connections were formed. The community non-profits included: Oasis, Girls on the Run, Communities and School of the Cape Fear, Children’s Museum, Kids Making it, Residential Adolescent Achievement Center, Cape Fear Habitat for Humanity, Cape Fear Literacy Council, First Book of New Hanover County, Good Shepherd Ministries, Phoenix Employment Ministries of Wilmington and Cape Fear Clinic.

Start and End Date(s)

9/27/2012, 10/25/2012, 11/29/2012, 2/23/2013, 3/29/2013, and 4/19/2013

Number of Participants

Over a hundred UNCW students and staff attended and dialoged with the directors of the non-profit organizations.

Summary of the Outcome of the Activities and/or Programs

Developed awareness for faculty and students about local agencies and how increase meaningful service learning opportunities for our students.

Priorities Identified in Collaboration with LEAs/Schools

Support for Career Teachers Seeking National Board Certification Rationale WCE believes in a continuum of support for all levels of career development from Pre-service through NBTC. Supporting teachers to attain NBTC contributes to building and keeping highly reflective practitioners in the profession.

Activities and/or Programs Implemented to Address the Priorities

The WCE National Board Support Program served initial, advanced and renewal candidates during 2012-2013. The program hosted 20 support workshops and provided 3 information sessions in an effort to recruit candidates. The program coordinator traveled to Duplin, Pender, New Hanover and Brunswick County schools to provide one on one support for candidates. In total, the WCE program served 18 renewal candidates from 8 counties; 22 initial candidates from 10 counties; and 1 advanced candidate. The program also collaborated with 5 NBCTs who assisted in the delivery of the program and served as readers for candidates at all program levels.

Start and End Date(s)

7/1/2012 to 6/30/2013

Number of Participants

41 candidates and 5 Readers

Summary of the Outcome of the Activities and/or Programs

Data from both the initial support program participants indicated that 100% would recommend the Watson College's National Board Support Program to future candidates.

Priorities Identified in Collaboration with LEAs/Schools

Improved Collaborative Identification of Need and Utilization of Resources throughout SE North Carolina. Identification and response to Science and Mathematics Needs Rationale: Given the state and federal push for increased quality in mathematics and science education, it is imperative that we provide outreach to school districts to support these endeavors.

Activities and/or Programs Implemented to Address the Priorities

The Center for Education in Science, Technology, Engineering, and Mathematics (CESTEM) carried out its mission of serving as a conduit for the university's outreach to K-12 teachers and students by providing high quality science, technology, engineering and mathematics (STEM) professional development, and hosting the Southeast Regional Science Fair and the Science Olympiad. The Center administered professional development programs and outreach activities to serve teachers and students from 6 school districts in 2012-2013. The Center's Technology Loan Program (TLP) allows teachers to check out and use STEM instructional tools and materials at their schools.

Co-sponsoring programs with the Cape Fear Museum, Hosted the Southeast North Carolina Regional Science and Engineering Fair, Youth Engineering Expectations affiliated to The Leadership Academy for Female Engineers.

Start and End Date(s)

2012-2013

Number of Participants

Over a 1000 students attended the Science Olympiad

Summary of the Outcome of the Activities and/or Programs

Teachers received of instruction and were awarded either licensure renewal or graduate credit hours, addressing its goal to serve teachers in our region. In addition to providing services to teachers, the center provides some services directly to K-12 students. These services are delivered through programs like the NC Southeast Regional Science Fair, Science Olympiad, Family Science and Mathematics Nights and Star Lab Portable Planetarium presentations.

The scientific process was involved in the development of a scientific project that resulted in a science fair exhibition. The students learned to recognize problems, plan an experiment, gather and analyze data, and draw conclusions.

**Priorities Identified in Collaboration with LEAs/Schools
Professional Development and Outreach to Public Schools****Activities and/or Programs Implemented to Address the Priorities**

CESTEM partnered with Brunswick and Onslow County to write two MSP grant proposals. Both grants were funded by NCDPI. Grants for work with schools included Project Based Math and Introductory Bio Technology workshop for High School Teachers.

Math Achievement Common Core or MACC will primarily be a high-school focused program proposed by Brunswick County Schools (BCS) to address targeted gaps or weaknesses in secondary-level mathematics (8-12). MACC will recognize the following four major goals and set forth a specific plan of action to address each one: 1) to increase teacher content knowledge in math; 2) to raise student math achievement; 3) to improve classroom instruction and 4) to develop a sustainable partnership with the University of North Carolina Wilmington (UNCW).

Start and End Date(s)

2012-2013

Number of Participant

Teachers

Summary of the Outcome of the Activities and/or Programs

Both the grants were awarded and professional development was created. CESTEM will work with UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to nearly 100 teachers each year for a three year period.

Priorities Identified in Collaboration with LEAs/Schools

Professional Development and Outreach to Public Schools

Activities and/or Programs Implemented to Address the Priorities

Integrating Computing and Mathematics Education (INCOME): This project aims to assist middle grade mathematics teachers and teacher mentors to become highly knowledgeable and pedagogically skilled in integrating computing with mathematics in their teaching by developing simulations and models that illustrate key concepts in arithmetic, algebra, geometry, statistics and mathematical reasoning.

Start and End Date(s)

2012

Number of Participants

Teachers

Summary of the Outcome of the Activities and/or Programs

UNCW faculty in WCE and Mathematics and Statistics to develop and deliver Professional Development to teachers each year for 2012-13

Priorities Identified in Collaboration with LEAs/Schools Professional Development and Outreach to Public Schools

Activities and/or Programs Implemented to Address the Priorities

Hosted the K-12 teacher professional development, technology programs for K-12 students, and a Technology Loan Program for K-16 educators.

Start and End Date(s)

2012-2013

Summary of the Outcome of the Activities and/or Programs

One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

Priorities Identified in Collaboration with LEAs/Schools Professional Development and Outreach to Public Schools

Activities and/or Programs Implemented to Address the Priorities

The North Carolina Biotechnology Center awarded CESTEM a grant to host "Introductory Biotechnology Workshop for High School Teachers" for summer 2012. The five day workshop includes a blend of lectures, discussions, and hands-on activities (dry and wet laboratory activities). Workshop participants will practice and apply various biotechnology skills, including gel electrophoresis, restriction enzyme analysis, PCR, and bioinformatics.

Start and End Date(s)

2012-2013

Summary of the Outcome of the Activities and/or Programs

One Day Professional Development and integration of equipment into the Technology Loan Program. CESTEM continues to garner more equipment for the loan program.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators

Rationale Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with SEA to combine our resources allowing teachers/administrators access to nationally recognized presenters delivering professional development.

Activities and/or Programs Implemented to Address the Priorities

The Southeast Education Alliance and Watson College of Education collaboratively assisted in the delivery of seven conferences to serve the needs of partnership school districts and Watson College of Education Faculty and staff—*The Leadership and the Learning Center Series* lead by Dr. Brian McNulty focused on Administrative leadership. Titles of the conferences included: *The Collaborative Leader, The Data leader, The Standard Core Leader and Supporting New Teacher's Success. Preparing Leaders for the SMARTER Balanced Assessment* with Dr. Sue Gendron and *Teaching with Poverty in Mind* with Eric Jensen and *The Coaching Leader*.

Start and End Date(s)

Fall 2012-2013

Number of Participants

Participants included 359 Administration and teachers from school districts, 32 UNCW, WCE Faculty and 23 State Agency and staff.

Summary of the Outcome of the Activities and/or Programs

Participants stated that they valued learning new strategies and additional knowledge they received for the strategies presented on differentiation and instructional planning. Follow-up and planning for additional professional development continues to occur in the Monthly Regional Superintendents meeting in which the Watson College of Education Dean is a member.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Guidance

Counselors and Social Workers Rationale Recognizing the need student career counseling guidance toward attending college. WCE formed a partnership with SEAHEC to combine our resources allowing teachers/guidance counselors and the students to explore opportunities at Watson School of Education. Students explored break- out sessions which focused on

Health/Science Education. Workshops designed and lead by Watson College of Education and selected UNCW Faculty.

Activities and/or Programs Implemented to Address the Priorities

Outreach Connections with Brunswick and Duplin County Schools, The Office of Teacher Education and Outreach in the Watson College of Education and South East Health Education Center (SEAHEC) Brunswick County and Duplin County Schools, provided eighth and ninth grade students opportunities to visit the UNCW campus and explore post-secondary options. During 2012-2013, students visited the Watson College of Education, the School of Nursing, the Departments of Computer Information Systems and Science and Allied Health Guidance counselors from each invited school were attendance to help students make connections, facilitate student understanding, and identify opportunities for learning and growth. Watson College of Education Teaching Fellows, along with students from the Upperman African-American Cultural Center and Centro Hispano, guided the students and staff to various campus locations and shared conversations regarding college life during lunch.

Start and End Date(s)

2/23/2012-3/2/2012

Number of Participants

Students, teachers, and guidance counselors

Summary of the Outcome of the Activities and/or Programs

Brunswick County 8th graders and 30 Duplin County 8 and 9th graders were introduced to higher education and provided with guidance in terms of what they need to do to gain admittance to college.

Priorities Identified in Collaboration with LEAs/Schools

Provide Specifically Designed Professional Development for School Teachers/ Administrators Rationale and Watson College of Education Students Recognizing the need for high quality professional development for specified needs, WCE formed a partnership with New Hanover and Duplin County College Bound Initiative to combine our resources allowing Watson College of Education Elementary Education Faculty access to students from diverse backgrounds.

Start and End Date(s)

4/16/2013

Number of Participants

45 Students and university faculty

Activities and/or Programs Implemented to Address the Priorities

The Watson College of Education collaborated with the Duplin and New Hanover County College Ready Programs with D.C. Virgo Preparatory Academy and Burgaw Middle School students. In collaboration with Watson College of Education faculty, students and staff, 5 faculty members participated with lively interactive thought-provoking activities for the students. Additionally, connections were formed with Watson College of Education Teaching fellows, Upperman African American Cultural Center and Centro Hispano Students.

Summary of the Outcome of the Activities and/or Programs

Students were introduced to higher education at UNCW and provided with information about how to prepare for college.

Support for Beginning Administrators

The Watson College of Education supports beginning administrators in both online and face to face formats. MSA faculty members provide advice, guidance, and assistance for the administrators entering into their professional roles. The MSA program is presently under the leadership of new coordinators and all past planning and activities are being evaluated for program development. This process may result in changes to the 2013-2014 semesters.

Support for Career Administrators

Support for career administrators includes several conferences and grant-funded programs that allowed faculty to collaborate with school administrators. Conferences and programs included several seminars on "What Works," that not only highlighted several local schools and successful programs, it also met a specific request from partner schools to hear about what is going on in local schools that can be used as models. In addition, MSA faculty have been involved with presentations with and for career administrators, in exploring such topics as authentic assessment, multimedia opportunities in the classroom, as well as effective mentoring techniques. All partners are invited to programs and conferences. Recent faculty grants allowed collaboration with district principals in regards to teaching, learning, and leadership.

In addition to grant awards, a "School Leader Professional Development" 10 Hour PD Session for Practicing Administrators was held summer 2012. A planning committee will be in place for the 2013-2014 academic year to review the programs for replication and replacement as well as determine the needs for continued support. All activities are being evaluated for continual offering or altered for new program development. This process will result in changes to the 2013-2014 semesters.

II. CHARACTERISTICS OF STUDENTS MSA

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	8
	Other		Other	1
	Total	1	Total	10
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	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
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	1
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	7
	Other		Other	
	Total	11	Total	8
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	27
	Other		Other	
	Total	10	Total	35

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

Masters	
MEAN GPA	3.64
MEAN MAT New Rubric	408
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	299
MEAN GRE Traditional	1,117
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	8			10
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	5	0	0	0	0	0
G Licensure Only	1	0	0	0	0	0

Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	2	0	1	0	0	0
G Licensure Only	5	2	1	1	0	0

E. Scores of school administrators on the SLLA.

2012 - 2013 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.

During the 2012-2013 academic year, we received less than 5 responses to the survey. Therefore, the data will not be reported, as they are insufficient to produce reliable results.