

IHE Master's of School Administration Performance Report

Wingate University

2012 - 2013

Overview of Master's of School Administration Program

The Master of Education in Educational Leadership program was established in the fall of 2006. The MAEd program in Educational Leadership leads to North Carolina licensure as a K-12 school administrator. The program standards address the need to prepare educational leaders who value and are committed to educating all students to become successful adults. It prepares students to make responsible research-based decisions regarding curriculum, instructional strategies, technology assessment and professional development. Emphasis is placed on learning sound organizational practices. Therefore, students are able to organize and implement additional policies and procedures, ensuring a safe and secure environment while streamlining the academic program. Other points of emphasis are: skills in supervision, recruitment, staff appraisal, and financial and budgetary planning. Graduates of this program know how to involve community stake holders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. They are exposed to structured standards which are embedded in experiences in authentic settings. The internship portion requires the application of knowledge and the skills necessary for a successful educational leadership career. The program consists of 37 semester hours. Included in this course work regimen are 12 semester hours of core graduate education at the 500 level, 25 semester hours in educational leadership content and related course work at the 600 level including 475 hours of field and internship experiences. The vision of the principal as an instructional leader incorporates all essential roles as leader, master teacher and researcher.

Special Features of the Master's of School Administration Program

By developing sound organizational skills, students establish policies that ensure a safe and secure educational environment which is also academically streamlined. Skills in supervision, recruitment, staff appraisal, financial and budgetary planning are taught to students that complete the program. Students learn how to involve community stakeholders for multiple constituencies and are able to analyze emerging issues and trends affecting instructional programs. Students are exposed to structured standards which are embedded in experiences in authentic settings. All assignments in all classes and internships are based on the North Carolina Standards for School Educators adopted by the North Carolina Board of Education. The internships (fall, spring, and summer) allow students to apply their knowledge and hone the skills necessary for a successful educational leadership career. Emphasis upon the development of a program portfolio is an

essential element of the program in educational leadership. Each student develops a program portfolio that is composed of six specific portfolio projects related to the North Carolina Standards for Educational Executives and is reflective in nature. Also, each program portfolio is evaluated based upon a University established rubric.

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
Union County Public Schools	The Superintendent of Union County Public Schools requested that a leadership program be developed in partnership with the Graduate School of Education for assistant principals in Union County. The goals were to have these assistant principals model the attributes of the North Carolina 21st Century Standards for Executives (strategic leadership, instructional	The following activities were identified as points of emphasis in this principal development program: 1. facilitating research on training/induction programs for future principals; 2. analysis of the best design for delivery; 3. review of candidates for the school year 2011-2012. The planning stage involved Union County Schools and Wingate personnel during the school year, August 2010 -- June 2011. Program was titled "Growing	August 2012 -- June 2013	15 assistant principals at 15 schools	The planning stage of the initiative was completed in June 2011. The implementation phase began in June 2011 and continued through June 2013. Wingate professors were used to present workshops on leadership skills needed for school administration

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	<p>leadership, cultural leadership.) In addition to the fact that the definition of an Executive School leader has been broadened, there is anticipation that these individuals are slated to become principals in the future. Although there is a job shortage in North Carolina currently, this is not a static situation with a rapidly growing population and the anticipation of a number of retirements.</p>	<p>Leaders Program.” Wingate professors, including the Director Graduate Education, led seminars on the standards for school administrators and leaders during the 2011 – 2012 school year. It was agreed that the partnership with Wingate would continue through the 2012 – 2013 school year.</p>			
Alamance-Burlington County School System	. The Superintendent and the Executive Central Office Staff members	Wingate University School of Graduate and Continuing Education staff	December 2012 – August 2013	36 schools with 22,500 students	.All stakeholders were committed to improvement of school

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	<p>who are members of the District Safety Committee requested that cooperative development of a practical Safe Schools plan for Alamance-Burlington Safety Plan during the 2012 – 2013 school year. In addition there was to be an emphasis on best practices.</p>	<p>met the Executive Central Office Staff and members of the District Safety Committee to review the current plan and to review best practices in order to improve upon the current one.</p> <p>Subsequently principals were charged with revising plans for their schools for the 2013 – 2014 school year.</p> <p>Survey regarding school safety administered to principals.</p> <p>Safety conference scheduled for summer 2013.</p>			<p>safety procedures for Alamance-Burlington Schools. Principals revealed in survey that they were ready to implement improved safety plans as well as to introduce a transportation plan for mass evacuations.</p>
<p>Socrates Academy – NC charter school</p>	<p>The principal of Socrates Academy requested that Wingate faculty provide</p>	<p>Inservice days were June 12, 2012 and August 16, 2012. Emphasis centered on establishing a</p>	<p>Initial planning sessions in April 2012.</p> <p>Implementation dates -- June 12, 2012 and</p>	<p>All faculty at school</p>	<p>Outcomes have not been determined as program is still in planning stages.</p>

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	<p>inservice related to the Common Core Standards. There was a feeling that staff only had cursory knowledge of this nation-wide initiative. The goal was to increase staff knowledge and discover ways to address standards.</p>	<p>omfort level with Common Core as well as how to be more effective in classroom</p>	<p>August 16, 2012</p>		
<p>Wingate University Graduate School of Education in partnership with Montgomery School District</p>	<p>The Superintendent of the Montgomery County Public Schools has requested assistance in building leadership capacity at each school in the district. His request offers an opportunity to develop teacher</p>	<p>The following have been identified as components of the program: 1. Selection of participants by building level administrators based on skill as well as interest. 2. Monthly presentations by Wingate University staff regarding current research and best practice in</p>	<p>March 2013 until June 2014</p>	<p>A minimum of 11 with at least one participant selected represent each school in the district</p>	<p>The planning phase of the initiative will conclude in July 2013. The implementation phase begins in August 2013 and concludes in June 2014.</p> <p>16</p>

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	<p>leadership at the building level while allowing the district an opportunity to identify prospective administrators for future employment consideration. The activities would mirror expectations of the teacher leadership component of the teacher evaluation instrument as well as introduce participants to research regarding individual leadership skill building.</p>	<p>leadership. The topics will include teacher leadership while exploring building level opportunities for teacher leadership along with the skills needed by building level administrators to become successful instructional leaders.</p>		<p>September 2011</p> <p>December 10, 2011</p> <p>Provided on an individual basis in concert with assigned principal interns.</p>	<p>8</p> <p>20</p> <p>16</p>

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Charlotte-Mecklenburg Schools	Wingate University was invited with other regional universities to participate in forming a higher education partnership with CMS. Priorities identified included: collaboration for research, collaboration for grant funding, advanced leadership	Wingate University specifically volunteered to provide advanced leadership training for principals, assistant principals and central office staff.	January, 2012 - ongoing	20 (including representatives from regional higher education institutions as well as CMS staff.	This was a planning year – CMS has been asked to identify specific needs and to match those needs with the strengths of the various higher education institutions. Each institution completed a survey indicating areas of strength. These are

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	training for school and central office executives, training for CMS staff members on Common Core and content area teachers.				under review currently by CMS Superintendent who will make the final decision as to best utilize each institution.

Support for Beginning Administrators

The administration and faculty of the Wingate Graduate Education Program have been committed to the support for beginning principals serving in this region of the state. All of the faculty and administration of the Graduate Program in Educational Leadership have experience as successful school executives (superintendents and principals) as well as being successful teachers. Faculty members have served and continue to serve as mentors to superintendents, principals and assistant principals. The faculty in the Educational Leadership program have worked with beginning principals in cooperation with the Southwest Regional Alliance. Consultation and training have been provided in the areas of resource management, scheduling, crisis planning, human resource management, faculty maintenance, parent collaboration, community involvement, instructional data analysis, conflict management, working with exceptional populations, working with the guidelines of NCLB and AYP, instructional decision making, inclusion, and assessment. Faculty members visit sites of new principals' schools to offer additional support in an on-going basis. Support and assistance via e-mail are almost daily occurrences with the Graduate Education faculty at Wingate. In addition, a leadership academy was implemented in collaboration with Union County administrators in the fall of 2011. A second leadership academy will be implemented in the fall of 2013 in Montgomery County.

Support for Career Administrators

The faculty and administration in the Educational Leadership Program at Wingate collectively have over 90 years of successful experience in working at the administrative level for public K-12 schools. As such, contacts from this region as well as statewide from current superintendents and principals are made frequently. Currently, the staff and faculty of the Graduate Program in Educational Leadership have responded to requests for assistance in school budgeting, hiring practices, facility architecture development, instructional design, curriculum development, assessment, etc. Faculty members maintain their affiliation with the state's professional organizations that support superintendents, principals and assistant principals. Internships for educational leadership provide ample opportunities to interact with colleagues serving the schools. Support is given in regards to current issues principals are facing. Current superintendents and principals from this region serve on the Wingate Graduate Education Advisory Council. At Advisory Council meetings, discussions very often address the current professional needs of superintendents and principals.

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	2
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	14
	Other		Other	
	Total	19	Total	23
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	30
	Other		Other	1
	Total	15	Total	41

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

MSA	
MEAN GPA	3.25
MEAN MAT New Rubric	397
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
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	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration		17		13
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				1	5	14
G Licensure Only		3	7	3	1	
Comment or Explanation: This represents those completing EDLD program and EDLD add-on program.						

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	
* 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.
