

Master's of School Administration Performance Report

**North Carolina State University
2013-2014**

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 810 students in the ensuing sixteen 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 86 students currently enrolled. All students complete the program in two years. Sixty-two students are participating in the program as extension/distance education cohort members. Cohorts are located in Wake County (main campus), 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, Northampton, Alamance, Caswell, and Sampson Counties.

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 19 counties, assistance was provided by highly qualified adjunct faculty. We have a number of current practitioners who teach for us representing more than six counties.

Special Features of the Master's of School Administration Program

The Master of School Administration (MSA) 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.

Two clinical faculty members serve as teaching assistant professors. Dr. Lynn Williams is a veteran Wake County principal and Dr. 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.

In addition to the traditional program, a planning grant from The Bill and Melinda Gates Foundation and NC's Department of Public Instruction supported the development of the Northeast Leadership Academy (NELA). NELA became the pilot leadership preparation program for North Carolina's proposal for the U.S. Department of Education's Race to the Top (RttT) program. In 2010, North Carolina was awarded RttT and NELA received new funding to prepare aspiring rural school leaders. Three cohorts of rigorously selected students (62 students total as of May 2014) have gone through a rural-specific preparation program and made a three-year, post-degree commitment to work in high-need, rural districts in northeastern North Carolina, thus, reducing leadership turnover.

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.

NELA graduated its first cohort of students in May 2012. As an indicator of the excellence of candidates' preparation to become school administrators, 90% of graduates in the second NELA cohort who graduated May 2013 secured school leadership position. The third cohort of students recently graduated in May 2014 and 6 have already secured leadership positions. In fact, one Cohort III graduate will directly assume a principalship. In total, as of June 15, 2014, NELA has placed 10 principals, 30 assistant principals, and 7 central office administrators.

Based on the successes of NELA, Bonnie Fusarelli was awarded a \$4.7 million US Department of Education School Leadership Program grant for NELA 2.0: Developing and Sustaining Effective Leaders for High-Need Rural Schools. This funding

will be used to continue this critical work in northeastern NC. In addition to the aspiring leaders MSA program (for which 16 Fellows have been selected for Cohort 4), NELA 2.0 also has a Principal Academy that provided professional development for current principals through a week-long summer intensive training that focuses on instructional leadership in a digital learning environment and includes executive coaching for a year to help the principals apply their learning at their school site. Twenty principals will participate in the Principal Academy this year.

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.

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

We employ a number of adjunct faculty each term who are graduates of our program. This allows them the opportunity to continue their own learning and participate as faculty.. Communication is maintained through periodic mailings and electronic connections.

During the spring of 2014, Dr. Kevin Brady took the lead in designing a one-day special education law institute for practicing school administrators. This institute will take place on June 24 at the Friday Institute. Special education legal compliance experts from across the state will be on hand to discuss the leading and most controversial legal issues in North Carolina involving educating students with special needs and disabilities under both the Individuals with Disabilities Education Act (IDEA) and Section 504. These

sessions will be facilitated by legal experts in special education compliance, including special education attorneys, current school administrators, and trainers associated with the Exceptional Children's Division at the North Carolina Department of Public Instruction (DPI). A partial listing of the special education-related legal compliance topics to be discussed at this all-day, one event include:

- the legal impact of Common Core on serving students with disabilities
- creating legally compliant evaluation rubrics for students with disabilities
- proper planning and handling of Individualized Education Plan (IEP) meeting
- legally compliant Section 504 student accommodation plans
- disciplining students with disabilities under the current IDEA
- implementing legally compliant IDEA procedural safeguards into your district policies
- legal issues involving the bullying and harassment of students with disabilities
- successful pre-litigation tactics for working with parents with children with disabilities
- proven dispute resolution and mediation practices for handling special education disputes
- and much more

In addition to formal training and discussions of relevant, up-to-date special education legal topics, this one-day conference has assembled a diverse special education expert panel representing multiple constituencies, including both the parents and/or legal guardians of students with disabilities as well as school districts in the special education legal dispute process. This group of panelists include:

- Brenda Berlin, Senior Lecturing Fellow and Supervising Attorney, Children's Law Clinic, Duke Law School
- Edwin Darden, Director of Education Law and Policy, Appleseed, Washington, DC
- Sam Dempsey, Exceptional Children's Director, Winston Salem Public Schools
- Mary Watson, Former Director, Exceptional Children's Division, North Carolina Department of Public Instruction (DPI)
- Carolyn A. Waller, Attorney specializing in education law representing multiple North Carolina public school districts, Tharrington Smith, LLP, Raleigh, NC

Other Service to Schools

Dr. Lynn Williams has taught *Crucial Conversations*, *Influencer*, and *Crucial Accountability* to Central Carolina Regional Educational Service Alliance **which** serves 19 school systems (Chapel Hill Carrboro City Schools, Durham County Edgecombe County, Franklin County, Granville County, Greene County, Halifax County, Johnston County, Nash-Rocky Mounty Public Schools, Orange County, Person County, Pitt County, Roanoke Rapids, Vance County, Warren County, Wake County

Weldon City Schools, Wilson County, Educational Services for the Deaf & Blind, North Carolina School for Math & Science).

Dr. Matt Militello has facilitated two Community Learning Exchanges (CLEs), as summarized below:

Halifax County Public Schools

CLE on June 22, 2013 and follow up through Fall 2013

Teicher Patterson, school administrator was the district lead/contact

Objective: Link schools and community

Theme: Youth Engagement

Facilitated a day-long Community Learning Exchange at a Halifax Middle School

35 participants including: district superintendent, district administrators, teachers, and students. Community members included local leaders and the city police chief.

Outcomes included an action plan for future school and district improvement

Martin County Public School

Spring Semester 2014 and CLE on Feb. 22, 2014

Larry Hodgkins, school administrator was the district lead/contact

Objective: Link schools and community

These: Historic racial segregation of schools

Facilitated a day-long Community Learning Exchange at South Creek Middle School in Martin County

42 participants including university faculty members, district teachers, counselors, students and administrators. Three school board members were also in attendance.

Outcomes included an action plan for future school and district improvement

Link to video of the CLE: <https://vimeo.com/89404394>

Formal Collaborations with Public Schools in North Carolina

LEAs with whom we have formal collaborative plans focused on school administration	Priorities identified in collaboration with the LEAs / Schools and rationale	Activities and/or Programs implemented to address the identified priorities	Number of Participants	Start and ending dates	Summary 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, Alamance, Caswell, and Sampson Counties	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> Northwest = 11 Johnston = 15 NELA=36 Campus = 24 Total = 86 *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>36 Current Participants;</u> <u>41 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.
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II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.¹

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	8	Black, Not Hispanic Origin	35
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	47	White, Not Hispanic Origin	87
	Other	3	Other	1
	Total	59	Total	126
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	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	

¹ Please note that the MSA program at NCSU does not offer licensure-only. All MSA students are full-time, degree-seeking.

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

Masters	
MEAN GPA	N/A
MEAN MAT New Rubric	406
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	306
MEAN GRE Traditional	1,035
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.57
NUMBER EMPLOYED IN NC SCHOOLS	176
* 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 Only²	
	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	102			
Comment or Explanation:				

² See footnote 1.

D. Time from admission into School Administration program until program completion.³

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						

³ Please note that the MSA program is a two year program. Students are expected to complete the degree program during this time period.