

IHE Master's of School Administration Performance Report

UNC-Chapel Hill

2014 - 2015

Overview of Master's of School Administration Program

The MSA (Master of School Administration) prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, & procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, as well as using knowledge and skills in context; and (3) capability (applying knowledge and skills to specific problems of practice). The focus of study is executive leadership at the school site, with an emphasis on the principalship. The program is approved under the 2010-2011 revisioning guidelines of NCDPI and is sanctioned by UNC General Administration. The On-Campus MSA requires 39 credits hours of study (45 for Principal Fellowship recipients) that includes 27 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision) plus 12 hours in a field-based internship and an internship seminar. Full-time students complete 4 or 5 courses/12-15 hrs of course work per semester in the first academic year. Of the nine first-year courses, seven are portfolio-related under the revised MSA. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences. The Off-Camp MSA Program accommodates practicing educators who cannot or do not want to stop working to pursue their professional goal of becoming school-site executives. The Off-Camp MSA includes the same courses as its on-campus counterpart and is staffed by the same professors as the on-campus program. It is scheduled around students' regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students' regular work places in addition to a variety of distance ed activities (using Sakai) that students access from their homes or from the schools where they work. The cohort-based Off-Campus Program takes five semesters to complete. There are currently three operational off-campus cohorts. In 2014-2015, there were 61 educators in the MSA cohorts from Chatham, Durham, Orange, Forsyth, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Cumberland, Lee, Moore, Person, and Guilford counties. The several course adjustments made in the revisioning process have substantively increased emphasis in such areas as professional learning communities; analysis and interpretation of data sets; teacher retention research and best practices; Teacher Working Conditions surveys; teacher/parent/community empowerment strands; and practical applications associated with the NC Pre-Service Executive Standards. A revised document, complete with the aligned standards of accrediting agencies, national organizations, and the NC State Board of Education, plus syllabi, internal assessment procedures, and direct links to the new NC Standards was approved by NC DPI and UNC GA. The cohorts admitted in Fall 2010 and beyond have been matriculated under the new program,

and the 2012 on-campus cohort completed the first artifact-related portfolios associated with the new structure. These portfolios were reviewed by NCDPI in summer 2012. The next review will be summer 2015. This IHE report is due before those results, and we will respond to those findings in the 2016 IHE report.

The part-time MSA option has been effective from the spring semester 2014 to accommodate students who wish to study on-campus on a part-time basis. Still, 97% of our students are full-time enrollees.

Special Features of the Master's of School Administration Program

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 18% of 2015 graduates were African-Americans; 67% were female. The program MSA faculty is 22% African-American, 11% Native American, and 33% female. The MSA Program emphasizes leadership for equity, social justice and academic excellence. All first year courses incorporate field-based projects requiring students to spend significant time in NC public schools, addressing unique challenges (e.g. teacher recruitment and retention projects; several full-day shadows of school executives; interviews of human resource and financial personnel; visits to technology-rich schools; field trips to a wide variety of family/social service based organizations in order to integrate services for the "whole" child). Many classes employ a significant degree of work with authentic case studies that speak directly to real, ongoing executive challenges in NC schools.

A special feature of the on campus MSA Program is the second year, full-time, 10-month internship as an Assistant Principal. The internship is a comprehensive, well-supervised experience where students integrate their knowledge and applied skills for the promotion of positive educational practices in accordance with the NC Pre-Service School Executive Rubric. On campus students serve their schools for approximately 1600 hours per year. Off-campus students with full-time internships have a similar schedule. Part-time interns serve their districts for approximately 500 hours per year. All internship supervisors meet stringent criteria: they possess terminal degrees; they have previous school and/or district level executive experience; they meet face-to-face with interns and their principal mentors a minimum of three (3) times per semester to assess progress; all interns are required to deeply embed the pursuit of social justice and equity that is rooted in improvement in academic achievement by marginalized/at-risk students. The MSA Program is cohort-based, with each cohort completing the program together over the course of two years (or, in the off-campus program, two-and-a-half years). During the first year, in addition to courses, students receive professional development. During the second year, the cohort attends class together one day per week. Since cohorts are small, students and faculty get to know each other personally. Faculty are involved in the students' careers, building networks and supporting them. UNC-CH is an active participant in the Principal Fellows program. In any given year, half to two-thirds of UNC's on campus students are also PF scholarship recipients.

A recent US News and World Report graduate school ranking in Ed Admin identifies UNC's program as the 12th best in the nation from among the 565 public and private universities that offer these degrees nationwide. The UNC-Chapel Hill program is the only ranked program in the state (public or private) and only one of two in the southern US. UNC-CH was tied in being

ranked first by school superintendents for the effectiveness of leadership demonstrated by program graduates.

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
MINORITY ACHIEVEMENT INITIATIVES: Alamance-Burlington, Chapel Hill-Carrboro, Chatham County, Cumberland County, Durham County, Guilford County, Lee County, Moore County, Orange County, Person County, Wake County, Winston-Salem/Forsyth	1) <i>Minority achievement</i> through focus groups and feedback to learning communities	All interns are required to develop and apply a project at their school site relating to closing the achievement gap via instructional growth, increased enrollments in advanced classes, diversity training, intercultural experiences, cultural audits, etc.	July 2014-May 2015 (22 full-time @ 1600 hours/yr.; 5 @ 500 hrs./yr.	27 interns; total student population of served schools= ~20,000	All interns developed and applied a project at their school site relating to an increase in social justice and equity. Applied project samples were related to: 1) closing the achievement gap; 2) instructional improvements/clinical supervision (100%); 3) increased enrollments in advanced classes, 4) diversity training, 5) multi/intercultural programming, 6) cultural audits.
CLINICAL SUPERVISION: TPAI; SYSTEMATIC DATA GATHERING: Alamance-Burlington, Chapel Hill-Carrboro, Chatham County, Cumberland County, Durham County, Guilford	(1) <i>Innovation in public schools</i> through increased understanding of classroom-based problem solving resulting in improvement of instructional effectiveness	All interns conduct 20-50 observations per year under the new NC TEP, systematically gathering specific, observable, measurable data based on preconference focus areas, and	July 2014 - May 2015	27 interns ~600 observations ~200 faculty observed	Provides for increased teacher capacity in instruction, reduction in achievement gap, increased emphasis on 21st Century skills. Facilitates principal mentor dedication to complementary personnel challenges that might not be

County, Lee County, Moore County, Orange County, Person County, Wake County, Winston- Salem/Forsyth		then use these data for extensive post-conference discussion, interpretation, and decisions that contribute to improved student achievement.			otherwise effectively addressed.
MSA REVISIONING: Formal partnership with Alamance-Burlington, Chapel Hill-Carrboro, Chatham County, Orange County. Agreements also in place with any county in which an intern serves.	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals. (2) <i>Governance and support by 21st century systems</i> through technology implementation as related to student achievement.	Each school district provides an ongoing representative/ liaison to the MSA program for the purpose of revising the MSA to accommodate the NC Executive Standards and the continued promotion of environments and school cultures that are more receptive to 21st Century Learning.	August 2014- June 2015; ongoing public school partner meetings in future: minimum 4 per year	Student population of these districts exceeds 55,000.	The revised MSA program was effective with all cohorts that began study in the fall 2010 or beyond.
RESEARCH TRIANGLE SCHOOLS PARTNERSHIP : Orange County Schools	(1) <i>Governance by 21st century systems</i> through consultation and revision assistance.	An MSA faculty member is on the steering committee of the RTSP.	2014-2015 ongoing	~8500 students 2000 employees	RESEARCH TRIANGLE SCHOOLS PARTNERSHIP (RTSP). Principals and assistant principals served on the Coordinating Teams of the seven RTSP projects this year, participating in planning meetings and gaining ideas

					from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly
SITE-BASED ORGANIZATIONAL PROFESSIONAL DEVELOPMENT SESSIONS: Alamance-Burlington, Chapel Hill-Carrboro, Chatham County, Cumberland County, Durham County, Guilford County, Lee County, Moore County, Orange County, Person County, Wake County, Winston-Salem/Forsyth	(1) <i>Preparation of 21st century professionals</i> through review and revision of organizational norms and practices.	UNC MSA faculty provide formal training to all site-based internship mentors. Over the course of a year, development sessions are held a minimum of six times with the university professor, the administrative intern and the mentor to discuss intern and organizational issues.	July 2014 - May 2015	27 interns ~20,000 students attend affected schools; greater than 50% of schools are Title I or otherwise disadvantaged.	Formal and informal feedback from mentors and students indicate the success of these site-based sessions. Growth is seen not only in the student but in the mentor and his/her administrative leadership style. Anecdotal feedback as well as focus group information obtained conducted accreditation visits indicates positive results for schools and learning communities as a result.
PREPARATION OF 21ST CENTURY PROFESSIONALS Chatham County Schools	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for practicing assistant principals.	UNC MSA faculty, in association with a formal, signed agreement with Chatham County Schools, provided (service activity at no cost to school district) five half-day professional development	September 2014-April 2015	15 current assistant principals in Chatham County	Formal feedback from the assistant principals, the assistant superintendent and the superintendent indicate the success of these site-based sessions.

		sessions to ALL assistant principals in Chatham County.			
PREPARATION OF 21ST CENTURY PROFESSIONALS Alamance-Burlington; Chatham County; Orange County; Chapel Hill/Carrboro City Schools	(1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	The MSA program has formal written agreements with these counties to operate MSA programming in those school districts. The MSA program specifically discusses in advance with central office personnel and utilizes situations that mirror the reality of the specific school district issues and challenges.	2014-2015 ongoing	UNC MSA alumni are in ~20 schools that serve ~28,000 students	New assistant principals/principals indicate that their instructional and organizational effectiveness and leadership development have been significantly shaped and have contributed to school-based instructional and managerial improvements, as well as the overall effectiveness of their schools.
PREPARATION OF 21ST CENTURY PROFESSIONALS: Assistance to Fayetteville State University	1) <i>Preparation of 21st century professionals</i> in regard to understanding of organizational change and leadership for new principals.	MSA Coordinator and Ed.D. coordinator met with and provided significant programmatic and coordination assistance to newly appointed MSA and Ed.D.	April/May/June 2013, with continuation of mentor relationship through 2014-2015	All current and future MSA and Ed.D. students at FSU	UNC MSA and Ed.S. coordinators continue to make themselves available to new MSA and Ed.D. coordinators at FSU to provide assistance and counsel as requested

		coordinators at Fayetteville State University			
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Support for Beginning Administrators

The cohort-based structure of both the On- and Off-campus MSA Programs provides a network of professional support that assists new school leaders as they begin their careers. MSA faculty work closely with graduates as they seek their first leadership positions. This informal counseling often continues after the initial placement, as MSA faculty informally serve as mentors during the early career stages. The public school mentors, who worked with MSA interns, also provide support as the graduates begin their careers. The MSA provides further support to beginning leaders by requiring them to work in community agencies during their MSA study, (e.g. serving homeless/transient persons; the ELL population; children with special needs; housing programs such as Habitat for Humanity). After these students have graduated and are beginning leaders in schools, they are familiar with these agencies and can call on them to assist students and families in their schools. The MSA also maintains listservs for all its graduates, providing them with an opportunity to remain connected to the faculty and to one another. Other forms of support for beginning administrators are provided through our Research Triangle Schools Partnership (RTSP). Principals and assistant principals served on the Coordinating Teams of the RTSP projects this year, participating in planning meetings and gaining ideas from one another as well as from other members of the Coordinating Teams on ways to strengthen these projects in particular and their schools more broadly.

The revised MSA program now connects alumni with the SOE's initiative entitled *Reconnect and Recharge*. MSA alumni had the opportunity for the first time in 2013-2014 to participate in this program, whereby we invite alumni in more formal settings (i.e. focus groups) to speak with us about their experiences as new school executives and to work with practicing teachers and counselors in diverse school districts to discuss problems of practice. This initiative has continued into 2014-2015. Several faculty members have actively gathered data from these four quarterly sessions and are working on practice-based research products that will be disseminated in the future. Further, we have formed a diverse public school network/task force that has been of significant assistance to us in making adjustments in the MSA to more directly provide needed services to school districts. This task force of seven individuals represents principals and central office personnel who assisted in providing guidance to us (and continue to do so) in envisioning the new MSA program with an eye towards more direct application of candidate work in focused areas of need. These identified areas are based on factors that the task force sees on a daily basis as prevalent needs from their perspective in schools and districts.

Support for Career Administrators

The Ed.D. faculty support career administrators by offering the Ed.D. program with many evening classes so that career administrators who wish to do so can pursue doctoral study on a part-time basis while continuing their careers. The MSA faculty members work closely with experienced administrators as they place MSA students in their internships. This interaction prompts many career administrators to reflect on their own careers and consider pursuing further study. Others grow professionally by continuing to serve as mentors to aspiring interns through the years. As part of the mentor role, career administrators receive training at orientation sessions each year. During the 2014-2015 year, 150 people attended the formal MSA orientation,

including career administrators, mentors, beginning interns, graduating interns, faculty members and other colleagues.

Another form of support for career school administrators occurs as the MSA Program hires practitioners to serve as adjunct faculty who teach courses in the MSA Program. This year, practitioners from Duke University, Cabarrus County, Chatham County, Durham Public Schools, NC Department of Public Instruction, Orange County, and Wake County Schools taught courses or supervised interns in the MSA Program. This not only provides a balanced perspective for students, but it also aids these career administrators in their own development as well as building a network of support for the students when they subsequently become administrators throughout the districts. The MSA faculty also provides in-service professional development to career administrators in a variety of settings, including presentations at State Principals' Executive Program, the State ASSET Project of the Center for School Leadership Development and the Principal Fellows Program. LEARN NC, our Internet-based network of resources for educators, further supports career administrators by presenting workshops and at conferences in which career school administrators participate. We also support career administrators through several lecture series. As part of the revised MSA program, we now offer a *Reconnect and Recharge* professional development opportunity (see above) that brings back to our campus alumni for the specific purpose of engaging them in program growth possibilities and assisting them with problems of current practice.

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	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	19
	Other	2	Other	1
	Total	15	Total	26
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	4	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	12
	Other		Other	1
	Total	7	Total	19
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	2
	Other		Other	
	Total		Total	2

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

Masters	
MEAN GPA	3.30
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	304.50
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.87
NUMBER EMPLOYED IN NC SCHOOLS	48
* 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	27			
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	0	0	0	0	0
Masters-Upgrade/Add-On	0	10	0	0	0	0
G Licensure Only	0	0	0	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	0	0	0
Masters-Upgrade/Add-On	0	0	17	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	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.

