

IHE Master's of School Administration Performance Report

UNC Charlotte

2014 - 2015

Overview of Master's of School Administration Program

The University of North Carolina at Charlotte Master of School Administration (MSA) and add-on administrative licensure programs are based on a revised curriculum that meets the new North Carolina Executive Leadership Standards. The program model is designed to instill a more integrated “systems thinking” perspective in candidates and in the process, foster more collaboration between professors and assure that all candidates will complete the same major assignments. Through the required assignments, course products, and electronic evidences, candidates complete an analysis/assessment of themselves, schools and schooling, instruction, school organization and leadership, and school climate and safety. Since all of these factors are inextricably related, the goal is to provide candidates an integrated, holistic learning experience so that they firmly grasp how these elements come together to affect school effectiveness. The program is designed so that the six required evidences are congruent, complementary, and pedagogically integrated; courses are directly tied to required electronic evidences. The internship addresses additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month covering topics related to 21st Century leadership, teaching, and learning. Practicing school executives and partners currently hosting interns in their districts may co-facilitate seminars or co-teach courses.

An electronic evidences portfolio documents the candidate’s proficient completion of the internship activities and competencies. As required by the North Carolina State Board of Education, all candidates seeking the add-on license also complete the same requirements related to the electronic portfolio as degree-seeking candidates.

Admissions criteria consist of a minimum of three years of successful teaching or related experience, a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit, an official satisfactory score on the GRE or MAT for the MSA only, three letters of recommendation, one of which must be from the school principal or from school leaders who can attest to the applicant’s leadership potential, a writing sample, and an on-site interview with members of the MSA faculty. Candidates for the Master's degree must successfully complete 39 hours of course work that includes the internship. Candidates for the add-on licensure must successfully complete 21 hours of course work that includes the internship. Checks on student dispositions are conducted three times during their work in the program. Courses are offered in the evening on the main campus and in a face-to-face delivery model at four distance-education sites in Rowan, Gaston, Mecklenburg, and Lincoln counties.

Special Features of the Master's of School Administration Program

Early Field Experiences: The MSA program includes early field experiences, which allow for timely application of knowledge learned in courses. The program’s on-site field experiences are a part of each core course throughout the candidate’s program of study. The program is designed to assure complete articulation across courses, field experiences, projects, activities, etc., leading to the comprehensive internship. This fosters greater integration throughout the entire program in courses, projects, and at various stages of the school-based field experience, which guides faculty to embed the required elements

of the standards throughout the program of study. Faculty may coordinate activities and projects that can be expanded and refined in later courses, thereby adding a holistic, value-added dimension for coordinating the required standards with specific projects.

Enhanced Program Outreach to Local School Districts: During the 2014-2015 year, four off campus programs have been offered, one each in Gaston, Rowan, Mecklenburg and Lincoln counties. MSA faculty worked collaboratively with superintendents in the university's service region to identify the districts' needs and to assess faculty ability to offer the program off-campus, the goal of which is to increase the number of candidates for anticipated future vacancies. In these cases, strong applicants have been targeted for recruitment in these programs. Continuing efforts are to respond to their requests when it is feasible to do so. During 2013, program faculty responded to requests from superintendents of Lincoln County Schools and Charlotte-Mecklenburg Schools to offer the degree and certificate programs for targeted candidates in their districts. Access to the program within the region will significantly increase the opportunity for currently licensed teachers to complete preparation for future school leadership positions in Lincoln County and the surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the district. Appropriate school district representatives and program faculty plan to meet regularly to discuss the needs of the districts and how the MSA program may be tailored to meet each district's specific needs. Spring 2016, will mark the completion of the three-year program for the cohort in Lincoln County.

Charlotte-Mecklenburg Schools and New York City Leadership Academy Partnership: In part, through a grant made available by the Wallace Foundation, UNC Charlotte and Charlotte-Mecklenburg Schools (CMS) have joined together in a collaborative effort with the support of the prestigious New York City Leadership Academy to recruit, train, and support the strongest prospective high school principals to serve the families and children in the high schools in the CMS school system. Candidates are deemed to be outstanding educators who demonstrate commitment to closing the achievement gap, have professional resilience, strong communication skills, a willingness to be self-reflective, and are committed to continuous learning improvement and professional integrity. This program is a joint responsibility of CMS and UNC Charlotte. It is the expectation that at the end of this innovative program, participants will be "principal ready." The program is characterized by intensity and rigor, and formative evaluation, guidance, coaching, and reflective practice occur throughout the program. This standards-based program offers: innovative program design, individualized support, a learning community, and profound learning opportunities. Participants in all strands of the program participate in the 5-week summer intensive experience. This program to prepare high school principals for the challenges of urban leadership is not currently offered in this service area of the University or in the state of North Carolina. Access to the program will significantly increase the opportunity for currently licensed teachers to complete preparation for future high school leadership positions in Mecklenburg County. Program delivery began in the summer 2013, with an enrollment of 15 students in the first cohort. The need for highly qualified high school principals is especially high due to the number of possible principal retirements in the district and due to the shortage of highly trained urban high school principals. The 39-credit- hour and 21-hour program strands include an internship under the supervision of an experienced principal mentor to ensure a quality succession pipeline for high school principal positions in Charlotte Mecklenburg Schools. Although an expectation of the program is that all program completers be "principal ready," the number of graduates who receive a 4-year contract as a principal is at the discretion of CMS. All participants must be formally nominated or endorsed by a CMS school or district administrator. Summer 2015 marks the intake of the third cohort group for this program. In February 2015, with funding from the Wallace Foundation, UNC Charlotte hosted an Ed Camp in which attendees collaboratively determine the schedule of sessions on the morning of the event, for Aspiring High School Principal Alumni and guests.

Focused Involvement of Partners: To strengthen collaboration with public school partners, the program coordinator and LEA designee work as a team to determine the most appropriate internship placements. The team matches intern needs, strengths, and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the program actively engages public school partners in the MSA program. Continued initiatives

include co-teaching with practitioners who serve as school level administrators and central office personnel, including local principals, program graduates, and district personnel to serve on interview teams for the program admissions committee, and continuing commitments from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies.

An ongoing initiative to involve partners is the IN*SITEnetwork, conceived by faculty member, Dr. David Dunaway. The IN*SITEnetwork was born of a need to increase reflection as a tool of learning outside the four walls of a classroom. The uses of Web tools allow students, program faculty, graduates, and school partners to share knowledge in unique ways at times convenient to all. The IN*SITEnetwork was also conceived to be an inverted pyramid, open-source repository of resources, ideas, and methods shared by members. The IN*SITEnetwork was not built to be all things to all people, but to be a closed, safe, professional social network where insights can be shared about learning, leading, and organizational behavior and improvement, and to be a place where opinions and reflections can be read and/or viewed by members who may agree or who may challenge members thinking. Today the IN*SITEnetwork has more than 450 members who have contributed almost 900 blogs that have generated comments and conversations.

Enriched Internship Supervision with More Timely Feedback: The MSA program contains an enriched supervision model for the internship. Within the current internship that parallels the school year schedule, the university and the public school supervisors work collaboratively to ensure candidates meet all standards by successfully completing a series of prescribed leadership activities. Additional sessions for mentoring and coaching opportunities are scheduled to better evaluate each intern's progress in a formative manner and provide more timely feedback. Pre-internship and ongoing training for both the public school and university supervisors has enhanced focused feedback to interns. University faculty supervisors and principal mentor supervisors hold two meetings each semester to discuss the intern's progress. These meetings are held at the internship site to further acquaint the university faculty supervisor with the internship site location.

Addition of Summer Internships: Part-time students take the same classes as full-time students and, therefore, have the same performance expectations, instruction, assignments, and early field experiences. While full-time, unemployed students begin their internship during the fall, in 2014, part-time students began their internship during the summer with a principal mentor selected by their school districts in collaboration with the MSA Director. Summer sites may be year-round schools, schools with special summer programs or central office sites. The summer site is typically one on a different level, i.e., elementary, middle or high, than that of the students' regular work assignment. Part-time students will spend fall and spring semesters interning at their work site, affording the intern the opportunity to work under the supervision of two different principals and leadership styles. The university supervisor and principal mentor work together to provide opportunities for the part-time intern to observe and shadow other school leaders at various times during their internship. To assure that students have the same experiences, principal mentors have to certify that all interns, both full and part-time, have developed and demonstrated specified competencies and skills.

Dedicated Program Faculty: The program has an assigned faculty member dedicated to coordinating the day-to-day intricacies of the program. MSA students have enriched opportunities to work with educational research faculty, instructional technology faculty as well as with educational leadership faculty. Three or four faculty members along with the program coordinator share the year-long responsibility of supervising interns at their site locations. All of these professors, as well as carefully selected part-time faculty, are former public school administrators who are recognized for their work in the field of school administration.

I. 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 the LEAs/Schools and Rationale | Activities and/or Programs Implemented to Address the Priorities | Start & End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
|---|---|---|----------------------|--|--|
| Cabarrus County Schools/Central Cabarrus High School | Decrease the achievement gap between minority and White students Work to engage faculty with research-based instructional practices Partner with faculty to examine pertinent issues social studies and literacy-based research Offer social studies methods course onsite | Developed a professional development workshop for faculty. The workshop was developed using data from a needs-assessment survey disseminated to school faculty and staff Presented one workshops at professional development session: Using Seminar in the classroom Supervisor of the social studies tutorial program held in conjunction with the undergraduate methods course held on campus Developed the Teacher-Scholar program—partnering university faculty with professional learning communities at the school to develop research-based curricula. | August 2011-Present | 2 administrators and 4 teachers on the PDS committee over 100 faculty members took part in the professional development workshops >30 CCHS faculty have taken advantage of the teacher-scholar program | improvement on social studies benchmark tests. Development of culturally responsive teaching workshops tailored to the individual needs of departments Faculty post-PD surveys indicated a high level of satisfaction with the workshop. Sustained collaboration between UNCC faculty and CCHS faculty and staff |
| Beverly Hills Elementary School, Cabarrus County Schools | 1. To reduce disruptive behavior and increase academic engagement of four African American male students in third, fourth, and fifth grade through Tier II Check-In Check-Out (CICO) intervention and Tier III function-based self-management program 2. To decrease the classroom rule violations related to schoolwide behavioral expectations of three African American kindergarten students through culturally responsive social skill instruction 3. To determine feasibility and | 1. Trained the assistant principal as CICO implementer to train teachers, mentors, parents, and students on the intervention implementation 2. Implemented CICO with four African American students and function-based self-management program with one African American student 3. Conducted ethnography interviews with three parents of African American kindergarten students to obtain perceptions about culturally responsive social skill instruction 4. Implemented computer-assisted culturally responsive social skill instruction with six kindergarten students in peer tutoring format (three targeted African American students and three peers) 5. Conducted parent questionnaires, school personnel questionnaires, and student questionnaires to obtain their opinions about the interventions | Aug. 2014 - May 2015 | 1 assistant principal, 7 teachers, 6 parents, 10 students | 1. CICO implementation fidelity was 100% for CICO and 92-100% for function-based self-management 2. All four African American students receiving CICO) decreased their level of disruptive behavior and increased level of academic engagement in the classroom based on direct observations 3. Parents' inputs from the ethnography interviews were used to develop the culturally responsive social skill lessons 4. The three African American kindergarten participants receiving culturally responsive social skill instruction reduced number of rule violations 5. Results indicate that teachers perceived |

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| | acceptance of the interventions for school personnel, parents, and participants | | | | CICO to be effective, participants viewed CICO to be enjoyable, and parents perceived CICO to be useful in supporting their children's social behavior. |
| Beverly Hills Elementary School and Royal Oaks Elementary School, Cabarrus County Schools | (Project ESPISE-3P)1. To describe the components of effective schoolwide positive behavior intervention and support (PBIS) implementation in PBIS exemplar or model schools in North Carolina 2. To investigate attitudes and perceptions of administrators, PBIS team members, teachers, students, and parents on the schoolwide PBIS 3. To develop and implement classroom-level behavioral supports to improve socially appropriate behaviors of students | 1. Conducted (a) school building, classroom, and team meeting observations, (b) reviews of school archival records and PBIS staff and parent/student handbooks, and (c) interviews with administrators, PBIS team members, teachers, students, and parents 2. Attended PBIS team meetings and training sessions 3. Worked with teachers and PBIS teams to develop and implement research-based behavioral intervention that is practical/feasible for teachers to implement | Nov. 2014 - June 2015 | 2 principals, 2 assistant principals of instruction In each school: 6-7 PBIS team members, 3-4 teachers, 3-4 students, and 2-3 parents | 1. Observations of team meetings and classroom functioning were conducted. Data analysis is currently underway. 2. Data on Schoolwide Evaluation Tool (SET), number of discipline referrals, statewide reading and math scores, school staff responses via interviews, and field notes were collected. Similarity and differences across the two schools were noted in terms of effectiveness of PBIS implementation. 3. Effectiveness of the classroom-level interventions were evaluated based on student data on social behaviors. |
| Lake Norman Charter School | Identify areas of need for diversity/cross cultural relationship development. Diversity/Cross Cultural Relationship Building with Faculty in order to develop competence with other faculty, students, parents and other stakeholders within the school community. | Diversity Scan Surveys Focus group interviews with faculty, students, and parents. Professional development workshops on building cultural competence and culturally responsive teaching practices. | April, 2015- April 2016 | 90 Teachers; Students; Parents | To be determined |
| Lake Norman Charter | Effective technology integration; Cross-cultural competency | Participate in three meetings per month; Develop surveys to establish data for analysis of needs; | 2012-present | 77 teachers, 12 parents, 5 administrators, | Survey data regarding technology implementation |

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| | development; School oversight/governance | Facilitated a book club amongst parents, teachers, and administrators; Contributed to oversight of school budget, policies, and general governance; presentations at staff meetings | | 8 school board members | (parents, students, teachers); Survey data on school climate for acceptance of diversity (parents, students, teachers); Strategic plan for development of cross-cultural competence |
| David Cox Road Elementary School, Charlotte-Mecklenburg Schools | (K-2): 80% of students will meet or exceed more than one year's growth as determined by final MAP testing. (3-5): To increase reading proficiency rates by 10% on EOG tests AND meet overall high growth status. To increase literacy/reading proficiency rates by 10% of the EOG tests and meet overall high growth targets (grades 4-5); by 10% in grade 3 and with an overall 90% readiness for the next grade level in grades K-2. Focus: 1. Supporting multiple learners and 2. Developing a common Shared Professional Vision of Teaching & Learning Grounded in Research and Practitioner knowledge. | 1. Provide on-going Professional Development to help teachers and teacher candidates plan quality "literacy" instruction that includes a balanced literacy framework that also incorporates supplemental research-proven literacy strategies. Grade level teams will meet to create theme-based balanced literacy units. Mentor Yearlong Interns from UNCC with Professional Development workshops and school based University Supervisors. Include interns in Staff Professional Development. America Reads UNCC tutors tutor students reading below grade level. University clinical students will observe literacy instruction to identify balanced literacy components and provide feedback to teachers and to the instructional leadership team. | April 20, 2014-April 2016. | 46 certified teachers 10 instructional assistants One administrator 852 students | Results are not available at this time; however we anticipate that Student reading logs will show an increase in number of books read. Measure of Academic Progress (MAP) reading results 100% of students meeting projected growth. Reading 3D Text Reading Comprehension (TRC) results 100% of students meeting projected growth. Focus Walk-throughs and Learning Walks annotated for teachers will show implementation of all Balanced Literacy components. |
| Northeast Vance Learning Community (CMS) | Literacy Coach Institute Design and implement Literacy Coach Institute for the learning community's literacy coaches. Developed a 5 day professional development experience for | 5 Face-to-face meetings within the Northeast Vance Learning Community Work with literacy coaches Designed, created, and delivered professional development to literacy coaches. | 35 total hours January 2015-May 2015 | 8 Literacy Coaches 4 Central office staff 1 Area Superintendent | This work is ongoing, but I will create and distribute a survey when the work is completed. |

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| | literacy coaches. | | | | |
| Charlotte-Mecklenburg Schools | Support school-based mathematics leaders in an ongoing basis during the year | Conduct professional development sessions about the Common Core, standards-based pedagogies, and other current issues in mathematics education. Support district leaders in the creation of instructional units and refinement of pacing guides. Provide feedback to Title I office about assessment items. | 2010-present | 100 coaches/facilitators; 102 elementary schools | Facilitators have reported their gains in content knowledge, knowledge of pedagogy, and their growing comfort leading their teachers in their school in areas related to planning and teaching mathematics. |
| Highland Creek Elementary School, Charlotte-Mecklenburg Schools | Increase the percentage of students performing on grade level to 88.1% in Reading. This is a 4% increase in this discipline. Close the achievement gap between Hispanic students (59.4% Proficient) and White students (90.5% Proficient) by 3% as measured by End of Grade tests. Increase the number of 5th grade students who are "Proficient" in Science from 86% (2010-11 EOG Results) to 90% as evidenced by 2011-12 EOG scores. | Teacher candidates and staff to review formative assessment and progress monitoring data during team planning sessions. Adjusted flexible groups as needed and create a school wide RTI block for each grade level. This enabled teachers to work with homogeneous group of students to increase their reading level. Staff also used the data to make decisions on professional development needs. Provided Dreambox training for all teachers and monitored usage using teacher reports and grade level reports. Provide new teachers and mentors with professional development to support the development of guided reading within the classrooms. Provided professional development for staff and teaching candidates on how to incorporate guided reading texts into the science and social studies curriculum. Grade-Level/ Admin collaborated and included teacher candidates in discussions on essential skills, instructional strategies, common assessments, and strategies for remediation, rigor and enrichment. Provided more opportunities for students to read using leveled guided reading texts. | 2012-2015 | 51 regular education classroom teachers 14 teacher assistants 8 special area teachers 1 Literacy Facilitator 1 Math Facilitator 2 Guidance counselors 3 EC teachers 1EC TA 1TD teacher 1 Principal 1AP 2 Dean of Students | Formal benchmarks were created using running records to see growth and concrete learning (TRC). Data charts were created by staff showing how student achievement is rising according to formative assessment data collected. Data tracking was used for staff participation in PDS activities, staff surveys, and increased levels of leadership were assessed through the use of the new teacher evaluation instrument Teacher Candidate evaluations showed an increase in STAR scores during the course of the semester. Outcomes for the 2014-2015 school year are not yet available and will be reported on the annual report submitted in 2016. |
| CMS EC Department | Evaluate effects of Letterland reading curriculum for K-1 students receiving EC services in 25 schools 2013-2014. | Assess students receiving Letterland as primary instruction in EC and comparison group. | Year 1: January 2012- June 2014 Year 2: | Year 2: 1 district administrator 50 school site administrators 50 intervention | Analysis of year 1 to begin June 2014. Analysis of year 2 to begin June 2015. |

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| | Add 25 schools 2014-2015. Add third cohort 2015-2016. | | August 2014- June 2015. Year 3: August 2015- June 2016 | teachers and Students in 50 implementation sites and up to 34 comparison sites – total N still to be determined | |
| CMS EC Department | Evaluate effects of FLEX Literacy for 3-5 students receiving EC services in 9 schools 2014-2015. Add 9 schools 2014-2015. Third cohort of 9 schools to be added 2015-2016. | Assess students receiving FLEX Literacy as primary instruction in EC and comparison group. | Year 1: August 2014- June 2015 Year 2: August 2015- June 2016. | Year 1:1 district administrator 9 school site administrators 9 intervention teachers and Students in 9 implementation sites and 9 comparison sites | Analysis of year 1 to begin June 2015. |
| Gaston Community College | Infused ECSE in Child Development courses | Met with Gaston faculty and administrators. Developed infusion matrices for 12+ courses | June 2014- Current | 3 Full-Time Child Development Faculty | Insured that by the end of Spring 2015 that all core syllabi reflect ECSE content. |
| Iredell-Statesville Public Schools | Increase teacher/admin awareness of grading practices and procedures related to English Learners for increased authentic assessments. | Professional development with district ESL department, school-based elementary and secondary teams of administrators and teachers. | Spring 2014 – Fall 2015 | Administrator =5-10 Teachers=50-75 School Counselors=T BD P12 Students= results to be applied with all P12 English learners. | Intended outcomes center on focused district data collection with English learners and overall grading/authentic assessment patterns/ultimately impacting grade-to-grade promotion and high school graduation rate. |
| Kannapolis City Schools/A.L. Brown High School | To provide opportunities for teacher professional leadership among the high school teachers Develop working relationship between MDSK faculty and teachers/leadership at A.L. Brown High School Provide engaged, informing clinical experiences and possibly | Received a SOTL grant (\$15,610) to revise MDSK course work and pilot an on-site, monitored clinical experience for the minor in secondary education candidates Met with school leadership to plan and coordinate the project | October 2013 to the present | Currently, we have 2 administrators and an estimated 15 A.L. Brown faculty members involved in the project. | We have numerous metrics in place to gauge the effectiveness of this project including: Scales of Teaching Self-Efficacy; Scales of culturally Responsive Teaching; Interviews and focus groups with teachers, preservice teachers, and administrators. |
| OSSEP--On- | The purpose of this | Teacher candidates will engage in | Summer | Administration | Several different |

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| <p>Site Secondary Education Clinical Project in partnership with: A.L. Brown High School, Kannapolis City Schools</p> | <p>project is to develop, implement, and evaluate an On-Site Secondary Education Program (OSSEP) that will provide a place-based teacher education environment for students in the Department of Middle, Secondary, and K12 Education (MDSK) Minor in Secondary Education program.</p> | <p>unique instructional activities that encourage discipline-specific collaboration with practitioners and students at the school site. The research questions associated with this project will analyze whether OSSEP improves teaching efficacy, civic engagement, and preparedness of preservice teachers (PSTs).</p> | <p>2014 through Fall 2014— Development of course syllabi; Spring 2015— OSSEP Implementation .</p> | <p>at A.L. Brown High School will help identify the teachers and classes. UNC Charlotte will teach the two courses in the program once a week on campus at A.L. Brown and once a week on campus at UNC Charlotte. Originally planned for 15-20 UNC Charlotte student volunteers, the first cohort ended up being 13 students in various content areas in MDSK. Two sets of teacher volunteers from the high school were identified UNC Charlotte students in both 4140 and 3151 concurrently BUT not in the OSSEP program will be used as our control group. There are roughly 20 of these students.</p> | <p>surveys are being used for this program as well Focus Group data collection. At the time of this report there is no disaggregated data to share because we are merely in the collection phase. The following surveys will be administered at three different points during the semester. Teachers' Sense of Efficacy Scale, Culturally Responsive Teaching Self-Efficacy Scale, and the Bringing Theory to Practice Toolkit Assessment</p> |
| <p>Asheville City Schools, Davidson County, Thomasville</p> | <p>NC Guide to the SIOP Model training and implementation with selected elementary</p> | <p>Professional development with district ESL department, school-based elementary and secondary teams of administrators and teachers.</p> | <p>Spring 2014 – ongoing</p> | <p>Administrator =5-10 Teachers=30 School Counselors=T</p> | <p>Intended outcomes center on focused district data collection and analysis of school-based student outcome</p> |

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| City, Henderson County | and secondary teams, to include classroom Elementary School Dual Language Program Expansion Data collection and analysis (qualitative interviews with teachers and administrators) to expand current DL Programs | | | BD P12 Students= P12 English learners from schools selected for training and coaching; ESL Teachers=5 Administrator =15-20 Teachers=50-75 (with the second cohort focused on social studies and science teachers) | results with English learners for increased achievement impacting grade-to-grade promotion and high school graduation rate. 2) Intended outcomes are for results to be shared with the district for program expansion recommendations/teacher preparation |
| Transition for 5 LEAs | We are working with schools and districts on a tiered approach to interagency collaboration on transitional outcomes for students with disabilities. We involve three levels of interagency collaboration (i.e., community-level team, school-level team, and individual level team). The community-level team provides administrative leadership for the total array of transition services offered and assists in finding solutions for problems that may arise in service delivery. The school-level team provides each student with access to an array of representatives from community agencies that may provide services to the | We have implemented training to all “intervention schools” about using interagency collaboration for improving postschool outcomes for students with disabilities. | Started in September 2011 and will continue until June 2015. | 45 teachers and/or transition specialist have been trained. | Evaluation data of the training suggest positive feedback from teachers and/or transition specialist. We start data analysis in the summer of 2015. |

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| | student after graduation. The individual-level team writes the IEP including the transition component. | | | | |
| Anson County Schools Mt. Airy City Schools Chatham County Schools Scotland County Schools | Identify School Facility Needs Mentored two first year principals Facilitated a Board of Education retreat Facilitated a Board of Education Retreat | Conducted a comprehensive 5 year Study 2015-2020 Provided monthly visits to mentor two first year principals and provide support and coaching Led School Board in discussion of Board Goals and Relationship with the Superintendent Led School Board in discussion of Boards Strategic Plan | Oct. 2014- April 2015 Sept. 2014- April 2015 August 2014 September 2014 | 11 school Principals 5 Central Office Staff 2 Principals Superintendent 7 school board members | A study was completed that identified over \$30 million dollars of school facility needs over the next five years 2015-2020. Principals received above standard evaluations Board of Education Adapted goals and established priorities for the Superintendent; adopted a New Strategic plan and goals for the coming year |
| Cabarrus County, Gaston County, Stanly County, Anson, CMS, Davidson County, Fort Mill School District, Guilford County, Lincoln County, Rutherford County | Implement CIRCLES | Hold community-level, school-level, and individual team meetings | 9/2011-4/2015 | Admin. – 68 Teachers –70 Students – 500 | We do not disaggregate data by LEA, see below for a summary of all outcome to date. |
| NC DPI | Measure Indicator 14 for reporting to the Federal Government. | Collected and analyzed data describing students with IEPs who exited the school system. | Annually | Two Special Education Directors at NC DPI | Produced the report for IDEA on Indicator 14. |
| NC DPI | Serve on the NC Technical Advisory Committee for Accountability. | I attend meetings in Raleigh to review technical issues around NC testing program. | Two times a year. | Staff at NC DPI | We serve as an advisory committee to the Accountability group. |
| Charlotte Bilingual Preschool | Identifying Red Flags in ELL Preschoolers | Conducted professional development workshop on Identifying Red Flags | Oct 29, 2014 | Center Director, 8 teachers and staff | CBP teachers were more aware and knowledgeable of identifying learning and behavioral problems in their children. |
| Charlotte Islamic Academy | Provide teacher feedback on instruction Assist with teacher licensure | Observe classroom teachers and provide feedback on the NC evaluation instrument Implemented a Beginning Teacher Support Program at the school so | Started August 2013-present | 1 administrator 13 Teachers K-12 school | Instructional feedback helps teachers improve teaching which impacts student learning. Beginning teachers get |

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| | | teachers could get licensure credentials | | | mentor support and teachers are able to get and maintain licensure status |
| Wake County Public Schools | <p>1) Update district policies regarding intake procedures and high school promotion requirements with newly-arrived English Learners</p> <p>2) ESL Curriculum re-mapping to interface with other K-12 content areas</p> | Collaborative Team Planning and with WCPS ESL Department, Center for International Education Team, and Student Services Department | Spring 2014 – Fall 2015 | <p>Administrator =10-20</p> <p>Teachers=5-10</p> <p>School Counselors=T</p> <p>BD</p> <p>P12 Students= all newly-arrived secondary school students beginning Fall 2014.</p> | <p>Intended outcomes center on focused district data collection with newly arrived English learners with the goal of ultimately increasing/ impacting high school graduation rate.</p> <p>Intended outcomes include sample lessons with content and language objectives, aligned with WIDA standards, CCSS, and NC Essential Standards.</p> |

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 | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 7 |
| | Other | | Other | |
| | Total | 3 | Total | 8 |
| Licensure-Only | 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 | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | 1 |
| 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 | 4 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 16 | White, Not Hispanic Origin | 26 |
| | Other | | Other | 1 |
| | Total | 20 | Total | 31 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 6 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 12 |
| | Other | | Other | 1 |
| | Total | 1 | Total | 19 |

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

| MSA | |
|---|--------|
| MEAN GPA | 3.23 |
| MEAN MAT New Rubric | N/A |
| MEAN MAT Traditional | * |
| MEAN GRE New Rubric | 149.56 |
| MEAN GRE Traditional | 956.00 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 9.12 |
| NUMBER EMPLOYED IN NC SCHOOLS | 62 |
| * 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 | | 30 | | 11 |
| 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 | | | | |
| G Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-First Awarded | 1 | 2 | | 22 | | |
| G Licensure Only | 8 | 2 | | 1 | | |
| Comment or Explanation | | | | | | |
| | | | | | | |