

IHE Master's of School Administration Performance Report

UNC-Pembroke

2011 - 2012

Overview of Master's of School Administration Program

The Master of School Administration (MSA) Program at the University of North Carolina at Pembroke (UNCP) began as a collaborative degree program with East Carolina University. Through legislative action taken by the North Carolina General Assembly and the UNC Board of Governors, UNCP received approval to reinstitute its MSA program in July 2000. The MSA program at UNCP is housed in the School of Education and partners with the School of Graduate Studies to deliver the program. The performance indicators of the North Carolina Standards for School Administrators, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis. In 2006 the General Assembly approved the reinstatement of the School Administration Add-on Licensure program at UNCP. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006. In June 2007, the first cohort of add-on program completers was recommended for licensure.

Special Features of the Master's of School Administration Program

The MSA candidates reflect the diversity of southeastern NC and contribute to the pool of minorities and women who become school leaders. Admission to the MSA program is a selective process, reflecting rigorous entrance requirements. Students entering either program must have completed 3 years of teaching experience, as well as meet respective admissions requirements. After an initial screening, eligible candidates for the add-on program are interviewed and submit a writing sample. Candidates accepted to the add-on program receive a plan of study after careful review of their credentials. Both the MSA and Add-on programs address the ELCC and North Carolina School Executive standards and require a yearlong internship. Candidates develop an extensive reflective portfolio to demonstrate knowledge, skills and dispositions for effective

school leadership. In this academic year, the MSA program continued to pilot TaskStream, a web-based performance assessment and electronic portfolio system. Also the new NCDPI process for Electronic Evidence was piloted for 2011-2012. The MSA Program is in the process of completing the requirements for the new licensure program review via electronic evidences. This pilot will continue over the summer of 2012 with expected feedback in August of 2012. School Administration candidates were able to maintain their administrative internship portfolio in an electronic format. All critical assignments in MSA courses were uploaded to another electronic portfolio. A pre- and post- self-evaluation was established in TaskStream for use in the internship to assess areas of strength and areas for professional growth. School improvement topics are emphasized throughout the curriculum. Candidates develop and implement multiple school improvement projects, including change projects, climate studies, demographic profiles, and action research focusing on issues such as high school reform, analysis of the NC Teacher's Working Conditions Survey, minority enrollment in classes/programs for advanced learners, dropout prevention, recruiting and retention, and parental involvement. At exit candidates must pass an intensive oral examination administered by faculty. While completing the program, many candidates are appointed to administrative roles, typically including assistant principal and central office positions. The MSA program conducts an annual survey to assess candidate needs, with results being used to make program improvements, such as revisions to curriculum and schedules. In 2010 the Oxendine Chair developed a survey for all alumni to determine what they are presently doing in School Administration and the contributions to student success they are achieving. Additionally, a new site evaluation instrument was developed and was implemented in the fall of 2010 to evaluate administrative interns. In order to meet the personal/professional needs of candidates, varied course formats are offered. The entire curriculum has been developed in an online/hybrid format, and courses are offered in both face-to-face and online/hybrid sections. Face-to-face courses are offered at on- and off-campus sites, primarily community colleges. Due to the number of candidates, multiple sections were offered this academic year. The program is strengthened by bringing in guest speakers which included an LEA curriculum director, four attorneys known in the state, a local finance officer, a public information officer, and a Human Resources person. Service Area principals and assistant principals, and a school counselor served as guest presenters in various courses.

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
Columbus Co.	Law for Teachers, West Columbus HS	Presentation on Law for Teachers	08-11 to 12-11	Approx. 50	Teachers felt they learned some of the legal requirements of their profession.
Bladen Co.	Law for Teachers, East	Presentation on Law for Teachers	1-12 to 4-12	Approx. 30	Teachers felt they learned some of the

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	Bladen HS				legal requirements of their profession.
UNCP	Law for Student Teachers	Workshop one day	8-18-11	80+	Provided workshop on the law for student teachers
UNCP	Law for Student Teachers	Workshop one day	1-10-12	70+	Provided workshop on the law for student teachers
Moore, Columbus, Bladen, Robeson, Cumberland, Lee	Telephone Support to Former Students who called for advice	Provided advice for those who called	All Year	45+	Provided advice to former graduates who called about legal and personal issues.
Clinton City Schools	Implementation of the Comer Model	Meeting with principals; development of a school volunteer manual; charting future activities toward full-scale implementation	12 – 2010 to 6 - 2012	Approx. 100	Met with K-12 principals and central office staff; published a school volunteer handbook; scheduled dates and times for continued system-wide collaboration TARGET: Comer implementation (K-8 schools) by June 2012
Moore, Lee	Two sessions, recruitment for candidates for the MSA program	One held at SHCC, one in the Lee County Schools Central Office They were information sessions.	Sept October	12 8	10 candidates have applied
Sandhills Region	Curriculum and content for	Numerous sessions to meet	Sept. 1 & continuing	11 LEAs and 20—23 future	Providing some curriculum and

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Education Consortium (11 LEAs)	regional leadership program	curriculum & content needs		participants	content for regional leadership program
Bladen County	Development of a Leadership Academy-Planning	Met June 11, 2012 to begin planning for a year-long Leadership Academy For Bladen County Schools with the Assistant Superintendent and Superintendent.	September-November; January-April 2012-2013	To be Determined by the School System (planning phase now).	Began planning for a Leadership Academy for Bladen County Schools which will last for the 2012-2013 school year with monthly meetings.

Support for Beginning Administrators

The SOE provides ongoing support for MSA program participants/graduates as they become assistant principals and principals, as well as offering support for other beginning administrators hired by area school districts. Beginning administrators benefit from having the ongoing support of MSA faculty while in that new position. Novice administrators in this group frequently contact MSA faculty to discuss day-to-day building-level challenges. To support the continuing professional growth of new administrators, MSA faculty visit schools and respond to requests for advice on topics ranging from school law to personnel issues. MSA faculty wrote recommendations for program graduates who applied to doctoral programs and/or who applied for administrative positions. Candidates are offered the opportunity to send their resume to MSA faculty to distribute to superintendents, assistant superintendents, or human resources staffs that are searching for quality administrative employees. The Faculty informs candidates of the appropriate parties to contact for follow-up. The implementation of the School Administration Add-on Licensure program supports newly hired assistant principals, central office personnel, and outstanding teacher leaders with certification by providing an opportunity to complete the licensure requirements in fewer hours than the MSA degree program. Also, guest speakers visit courses and program candidates can contact these experienced professionals for follow-up consultation on topics such as policy or school law. The MSA Advisory Board met with the MSA faculty to discuss changes in the program that would meet the needs of newly appointed administrators. Many of the suggestions made by the Advisory Board were included in our revisioning effort. A partnership continued this year with ECU to continue a Doctor of Education

(Ed.D) in Educational Leadership Program for the southeast region of North Carolina. Courses were offered in both the Fall and Spring along with the summer. ECU had all courses taught at various locations in the service area. The doctorate will support career administrators to further their knowledge and education by being able to enroll in a local cohort in the fall. The MSA program hosted two information sessions regarding the program in the region: one in Moore County at SHCC and one in the Central Office of Lee County Schools in Sanford. MSA faculty are presently completing a cohort in Bladen County. The new cohort began fall 2010. This is the first cohort east of Interstate 95. UNCP hopes to start a new cohort there in the fall of 2012. Plans are being made to offer a cohort on the SHCC campus in Hoke County in the fall of 2012 as well as the possibility of another cohort in Bladen County.

Support for Career Administrators

Throughout their careers, graduates of the MSA program are provided with continuing support offered by SOE faculty members, who also provide assistance to other area administrators. In the summer of 2006, UNCP began offering an Add-on Licensure Program in School Administration that has become a very popular option as part of the MSA program, now serving approximately 10 students, with 5 who will be recommended for licensure as soon as they complete the licensure exam. The add-on program offers the opportunity for continuing professional growth for administrative personnel in the region. The Dean and the Associate Dean of the SOE attend monthly meetings of the Sandhills Regional Consortium to discuss with area superintendents the professional development needs of career administrators in their districts and ensure we are supporting their efforts at alternative licensure. There was a concerted effort on the part of UNCP to work with the Sandhills Regional Consortium this year to apply for Race to the Top funds. As a result the consortium received over 6 million dollars to fund an alternative licensure program for aspiring school leaders in the Sandhills Region. This support to new administrators is provided through a new program - the Sandhills Leadership Academy (SLA). UNCP also started a new venture with Richmond Community College by providing a leadership development workshops consisting of four three hour sessions for 24 attendees. UNCP also offered a workshop designed by the new superintendent of Scotland County Schools and MSA faculty to provide four three hour sessions for Aspiring Leaders who are presently teachers. This was attended by approximately 25 people.

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	4	American Indian/Alaskan Native	9
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	20
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	31
	Other		Other	
	Total	24	Total	61
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	
	Other		Other	
	Total	3	Total	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	3
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	17
	Other		Other	
	Total	13	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	2
	Other		Other	
	Total		Total	2

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

MSA	
MEAN GPA	3.15
MEAN MAT New Rubric	397
MEAN MAT Traditional	*
MEAN GRE New Rubric	3.68
MEAN GRE Traditional	N/A
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	10	18	4	
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		1	1			
G Licensure Only			5	6	2	2
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		12	8	4	2	
G Licensure Only						
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	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.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.
