

IHE Master's of School Administration Performance Report

2012 - 2013

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 NC State Board of Education 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. The new NC Department of Public Instruction process for program approval and electronic Evidences was piloted for 2011-2012. The MSA Program is in the process of making adjustments to the process. MSA candidates were able to maintain their administrative internship portfolio in an electronic format. All critical assignments in MSA courses were uploaded to an 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, demographic profiles of school systems, assessment of what is working in curriculum, and parental involvement. At program 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. Examples include revisions to program curriculum and course schedules. 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 at regional community colleges. Due to the number of candidates, multiple course sections were offered this academic year. The program is strengthened by bringing in guest speakers that included an LEA curriculum director, four attorneys with statewide reputation, a local finance officer, a public information officer, a director of human resources, service area principals and assistant principals, and a school counselor.

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
Moore, Pinckney Academy	Delivery of high quality professional development for teachers and administrators	Presentation on Law for teachers	2-18-13	Approx. 30	Teachers learned some of the legal requirements of their profession.
UNCP	Delivery of high quality professional development for preservice teachers	One-day workshop on School Law for student teachers	8-16-12	65+	Law workshop for fall semester student teachers.
UNCP	Delivery of high quality professional development for preservice teachers	One-day workshop	1-8-13	80+	Law workshop for spring semester student teachers.

Anson, Bladen, Columbus, Clinton City, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Sampson, Scotland, Whiteville City	Improvement of communication and service to the regional school districts	Met with each district Superintendent to seek advice about the UNCP MSA Program and offer any assistance to the district as requested.	Year long	16	Met with each Superintendent and offered MSA Program support and services, and sought advice and suggestions on the UNCP MSA Program.
Bladen, Columbus, Cumberland, Lee, Montgomery, Moore, Robeson, Whiteville City	Telephone support to former students who called for advice	Provided advice for those who called	Year long	50+	Provided advice to former graduates who called about school law and other professional growth issues.
Clinton City Schools	Delivery of high quality professional development for teachers and administrators	Implementation of Comer Model, including meetings with principals, development of a school volunteer manual, charting future activities toward full-scale implementation	December, 2006 – June, 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
Lee, Sampson	Improvement of communication and service to the regional school districts	Two information sessions held at Lee County Schools Central Office and one in Sampson County.	July 2012 – February, 2013	50+	Met individuals interested in MSA Program students for recruitment and information.
Sandhills Region Education	Delivery of high quality	Numerous sessions to meet curriculum	Year long	23	Provided curriculum and content for

Consortium	professional development for teachers and administrators	and professional content needs			regional leadership program
Bladen	Delivery of high quality professional development for teachers and administrators	Met June 2012 to begin planning for a year-long Leadership Academy For Bladen County Schools with Superintendent and Assistant Superintendent.	Year long	25	Provide Leadership Academy for Bladen County Schools, at no cost to the district, throughout 2012-2013 school year via 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 resource directors who are searching for quality administrative employees. The faculty informs candidates of the appropriate parties to contact for follow-up. The implementation of the Master of 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 licensure requirement 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 school 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 the state-mandated program revisioning process. A partnership continued this year with East Carolina University (ECU) to continue a Doctor of Education (Ed.D.) in Educational Leadership Program for the southeast region of North Carolina. Courses were delivered on the UNCP campus and at various regional locations during the fall, spring, and summer sessions. 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: two in Lee County and one in Sampson County Schools. MSA faculty delivered a Leadership Development Program in Bladen County throughout the entire academic year, at no cost to the district. Courses were offered in Raeford at the Hoke County site of Sandhills Community College. Plans are underway to offer courses in Sampson County and at Richmond Community College in the fall of 2013.

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. The Add-on program offers the opportunity for continuing professional growth for administrative personnel in the region. The Dean or the Associate Dean of the SOE attend monthly meetings of the Sandhills Region Education Consortium to discuss with area superintendents the professional development needs of career administrators in their districts and ensure the support for alternative licensure. The MSA faculty offered a concerted effort to work with the Sandhills Region Education Consortium to apply for Race to the Top federal 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 called the Sandhills Leadership Academy (SLA).

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	7
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	26
	Other	12	Other	
	Total	19	Total	56
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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	2	Total	2
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	14
	Other		Other	
	Total	16	Total	20
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other		Other	
	Total	3	Total	3

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

Masters	
MEAN GPA	3.15
MEAN MAT New Rubric	399
MEAN MAT Traditional	40
MEAN GRE New Rubric	N/A
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	11	22	1	2
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		17	6	2	1	
G Licensure Only		1		1	5	
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	1					
Comment or Explanation:						

E. The SLLA exam has been deleted by the State of North Carolina for Certification. Only those students who may seek to become administrators outside of the state are advised to take the SLLA Exam.

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 negatively affecting survey responses, survey results will not be reported at the institutional level this year.