2015-2016
**IHE Masters of School Administration Performance Report**

University of North Carolina at Greensboro



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### Overview of Masters of School Administration Program

The Department of Educational Leadership and Cultural Foundations (ELC) is responsive to the statewide need for administrators and is committed to providing programs that are both easily accessible and appropriate for 21st century students and schools. To that end, the department is actively engaged in the field, interacting with both teachers and administrators to assess needs for revision of programs and delivery options. The program underwent a major review and re-visioning, delivering their new “blueprint” for the MSA program to the State Department of Instruction in summer 2009. However, program review and improvement are continuous. The newly revised online Post Master’s Certificate in School Administration started summer 2016. Presently, the department offers a Master of School Administration and two Post-Master’s Certificates, one in School Administration and one in School Administration Specialized Education, as well as Educational Specialist and Doctoral Programs in School Leadership.

The department faculty also provide a wide variety of professional development activities, including formal partnerships and as-needed presentations that support both beginning and career teachers. In 2015-16, workshops and presentations focused largely on traditional concerns for administrators, such as their own leadership knowledge and skills and building leadership capacity among their faculty and staff members. However, ELC faculty also recognized the relationships among leadership and the 21st century realities of schools and students. To address these realities, the faculty provided extended and short term coaching and professional development about inclusive practice, legal issues related to students with exceptional needs, integration and use of technology, and other topics. In addition, the faculty was actively engaged in the field, providing coaching and other support. While faculty members focus on providing coursework, professional development and support for administrators, they have also provided workshops for teachers in partner districts and in school districts in other states. The department also offers an assistant principal conference each year.

### Special Features of the Masters of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Candidates’ hallmark projects help achieve this macro objective. The faculty continues to develop online/distance education components for a number of courses to add to the department's menu of online options.

Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### Direct and Ongoing Involvement with/and Service to the Public Schools

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| PARTNERSHIP ACTIVITIES |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools: Archer Elementary School, Jesse Wharton Elementary School, Mendenhall Middle School, Sternberger Elementary School, and others |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Support the learning and achievement of students at participating schools |
| **Activities and/or Programs Implemented to Address the Priorities**  | UNCG faculty and Principal Fellows helped staff members of several schools plan community days and other events for parents and students. Events included reading days, parent activities at the school, and preparation for parents’ support of their children academic performance. The events also promoted community building, with participation by parents, students, business leaders, and community leaders such as the mayor. |
| **Start and End Dates**  | 2015-16 |
| **Number of Participants**  | 1 faculty and 7 students and public school personnel |
| **Summary of the Outcome of the Activities and/or Programs**  | Parents and students attended various events. In some cases, parents learned how to work with their child at home when reading a book to them. In other situations parents learned how to help their child prepare for tests. |
|  |   |
| COLLABORATIVE ACTIVITIES |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Piedmont Triad Education Consortium (PTEC): All 15 school districts in the PTEC region |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Professional development for assistant principals |
| **Activities and/or Programs Implemented to Address the Priorities**  | The third annual Assistant Principals Conference, a 1 1/2 day program, provided assistant principals opportunities to learn from keynote speaker Jason Jowers, North Carolina’s 2015 Assistant Principal of the Year; learn from and interact with area superintendents during a panel discussion; and focus on administrative topics of their choice at breakout sessions.  |
| **Start and End Dates**  | March 10 & 11, 2015 |
| **Number of Participants**  | 141 (5 UNCG Department of Educational Leadership & Cultural Foundations faculty members, the SOE Interim Dean, 135 Assistant Principals)  |
| **Summary of the Outcome of the Activities and/or Programs**  | Assistant principals were better prepared to assist principals in their current roles and to transition to the principalship. In exit interviews for the conference, the participants noted that the conference content was useful for their professional practice. As they noted in the following sample of their comments:  |
| ·   *“*The information shared during the general sessions, as well as the information from the breakout sessions, was honest and sincere, making it exactly what we need to hear at this point in our careers” |
| ·   “The speakers gave good advice and insight on being an Educational Leader. It was also nice to have the Q & A with the superintendents.” |
| ·  “Every presenter gave me at least a nugget or two that was very applicable to me and my craft.” |
| ·  “The guest speakers were wonderful, inspiring, and relevant.” |
| ·   “The logistics were very well planned. All of the topics were related to the things we experience on a daily basis.” |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools (GCS) Department of Exceptional Children |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Collaborate about leadership development in the areas of research, coaching, professional leadership, and program development and structure |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member served as a leadership team member to assist with |
| ·      policy research and implementation |
| ·      coaching and mentoring |
| ·      leadership and professional development |
| ·      alignment of position responsibilities and evaluation standards |
| ·      development of the organizational structure of the department, program coordinator position description, and evaluation instrument |
| ·         planning for the 2015 GCS Exceptional Children Summer Institute  |
| ·         research and program development on academic and disciplinary practices (disparities and disproportionality) in GCS special education programs |
| **Start and End Dates**  | 2013-14, 2014-15, 2015-16 |
| **Number of Participants**  | 1UNCG faculty member, 40 members of the Guilford County Schools Leadership Team |
| **Summary of the Outcome of the Activities and/or Programs**  | Supported leadership development, organizational development, and research through |
| ·      four presentations to board of education on department improvement plan |
| ·      ongoing research on disparities and disproportionalities |
| ·      roll-out of position description and evaluation process for program coordinators |
| ·      planning for summer institute |
| ·      coaching and mentoring support for participating staff |
|  |   |
| SERVICE ACTIVITIES |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | UNCG Middle College |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Support the learning and achievement of the students at the UNCG Middle College |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member and Principal Fellows worked with the individuals from the middle college on research about best practices for learning on a college campus. |
| **Start and End Dates**  | 2015-16 |
| **Number of Participants**  | 100 |
| **Summary of the Outcome of the Activities and/or Programs**  | The research is still in progress. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Rockingham County Schools Department of Exceptional Children |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Enhance leadership skills for special education administrators |
| **Activities and/or Programs Implemented to Address the Priorities**  | Faculty provided leadership development for 16 special education administrators over a two year period through eight day-long workshops. |
| **Start and End Dates**  | 2014-15, 2015-16 |
| **Number of Participants**  | 17 |
| **Summary of the Outcome of the Activities and/or Programs**  | The program improved special education administrators' improved leadership skills. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Guilford County Schools Central Office Division of Exceptional Children (also reported in the UNCG undergraduate IHE service report) |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Promote understanding and appropriate professional responses related to equity, diversity and inclusion |
| **Activities and/or Programs Implemented to Address the Priorities**  | Faculty offered sustained professional development in equity, diversity, and inclusion. |
| **Start and End Dates**  | 2014-15, 2015-16 |
| **Number of Participants**  | 22 |
| **Summary of the Outcome of the Activities and/or Programs**  | Participants improved their skills in communicating with school administrators, teachers, and parents of students in the Exceptional Children’s Program. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Washington County Schools, Florida: Chipley High School, Kate M Smith Elementary School, Roulhac Middle School, Vernon Elementary School, Vernon High School, Vernon Middle School, Washington Institute for Specialized Education |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Improve administrators’ skills related to supporting teachers’ ability to promote student engagement and achievement |
| **Activities and/or Programs Implemented to Address the Priorities**  | Faculty provided training, technical support, and coaching to school leaders as the latter developed the knowledge and skills required to provide strong feedback to teachers about supporting student engagement and achievement. |
| **Start and End Dates**  | January 2016 – April 2016 |
| **Number of Participants**  | 143 (1 faculty, 8 principals, 7 assistant principals, 227 teachers) |
| **Summary of the Outcome of the Activities and/or Programs**  | Participants created models of systemic change with high impact/high effect teaching strategies, technology integration, and personalized learning goals to increase student achievement and teacher growth and development. They also created a community of leaders who are able to promote the use of feedback as a shared cultural norm. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | National Alliance of Black School Educators: NABSE officers, members, and affiliates |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Provide training about student engagement and personalized learning |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member provided training for aspiring superintendents about student engagement and personalized learning. |
| **Start and End Dates**  | June 21 - 25, 2015  |
| **Number of Participants**  | 57 |
| **Summary of the Outcome of the Activities and/or Programs**  | Participants increased their understanding and skills related to improving student engagement and learning. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Illinois Association of School Boards: Illinois Superintendents Conference |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Provide information about student engagement and personalized learning |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member made a presentation on “Personalized Learning and Student Engagement for the 21st Century Learner” that included information about how to create an understanding of the leadership, vision, program design, enabling conditions, change of practice, sustainability, community and private sector engagement, evaluation, and progress monitoring needed in order to transform teaching and learning to a new learning ecology. |
| **Start and End Dates**  | January 13 - 15, 2016 |
| **Number of Participants**  | 743 |
| **Summary of the Outcome of the Activities and/or Programs**  | Participants increased their understanding and skills related to improved student engagement and learning. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | International Higher Education Teaching and Learning Conference, Minneapolis, Minnesota |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Provide information about transforming a learning ecology |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member made a presentation on transformational education that included information about leadership, vision, program design, enabling conditions, change of practice, sustainability, community & private sector engagement, evaluation & progress monitoring needed in order to transform teaching and learning to a new learning ecology. |
| **Start and End Dates**  | September 22 - 28, 2015 |
| **Number of Participants**  | 300 approx. |
| **Summary of the Outcome of the Activities and/or Programs**  | Participants increased their understanding and skills related to transforming the learning ecology. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | NCSU Friday Institute & North Carolina Department of Public Instruction: Advisory Committee Members |
| **Priorities Identified in Collaboration with LEAs/Schools**  | ·         Increase understandings about digital learning in North Carolina |
|  | ·         Create a plan to present to the North Carolina legislature |
| **Activities and/or Programs Implemented to Address the Priorities**  | Members of the advisory committee participated in discussions about the North Carolina Digital Competencies for Teachers and Administrators and the North Carolina Digital Learning Plan.  |
| **Start and End Dates**  | June 2015-August 2015 |
| **Number of Participants**  | 21 |
| **Summary of the Outcome of the Activities and/or Programs**  | The committee created a plan to present to the North Carolina legislature. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Institute for Personalized Learning: Innovation, Iteration, Implementation (Milwaukee, Wisconsin): Waukesha STEM Academy Randall Campus, Lane Intermediate Schools  |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Improve personalized learning |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member participated in learning walks, interviews and focus groups with teachers, students and administrators to collect data on current state of Personalized Learning.  |
| **Start and End Dates**  | November 11 - 13, 2015 |
| **Number of Participants**  | 50 |
| **Summary of the Outcome of the Activities and/or Programs**  | The faculty member and others completed an assessment that documented current goals achieved and the level of performance around personalized learning, and noted strengths, gaps and areas to target for improvement. |
|   |   |
| **LEAs/Schools with whom the Institution Has Formal Collaborative Plans** | Washington County Schools, NC: Pines Elementary School, Creswell Elementary School |
| **Priorities Identified in Collaboration with LEAs/Schools**  | Identify needs and plan for improvement  |
| **Activities and/or Programs Implemented to Address the Priorities**  | A faculty member participated in needs assessment for two elementary schools.  |
| **Start and End Dates**  | January 1, 2016-March 30, 2016 |
| **Number of Participants**  | 71 |
| **Summary of the Outcome of the Activities and/or Programs**  | The faculty member and others completed assessments based on observations, focus groups and surveys, and developed action plans for next steps. |

**II. CHARACTERISTICS OF STUDENTS**

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

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| --- |
| Full-Time |
|   | Male |  | Female |  |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
|   | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
|   | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 6 |
|   | Hispanic | 0 | Hispanic | 0 |
|   | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 10 |
|   | Other | 0 | Other | 0 |
|   | Total | 4 | Total | 16 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
|   | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
|   | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 1 |
|   | Hispanic | 0 | Hispanic | 0 |
|   | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 0 |
|   | Other | 0 | Other | 0 |
|   | Total | 1 | Total | 1 |
| Part-Time |
|   | Male |  | Female |  |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
|   | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
|   | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 3 |
|   | Hispanic | 0 | Hispanic | 0 |
|   | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 2 |
|   | Other | 0 | Other | 0 |
|   | Total | 8 | Total | 5 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
|   | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
|   | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 8 |
|   | Hispanic | 1 | Hispanic | 0 |
|   | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 16 |
|   | Other | 0 | Other | 3 |
|   | Total | 10 | Total | 27 |

### Program Completers (reported by IHE).

|  |  |  |
| --- | --- | --- |
| **Program Area** | **Masters Degree** | **Graduate Licensure Only** |
| **PC****Completed program but has not applied for or is not eligible to apply for a license****LC****Completed program and applied for license** | PC | LC | PC | LC |
| School Administration | 6 | 8 | 2 | 8 |

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

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| --- |
| **MSA** |
| MEAN GPA | 3.54 |
| MEAN MAT Electronic Rubric | \* |
| MEAN MAT Written | N/A |
| MEAN GRE Electronic  | 293.63 |
| MEAN GRE Written | 898.75 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | 9.15 |
| NUMBER EMPLOYED IN NC SCHOOLS | 51 |
| \* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed. |
| Comment or Explanation: |

### Time from admission into the School Administration program until program completion

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| --- |
| **Full Time** |
|  | **3 or fewer semesters** | **4 semesters** | **5 semesters** | **6 semesters** | **7 semesters** | **8 semesters** |
| MSA degree | 0 | 0 | 5 | 0 | 2 | 4 |
| G License Only | 0 | 0 | 0 | 0 | 0 | 0 |
| **Part Time** |
|  | **3 or fewer semesters** | **4 semesters** | **5 semesters** | **6 semesters** | **7 semesters** | **8 semesters** |
| MSA degree | 0 | 0 | 0 | 0 | 1 | 2 |
| G License Only | 0 | 0 | 3 | 7 | 0 | 0 |