

IHE Master's of School Administration Performance Report

The University of North Carolina at Greensboro

2014 - 2015

Overview of Master's 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 will begin in summer of 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 2014-15, 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.

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.

PARTNERSHIP ACTIVITIES					
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
<p>School of Education Department of Library & Information Studies and Educational Leadership & Department of Cultural Foundations with the Golden Leaf Foundation, Alleghany County Schools, Bladen County Schools, Edenton-Chowan County Schools,</p> <p>Edgecombe County Schools, Hertford County Schools, McDowell County Schools, North Hampton County Schools, Rockingham County Schools, Scotland County Schools,</p> <p>Stokes County Schools: Districts-wide</p>	<p>NC Board of Education Goals:</p> <ul style="list-style-type: none"> • NC public schools will be led by 21st Century professionals. • Leadership will guide innovation in NC public schools. • NC public schools will be governed and supported by 21st Century systems. 	<p>Provided yearlong leadership development (6 sessions) and coaching support in 2013-14 (with an extension to June 2015).</p> <p>In collaboration with the LIS department, provided online coursework for Instructional Technology candidates.</p>	2014-15	UNCG faculty members, 116 participants	1 teacher in each district was licensed to serve in the role of Instructional Technology Facilitator in his or her school. In addition, one or more principals, directors of technology/chief technology officers media specials and teachers in each district participated in yearlong leadership development and coaching support to produce a plan of action for transforming individual schools and districts into 21st century learning systems (personalized 1:1 schools/districts).

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School of Education Department of Educational Leadership and Cultural Foundations, in partnership with Guilford County Schools (GCS)	<p>Goal: NC public schools will be led by 21st Century professionals.</p> <p>Goal: Leadership will guide innovation in NC public schools.</p> <p>Goal: NC public schools will be governed and supported by 21st Century systems.</p> <p>Specifically, the project provides workshops and coaching support for school administrators and instructional technology facilitators in the areas of leadership and technology.</p>	<p>P.A.C.E (Personalized Achievement, Curriculum and Environment) Partnership for Leadership Development:</p> <p>A faculty member served as a P.A.C.E Leadership Institute Facilitator and District Executive Support Coach on Personalized Learning in a 1:1 Ubiquitous Environment. The project offered three full-day leadership institutes and monthly coaching for the Executive Director of Instructional Technology</p> <p>Participants developed school-based action plans for individual schools as they implement the district mandate for Personalized Learning, which provides an electronic device for each student (1:1) and personalizes learning through</p>	2014-15 (continuation of project)	1 UNCG faculty member, 25 GCS administrators and school-level leaders	Participants developed action plans and a district professional development plan.

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		the use of technology.			

COLLABORATIVE ACTIVITIES					
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School of Education Department of Educational Leadership & Cultural Foundations with Piedmont Triad Education Consortium (PTEC): All 15 school districts in the PTEC region	Professional Development for Assistant Principals	Assistant principals participated in a 1½ day conference with breakout sessions, superintendent panel and keynote speaker, Deputy State Superintendent Dr. Rebecca Garland, to address the unique needs of Assistant Principals	2014-15	UNCG faculty members, 135 Assistant Principals	Assistant principals were better prepared to assist principals in their current roles and to transition to the principalship.
School of Education Department of Educational Leadership & Cultural Foundations with Guilford County Schools (GCS) Department of Exceptional Children	Collaborate in leadership development in the areas of research, coaching, professional leadership, and program development and structure	A faculty member served as a leadership team member to assist with <ul style="list-style-type: none"> • 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; 	2014-15	1UNCG faculty member, 30 members of the Guilford County Schools Leadership Team	Supported leadership development, organizational development, and research through <ul style="list-style-type: none"> • four presentations to board of education on department improvement plan, • ongoing research on disparities and disproportionalities, • roll-out of

		<ul style="list-style-type: none"> • planning for 2015 GCS Exceptional Children Summer Institute • research and program development on academic and disciplinary disparities and disproportionality in GCS special education programs. 			<p>position description and evaluation process for program coordinators,</p> <ul style="list-style-type: none"> • planning for summer institute, • coaching and mentoring support for participating staff, • digital special education leadership development platform launched June 2015.
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SERVICE ACTIVITIES					
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School of Education Department of Educational Leadership & Cultural Foundations with Guilford County Schools: Elementary Schools District-wide	Provide support for culturally responsive pedagogy	UNCG faculty worked with district personnel and faculty of other local IHEs to develop and present a summer symposium on African American male literacy.	2014-15	UNCG faculty members, elementary teachers district-wide	Supporting teachers and students on culturally responsive pedagogy

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School of Education Department of Educational Leadership & Cultural Foundations and Department of Teacher Education & Higher Education and others with Guilford County Schools: Allen Middle School	Support the development of English language skills for parents of Allen Middle School students	The project provided instruction in ESL for parents of Allen Middle School as well as child care and tutoring for their children. Faculty members participated in Saturday morning “Real World English” instruction to Latino immigrant parents and enrichment programs for children. Guest speakers supported parents’ request for additional information on topics related to the units of instruction.	2014-15	UNCG faculty members, 50 parents, 30 students	Fifty parents and 30 students participated. The program culminates in a completion ceremony for participants at UNCG.
School of Education Department of Educational Leadership & Cultural Foundations and others with Rockingham County Schools (RCS)	Enhance the leadership knowledge and skills of special education leadership personnel in RCS	Faculty offered professional development activities in leadership and educational technology for school administrators.	2014-15	UNCG faculty members, 16 school administrators	Administrators improved their leadership skills through professional development sessions, which will continue into 2015-2016. A digital special education

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					leadership development platform launched June 2015.

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	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	16
	Other		Other	
	Total	19	Total	24
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	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	4
	Other		Other	
	Total	5	Total	9
Part 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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	2
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	8
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	15
	Other		Other	1
	Total	11	Total	26

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

MSA	
MEAN GPA	3.55
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	297.63
MEAN GRE Traditional	990.32
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.25
NUMBER EMPLOYED IN NC SCHOOLS	70
* 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	5	7	14	6
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	9	0	2	0	0
G Licensure Only	0	2	2	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	14	0	0	0	0	1
Comment or Explanation						