

IHE Master's of School Administration Performance Report

East Carolina University

2013 - 2014

Overview of Master's of School Administration Program

The Department of Educational Leadership (LEED) has agreements with twelve local school districts to deliver the MSA program in the respective districts. These agreements and recruitment efforts are a result of a collaborative effort among the superintendents and/or their leadership teams in the respective districts. The chair of LEED meets with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership development needs. These meetings result in strategic placement of Master of School Administration (MSA) cohorts in alignment with LEA needs. Additionally, the partnership and discussion through these meetings provide valuable feedback to the MSA program and faculty about the quality and effectiveness of the program and graduates.

LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and Latham Clinical Schools Network, through the northeast RESA, southeast RESA, and by working directly with representatives of 39 school districts. LEED faculty members provide support for school and district initiatives throughout and beyond the ECU service area.

Special Features of the Master's of School Administration Program

ECU faculty are leaders in the state. Faculty from the program are serving in leadership roles with NCDPI and UNCGA in two key areas. First, in August 2013, the MSA program at ECU received national recognition with no conditions from the Educational Leadership Constituent Council (ELCC) for building level standards. The ECU MSA program continues to be the only ELCC accredited program in North Carolina. Second, MSA portfolios are now fully implemented and the source of valuable data for program improvement and practice-based research.

Special features of the MSA program include on-the-job learning that places teaching and learning at the core of the internship experience. Candidates begin the internship by analyzing their individual growth needs through an assessment process created by faculty in cooperation with the National Association of Secondary School Principals. This process allows them to identify strengths and possible derailers or areas of concern. Once individual needs are assessed, candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities. The supervising principal, in collaboration with the university supervisor, helps ensure that the intern has the opportunities to address all the ISLLC standards. Programmatic advising is a signature of the ECU MSA program.

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 and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Craven, Carteret, Jones	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2012 – Spring 2014	13	Candidates completed 21 s.h. during SS II 2013, Fall 2013, and Spring 2014.
Wake	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2012 – Spring 2014	21	Candidates completed 27 s.h. during SS1 2013, SS II 2013, Fall 2013, and Spring 2014.
Nash, Wake, Wilson	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2012 – Spring 2014	12	Candidates completed 27 s.h. during SS1 2013, SS II 2013, Fall 2013, and Spring 2014.

	positions in partner school districts.				
NC Principal Fellows (Pitt, Dare, Wayne, Johnson, Jones, Onslow, Craven)	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	Fall 2012 - Spring 2014	16	Candidates completed 24 s.h. during Fall 2013, and Spring 2014.
Greene, Wayne, Pitt, Johnson, Edgecombe, Bertie	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2013 – Spring 2015	21	Candidates completed 15 s.h. during SS II 2013, Fall 2013, and Spring 2014.
Onslow, Craven, Jones	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2013 – Spring 2015	12	Candidates completed 15 s.h. during SS II 2013, Fall 2013, and Spring 2014.

Wake	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs	SSII 2013 – Spring 2015	18	Candidates completed 15 s.h. during SS II 2013, Fall 2013, and Spring 2014.
NC Principal Fellows (Pitt, Wake, Lenoir, Edgecombe, Wilson)	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Delivery of an off-campus MSA program to identified future school leaders at the request of LEA leadership. Off-campus MSA cohorts are designed to meet shortfalls in administrative positions in partner school districts.	Fall 2013 - Spring 2015	8	Candidates completed 18 s.h. during Fall 2013, and Spring 2014.

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	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	21
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	100
	Other		Other	2
	Total	45	Total	125
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	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	2
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	13
	Other	1	Other	1
	Total	13	Total	22
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	3	White, Not Hispanic Origin	3
	Other		Other	
	Total	3	Total	4

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

Masters	
MEAN GPA	3.18
MEAN MAT New Rubric	404
MEAN MAT Traditional	42
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	955
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.62
NUMBER EMPLOYED IN NC SCHOOLS	162
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

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				
LC Completed program and applied for license				
School Administration		63		1
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	53	1	2	0	1
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	1	1	1	1	2
G Licensure Only						
Comment or Explanation						