

IHE Master's of School Administration Performance Report

East Carolina University

2014 - 2015

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, as well as other LEED faculty, meets with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership developmental needs. These meetings result in strategic placement of Master of School Administration (MSA) cohorts in alignment with LEA needs. Additionally, the partnership and discussions held through these meetings provide valuable feedback for the MSA program and LEED faculty about the quality and effectiveness of the program and its graduates.

LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and The Latham Clinical Schools Network, located throughout 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 the ECU service area and beyond.

Special Features of the Master's of School Administration Program

ECU LEED faculty are leaders in the state. Faculty from LEED serve in leadership roles with NCDPI and UNCGA. In August 2013, the MSA program at ECU received national recognition with no conditions from the Educational Leadership Constituent Council (ELCC) for building level administrators. The MSA program at ECU is the only program in NC that has this accreditation and recognition. Additionally, candidate artifacts generated from learning activities in the MSA program are fully aligned with NC statewide standards and ELCC standards, and serve as a valuable data source for program improvement efforts and practice-based research.

MSA Program Service Learning projects are a hallmark of the ECU program. ECU's service-learning model requires MSA graduate students to immerse themselves in problems of practice at their internship school. Course activities require students to engage further with their supervising school principal and ask "How can I help? How can I serve?" MSA students use the Service Leadership Framework as they work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, research on best practices, comprehensive planning, action plan implementation, and evaluation. In 2014-15, MSA Service Learning Projects were in practice in the following counties; all of which demonstrate LEED's transformative service to the region through innovative curricula and programming: Beaufort, Bertie, Carteret, Craven, Currituck, Duplin, Edgecombe, Greene, Hertford, Johnston, Jones, Lenoir, Martin, Nash, Onslow, Pamlico, Pitt, Wake, Wayne and Wilson.

On-the-job learning that places teaching and learning at the core of the internship experience continues to be a core practice and special feature in the program. 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 areas for growth. 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. Programmatic advising is a signature of the ECU MSA program.

As a new feature in the program, the Department of Educational Leadership hosted a learning seminar that was sponsored by the John Long Fund and the Wells Fargo Distinguished Professor. The purpose of the seminar titled, "Community as Text," focused on providing ECU MSA principal interns with the skills and pedagogy associated with the Community Learning Exchange (CLE). This learning seminar partnered the MSA principal interns with the local community to discuss the history of problems within the school district and how, collaboratively, the MSA principal interns and community leaders could work together to resolve these problems, thus creating a better quality of life for the citizens in the county.

Direct and Ongoing Involvement 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
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 27 s.h. during SS I 2014, SS II 2014, Fall 2014, and Spring 2015.
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 27 s.h. during SS I 2014, SS II 2014, Fall 2014, and Spring 2015.
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	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences	SSII 2013 – Spring 2015	12	Candidates completed 27 s.h. during SS I 2014, SS II 2014, Fall 2014, and Spring 2015

	designed to meet shortfalls in administrative positions in partner school districts.	to district priorities and needs.			
NC Principal Fellows (Pitt, Edgecombe, Lenoir, Johnson, Jones, Onslow, 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.	Fall 2013 - Spring 2015	9	Candidates completed 24 s.h. during Fall 2014, and Spring 2015.
Craven, Carteret	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.	SS II 2014 – Spring 2016	11	Candidates completed 15 s.h. during SS II 2014, Fall 2014, and Spring 2016.
Wilson, Greene, Wake, Hertford, Wayne, Pitt	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	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district	SS II 2014 – Spring 2016	12	Candidates completed 15 s.h. during SS II 2014, Fall 2014, and Spring 2015.

	shortfalls in administrative positions in partner school districts.	priorities and needs.			
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.	SS II 2014 – Spring 2016	19	Candidates completed 15 s.h. during SS II 2014, Fall 2014, and Spring 2015.
NC Principal Fellows (Pitt, Halifax, Lenoir, Wake, 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 2014 - Spring 2016	9	Candidates completed 18 s.h. during Fall 2014, and Spring 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	3
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	23
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	42	White, Not Hispanic Origin	85
	Other		Other	3
	Total	47	Total	114
Licensure-Only	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	3	White, Not Hispanic Origin	2
	Other		Other	
	Total	3	Total	4
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	13
	Other	1	Other	1
	Total	8	Total	19
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.

MSA	
MEAN GPA	3.19
MEAN MAT New Rubric	403.58
MEAN MAT Traditional	42.60
MEAN GRE New Rubric	299.20
MEAN GRE Traditional	963.67
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.94
NUMBER EMPLOYED IN NC SCHOOLS	154
* 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	12	44		
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		55		1		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only		1	1			
Comment or Explanation						