

2015-2016

IHE Master's of School Administration Performance Report East Carolina University



Public Schools of North Carolina State Board of Education Department of Public Instruction

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.

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

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Beaufort, Craven, Carteret, Onslow
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities
Start and End Dates	SS II 2014 – Spring 2016
Number of Participants	11
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2015, SSII 2015, Fall 2015, and Spring 2016

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	SS II 2014 – Spring 2016
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2015, SSII 2015, Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson, Nash, Johnston
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	SS II 2014 – Spring 2016
Number of Participants	21
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2015, SSII 2015, Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Principal Fellows – Class 21
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	Fall 2014 – Spring 2016
Number of Participants	9
Summary of the Outcome of the Activities and/or Programs	Candidates completed 24 semester hours during Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Craven, Onslow, Carteret

Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	SSII 2015 – Spring 2017
Number of Participants	10
Summary of the Outcome of the Activities and/or Programs	Candidates completed 15 semester hours during SSII 2015, Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wayne, Edgecombe
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	SSII 2015 – Spring 2017
Number of Participants	10
Summary of the Outcome of the Activities and/or Programs	Candidates completed 15 semester hours during SSII 2015, Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wake
Priorities Identified in Collaboration with LEAs/Schools	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.
Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	SSII 2015 – Spring 2017
Number of Participants	16
Summary of the Outcome of the Activities and/or Programs	Candidates completed 15 semester hours during SSII 2015, Fall 2015, and Spring 2016
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NC Principal Fellows – Class 22
Priorities Identified in Collaboration with LEAs/Schools	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.

Activities and/or Programs Implemented to Address the Priorities	Planning with superintendents and other district leaders, involvement of district personnel, and adaptation of assignments and field experiences to district priorities and needs.
Start and End Dates	Fall 2015 – Spring 2017
Number of Participants	5
Summary of the Outcome of the Activities and/or Programs	Candidates completed 24 semester hours during Fall 2015 and Spring 2016

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	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	18
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	42	White, Not Hispanic Origin	79
	Other	0	Other	4
	Total	45	Total	103
Licensure-Only	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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	3	Total	3
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	0	Other	1
	Total	5	Total	14
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	2	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	2	Total	3

B. Program Completers (reported by IHE).

Program Area	Master's 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	22	27	0	1

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

MSA	
MEAN GPA	3.18
MEAN MAT Electronic Rubric	405.08
MEAN MAT Written	44.82
MEAN GRE Electronic	298.5
MEAN GRE Written	927.79
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.61
NUMBER EMPLOYED IN NC SCHOOLS	127
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Time from admission into the School Administration program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	2	46				
G License Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
Comment or Explanation:						