

2016-2017

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 12 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 the 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 the northeast and southeast RESAs, and by working directly with representatives of 43 school districts. The LEED faculty members provide support for school and district initiatives throughout the ECU service area and beyond. In addition, the work of the Wells Fargo Endowed Chair, a position housed in this department, is to create real world connections and solve school problems in the region. The endowed chair has created an international partnership with Bangkok, Thailand to help prepare school leaders, which has benefitted the MSA program indirectly in terms of helping to diversify faculty experiences and understanding of global school leadership issues.

Special Features of the Master of School Administration Program

ECU LEED faculty are leaders in the state. Faculty from LEED serve in leadership roles with NCDPI and UNC-GA. The MSA program at ECU is the only program in NC that has this accreditation and recognition (received 8-2013 and still valid). 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 within 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 the past year, MSA Service Learning Projects were in practice in multiple counties, demonstrating LEED's transformative service to the region through innovative curricula and programming.

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 uses the College of Education's Mursion Virtual Learning Environment to allow principal candidates to practice interacting with parents, conducting teacher evaluation conferences, and having crucial conversations. The principal fellows (PFs) learn to observe teachers and provide specific feedback through a partnership LEED faculty have with the Department of Elementary Education and Middle Grades Education. The PFs view digitally captured lessons taught by juniors in their field placements, and give written and face-to-face feedback to the undergraduate candidates on how to improve their teaching and classroom management. The PFs feedback and communication is then reviewed by LEED faculty and feedback is given to the PF on their skills in this area of supervision.

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

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

B.	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #1	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 2016 and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #2	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 2016, Fall 2016, and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #3	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 2016, Fall 2016, and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #4	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 2016, Fall 2016, and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #5	NC Principal Fellows – Class 23
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 2016 – Spring 2018
Number of Participants	6
Summary of the Outcome of the Activities and/or Programs	Candidates completed 24 semester hours during Fall 2016 and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #6	Beaufort, Craven, 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
Start and End Dates	SS II 2016 – Spring 2018
Number of Participants	19
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2016, SSII 2016, Fall 2016, and Spring 2017
LEAs/Schools with whom the Institution Has Formal Collaborative Plans #7	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 and needs.
Start and End Dates	SS II 2016 – Spring 2018
Number of Participants	19
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2016, SSII 2016, Fall 2016, and Spring 2017

LEAs/Schools with whom the Institution Has Formal Collaborative Plans #8	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 2016 – Spring 2018
Number of Participants	15
Summary of the Outcome of the Activities and/or Programs	Candidates completed 27 semester hours during SS I 2016, SSII 2016, Fall 2016, and Spring 2017

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	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	21
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	82
	Other	1	Other	3
	Total	29	Total	107
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
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	1

	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other	0	Other	1
	Total	3	Total	6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0

B. Program Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
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	21	19		

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

MSA	
MEAN GPA	3.24
MEAN MAT Electronic Rubric	399.27
MEAN MAT Written	46.67
MEAN GRE Electronic	293.29
MEAN GRE Written	942
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.63
NUMBER EMPLOYED IN NC SCHOOLS	117
* 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	1	37	0	1	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree				1		
Comment or Explanation:						