

2015-2016

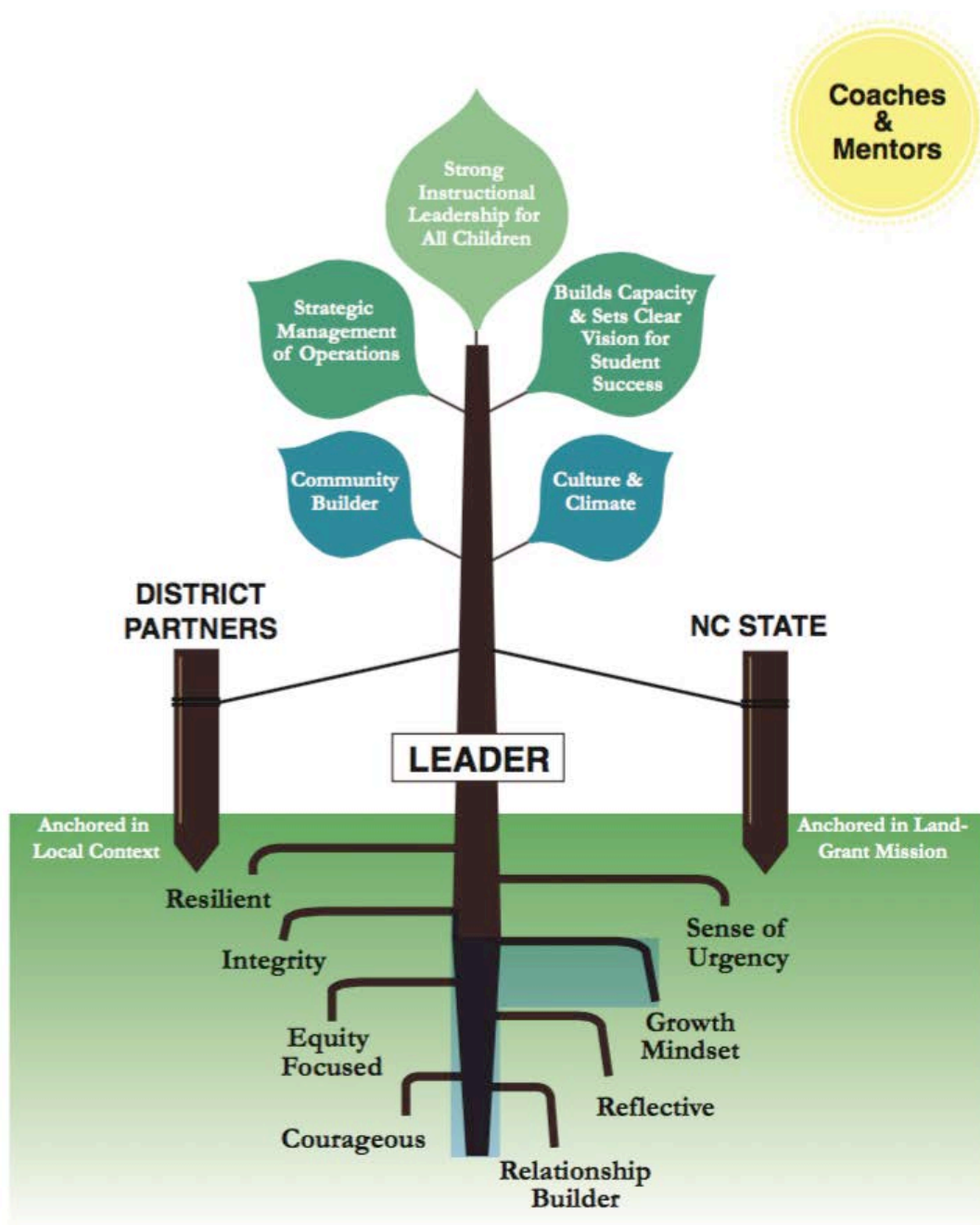
IHE Masters of School Administration Performance Report North Carolina State University



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

Overview of Masters of School Administration Program

The Master of School Administration (MSA) program at NC State prepares leaders for NC's schools. NC State University (NCSU) has two distinct programs that prepare principals: The Master of School Administration (MSA) program which is delivered on-campus and to cohorts in nearby school districts and The Northeast Leadership Academy (NELA), which is authorized by the NC State Board of Education (SBE) and designated as an "Alternative Principal Licensure Program." NELA program graduates also receive a MSA and principal licensure, but NELA is a grant-funded model of preparation customized for low performing, high-poverty schools and communities. NELA utilizes a rigorous selection process and a context-specific, experiential program, which requires participants to demonstrate their leadership skills through solving authentic school problems with the support of executive coaches. NELA received the University Council for Educational Administration (UCEA)'s **Exemplary Educational Leadership Preparation Program Award** in 2014 (one of only four programs nationally to have earned this distinction). A visual representation of our Leadership Framework is below.



Mission and Philosophy: “NC State’s program in Educational Leadership for school administrators is designed to improve the quality of K-12 schools by preparing leaders who are dedicated to educational excellence and equity. Graduates are expected to use leadership strategies that will improve student performance in environments that are dynamic, interactive

and culturally diverse.” As a result, NC State’s MSA graduates are principals and assistant principals leading public schools throughout North Carolina. A few of our graduates are currently assistant superintendents and district-level program directors.

MSA Program Quality: The MSA program is designed to address the standards presented by relevant accrediting bodies and the mission of the Educational Leadership faculty. NC State’s College of Education (CoE) is fully accredited by the Southern Association of Colleges and Schools (SACS) and the National Council for the Accreditation of Teacher Education/Council for the Accreditation of Educator Preparation (NCATE/CAEP). The MSA is approved by the NC SBE and is a “re-approved” program by both the NC Department of Public Instruction (NCDPI) and by the University of NC General Administration (UNCGA). Program objectives are aligned with the standards of the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Standards for School Executives (NCSSE), the Interstate School Leaders Licensure Consortium (ISLLC) Standards, the Educational Leadership Constituent Council Standards (ELCCS), and the principles of the NC State Professional Education Conceptual Framework (LEAD/SERVE). Also, NCSU underwent a review and site visit for UCEA membership. (See: accreditation.ncsu.edu). In 2015, the MSA utilized UCEA’s INSPIRE Surveys which include resources helpful in improving programs, and we completed EDC’s Quality Measure Review. Graduates of the program are prepared to assume positions of effective leadership in schools and school districts. The program is designed to improve the quality of K-12 schools by preparing leaders who have the knowledge and skills to achieve educational excellence and equity. Graduates are expected to use leadership strategies to improve student performance in environments that are dynamic, interactive, and culturally diverse.

MSA Participants: The MSA program has 67 students currently enrolled. Twenty-nine students are participating in the program as extension/distance education cohort members through the Northeast Leadership Academy (NELA) program. Our students come from Alamance, Bertie, Durham, Edgecombe, Franklin, Halifax, Hertford, Harnett, Johnston, Martin, Nash-Rocky Mount, Northampton, Roanoke Rapids, Rockingham, Sampson, Vance, Wake, Warren, Washington, Weldon City, and Wilson school systems. All students complete the program in two years. The Master of School Administration program consists of 42 semester credit hours, 18 semester hours of which are dedicated to a building level internship that spans the entire 2-year

program (or is concentrated in Year 2 of the program for NELA). Students learn about leadership theory and how to apply the theory in the classroom and then immediately apply this practice to the field. Courses require students to produce artifacts that allow them to engage in the application of leadership theory and present evidence of those skills. Students are provided opportunities to apply principles, knowledge, skills, and practices acquired during formal coursework under the mentorship and supervision of successful, credentialed public school administrators and the program's University faculty who supervise and observe the interns on site on a regular basis.

MSA Faculty: Five (5) full-time, tenure track and four (4) clinical faculty, and utilize six (6) adjunct faculty who are current practitioners.

Features of the Masters of School Administration Program

The Master of School Administration (MSA) program combines rigorous academic coursework, extensive practicum opportunities, and focused enrichment and training opportunities. Students engage in extensive case-study situations and problem-based analysis of contemporary educational issues. The two-year embedded and contiguous internship requires extensive on-site participation in administrative roles within K-12 schools with successful, credentialed school administrators. Interns also participate in seminars at the different internship locations for presentations such as application of technology, strategies of instructional performance appraisals, managing instructional technologies, continuous quality improvement, and data-based decision making. Further, students participate in collaborative monthly seminars with practicing administrators and superintendents. NC Principal Fellows, as fulltime students follow a modified program completing all course work the first year and serving as fulltime administrative interns in year two.

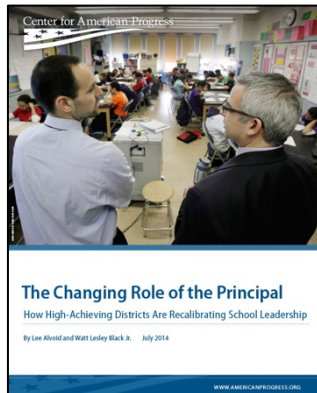
NELA's Principal Preparation Program

NELA's program is *radically different from most traditional MSAs*. The rigorous, research-based program requires participants to demonstrate their leadership skills through solving authentic school problems with the support of executive coaches. NELA teaches participants powerful mindsets and skill sets that are changing the trajectory of historically low-performing schools. Program experiences are *customized to focus on turnaround principles for rural, low performing, high-poverty schools and communities. Classes and trainings are held at sites in northeastern NC.*

The program offers a supercharged set of integrated learning experiences, including high quality specialized trainings, team building retreats, visits with key state and national policymakers, field-based experiences, learning rounds at high performing schools across the state and nation, community-based summer internship focused on building school-community connections, paid year-long internship with rotational instructional rounds, and principal mentors and executive leadership coaches (all veteran school leaders) who offer on-going training and support throughout the program.

Over \$14 million dollars in external funding from a combination of philanthropic, state, and federal grants has been secured to support the work of NELA, of which \$6.7 million from the USDOE is currently supporting the latest iterations of the project, NELA 2.0 and NELA-DST.

In addition to the UCEA award, NELA has been recognized at the local, state, and national levels by organizations at the vanguard of educational leadership preparation as well as in in journal publications and by media outlets



including:

The Wallace Foundation¹, Center for American Progress², National Association of State Boards of Education³, *Education Week*⁴, The

University Council for Educational Administration (UCEA)⁵, *Journal of Planning and Changing*⁶, and many others.

¹ Wallace Foundation: “Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy” <http://www.wallacefoundation.org/knowledge-center/school-leadership/state-policy/Documents/Developing-Excellent-School-Principals.pdf>

² Center for American Progress: “The Changing Role of the Principal: How High-Achieving Districts Are Recalibrating School Leadership” <http://www.americanprogress.org/issues/education/report/2014/07/01/93015/the-changing-role-of-the-principal/>

³ National Association of State Boards of Education: “Successful Leaders for Successful Schools: Building and Maintaining a Quality Workforce” <http://www.nasbe.org/wp-content/uploads/Leadership-Study-Group-2015-report.pdf>

⁴ *Education Week*: “Efforts to Build Rural Leadership Gain Steam” & “Grant Awarded to Expand Training for Rural School Leaders”

⁵ The University Council for Educational Administration (UCEA): Organizing site visits to NELA as an exemplary model for other universities to learn from. Awarded UCEA’s Exemplary Program Award & *UCEA Review*: “How Principal Preparation Can Get Beyond Poverty and to Community” Volume 54 Number 2, Summer, 2013

⁶ *Journal of Planning and Changing* “Learning to Lead: An Examination of Innovative Principal Leadership Preparation Practices.”

What makes NELA unique?

NELA's intensive, highly-selective cohort model combines coursework with supervised principal residency experiences and places an emphasis on connecting to the local community and data collection and analysis at the school level. NELA students receive fully-funded fellowships and thus are referred to as NELA Fellows.

Strategic Recruitment & Performance-Based Selection

Multi-step selection process that includes a daylong Candidate Assessment Day full of experiential events in which candidates must demonstrate their skills, knowledge and dispositions. *All aspiring NC State MSA students participate in Candidate Assessment Day.*

Personalized Leadership Training & Action Pedagogy

Multiple diagnostic tools, including input from mentors and coaches, are used to identify areas for improvement and to create comprehensive action plans. An inquiry-action based approach and instructional rotations at all levels of schooling are used to examine developmentally appropriate teaching and learning.



Leaders of Literacy and Instructional Leaders in Digital Learning Environments

In partnership with NC State's Friday Institute, we are preparing principals who are instructional leaders in digital learning environments. We work with The Hill Center and literacy faculty to prepare our principals to be leaders of literacy.

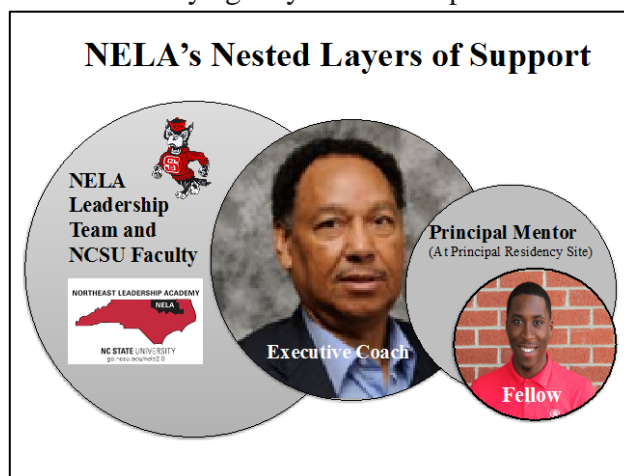
Full-Time Summer Community Internship & Making a Difference

Locally

Participants complete a six-week internship in a community agency and develop and deliver professional development for teachers, create resources for parents and teachers and write grant applications to fund needed programs and connect the school to the community.

Executive Coaching and Mentoring

Fellows are paired with both a school-based principal mentor and an executive coach (retired expert principals and superintendents); Fellows are supported over their principal residency year and post-degree during the 1st and 2nd years of leadership practice.



Distinguished Leadership in Practice (DLP)

In partnership with NC's Principal and Assistant Principals Association, NELA Fellows and

their principal mentors complete DLP to strengthen skills of practicing school leaders simultaneously with aspiring leaders.

Specialized Training

Fellows experience a variety of specialized trainings that are beyond a set of anchor courses (e.g., Facilitative Leadership, Crucial Conversations, Conflict Resolution, Understanding by Design, Common Core, digital storytelling, etc.). Through a series of semester-long field-based projects, Fellows also learn about child, adolescent, and adult developmental and cognitive psychology. NELA-DST – the newest grant - has a specific focus on leadership for literacy development.

Full-Time, Yearlong Principal Residency

A yearlong, full-time principal residency in the second year is focused on a data-driven problem of practice. A logic model is developed to measure and evaluate strategies that are employed.

Early Career & Transitional Support

Graduates continue to receive executive coaching and convene post-job placement to continue learning, receive just-in-time support and build professional networks.

Staying the Course

As a land-grant university, NC State has a unique mission and commitment to serve the educational needs of NC by providing access to continuing education and professional development to transform lives and provide leadership to the state.

Therefore, NELA has expanded and in addition to preparing aspiring leaders, NELA provides a summer **Principal Academy to help current principals become instructional leaders in digital learning environments**. NELA-DST provides both performance pay bonuses for principals and grants to SIG schools to help them meet their instructional needs. In 2015, NC State started an Ed.D. cohort for aspiring district level leaders in northeast NC.



Visual Demonstration to Students of How Much They Improved:

Professional Development Trainings Provided in 2015-2016

The NELA grant paid for the planning and delivery of the following specialized professional development trainings for NELA Fellows (and their mentor principals and other school personnel):

- School Culture Professional Development – June 14-15, 2015
- Use of Questioning in Teacher Coaching – August 29, 2015
- Innovation in Education – April 21, 2015
- School Culture Walks: Walk the Halls and Talk to the Walls – September 1, 2015
- Maximizing Leadership Impact Using EVAAS & Indistar – November 7, 2015
- School Leaders and MTSS/PBIS – December 5, 2015
- School Leaders and Effective Time Management - December 13, 2015
- Improving Outcomes by Utilizing an Equity Lens with School Data – January 8 – 10, 2016

“Some folks talk about coming out here to help our schools but they seldom deliver or stay long enough to make an impact but not NC State. You all are helping us in impactful ways...most importantly –**helping us get the right leaders in place.**” ~

NELA District Superintendent

- Change Leadership – January 15, 2016
- Leverage Leadership – February 6, 2016
- Micro-political Strategies for School Leaders Success – February 16, 2016
- Crucial Accountability – March 22, 2016
- What School Leaders Can Do to Reduce the Negative Impact of Child Poverty – April 29, 2016
- Nonviolent Crisis Intervention – May 3, 2016
- How to Talk to Kids so Kids Will Listen and Listen so Kids Will Talk – 6 sessions
- Facilitative Leadership – June 18-20, 2015
- Crucial Conversations – June 25-26, 2015
- Understanding by Design – July 20-21, 2015
- Digital Storytelling – September 17-19, 2015
- A School Leader’s Guide to Federal and State Educational Policy – January 19, 2016
- Flipped Classroom Training – March 4, 2016
- Restorative Justice – April 5, 2016
- Emergency Building Plans Training through the USDOE – June 20, 2016
- Empowered Teachers and Empowered Leaders: May 4, 2015
- African American Women in Leadership May 19, 2016
- Speed Reading for School Leaders – Summer 2016
- Distinguished Leadership in Practice, Component 1: Strategic Leadership for High Performing Schools – NCPAPA - September 22, 2015
- Distinguished Leadership in Practice, Component 2: Maximizing Human Resources for Goal Accomplishment – NCPAPA – October 20, 2015
- Distinguished Leadership in Practice, Component 3: Building a Collaborative Culture through Distributive Leadership – NCPAPA – December 8, 2015
- Distinguished Leadership in Practice, Component 4: Four: Improving Teaching and Learning for High Performing Schools – NCPAPA – January 19, 2016
- Distinguished Leadership in Practice, Component 5: Creating a Strong Internal and External Stakeholder Focus - NCPAPA – February 23, 2016
- Distinguished Leadership in Practice: Component 6: Leading Change to Drive Continuous Improvement - NCPAPA – April 5, 2016

Sent 15 MSA students to each of the following conferences:

- Ron Clark Academy – Conference – November 11-13, 2015
- No Kid Hungry Conference – February 23, 2016
- UCEA – November 2015.

PD sessions for ALL NC SIG or SIG eligible School Leaders provided by grant funds from NELA through a partnership with NCDPI

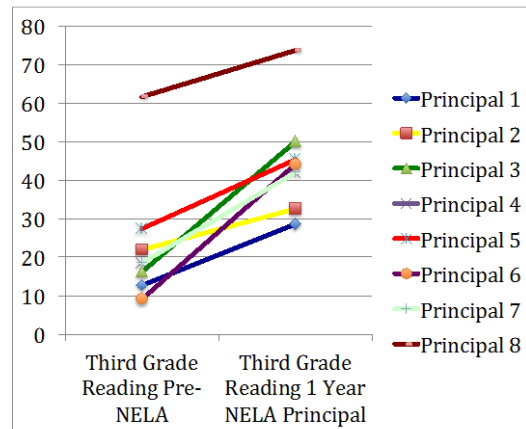
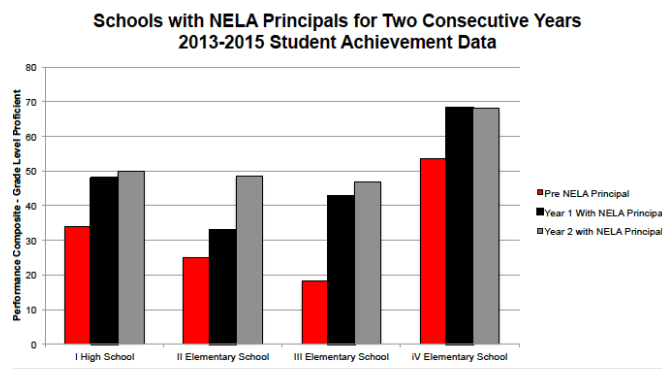
- October 2015. This professional development session featured Principal Salome Thomas-El. The focus was on the power of relationships and partnerships.
- December 2015. This professional development session featured Dr. Shelley Arneson. The focus was on improving teaching, one conversation at a time.
- February 2016. This professional development session featured Mike Schmoker. The focus was on engaging all stakeholders in understanding curriculum, assessments, and data to drive instruction.
- April 2016. This professional development session featured Principal Baruti Kafele. The objectives:
 - i) Leverage community to become change agents for children

- ii) Explore the impact of partnerships on academic achievement
- iii) Evaluate meaningful community engagement practices
- iv) Engage in collaboration, networking, and problem-solving for the success of students, educators, and schools in North Carolina
- July 2016. (Session will be held in the eastern and western part of the state). Principal Evelyn Randle-Robbins, author of *The Hands-On Guide to School Improvement*, will facilitate the one-day session with a keynote in the morning and application break-out sessions in the afternoon. The focus of the session will be on best practices for principals to transform school culture, empower teachers and raise student achievement.

NELA will continue to deliver one of America's top preparation programs and continuing PD to individuals committed to becoming exceptional leaders for NC's schools. The latest cohort of NELA's MSA program began in Summer 2016.

Results

NELA, was envisioned as a solution to the stubborn problem of recruiting and retaining strong leaders for historically low performing rural schools. Since the first NELA cohort graduated in 2012, we have produced 25 Principals, 51 Assistant Principals and have an additional 8 graduates in other leadership roles. Our graduates go right to work because they are ready to "hit the ground running." NELA graduates are *making rapid school improvements*.



Direct and Ongoing Involvement with and Service to Public Schools

In addition to the internship visits, the MSA program faculty members are involved in efforts with schools to improve teaching and learning activities. The faculty has established strong relationships through personal visits with area superintendents and administrators, and through conducting research that will improve education practice. Several other events provided an enriched educational

experience and professional development and are specified on the SEC table at the end of this report.

Support for Beginning Administrators

New administrators frequently visit the University campus and participate in regularly scheduled seminars and as guest speakers. These seminars provide a setting for discussing and sharing relevant and useful information. An electronic database is in operation allowing the University faculty to remain in contact with new administrators and to continue in dialogue. Through this connection, new administrators are able to broaden their awareness of new developments in school leadership.

Questionnaires and surveys are presented to recent graduates of the Master of School Administration program to obtain feedback and to identify areas in need of improvement so that coursework and experiences are relevant and directly applicable. All NC State graduates who serve in administrative positions for at least one year receive a survey for the purpose of evaluating the effectiveness of our MSA program. As part of the survey they are asked about needs for on-going support from the institution. NELA provides post-degree coaching for graduates in their first years of leadership. NELA also surveys all graduates each year to obtain feedback so the NELA program can be constantly improved.

Support for Career Administrators

Communication is maintained through periodic mailings and electronic connections. NELA provides multiple opportunities for recent graduates. All leaders receive executive coaching after graduation. Graduates attended conferences, workshops, and professional development opportunities that the grant pays for as part of their post-degree support. Current principals attend the NELA 2.0 Principal Academy each summer. SIG principals have received performance payments from the NELA DST grant.

Other Service to Schools

Dr. Lynn Williams has a collaborative agreement between NCSU and Central Carolina Regional Educational Service Alliance, (CCRESA) to teach the Vital Smarts courses. NCSU and

CCRESA hold her licenses as a certified trainer. She has taught Crucial Conversations, Influencer, and Crucial Accountability to Central Carolina Regional Educational Service Alliance which serves 19 school systems (Chapel Hill Carrboro City Schools, Durham County, Edgecombe County, Franklin County, Granville County, Greene County, Halifax County, Johnston County, Nash-Rocky Mounty Public Schools, Orange County, Person County, Pitt County, Roanoke Rapids, Vance County, Warren County, and Wake 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	The on-campus MSA cohort includes students from: Wake, Franklin, Alamance, Johnston, Durham, Granville, Vance, and Chapel Hill/Carrboro school districts.
Priorities Identified in Collaboration with LEAs/Schools	Priorities include specific district-level collaborative activities that support the administrative internship, both embedded and full-time, of our MSA students.
Activities and/or Programs Implemented to Address the Priorities	All duties associated with performing the job of an assistant principal including, but not limited to: Service on a school improvement team, supervising students at school, athletic events, etc., participating in IEP and section 504 meetings, interviewing/hiring committees, observing/evaluating teachers and support staff, working with transportation, student discipline, budgeting and scheduling, communicating with parents, staff, students, and the community, etc., etc. There are over sixty (60) prescribed activities.
Start and End Dates	August 19, 2015 - May 9, 2016 (This cohort started January 7, 2014.)
Number of Participants	39
Summary of the Outcome of the Activities and/or Programs	First year students completed 24 semester hours of the 42-hour MSA Program. Second year students completed all remaining requirements (18 hours) and earned their MSA and principal licensure.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Distance Education (DE) MSA cohort that met in Roxboro, North Carolina including students from: Alamance, Durham, Granville, Caswell, Rockingham, and Person school districts.
Priorities Identified in Collaboration with LEAs/Schools	Priorities include specific district-level collaborative activities that support the administrative internship, both embedded and full-time, of our MSA students.
Activities and/or Programs Implemented to Address the Priorities	All duties associated with performing the job of an assistant principal including, but not limited to: Service on a school improvement team, supervising students at school, athletic events, etc., participating in IEP and section 504 meetings, interviewing/hiring committees, observing/evaluating teachers and support staff, working with transportation, student discipline, budgeting and scheduling, communicating with parents, staff, students, and the community, etc., etc. There are over sixty (60) prescribed activities.
Start and End Dates	August 19, 2015 - December 18, 2015 (This cohort started January 7, 2014.)

Number of Participants	11
Summary of the Outcome of the Activities and/or Programs	All requirements were met and all students graduated earning their MSA and N.C. principal licensure.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northeast Leadership Academy (NELA) - 13 school districts in northeastern NC - Bertie, Edgecombe, Franklin, Halifax, Hertford, Martin, Nash-Rocky Mount, Northampton, Roanoke Rapids, Vance, Warren, Washington, Weldon City
Priorities Identified in Collaboration with LEAs/Schools	NELA works with high-poverty, hard-to-staff, and historically low-performing schools in northeastern NC. NELA creates a comprehensive leadership development and succession plan for the consortium of 13 high-need school districts. NELA 2.0 - to increase student achievement by preparing effective principals through the NELA MSA degree program and providing a week-long summer intensive training for current principals that focuses on instructional leadership in a digital learning environment. NELA-DST - in addition to the NELA MSA program, NELA-DST adds competency-based hiring training for local hiring committees, on-going professional development sessions for NC SIG schools in conjunction with NC DPI, and educational awards to SIG schools.
Activities and/or Programs Implemented to Address the Priorities	NELA 2.0 - MSA program and Principal Academy (week-long summer intensive training followed by a year of executive coaching NELA-DST - MSA Program, Competency-Based Hiring Training, series of professional development sessions for SIG schools across NC, and Educational Awards (performance bonuses) to SIG schools in three of the NELA Districts (Edgecombe, Halifax, & Warren)
Start and End Dates	ongoing - formal relationship began in 2010; all of 2015-2016 academic year
Number of Participants	For the 2015-2016 academic year - 16 Fellows in NELA 2.0 Cohort IV (Year Two of MSA program and graduated May 2016); 14 Fellows in NELA-DST Cohort V (Year One of MSA program, enrolled in 9 credits for Summer 2016) and 15 Fellows in NELA 2.0 Cohort VI (began program in May 2016 - registered for 9 credits for Summer 2016)
Summary of the Outcome of the Activities and/or Programs	NELA 2.0 Cohort IV Fellows graduated May 2016, earned a MSA, and NC principal licensure; NELA-DST Cohort V Fellows completed Year One in program and are now completing their summer community internships; NELA 2.0 Cohort VI Fellows are just beginning their program and are completing 9 credit hours during Summer 2016, visited the Ron Clark Academy National Educator's Conference June 3 - 5, 2016 in Atlanta, GA, will complete specialized trainings this summer such as Crucial Conversations, Facilitative Leadership, Flipped Classroom, African American Women in Leadership, Speed Reading, Emergency Building Plans Training by US Dept. of Education, Time Management, and Make It Stick
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Lisa Bass - Research at East Chapel Hill High, Carrboro Schools.
Priorities Identified in Collaboration with LEAs/Schools	To conduct research that would inform the principal and school leaders of student perceptions of caring from diverse student perspectives.
Activities and/or Programs Implemented to Address the Priorities	Research conducted with 7 focus groups organized by race and gender in order to provide diverse perspectives.
Start and End Dates	Sept 21 - On-Going
Number of Participants	50
Summary of the Outcome of the Activities and/or Programs	I obtained data from students regarding their perception of caring for research purposes, and to provide data to the principal as to whether all groups experienced caring teacher behaviors similarly.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>Anna Egalite- Research with private school leaders and admissions directors in two regions of the state (High Point, NC and Raleigh, NC)</p> <p>While the identity of specific schools that participated will remain confidential, the counties represented include: Wake, Forsyth, Guilford</p>
Priorities Identified in Collaboration with LEAs/Schools	To build knowledge about how North Carolina's Opportunity Scholarship program works in practice and how it has impacted participating private schools, students, and their families. In particular, focus group participants are being asked to share their impressions of the demand for and quality of the program, ease of administrative requirements for participation, diffusion of information about the program, their reasons for participation in the program, and how well their school has been able to integrate the program into the school's existing educational, social, and fiscal structures
Activities and/or Programs Implemented to Address the Priorities	Research conducted with two focus groups, thus far.
Start and End Dates	Started June 1, 2016. Research is ongoing
Number of Participants	<p>High Point, NC on June 1, 2016: 7 participants</p> <p>Raleigh, NC on June 3, 2016: 8 participants</p>
Summary of the Outcome of the Activities and/or Programs	Data were collected to inform the priorities outlined above. The key takeaways will eventually be shared in a public report.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northeast Leadership Academy (NELA) - 13 school districts in northeastern NC - Bertie, Edgecombe, Franklin, Halifax, Hertford, Martin, Nash-Rocky Mount, Northampton, Roanoke Rapids, Vance, Warren, Washington, Weldon City
Priorities Identified in Collaboration with LEAs/Schools	Improving student outcomes by improving school leader effectiveness.

Activities and/or Programs Implemented to Address the Priorities	<ul style="list-style-type: none"> • School Culture Professional Development – June 14-15, 2015 • Use of Questioning in Teacher Coaching – August 29, 2015 • Innovation in Education – April 21, 2015 • School Culture Walks: Walk the Halls and Talk to the Walls –September 1, 2015 • Maximizing Leadership Impact Using EVAAS & Indistar –November 7, 2015 • School Leaders and MTSS/PBIS – December 5, 2015 • School Leaders and Effective Time Management - December 13, 2015 • Improving Outcomes by Utilizing an Equity Lens with School Data – January 8 – 10, 2016 • Change Leadership – January 15, 2016 • Leverage Leadership – February 6, 2016 • Micro-political Strategies for School Leaders Success – February 16, 2016 • Crucial Accountability – March 22, 2016 • What School Leaders Can Do to Reduce the Impact of Child Poverty – April 29, 2016 • Nonviolent Crisis Intervention – May 3, 2016 • How to Talk to Kids so Kids Will Listen and Listen so Kids Will Talk – 6 sessions • Facilitative Leadership – June 18-20, 2015 • Crucial Conversations – June 25-26, 2015 • Understanding by Design – July 20-21, 2015 • Digital Storytelling – September 17-19, 2015 • A School Leader’s Guide to Federal and State Educational Policy – January 19, 2016 • Flipped Classroom Training – March 4, 2016 • Restorative Justice – April 5, 2016 • Emergency Building Plans Training through the USDOE – June 20, 2016 • Empowered Teachers and Empowered Leaders: May 4, 2015 • African AMERICAN Women in Leadership - May 2016 • Speed Reading for School Leaders – Summer 2016. <p>Distinguished Leadership in Practice, Component 1: Strategic Leadership for High Performing Schools – NCPAPA - September 22, 2015</p> <p>Distinguished Leadership in Practice, Component 2: Maximizing Human Resources for Goal Accomplishment – NCPAPA – October 20, 2015</p> <p>Distinguished Leadership in Practice, Component 3: Building a Collaborative Culture through Distributive Leadership – NCPAPA – December 8, 2015</p> <p>Distinguished Leadership in Practice, Component 4: Four: Improving Teaching and Learning for High Performing Schools – NCPAPA – January 19, 2016</p> <p>Distinguished Leadership in Practice, Component 5: Creating a Strong Internal and External Stakeholder Focus - NCPAPA – February 23, 2016</p> <p>Distinguished Leadership in Practice: Component 6: Leading Change to Drive Continuous Improvement - NCPAPA – April 5, 2016</p> <p><i>Sent 15 MSA Students to Each of the Following Conferences:</i></p> <p>Ron Clark Academy – Conference – November 11-13, 2015</p> <p>No Kid Hungry Conference – February 23, 2016</p> <p>UCEA – November 2015.</p>
Start and End Dates	See dates for 2015-2016 above
Number of Participants	Depended on training. Range of 15-154 participants
Summary of the Outcome of the	Better trained school leaders (both current and aspiring).

Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	No formal plans directly with NCSU but with NCDPI to improve SIG school leadership through NELA-DST grant funding the PD of all NC SIG school leaders and SIG - eligible school leaders
Priorities Identified in Collaboration with LEAs/Schools	Improve student achievement in SIG Schools
Activities and/or Programs Implemented to Address the Priorities	<p>October 2015. This professional development session featured Principal Salome Thomas-El. The focus was on the power of relationships and partnerships.</p> <p>December 2015. This professional development session featured Dr. Shelley Arneson. The focus was on improving teaching, one conversation at a time.</p> <p>February 2016. This professional development session featured Mike Schmoker. The focus was on engaging all stakeholders in understanding curriculum, assessments, and data to drive instruction.</p> <p>April 2016. This professional development session featured Principal Baruti Kafele. The objectives:</p> <ul style="list-style-type: none"> • Leverage community to become change agents for children • Explore the impact of partnerships on academic achievement • Evaluate meaningful community engagement practices • Engage in collaboration, networking, and problem-solving for the success of students, educators, and schools in North Carolina <p>July 2016. (Session will be held in the eastern and western part of the state). Principal Evelyn Randle-Robbins, author of The Hands-On Guide to School Improvement, will facilitate the one-day session with a keynote in the morning and application break-out sessions in the afternoon. The focus of the session will be on best practices for principals to transform school culture, empower teachers and raise student achievement.</p>
Start and End Dates	Trainings for 2015-2016 listed.
Number of Participants	Range of 150 - 300
Summary of the Outcome of the Activities and/or Programs	Improve student achievement in SIG Schools because of more effective leadership practice.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Bertie, Edgecombe, Franklin, Halifax, Hertford, Johnston, Martin, Nash-Rocky Mount, Northampton, Roanoke Rapids, Vance, Warren, Washington, Weldon City
Priorities Identified in Collaboration with LEAs/Schools	Developing individuals to be excellent district/central office level leaders.
Activities and/or Programs Implemented to Address the Priorities	NE specific doctoral cohort for the EdD
Start and End Dates	Jan. 2015 - ongoing
Number of Participants	18
Summary of the Outcome of the Activities and/or Programs	Provide a DE (in Rocky Mount) Ed.D. program for aspiring school level leaders and superintendents. Students will earn an Ed.D. in Educational Leadership and NC Superintendent Licensure.

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	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	27
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	41
	Other	1	Other	2
	Total	21	Total	72
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		Total	

B. Program Completers (reported by IHE).

Program Area	Masters 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	43	0	0	0

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

MSA	
MEAN GPA	3.93
MEAN MAT Electronic Rubric	396.25
MEAN MAT Written	N/A
MEAN GRE Electronic	303.58
MEAN GRE Written	1,005.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9
NUMBER EMPLOYED IN NC SCHOOLS	81
* 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	10	33	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA degree	0	0	0	0	0	0
Comment or Explanation:						