

# **IHE Master's of School Administration Performance Report**

## **UNC Charlotte**

**2013 - 2014**

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### **Overview of Master's of School Administration Program**

The University of North Carolina at Charlotte Master of School Administration (MSA) and add-on administrative licensure programs are based on a revised curriculum that meets the new Pre-service North Carolina Executive Leadership Standards. The program model is designed to instill a more integrated “systems thinking” perspective in candidates and in the process, foster more collaboration between professors and assures that all candidates will complete the same major assignments. Through the required assignments, course products, and electronic evidences, candidates will do an analysis/assessment of themselves, schools and schooling, instruction, school organization (and management), and school climate and safety. Since all of these factors are inextricably related, the goal is to provide candidates an integrated, holistic learning experience so that they firmly grasp how these elements come together to affect school effectiveness. The program is designed so that the six required evidences are congruent, complementary, and pedagogically integrated; courses are directly tied to required electronic evidences. The internship addresses additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month covering topics related to 21st century leadership, teaching, and learning. Practicing school executives and partners currently hosting interns in their districts may co-facilitate seminars or co-teach courses.

An electronic evidences portfolio documents the candidate’s proficient completion of the internship activities and competencies. The North Carolina State Board of Education requires all add-on licensure students to complete the same requirements related to the electronic portfolio as degree seeking students.

Admissions criteria consist of a minimum of three years of successful teaching or related experience, a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit, an official satisfactory score on the GRE or MAT, three letters of recommendation, one of which must be from the school principal or from school leaders who can attest to the applicant’s leadership potential, a writing sample, and an on-site interview with members of the MSA faculty. Candidates for the Master's degree must successfully complete 39 hours of course work that includes the internship. Candidates for the add-on licensure must successfully complete 21 hours of course work that includes the internship. Courses are offered in the evening on the main campus and in a face-to-face delivery model at three distance education sites in Gaston, Rowan, and Lincoln counties.

### **Special Features of the Master's of School Administration Program**

Early Field Experiences: The MSA program includes early field experiences, which allow for timely application of knowledge learned in courses. The program's on-site field experiences become a part of each core course professor's syllabus throughout the candidate's program of study. The program is designed to assure complete articulation across courses, field experiences, projects, activities, etc., leading to the comprehensive internship. This fosters greater integration throughout the entire program in courses, projects, and at various stages of the school-based field experience, which guides faculty to embed the required elements of the standards throughout the program of study. Faculty may coordinate activities and projects that can be expanded and refined in later courses, thereby adding a holistic, value added dimension for coordinating the required standards with specific projects.

Enhanced Program Outreach to Local School Districts:

- During the 2013-2014 year, three off campus programs have been offered, one each in Gaston, Rowan, and Lincoln counties. MSA faculty worked collaboratively with superintendents in the university's service region to identify the districts' needs and to assess faculty ability to offer the program off-campus, the goal of which is to increase the number of candidates for anticipated future vacancies. In these cases, strong applicants have been targeted for recruitment in these programs. Continuing efforts are to respond to their requests when it is feasible to do so. During 2013, program faculty responded to requests from superintendents of Lincoln County Schools and Charlotte-Mecklenburg Schools to offer the degree and certificate programs for targeted candidates in their districts. The Lincoln County Schools program is not currently offered in this service area of the University. Access to the program within the region will significantly increase the opportunity for currently licensed teachers to complete preparation for future school leadership positions in Lincoln County and the surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the district. Appropriate school district representatives and program faculty plan to meet regularly to discuss the needs of the districts and how the MSA program may be tailored to meet each district's specific needs. Spring 2014, marks the completion of the first year of the three-year program for the initial cohort in Lincoln County.

Charlotte-Mecklenburg Schools and New York City Leadership Academy Partnership

- In part, through a grant made available by the Wallace Foundation, UNC Charlotte and Charlotte Mecklenburg Schools (CMS) have joined together in a collaborative effort with the support of the prestigious New York City Leadership Academy to recruit, train, and support the strongest prospective high school principals to serve the families and children in the high schools in the CMS school system. Candidates are deemed to be outstanding educators who demonstrate commitment to closing the achievement gap, have professional resilience, strong communication skills, a willingness to be self-reflective, and are committed to continuous learning improvement and professional integrity. This program is a joint responsibility of CMS and UNC Charlotte. It is the expectation that at the end of this innovative program, participants will be "principal ready." The program is characterized by intensity and rigor, and formative evaluation, guidance, coaching, and reflective practice occur throughout the program. This standards-based program offers: innovative program design, individualized support, a learning community, and profound learning opportunities. Participants in all strands of the program participate in the 5-week summer intensive experience. This program to

prepare high school principals for the challenges of urban leadership is not currently offered in this service area of the University or in the state of North Carolina. Access to the program will significantly increase the opportunity for currently licensed teachers to complete preparation for future high school leadership positions in Mecklenburg County. Program delivery began in the summer 2013, with an enrollment of 15 students in the first cohort. The need for highly qualified high school principals is especially high due to the number of possible principal retirements in the district and due to the shortage of highly trained urban high school principals. The 39-credit- hour and 21-hour program strands include an internship under the supervision of an experienced principal mentor to ensure a quality succession pipeline for high school principal positions in Charlotte Mecklenburg Schools. Although an expectation of the program is that all program completers be “principal ready,” the number of graduates who receive a 4-year contract as a principal is at the discretion of CMS. All participants must be formally nominated by a CMS school or district administrator. Summer 2014 marks the intake of the second cohort group for this program.

Focused Involvement of Partners: To strengthen collaboration with public school partners, the program coordinator and LEA designee work as a team to determine the most appropriate internship placements. The team matched intern needs, strengths, and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the program actively engaged public school partners in the MSA program. Continued initiatives include co-teaching with practitioners who served as school level administrators and central office personnel, including local principals, program graduates, and district personnel to serve on interview teams for the program admissions committee, and continuing commitments from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies.

An ongoing initiative to involve partners is the IN\*SITE network, conceived by faculty member, Dr. David Dunaway. The *IN\*SITEnetwork* was born of a need to increase reflection as a tool of learning outside the four walls of a classroom. The uses of Web tools allow students, program faculty, graduates, and school partners to share knowledge in unique ways at times convenient to all. The *IN\*SITEnetwork* was also conceived to be an inverted pyramid, open-source repository of resources, ideas, and methods shared by members. The *IN\*SITEnetwork* was not built to be all things to all people, but to be a closed, safe, professional social network where insights can be shared about learning, leading, and organizational behavior and improvement, and to be a place where opinions and reflections can be read and/or viewed by members who may agree or who may challenge members thinking. Today the *IN\*SITEnetwork* has more than 450 members who have contributed almost 900 blogs that have generated comments and conversations.

Enriched Internship Supervision with More Timely Feedback: The MSA program contains an enriched supervision model for the internship. Within the current internship that parallels the school year schedule, the university and the public school supervisors work collaboratively to ensure candidates meet all standards by successfully completing a series of prescribed leadership activities. Additional sessions for mentoring and coaching opportunities are scheduled to better evaluate each intern’s progress in a formative manner and provide more timely feedback. Pre-internship and ongoing training for both the public school and university supervisors has enhanced focused feedback to interns. University faculty supervisors and principal mentor supervisors hold two meetings each semester to discuss the intern’s progress. These meetings

are held at the internship site to further acquaint the university faculty supervisor with the internship site location.

Addition of Summer Internships: Part-time students take the same classes as full-time students and, therefore, have the same performance expectations, instruction, assignments, and early field experiences. While full-time, unemployed students begin their internship during the fall, in 2014, part-time students began their internship during the summer with a principal mentor selected by their school districts in collaboration with the MSA Director. Summer sites may be year-round schools, school with special summer programs or central office sites. The summer site is typically one on a different level, i.e., elementary, middle or high, than that of the students' regular work assignment. Part-time students will spend fall and spring semesters interning at their work site, affording the intern the opportunity to work under the supervision of two different principals and leadership styles. The university supervisor and principal mentor work together to provide opportunities for the part-time intern to observe and shadow other school leaders at various times during their internship. To assure that students have the same experiences, principal mentors have to certify that all interns, both full and part-time, have developed and demonstrated specified competencies and skills.

Dedicated Program Faculty: The program has an assigned faculty member dedicated to coordinating the day-to-day intricacies of the program. MSA students have enriched opportunities to work with educational research faculty, instructional technology faculty as well as with educational leadership faculty. Three or four faculty members along with the program coordinator share the year-long responsibility of supervising interns at their site locations. All of these professors, as well as carefully selected part-time faculty, are former public school administrators who are recognized for their work in the field of school administration.

## 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 the LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Start & End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Alexander County Schools	Conducted facility study.	Met with superintendent, central office staff, and interviewed school board members, as well as visited on-site all school facilities to conduct a comprehensive review of the school facilities' conditions. Facilitated structural engineers' evaluation of the roof systems and mechanical engineers' evaluation for the HVAC systems.	Oct 2013 – April 2014	32 participants	The school board voted to adopt the facility plan.
Alexander County Schools	Provided mentoring and coaching to principals with 2-3 years' experience.	Met on a monthly basis with principals and provided a sounding board for issues that surfaced in the first year of the principalship.	Aug 2013 – April 2014	3 participants	Superintendent reported that all participants expressed value in having a mentor and coach during the first year.
Anson County Schools	Provided school board training in the areas of communication decision making, team work, and operating in a democracy.	Provided four 3 hour training sessions to school board	Sept. 2013 – April 2014	11 participants	Evaluation forms were rated excellent by participants and board members received Master Board Level 1 Certification.
Cabarrus County Schools	Assist with STEM magnet activities	Board for I3 grant. Planning activities and support for STEM learning. Visiting schools and assisting with the NC STEM School process identified by DPI.	June 2013- June 2014	5 admin.; 3 community Leaders	STEM designations for 1 elem., 1 middle, and 1 high school
Beverly Hills Elementary School and Royal Oaks Elementary School, Cabarrus County Schools	(Project ESPISE-3P) 1. To describe the components of effective school wide positive behavior intervention and support (PBIS) implementation in PBIS exemplar or model schools in North Carolina  2. To investigate attitudes and	1. Conduct (a) school building, classroom, and team meeting observations, (b) reviews of school archival records and PBIS staff and parent/student handbooks, and (c) interviews with administrators, PBIS team members, teachers, students, and parents  2. Attend PBIS team meetings and training sessions  3. Work with classroom teachers and PBIS teams to develop and implement	Nov. 2014 - June 2015	2 principals, 2 assistant principals of instruction  In each school: 6-7 PBIS team members, 3-4 teachers, 3-4 students, and 2-3 parents	Implementation of informal observations of team meetings, classroom functioning is currently underway.  Data on School wide Evaluation Tool (SET), number of discipline referrals, statewide reading and math scores, school staff responses via interviews, and field notes will be collected

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	<p>perceptions of administrators, PBIS team members, teachers, students, and parents on the school wide PBIS</p> <p>3. To develop and implement classroom-level behavioral supports to improve socially appropriate behaviors of students</p>	research-based behavioral intervention that is practical and feasible for teachers to			Effectiveness of the classroom-level intervention will be evaluated based on student data on social behaviors
Cabarrus County Schools (NC DPI, KU CRL CLC Project): Concord High School, Concord Middle School, Mount Pleasant High School, Winkler Middle School	<p>Develop learning strategies/literacy intervention courses across selected middle school pilot sites;</p> <p>Develop high school intervention classes to support graduation</p> <p>Integrate Content Enhancement via Smarter planning in content classes</p>	<p>Instructional Coaching and program facilitation;</p> <p>Ongoing planning meetings; professional development workshops; follow-up evaluation and planning sessions</p>	July 2012 to present	DPI EC Dept.; KU CRL School Transformation team; approx. 6 administrators with deep involvement, approx. 50 teachers and their students. Whole school projects are addressing ¼ of secondary students in Cabarrus County.	Forthcoming; early data is promising with students at middle school sites demonstrating significant growth (see additional appendix)
Pitts School Road Elementary School, Cabarrus County Schools	Member of Board of Directors 1. Effective and efficient governance of school. 2. Support staff in all activities.	Professional development for teachers; Demonstration teaching; Teacher observation & feedback; Parent math night; Grade level planning consultation	Start = August 2011 End = continuing	4- Admin P-5 Students = 977; Teachers = 56.	Math EOG baseline established with new state testing in 2013 2014 testing has not yet taken place.
Principal of Socrates Academy Charter School	School policy and governance; Improved outcomes associated with technology access and integration; Improved outcomes for minority students; Improved climate for students of color	Monthly meetings, co-chair two subcommittees, approve all personnel and financial related operations of the school & create and review policies.	Ongoing – this is the end of the second of a 3 year commitment	675 students and all school staff	Last spring I chaired the searches for a new Principal, 2 new Assistant Principals, and 1 new Dean of Students in addition to co-chairing the Curriculum Committee and the High School Study Committee.

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Lake Norman Charter School	Develop a culturally relevant K-12 STEM Curriculum for K-8 schools	Monthly meetings for the Board of Directors, Cross-Cultural Committee, and Technology Committee; multiple instances of electronic communication with committees, administrators, board members, and director; Recommended a Culture/Diversity Scan that was conducted by Urban Education Collaborative	January, 2011 to present	9 board members 1 Director 3 Admin 28 teachers 3 staff 4 parents	Pending PDS partnership application (technology); Pending application for Chancellor's Diversity Challenge Fund (outcomes related to diversity)
Sugar Creek Charter School	Improve Student outcomes by working with administrative and school leadership teams to enact transformative student engagement initiatives.	Ongoing. Observation of Classrooms, After-School Programs, Curricula Guides, etc.	January 2013 – June 2014	5 Admin 40 Teachers	Fully Developed culturally relevant STEM curriculum for K-8 schools that can be implemented in traditional public schools, charter schools, and other educational entities
Principal, Vance High School, Charlotte-Mecklenburg Schools	Professional Development School Partnership Grant partner 1. Increase % of students meeting growth goals in core content areas. 2. Increase teacher retention. 3. Build collaborative relationships	Planning stages	Planning Jan 2014-May 2014 Initiative May 2014-May 2015	Administrative team- 4 9-12 teachers- 15-20.	TBD
Principal, Kennedy Middle School, Charlotte-Mecklenburg Schools	Member of Gifted Student Strategic Planning Committee	1. Participate in staff meetings and share research outcomes to improve teacher practice. 2. Explore & discuss best practices. 3. Multiple meetings with administrative team & UNCC faculty.	April 2013 – April 2014	1 Principal 1 AP 4 teachers. One teacher brought a bus of students to UNCC. All staff participated in staff development.	Outcomes should be data-based and whenever possible emphasize impact on student learning. Documentation of attendance at staff development. Teacher Working Conditions Survey. Teacher turnover rate. Documentation of increased visibility of partnership with UNCC. Schools scores did not increase, however, average state scores decreased significantly due to new testing for

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					the state.
Director of Talent Development, Charlotte-Mecklenburg Schools	Evaluate effects of Letterland reading curriculum for K-1 students receiving EC services in 25 schools 2013-2014. Add 25 schools 2014-2015.	Monthly meetings throughout the year. Brainstormed and created the strategic plan with other committee members.	August – 2012-August 2013	20 committee members. Gifted population of CMS students.	Produced Strategic Plan for Gifted Students of CMS.
Charlotte Mecklenburg Schools Exceptional Child Program	Infuse Early Childhood Special Education in Child Development courses	Assess students receiving Letterland as primary instruction in EC and comparison group.	Year 1: January 2012-June 2014  Year 2: August 2014-June 2015.	Year 1: 1 district admin 25 school site admin 25 intervention teachers Students in 25 implementation sites and up to 59 comparison sites – total N still to be determined  Year 2: 1 district admin 25 school site admin 25 intervention teachers Students in 25 implementation sites and up to 59 comparison sites – total N still to be determined	Analysis of year 1 to begin June 2014.
Central Piedmont Community College	Measure indicator 14 for reporting the Federal Government.	Meet with CPCC faculty and Administrators.  Develop infusion matrices for 12+ courses	January 2012-Current	7 Full-Time Child Development Faculty 2 Adjunct Faculty	Insure that by the end of Spring 2013 all core syllabi reflect ECSE content.
NC DPI	Infuse Early Childhood Special Education in Child Development courses	Collected and analyzed data describing students with IEPs who exited the school system.	Annually (last 10 years)	Two Special Education Directors at NC DPI	Produced the report for IDEA on Indicator 14.
Mitchell Community College	To improve the Recruitment and Selection of school principal candidates for the UNC Charlotte masters of School	Meet with MCC faculty and administrators. Develop infusion matrices for 12+ courses	August 2013-Current	2 Full-Time Child Development Faculty 4 Adjunct Faculty	Insure that by the end of Spring 2014 that all core syllabi reflect ECSE content.

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	Administrations program.				
Charlotte-Mecklenburg Schools, Cabarrus County Schools, Gaston County Schools, Mooresville City Schools, Rowan County Schools, Union County Schools	Provided school board training in areas of operating in a democracy and communication.	Monthly PLC meetings to discuss roles and responsibilities of school principals and how to recruit and select for those characteristics. Discussion of how competencies are developed in the program.	Ongoing since July 2013.	17 school principals 3 UNC Charlotte faculty members.	Outcomes involved information gained to improve Recruitment and Selection. Include: 1. Having a principal on the interview team at UNC Charlotte. 2. Have all interviews on one day and give potential candidates a task to do in small groups. Observe interactions among applicants and note: collaboration, leadership, and authenticity
Rockingham County Schools		Provided two 3 hour training sessions	Jan 2014-April 2014	15 participants	Evaluation forms were rated excellent by participants and board members.

## 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	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	9
	Other		Other	
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>10</b>
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	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	25
	Other		Other	1
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>28</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	13
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>17</b>

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

MSA	
MEAN GPA	3.29
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	*
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	1,034
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.54
NUMBER EMPLOYED IN NC SCHOOLS	67
* 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	
<b>PC</b> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration		11		11
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		6		4		
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		1				
G Licensure Only	6	5				
Comment or Explanation						