

2017-2018

IHE Master's of School Administration Performance Report UNC – Charlotte



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

Overview of Master's of School Administration Program

The University of North Carolina at Charlotte Master of School Administration (M.S.A.) and add-on administrative licensure programs are based on a revised curriculum that meets the 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 collaboration between professors to assure 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 for the M.S.A. only, 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 M.S.A. 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 distance-education sites in Rowan, Gaston, and Mecklenburg counties as well as in Kannapolis City School and Iredell-Statesville School districts. We will host a cohort in Cabarrus County beginning summer II, 2019.

Special Features of the Master's of School Administration Program

Early Field Experiences: The M.S.A. 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 2017-2018 year, six off-campus programs were offered, in Gaston, Rowan, Mecklenburg, Union, and Iredell counties, and Kannapolis City Schools. M.S.A. 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. In 2013-14, a program was started for Charlotte Mecklenburg Schools that has continued each year. During 2015, program faculty responded to requests from superintendents of Union County Schools and Rowan-Salisbury Schools to offer the degree and certificate programs for targeted candidates in their districts. We started a program in Gaston County and Kannapolis in 2016. We began a program in Iredell-Statesville Schools in the fall of 2017. Additionally, Cabarrus County has asked us to host a cohort at J. M. Robinson High School beginning summer II, 2019. 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 these and surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the districts. Appropriate school district representatives and program faculty plan to meet regularly to discuss the needs of the districts and how the M.S.A. program may be tailored to meet each district's specific needs.

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, simulated 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. This year we have 25 enrolled. 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 2018 marks the intake of the sixth cohort group for this program. UNCC continues to work with CMS to recruit Latino candidates. We have one Latino candidate who was awarded the Principal Fellows Scholarship and five Latino candidates participated in the CMS-UNCC Aspiring High School Principals’ Program beginning summer II,

2017. This year we have 4 more Latino participants in 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 M.S.A. 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.

Enriched Internship Supervision with More Timely Feedback: The M.S.A. 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, part-time students began their internship during the summer with a principal mentor selected by their school districts in collaboration with the M.S.A. Director. Summer sites may be year-round

schools, schools 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. M.S.A. 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 yearlong 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.

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	Charlotte Mecklenburg County Schools, Cabarrus County Schools, Union County Schools.
Start and End Dates	5/1/2017-12/28/2017
Priorities Identified in Collaboration with LEAs/Schools	Disproportionality Technical Assistance Tool (DTAT)
Number of Participants	About a dozen school principals and school district administrators.

Activities and/or Programs Implemented to Address the Priorities	Bob Algozzine and Chuang Wang developed a Disproportionality Technical Assistance Tool (DTAT) to help school administrators calculate the proportion of students in each category with respect to ethnicity, special education status, English language status, and socioeconomic status for each school and school district. We also published a manual to use this tool. This project was funded by a national grant and was provided to the schools and school districts for free. We are currently evaluating the use of this tool.
Summary of the Outcome of the Activities and/or Programs	Please refer to our publication: Algozzine, B., Wang, C., & Wang, P. (2017). Disproportionality Technical Assistance Tool (DTAT) User's Guide. (Report No. CEMETR-2017-03). Charlotte, NC: University of North Carolina at Charlotte, Center for Educational Measurement and Evaluation (CEME). Retrieved from CEME website: http://ceme.uncc.edu/ceme-technical-reports
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Gates County, NC
Start and End Dates	1/2/2017-12/29/2017
Priorities Identified in Collaboration with LEAs/Schools	Securing funds for school construction.
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Technical assistance in securing grants for school construction funds.
Summary of the Outcome of the Activities and/or Programs	\$4.5 million was secured for the district to improve school construction.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Montgomery County Schools, NC
Start and End Dates	8/1/2017-12/29/2017
Priorities Identified in Collaboration with LEAs/Schools	Mentor/coach first year principals.
Number of Participants	3
Activities and/or Programs Implemented to Address the Priorities	Provided technical advice for first year principals including professional development, human resources, finance, and public relations.
Summary of the Outcome of the Activities and/or Programs	Work is continuing and progressing due to the school year still being in session.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools
Start and End Dates	9/15/2017-7/31/2018

Priorities Identified in Collaboration with LEAs/Schools	Research and report back to school district regarding historical patterns of teacher-student assignment.
Number of Participants	4
Activities and/or Programs Implemented to Address the Priorities	My team is analyzing data provided to us by the assistant superintendent to investigate patterns of student-teacher assignment and look for patterns of inequity. The assistant superintendent will use this data to review the ways in which students are scheduled K through 8 to ensure equitable student-teacher pairings over time.
Summary of the Outcome of the Activities and/or Programs	The Kannapolis City School district will use our findings to explore ways to ensure equitable student-teacher pairings in kindergarten through 8 grade.
	This project is in collaboration with Office of the Superintendent of Kannapolis City Schools
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary School
Start and End Dates	1/1/2017-12/15/2017
Priorities Identified in Collaboration with LEAs/Schools	Preparing new teachers and other school-based educators to better meet the needs of English Learners (ELs) through collaboration and mentoring Encouraging new and practicing teachers to engage in multicultural self-reflection to improve their practice
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	Undergraduate pre-service students enrolled in a required course: TESL 4204 Inclusive Classrooms for Immigrant Students are assigned to a Newell teacher participating in this project. They completed a 25 hour field-based clinical experience with ELL students in this teacher's classroom and write a case study of their experience at the end of the semester. Newell teachers met with UNCC students weekly to discuss their experiences working with the ELLs in their classrooms and provide support as needed throughout the semester.
Summary of the Outcome of the Activities and/or Programs	More positive feelings of multicultural self-efficacy of preservice teachers (as written in self-reflections) Classroom teachers report that their ELLs have improved vocabulary and comprehension in specific areas
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Union County Schools, NC
Start and End Dates	6/1/2017-7/31/2017
Priorities Identified in Collaboration with LEAs/Schools	Preparing for the evaluation of the superintendent.

Number of Participants	7
Activities and/or Programs Implemented to Address the Priorities	Conducted a training session to help prepare the board to evaluate the superintendent and look holistically at the process.
Summary of the Outcome of the Activities and/or Programs	Board Members conducted the evaluation and completed the process.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	Number
Male	
Female	
Race/Ethnicity	Number
Asian/Pacific Islander	
African American	
Hispanic	
American Indian/Alaskan	
White	
Other	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	0
	White	4	White	10
	Other	0	Other	0
	Total	7	Total	13
Licensure-Only	Am Indian/Alaskan Native		Am Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White		White	0
	Other		Other	0

	Total		Total	1
Part-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	1	Hispanic	2
	White	16	White	29
	Other	0	Other	0
	Total	19	Total	35
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	6
	White	13	White	21
	Other	2	Other	0
	Total	17	Total	37

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

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				
UNC-Charlotte		35		36

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

Measure	Graduate
MEAN GPA	3.61
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	39.50
MEAN GRE Electronic	295.55
MEAN GRE Written	912.86
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.34
NUMBER EMPLOYED IN NC SCHOOLS	104
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

Comment or Explanation:

E. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	10					
MSA License Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	7		18			
MSA License Only	20		15			
Comment or Explanation: Includes all the MSA degree completers plus the School Admin “add-on” candidates (GLOs). “Blanks” = none.						