

2016-2017

# **IHE Masters of School Administration Performance Report**

## North Carolina Agricultural and Technical State University

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### **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) degree is designed to prepare successful and innovative school executives as culturally responsive leaders who are able to transform schools in North Carolina and the nation. The MSA program is aligned with the Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), North Carolina Standards for School Executives, the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC), the National Council for the Accreditation of Teacher Education (NCATE), and the Council for the Accreditation of Educator Preparation (CAEP). The program is also aligned with the

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University's and College of Education's mission to prepare 21<sup>st</sup> Century Professional Educators who understand the complex needs of a pluralistic global society.

The MSA program is grounded in the College of Education's core values of equity, assess, and advocacy. Effective school executives are reflective in their practice and committed to the issues of social justice. The MSA program curriculum reflects this construct through carefully structured coursework, related enrichment activities, field experiences, and performance-based clinical and internship experiences that emphasize the core functions of high achieving schools: challenging curriculum, effective instruction, culturally responsive pedagogy, and student achievement. This MSA program curriculum will enable students to construct pedagogical practices needed to become culturally responsive leaders who are skilled at transforming marginalized communities.

The Master of School Administration program offers a 30 credit hour Master of School Administration degree. The Master of School Administration degree program requires 18 hours in the major (6 content courses), and 12 hours in a field-based, full-time internship.

The MSA program also includes the following track options:

- Full-time degree track
- Part-time degree track

These program track options were implemented in response to the diverse needs of the MSA candidates, and to ensure that these candidates possess the knowledge, skills, and disposition associated with civic engagement, critical thinking, collaborative decision-making, information technology, adaptability, and ethics. The program also seeks to ensure that MSA candidates acquire the necessary knowledge, skills, and disposition needed to create culturally responsive educational environments in their schools as school executives.

Lastly, the Master of School Administration program earned the National Council for Accreditation of Teacher Education (NCATE) reaccreditation during the 2014-2015 academic year. The reaccreditation of the MSA program by NCATE recognizes the program as a high quality school leadership preparatory program for preservice school leaders.

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**Special Features of the Master of School Administration Program**

The Master of School Administration (MSA) Program offers the “MSA Preeminence 2020 Leadership Speaker Series.” The MSA Preeminence Leadership Speaker Series is aligned with the A&T Preeminence 2020 Strategic Plan for the University. The Speaker Series is interdisciplinary in that faculty across specific disciplines (i.e. school counseling, curriculum and instruction, special education, behavioral and wellness) share their area of research and expertise with the MSA candidates (who are potential school leaders) in terms of how it impacts school leadership. The Speaker Series is known as one of the flagship leadership opportunities that students are able to participate in as a preservice school leader in the MSA program. The students who attend at least four Leadership Speaker Series earn certification as a MSA Preeminence 2020 Leader.

Another special feature of the MSA program is the redesign of the yearlong internship. The yearlong internship was redesigned to ensure a comprehensive internship experience. These internship experiences are categorized by North Carolina School Executive standards as well as Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs. Each MSA intern must select a minimum of six experiences within each of the North Carolina Standards for School Executives. Some of the experiences in each standard have been pre-selected for all interns. This is to ensure that all MSA interns have uniformed and shared experiences that are grounded in the College of Education’s core values throughout their internship experiences.

## **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	Guilford County Schools, Charlotte-Mecklenburg Public School System, Winston-Salem Forsyth County Schools, Alamance Burlington County Schools, Person County Schools, Orange County Public Schools, Durham County Schools, and Wake County Public Schools.
Start and End Dates	3/22/2017
Priorities Identified in Collaboration with LEAs/Schools	To help ELA teachers deconstruct state curriculum standards.
Number of Participants	60

Activities and/or Programs Implemented to Address the Priorities	MSA principal intern presented, " Back to the Basics: A Crash Course for ELA Teachers" at the Collaborative Conference for Student Achievement.
Summary of the Outcome of the Activities and/or Programs	Session participants were provided strategies to incorporate in their lesson plans to address state curriculum standards.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Charlotte-Mecklenburg Public School System, Winston-Salem Forsyth County Schools, Alamance Burlington County Schools, Person County Schools, Orange County Public Schools, Durham County Schools, and Wake County Public Schools.
Start and End Dates	12/03/2016
Priorities Identified in Collaboration with LEAs/Schools	MSA Recruitment Session for Winston-Salem Forsyth County Schools Leadership Explorers Program
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	MSA Recruitment Workshop
Summary of the Outcome of the Activities and/or Programs	Presented the MSA program to potential MSA candidates.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Charlotte-Mecklenburg Public School System, Winston-Salem Forsyth County Schools, Alamance Burlington County Schools, Person County Schools, Orange County Public Schools, Durham County Schools, and Wake County Public Schools.
Start and End Dates	4/29/2017
Priorities Identified in Collaboration with LEAs/Schools	Enhance parental awareness of the 9-12 schooling process and academic expectations.
Number of Participants	75
Activities and/or Programs Implemented to Address the Priorities	MSA principal interns provided parent workshop entitled, "Aggie Invitational" for GCS parents.
Summary of the Outcome of the Activities and/or Programs	The students conducted a day long workshop for GCS parents and students on the schooling process and academic expectations for students in grades 9-12th. The workshops covered topics such as: SAT preparation, identifying and applying for college, studying tips, and socio-emotional topics that impact learning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Charlotte-Mecklenburg Public School System, Winston-Salem Forsyth County Schools, Alamance Burlington County Schools, Person County Schools, Orange County Public Schools, Durham County Schools, and Wake County Public Schools.
Start and End Dates	November 2016 - December 2016
Priorities Identified in Collaboration with LEAs/Schools	Classroom Management for Beginning Teachers
Number of Participants	50

Activities and/or Programs Implemented to Address the Priorities	The MSA principal interns provided professional development for GCS beginning teachers on classroom management.
Summary of the Outcome of the Activities and/or Programs	Beginning teachers learned strategies to build their capacity on classroom management.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Schools, Guilford County Schools, Winston-Salem Forsyth County Schools, Alamance-Burlington County Schools, Person County Schools, Lexington City Schools, Durham County Schools, Vance County Schools, and Wake County Public Schools.
Start and End Dates	8/17/2016 - 5/31/2017
Priorities Identified in Collaboration with LEAs/Schools	The priorities identified for the MSA program in collaboration with LEAs/Schools are aligned with the University's Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of thorough experiential learning experiencing beyond the classroom is central to the mission of the MSA program in terms of developing culturally responsive leaders. As outlined in the University's Strategic Plan, "North Carolina A&T will develop interactive communities of learning that enhance the competitiveness of the academic experience. These communities will offer opportunities to participate in distinctive co-curricular learning activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6. )"
Number of Participants	500
Activities and/or Programs Implemented to Address the Priorities	MSA Principal Interns focused on developing programs that were aligned with the strategic priorities of their assigned schools.
Summary of the Outcome of the Activities and/or Programs	Sustainable academic and community enrichment programs models instituted at select schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Schools, Guilford County Schools, Winston-Salem Forsyth County Schools, Alamance-Burlington County Schools, Person County Schools, Lexington City Schools, Durham County Schools, Vance County Schools, and Wake County Public Schools.
Start and End Dates	11/17/2016
Priorities Identified in Collaboration with LEAs/Schools	Building strong schools and school communities
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Keynote and panel discussion
Summary of the Outcome of the Activities and/or Programs	Principal of the Year (former MSA student) and panel discussants (MSA students) discussed how to build strong schools and school communities. Participants were provided with key strategies to strengthen their school and school communities.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	General Greene

Start and End Dates	4/28/2017
Priorities Identified in Collaboration with LEAs/Schools	Career Day
Number of Participants	150
Activities and/or Programs Implemented to Address the Priorities	Magic Planet demonstration
Summary of the Outcome of the Activities and/or Programs	Kids learned about weather, climate, wind patterns, earth quakes, and areas affected by earth quakes, air quality, etc.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Archer Elementary - Science demonstration for 5th grade
Start and End Dates	12/07/2016
Priorities Identified in Collaboration with LEAs/Schools	Teachers requested demonstrations on motion and force-physics, weather climate, and meteorology
Number of Participants	150
Activities and/or Programs Implemented to Address the Priorities	Lab equipment; Magic planet was taken to Archer: participants included 1 graduate student, two undergraduates, and Mr. Lochart.
Summary of the Outcome of the Activities and/or Programs	Teachers were pleased that the kids were able to understand what was covered in class. It created excitement in hands on science. For most kids, this was their first experience.

## 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	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	1
	Other	0	Other	1
	Total	4	Total	12
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0

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

**B. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
School Administration	5	4	1	1

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

MSA	
MEAN GPA	3.7
MEAN MAT Electronic Rubric	*
MEAN MAT Written	*
MEAN GRE Electronic	284
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.31

NUMBER EMPLOYED IN NC SCHOOLS	25
* 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**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA degree	3	5	1			
G License Only	1	1				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA degree						
G License Only						
Comment or Explanation:						