

IHE Masters of School Administration Performance Report

North Carolina Agricultural and Technical State University

2014 - 2015

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,) and the National Council for the Accreditation of Teacher Education (NCATE). The program is also aligned with the University's and School of Education's mission to prepare educational professionals as facilitators of learning. The program reinforces the University's and School of Education's Conceptual Framework which states, "Our candidates enter the profession prepared to advocate for multiculturalism, equity, and social justice through the utilization of assessment data and emergent 21st century technologies.

The MSA program is grounded in the School of Education's core values of diversity, assessment, reflection, and technology (DART). Effective school executives are reflective in their practice and committed to the issues of equity and 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 Master of School Administration degree and a School Administration Endorsement licensure program. The Master of School Administration degree program is designed for individuals seeking their first master's degree. It is 42 credit hours, which requires 30 hours in the major (10 content courses), and 12 hours in a field-based, full-time internship and seminar that is completed in 24 months. The School Administration Endorsement Licensure program is designed for individuals who currently hold a master's degree in an educational related field (Counseling, Curriculum & Instruction, Instructional Technology, etc.) AND 3 years of teaching (or other professional education experience) or have been employed by an LEA as an assistant principal. It is a 21 credit hour track that requires 12 hours in the major (4 content courses) and 9 hours in a field based, full-time internship and seminar.

The MSA program also includes the following track options:

- Accelerated Master's Degree
- School Administration Endorsement Licensure-only Fast Track program
- Summer School Administration Endorsement Licensure-only program

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.

Special Features of the Master of School Administration Program

The Master of School Administration (MSA) Program coordinator launched the, “MSA Preeminence 2020 Leadership Speaker Series.” The MSA Preeminence Leadership Speaker Series is aligned with A&T Preeminence 2020 Strategic Plan for the University. The speaker’s 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 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 School of Education’s core values throughout their internship experiences.

Lastly, some of the other activities of the MSA program this year included the following:

- The MSA program coordinator secured \$ 20,000 in research funds in order to build social capital and culturally responsive leadership capacity in preservice school administration candidates.
- The MSA program coordinator participated in the School of Education’s American Education Week as a panelist for the “I am Malala: The Girl Who Stood Up For Education” educational Text-in-Community event.
- The MSA program coordinator presented, “How to Reach Tough Kids from a Social Capital and Culturally Responsive Pedagogical Perspective” to Guilford County Public Schools K-12 teachers.

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 LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Guilford County Schools, Winston-Salem Forsyth County	The priorities identified for MSA program in collaboration with LEAs/Schools	Leadership Development and Citizenship Education Institute	June 20, 2014 April 30, 2015 December 2015	160 70 250 300	The institute worked toward building leadership capacity in

<p>Schools, Alamance Burlington County Schools, Person County Schools, Lexington City Schools, Durham County Schools, Vance County Schools, and Wake County Public Schools.</p>	<p>are aligned with the University’s Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of through 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</p>	<p>(LCDCEI)</p> <p>Presentation on “How to Reach Tough Kids” to beginning teachers.</p> <p>Teacher Appreciation Program</p> <p>Consultation on Educational Research</p>	<p>August 2014- May 2015</p>	<p>9th-12th grade students through intensive leadership development workshops.</p> <p>To provide beginning teachers with the knowledge, skills and dispositions needed to educate students from diverse cultural backgrounds.</p> <p>To increase the moral, school climate, and school culture and foster a positive learning environment through the establishment of a “Teacher Appreciation Day.”</p> <p>MSA Interns focused on developing programs that were aligned with the school improvement plan and impacted the</p>
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	activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6.)”				learning of K-12 students.
LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
		Reading Program	August 2014- May 2015	324	To Increase reading scores on the third grade EOG tests. The outcome of this program is to promote a character development program and tutorial service to raise the self- esteem of the students. Provide additional volunteer hours at the
		STARS Program	September 2014-May 2014	440	
		Proctor for End of Grade Testing 3- days	June 2015	25	
		Delta Academy	August 2014- May 2015		

					<p>school.</p> <p>This program targeted middle school girls and focused on mentoring and character development for 21st Century schools.</p>
LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs

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	4	Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	1	Other	
	Total	7	Total	8
Licensure-Only	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		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	2

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

MSA	
MEAN GPA	3.66
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	287.40
MEAN GRE Traditional	646.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.25
NUMBER EMPLOYED IN NC SCHOOLS	12
* 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	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	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration		3		2
Comment or Explanation:				

D. Time from admission into School Administration program until program completion 2014- 2015 completers.

Full Time							
	3 or fewer semesters		4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
GFA	0		1	0	0	0	0
G NA (N/A)	0		0	0	0	0	0
GLO	1		0	0	0	0	0
Part Time							
		3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
GFA		0	0	0	0	2	0
GNA (N/A)		0	0	0	0	0	0
GLO		0	1	0	0	0	0

D. Time from admission into School Administration program until program completion. Institution Completes

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	x	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First	0	0	0	0	0	0

Awarded						
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						