

IHE Master's of School Administration Performance Report
NC A&T State University
2008 - 2009

Overview of Master's of School Administration Program

The purpose of the Master of School Administration program is to prepare scholars and practitioners who can address the current trends and emerging issues in education through effective, dynamic and wise leadership. Dedicated to the University's goal of excellence in teaching, research, and service, the candidates in the program acquire the knowledge, skills and dispositions required for effective administration and management of educational institutions. Graduates of this program may work in administrative positions at the local school, and/or assume positions with local, state and national organizations that focus on educational issues in professional development, curriculum, research, or policy making. Candidates may enroll in a full-time or extended program of study. The program is based on a cohort model that fosters a learning environment of significant peer collaboration as candidates progress together through the program. The admission requirements are: a cumulative GPA of 2.8 on a 4.0 scale in the previous undergraduate program, a minimum of four years teaching experience, or other relevant experience, three letters of recommendation, an interview, a writing sample, and a portfolio. Full-time students complete the program in two years; extended students complete the program in three years. Candidates must successfully complete 42 hours of study including 30 hours in the major and 12 hours in a field based internship and internship seminar. Candidates must pass the university's comprehensive examination and the state licensure examination prior to graduation.

Special Features of the Master's of School Administration Program

The Master of School Administration (MSA) program is designed to meet the goal of local education agencies (LEAs) in having effective administrators in all schools. Therefore, NCA&TSU recruits its student population from schools in the Piedmont Triad region of the state. LEAs are encouraged to support preparation of principals by paying tuition and fees. Internship/practicum experiences are designed to provide opportunities where teams of principals, teachers and counselors work together in a school setting to support each other. The team concept described above is applied across the curriculum. The goal for utilizing the team approach is to establish a system of collaboration among teachers, counselors, school executives and the learning community which more effectively serves all students and brings about systemic changes in the culture of the schools. Another significant component of the program addresses diversity from the community and school perspectives. Community liaisons provide focus groups and special class presentations on appreciating diversity. The MSA faculty, community liaisons, and support staff represent diversity in age, race, gender and years of professional experience. The faculty members have served in a variety of roles that support the development of an intellectually challenging environment for students; these roles include serving as superintendents, state department of public instruction staff, researchers, congressional liaisons, recently retired principals, and policy researchers. These individuals bring unique experiences to the MSA program. Representatives of the MSA program continuously collaborate with the State Department of Public Instruction (SDPI) to ensure compliance with guidelines, competencies, licensure examinations and standards. Another special feature of the program is the year-long internship. Each student must complete 1500 hours in schools at all three levels (elementary, middle, and high school). During this practicum experience, students are required to develop and maintain an electronic portfolio of their experiences and assignments, to include an action research project. Finally, the Master of School Administration began an add-on licensure program in the 2008-2009 academic year. Students who hold a master's degree in education can take 21 credit hours, including nine hours of internship experience, and subsequently be recommended for licensure in school administration. This add-on licensure can be completed in two years and focuses on the needs of the 21st Century school.

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	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Alamance Burlington Schools	Preparation of beginning administrators	<p>In May 2008, the MSA coordinator and one faculty member met with the HR Coordinator to ascertain the school systems need for new administrators; she encouraged us to recruit successful teachers in her district for our MSA program. Three faculty members and the MSA Coordinator met with the Superintendent for preliminary discussions regarding prospective establishment of MSA cohort focusing on teachers, counselors and school social workers in the district. Two faculty members and MSA Coordinator presented information about the MSA program and responded to questions from interested School Personnel. The purpose was to try to establish a Spring 2009 cohort or encourage individuals to apply to the MSA program. MSA Coordinator and faculty conducted a Principal/Mentor Orientation and Training to establish a collaborative relationship with the mentors and university supervisors. School executive standards and internship expectations were the central focus of the training.</p>	<p>20 perspective students were identified in September 2008. No cohort has been established at this time. The Principal/Mentor Orientation and Training enhanced the student internship experience.</p>
Winston-Salem/Forsyth County Schools, Guilford County Schools	MSA Candidate Development	<p>MSA faculty invited guest lecturers into the classroom to speak to students on various topics such as: the role of a school board member, (Guilford County School Board member); the law and its application to school administrators (school attorney from Winston Salem/Forsyth County).</p>	<p>The presentations helped MSA candidates understand their roles and expectations in the principalship. They provided a bridge between current theory and practice. The real world situations presented provided depth and insight into the current climate for school executives.</p>

Carver High School, Konnoak Elementary School, Faulkner Elementary School, Washington Elementary School, Cook Elementary School and Clemmons Elementary School.	Induction of recent graduates	MSA faculty member made visits to schools to support nine newly assigned graduates of the MSA program.	Follow-up visits were conducted to provide support to our recently appointed assistant principals and principals in their new school assignments. The visits were informal and included feedback about their preparation and readiness.
Guilford County Schools	Conducted workshops with school district personnel to enhance knowledge base of MSA candidates	One faculty member utilized the expertise of Director of Staffing as guest lecturer for candidates exploring the intricacies of teacher licensure in the states of NC, MI, CA.	Candidates were exposed to substantial detail regarding the pros and cons of the lateral entry teacher certification process in NC as well as the functions of regionalized teacher certification offices in NC.
Randolph County Schools	Preparation of MSA candidates	Executive Director of Assessment participated in an on campus dialogue with candidates as related to NCLB Legislation and its impact upon PK-12 schools. Dialogue included details related to federal accountability sanctions and expectations as concerned with student achievement in the schools.	Increased insights into the expectations and outcomes pronounced by NCLB Legislation as same impacts upon the school at the site level.
Guilford County Schools	Preparation of MSA candidates	Local School Administrator explored with candidates details associated with ethics of school reform and the responsibilities of school executives as far as the connectivity between data driven instruction and the ethical behavior of school personnel is concerned-in that instruction.	An enhanced understanding of how data drives instruction under the aegis of PreK-12 reform, as ethically imbued.
Guilford County Schools	Preparation of MSA candidates	Candidates participated in a site based work session in a classroom setting concerning the ethical aspects of site based leadership, placing emphasis on the significance of the collaboration and collegiality in ethics driven site based leadership.	An enlightened view of collegiality and stakeholder collaboration as associated with the ethical behavior of school executives at the site level.
Guilford County Schools	MSA Candidate Preparation	Conducted multicultural workshops at Montlie, Welbourne Academy, Guilford Middle, and Archer	An intricate insight, for the candidates, into the significance of the role

		Elementary. Workshop focused on the role of minorities in the founding and exploration of this nation. These workshops involved approximately 400 students as well as teachers, counselors, media personnel and principals/assistant principals.	played by people of color in the founding and the exploration of America.
Guilford County Schools	Preparation of MSA candidates	Guilford County Schools Human Resources Department focusing on principal/assistant principal skills needed for administrative positions.	MSA students received valuable information to assist them with the process of applying to a large urban/rural school system. Interviewing skills were stressed.
Guilford County Schools	Preparation for beginning administrators and working with future classroom teachers	Two MSA faculty members and School of Education faculty conducted mock interviews utilizing MSA interns interviewing student teachers. Involved 12 MSA interns, 24 student teachers, and one School of Education Clinical Faculty.	Perspective school administrators and future classroom teachers enhanced their skills as interviewers and being interviewed.
Guilford County Schools	Improving student learning outcomes at 12 schools (elementary, middle, and high school)	MSA faculty and candidates conducted action research in the Internship Experience. The research involved school faculty committees and school counselors, parent groups, and support agencies for the school. Some of the topics included: 1) Positive Behavior Support at Reidsville Middle School: Does PBS have an effect of discipline infractions at RMS? 2) How has the Corrective Reading Program Affected Northwest Middle School's End of Grade Scores? 3) Will Improving Discipline Issues on the Bus Change Students Behaviors In School? 4) Attendance and Behavior at Chatham Middle School 5) How Does Positive Behavior Support Affect Student Academic Achievement? 6) Student-Teacher Relationships: Builds Student Achievement and Social Competence 7) Do Transition Programs Effectively Address 5th Grader's Concerns about the 6th Grade? 8) Does the Implementation of Positive Behavior Support Have an Effect on	Research, assessment and data were presented to evaluate, support or recommend educational practices.

		Student Academic Achievement Scores? 9) Training the Parents of Exceptional Children 10) Determining the Effectiveness of SACS CASI in Engaging the Entire School Community in a Continuous Process of Self Evaluation, Reflection, and Improvement at Ferndale Middle School 11) The Effectiveness of Alternative Programs to Help Decrease the High School Dropout Rates of 9th and 10th Graders at Reynolds High School 12) The Effects of a Comprehensive Safety Plan on the Total School Environment	
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Support for Beginning Administrators

The MSA faculty participated in a variety of activities that supported beginning administrators including: seminars, day-to-day mentoring, research initiatives, and personal mentoring. NCA&TSU supports mentor groups composed of alumni and retired principals in the Piedmont Triad region to offer support for students, new administrators and new teachers. In addition, the cohort model provides ongoing daily support to candidates in the program, who were also serving as beginning administrators. These individuals have been mentored and coached throughout their courses. Seminars are held to provide answers to questions and to discuss problems that are encountered by beginning principals on a daily basis. Beginning principals/other school administrators are given priority in various support activities such as awards for students, additional tutors, opportunities to work with MSA faculty and mentors. In addition, beginning principals are encouraged to review materials in the School of Education and select those that will benefit their students and teachers. Beginning principals can also take advantage of collaborative research initiatives that are offered through the partnership schools as well the 24-hour services of the library and the computer facilities that are on the campus. They are regularly informed of grant opportunities and campus related activities. Through various course offerings beginning administrators are made aware of the state website that provides information regarding certification and licensure. Another electronic medium provided to support beginning administrators is the use of LiveText. LiveText is a computer based program for developing and presenting electronic portfolios. The MSA program also supports beginning administrators through participation in the Principal Fellows Program. This program is administered by the North Carolina Principal Fellows Commission in collaboration with the State Education Assistance Authority. The program provides up to a two-year scholarship loan to selected recipients and provides extracurricular enhancement activities for recipients.

Support for Career Administrators

NCA&TSU developed a model to work with career principals in nine professional development schools. Faculty members are assigned to work with specific schools to conduct research, analyze assessment data and plan professional development activities to improve their schools. Career principals use campus facilities collaboratively with MSA faculty for meetings and programs. Principals are convened to evaluate the MSA program and to provide suggestions for program improvements. NCA&TSU has partnerships with Dudley High School, Hairston Middle School, and the Middle College to ensure that support is offered to the newly assigned principals of these schools. Support for career principals include, providing space for faculty and student activities, collaborating to provide professional development

activities, and serving on the PDS Partnership Council to ensure the recruitment and retention of highly qualified teachers and MSA candidates. University personnel regularly met with the Associate Superintendent of Guilford County to support career principals. More recent activities with the Early/Middle College at North Carolina A & T State University included working with the principal to provide additional counselors, tutors and other interns to ensure the success of the principal and the school. The MSA program conducted 17 action research projects with career principals, some of which were in low-performing, at risk, or priority schools in Winston-Salem/Forsyth County Schools.

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	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	5
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part 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	12	Black, Not Hispanic Origin	47
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	17	Total	55
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0

	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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

Masters	
MEAN GPA	3.76
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

C. Program Completers (reported by IHE).

Program Area	Masters 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				
School Administration	1	46	0	0
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	0	0	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 Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2007 - 2008 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	31	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.
