

IHE Master's of School Administration Performance Report

NC A&T University

2010 - 2011

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 needed 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 which fosters a learning environment of significant peer collaboration as candidates' progress together through the program. The admission requirements are: GRE or MAT score, a minimum of three years teaching experience, or other relevant experience, three letters of recommendation, an interview, a writing sample, and a portfolio. Full-time candidates complete the program in two years; extended candidates 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. Candidates who possess a master's degree in the field of education may complete the add-on certificate program. Admission to the certificate program does not require a GRE or MAT score. All other requirements are the same as the degree program. The program is a 21 credit hour program which includes 9 hours of internship and seminar experiences. This add-on licensure can be completed in two years.

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 educational agencies (LEAs) in having effective 21st Century school executive administrators in all schools. Therefore, North Carolina A&T recruits its candidates from schools in the Piedmont Triad region as well as counties within a 50 mile radius of the university. LEAs are encouraged to support preparation of School Executives by agreeing to a collaborative district cohort. Off-site cohorts are encouraged with various school districts. Internship/practicum experiences are designed to provide opportunities where teams of school executives, teachers and counselors work together in professional learning communities to support each other. As an HBCU institution, our focus on diversity, social justice, systems thinking and educational policy is key to our programming and activities. Our candidates and faculty are involved as participants at

conferences and seminars. Community liaisons and the MSA advisory board provide focus and program review. Community education specialists and policymakers provide special class presentations and seminars. The establishment of a cross-functional team of diverse representatives and community stakeholders collaborates with the MSA program to share current trends and needs of the local LEA and to advise the MSA faculty of challenges and strengths. 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 which support the development of an intellectually challenging environment for candidates; these roles include serving as superintendents, state department of public instruction staff, researchers, congressional liaisons, recently retired School Executives, 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. During this practicum experience, candidates are required to develop and maintain an electronic portfolio of their experiences and assignments which include an action research project.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Winston Salem Forsyth County Schools Griffith Academy	NC public schools will be led by innovative 21st Century professionals Provide useful paradigms for K-12 multiculturalism strategies at the site level that focus on 21st century skill development	Professional Development Seminars Leadership for Excellence and Equity presented by Dr. Willette Nash and Dr. William Wynn November 2, 2010 Winston-Salem Forsyth County School Board Meeting November 9, 2010 Retention of African American Males Reducing School Suspensions	November 2, 2010 and November 9, 2010		The workshops received positive feedback from the participants.
Guilford County Schools	Parent Involvement	Administrative Leadership and	October 5, 2010		The workshops received

Hairston Middle School	Teacher Evaluations	parent Involvement in the 21st Century - presented by Mr. Larry Canady			positive feedback from the participants.
Guilford County Schools Central Region School Executives and Regional Staff	Multiculturalism Provide useful paradigms for K-12 multiculturalism strategies at the site level that focus on 21st century skill development	Focus on the instructional and leadership implications of diversity at the LEA level – including the role of people of color in the establishment of this nation - presented by Dr. Edward Fort	March 2010	30	Participatory feedback was all positive as validated by the regional superintendent.
Forsyth County School Executives and Staff	Multiculturalism Provide useful paradigms for K-12 multiculturalism strategies at the site level that focus on 21st century skill development	Focus on the instructional and leadership implications of diversity at the LEA level – including the role of people of color in the establishment of this nation - presented by Dr. Edward Fort	July 26, 2011	50	
Guilford County Schools Allen Middle Bluford Elementary Northern Middle Hampton elementary Archer Elementary Faulkner Elementary School Montlieu Elementary	Black History Workshops Provide useful paradigms for K-12 multiculturalism strategies at the site level that focus on 21st century skill development	An overview of the role of people of color in the establishment of the people of the US - presented by Dr. Edward Fort	Fall 2010	1250	Positive outcomes as verified by school executives' letters.

Welborne Middle School					
Forsyth County Schools Wiley Middle	Black History Workshops	An overview of the role of people of color in the establishment of the people of the US - presented by Dr. Edward Fort	Spring 2011	175	Positive outcomes as verified by school executives' letters.
Sigma Pi Phi Fraternity in Partnership with North Carolina A&T State University and Guilford County Schools	African American Male Annual Seminar • Provide useful paradigms for K-12 multiculturalism strategies at the site level that focus on 21st century skill development	Focus on enhanced school achievement and careers preparation with substantial collaboration with parents and the Triad business community.	August 2010	200	Positive outcomes as evidenced by survey data.
Alamance Burlington Schools	<ul style="list-style-type: none"> • Increased Leadership skills • NC public schools will be led by innovative 21st Century professionals 	Round Table Discussions with Superintendent, Asst Superintendents, Principals and Asst Principals (Dr. Bridges, Dr. McLean, Charlotte Holmes, Donna King, John Lynn Briggs, Larry Conte, Greg Holland, Dr. Swajkoski and Dr. Alston)		30	<ul style="list-style-type: none"> • Positive outcome as verified by student feedback. • 30 Participants
Winston Salem/Forsyth Schools	Executive Evaluations	Seminar Speakers – to inform students about school law, school curriculum and effective instructional leadership. (Tracey Greggs, Judge Manning,		30	More experienced graduates

		DA. Larry Brown, Dr. Shirley Prince)			
Forsyth County Schools Walkertown Elementary School	NC public schools will be led by innovative 21st Century professionals	<ul style="list-style-type: none"> • Provided professional development in grant acquisitions and grant writing for the School Executive (Principal) and Assistant Principal. Dr. Jay Jones and Presented by Dr. Linda Hopson • Developed an after-school program for students in need of remediation before year end assessments. • Consultant for needs assessment for the elementary program. 			Literacy Grant submitted for Dollar General Stores.

Support for Beginning Administrators

Support for beginning school executives received high priority in the MSA program .The MSA faculty participated in a variety of activities that supported beginning administrators –for example, • MSA faculty worked with Alfreda Smith Assistant Principal (2009 MSA graduate) at Atkins High School in the Winston-Salem Forsyth County Schools during the 2010-2011 academic year on developing a Prep for Success summer challenge program for at risk students. The implementation of the program has continued during the 2011 school year. • MSA faculty worked with Mrs. Smith on revamping an In-School Suspension program to reduce the number of in-school and out-of school suspensions. We developed new policies and teacher guidelines for in-school suspension referrals. The policies and procedures are in use currently. • Provided professional development workshop for 35 faculty and staff at Allen Middle School in concert with the leadership of School Executive Curtis Adair. The curriculum development strategies with the faculty/staff continue being actualized during 2010- 2011 school year. • Black history workshops were conducted during 2010-2011 for the following schools: o Allen Middle School 200 participants o Bluford Elementary School 125 participants o Northern Middle School 200 participants o Hampton Elementary School 150 participants o Archer Elementary School 125 participants o Faulkner Elementary School 175 participants o Montlieu Elementary School 125 participants o Welborne Academy 150 participant o Wiley Middle School 175 participants These

workshops served approximately 1425 participants . Letters from the school executives and faculty confirmed the effectiveness of the workshops and identified some follow-up curriculum activities such as the creation of Black History trivia contest used by teachers at Bluford Elementary School. Some quotes from school executives or faculty members were as follows: “Students, teachers, and the administrative staff thought the presentation was phenomenal. Your presentation provided our students with a wealth of knowledge pertaining to the contributions made by Afro-Americans to the world...” Montlieu Elementary School “This presentation of the ABC’S of Black History should be presented throughout our district.” Montlieu Elementary School “ Teachers gained a more effective way of cultivating the students to be learners in the 21st Century” Faulkner Elementary School As a follow-up to the workshop“the PTA sponsored a Black History writing contest teachers also reported that students used comments from the workshop in papers that they wrote.” Faulkner Elementary School • A workshop was presented for sixth and seventh grade students at Wiley Middle School dealing with the role of people of color in the formation of these United States. This workshop received strong support from School Executive Sean Galliard, an A&T MSA Graduate. • Intensive staff development dialogue with School Executive Chris Massenber and Assistant Felicia Fuller at Cook Elementary school, as focusing on effective instructional strategies both school executives are MSA A&T graduates. • Continued student workshops at Bluford Elementary School for the 2010-2011 school year, with a concentration on the history of people of color in this nation – involving intense engagement by School Executive Stephanie Boykins.

Support for Career Administrators

Faculty members work with specific schools to conduct research, analyze assessment data and plan professional development activities to improve schools. Career School Executives use campus facilities collaboratively with MSA faculty for advisory committee meetings, orientation of executive mentors, serve as guest lecturers, adjuncts, and host on-site student visitations. For example: One MSA alumni serves as adjunct professor in the MSA program. Former graduates conduct review sessions for the national licensure examination for School Administrators. In (2011-2012) school administration graduates in the Piedmont area will have access to four newly designed elective courses specifically focused for experienced administrators. The course titles are: Project Management for School Executives, Grant Writing for Professional Educators, Testing and Assessment for School Executives, Human Resource Management for School Executives, and one on-line course- Educational Administration and Management. These elective courses have been approved and added to the curriculum to provide enhanced professional skills and provide licensure renewal credit for career School Executives. The MSA faculty and school administration candidates conducted 17 action research projects in four different counties with career school executives, some of which were in low-performing, high risk priority schools. These action research projects were conducted in Caswell, Alamance, Guilford, and Forsyth counties. The results and outcome from the research provided valuable information for school improvement teams and the decision making body.

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	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	7
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	4	Black, Not Hispanic Origin	13
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	Total	7	Total	20
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	3	Total	5

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

Masters	
MEAN GPA	3.84
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	3.06
MEAN GRE Traditional	738
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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	
	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		16		9
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	3					
G Licensure Only	3	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	1	1	11			
G Licensure Only	1	3				1
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2009- 2010 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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.
