

# IHE Master's of School Administration Performance Report

NC Central University

2010 - 2011

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## Overview of Master's of School Administration Program

The Master of School Administration (MSA) program was revised at North Carolina Central University and implemented in the fall of 2010. The newly revised MSA program has been designed to educate and prepare a new cadre of twenty-first century school leaders that have the capacity, skills, knowledge, and dispositions to create educational environments that promote learning, value diversity, and respond to diverse cultural contexts. The vision of the MSA program is to prepare 21st Century school leaders who can engage school communities in meaningful ways to positively affect the achievement of students from diverse cultural contexts and from marginalized populations. The underlying premise of the MSA program is to provide candidates with the expertise needed to understand diverse perspectives that contribute to educational problems locally, nationally, and globally. The comprehensive framework for the program provides the skills, knowledge, and dispositions for candidates' preparation as school leaders. The MSA program provides a rigorous curriculum. The program course of study is designed to prepare culturally responsive school leaders to transform schools in marginalized communities in North Carolina and beyond. The School of Education's 45 semester-hour MSA degree program involves 27 hours in the major (9 courses), 6 hours of electives, and 12 hours in a field-based, full-time or part-time, internship, and seminar. The MSA Second Degree program requires a minimum of 27 semester-hours in the major (5 courses) and 12 hours of a field-based internship. The program is centered on the curricular principle that all candidates should take a common set of courses during their first year of study and expand into their areas of interest during their second year of study. These courses are aligned with the new standards for school executives and will incorporate some of the latest technologies, couched in hybrid, face-to-face and online delivery modes, including Ning, Web-based social network, forums, blogs, interactive-real time, and audio-video podcasts. During the course of their program, candidates will be able to define and articulate the organizational goals to guide an educational community towards high academic and social standards. The candidates will have the autonomy to select two electives as a component of their program of study to meet their professional goals and interests. The central curriculum assignments for the candidates are authentic, useful, and based on site-specific needs. The coursework also focuses on providing candidates with extensive clinical work in order to provide the contextual experiences needed to bridge the gap between research, theory development, and practice. The MSA program bridges the gap between research, theory development, and practice in order to enable candidates to make the connections needed to create real change in the lives of the students they will one day lead.

## **Special Features of the Master's of School Administration Program**

The mission of the Master of School Administration (MSA) program at North Carolina Central University is to prepare school leaders academically and professionally to advance consciousness of social responsibility in a diverse and global society. Central to our mission is the development of leaders who promote justice and who dedicate themselves to the well being of marginalized communities. The Master of School Administration at North Carolina Central University is uniquely designed to meet current leadership challenges. While the goal of the MSA program is to prepare school leaders who can transform any school environment, a unique focus of the newly revised MSA program is to prepare culturally responsive leaders who can also transform schools in marginalized communities. The MSA program defines marginalized communities as a group of people within an environment that possesses a number of shared characteristics that may be barriers to learning and healthy social environments such as low socio economic status, linguistic diversity, poverty, inequity, race, ethnicity, gender, special needs, and a high incidence of low academic achievement. The MSA program seeks to prepare successful and innovative school leaders who are skilled in identifying and analyzing those assumptions upon which schools operate that are incongruent with the potential of marginalized students. A central tenet of the MSA program is to provide candidates with the capacity to deconstruct what is socio-culturally, cognitively, and politically adverse to students. The MSA program prepares school leaders to reconstruct those assumptions into positive educational experiences and schooling outcomes for students. This approach is well suited for schools with multiple academic and cultural challenges characterized by the misuse of social capital. As such, the NCCU graduate will be uniquely sensitized and qualified to assess the variables that contribute to marginality and respond in a manner that sustains equity, equality, and academic success in a school and its community. The MSA program also focuses on transformative andragogy as a framework for preparing successful school leaders. According to Brown (2009), transformative andragogy is the “art and science of helping others to learn, think critically, and act responsibly; to examine beliefs, to accept, reject, or modify values, and engage in activism and advocacy with and for others” (p.15). This approach, along with the cohort model, is most advantageous for the adult learner because it combines adult learning strategies with peer support (National Council of Professors of Educational Administration, 2008). This approach allows for varied teaching strategies as well as group support. It also extends candidates’ social capital beyond the classroom by providing a network of colleagues that can provide a protective environment where they can feel safe and secure to navigate their world as school leaders.

## 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
Durham, Person, Franklin, Johnston, Wilson, Vance, Forsyth, and Wake County Schools	Quality teachers, administrators, and staff	MSA candidates worked as full and part-time administrative interns. Two were Principal Fellows. They were active members of their school leadership teams and participated fully in the work of schools. MSA faculty visited schools on a monthly basis and worked closely with principals and their leadership teams to be responsive to the needs of their schools. Response to some of those needs included providing professional development for faculty in areas such as: effective classroom management, differentiation of instruction,	Ongoing	40 principal interns, 40 principals, and 5 faculty members	The university supervisor, the principal and his/her leadership team and teachers did formal evaluations of interns and all of their projects. Principals reported the importance of having an intern on the leadership team and the invaluable services provided by them. The results of the action research projects showed an increase in student achievement, improved teaching and learning, increase in the use of data to drive instruction, evidence of teacher empowerment, and strong instructional leadership. Principals

		<p>student database systems, and critical thinking skills. Also, each intern had to conduct an action research project. Examples of topics are: Freshmore Academy (creating a program for 96 high school students who after 2-3 years still had freshmen status); Data-driven student achievement initiatives using AimsWeb, mClass, and Teachscape; Kindergarten Boot Camp. MSA interns conducted professional development activities, facilitated Professional Learning Communities, and several were hired as the assistant principal in the schools where they interned.</p>			<p>benefited from having aspiring school leaders to address key issues in their schools and make a positive impact on the teaching, learning, and administrative operations therein.</p>
<p>Durham Public Schools (Burton Elementary, Spring Valley</p>	<p>Instructional Leadership and Student Achievement</p>	<p>1) Grant-funded Mentoring Project: Mentored students in</p>	<p>1) October 2008 - March 2011</p>	<p>1) One faculty member and approximately 15 MSA graduate</p>	<p>1) This program has been an ongoing initiative over a 2.5 year period. Expected</p>

<p>Elementary, and RN Harris Elementary) and two Durham charter schools (Healthy Start Charter School and Carter Community Charter School)</p>		<p>grades 4-8 to help them develop life skills, improve academics, and provide support, guidance, and encouragement. The project also worked to reduce truancy, negative social behaviors, and disciplinary actions that impact school performance and</p> <p>2) 21st Century (CCLC) After-School Program: Provided 12 hours of tutoring, enrichment, and academic support to help improve student EOG scores in math, literacy, and science. The program also provided resources and workshops for parents and helped to improve those student social behaviors that may negatively impact learning.</p>	<p>and 2) October 2010 - ongoing</p>	<p>students, in collaboration with and at the request of two charter school principals, participated in the SMART Program (Student Mentoring, Achievement, and Reform Transition). Time was spent recruiting mentors and mentees, coordinating the after school, mentoring program 3 hours per week. Program emphasis was placed on life skills training, training mentors and working with parents and families of mentees. MSA students helped with the instructional programming and life skills development; 2) One faculty member and three graduate students worked collaboratively with three school principals to implement a grant funded</p>	<p>outcomes are increased academic performance, regular attendance, improved relationships with peers and faculty, better attitude about school. For MSA participants, the initiative provided opportunities to apply acquired leadership skills and knowledge to real situations involving marginalized populations of students; 2) This initiative began in 2010. Resulting outcomes included an average increase of 30 percentage points in EOG scores for Spring Valley, and over 78% pass rate for RN Harris in part from the involvement of a MSA faculty and program students in the design and implementation of the after school. Outcomes for the MSA students included clinical experiences and</p>
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				<p>after school 21st Century Community Learning Center (21st CCLC) program at an area church serving 80 students in grades 3-5 from three elementary schools within a 3 mile radius of NCCU. Remedial services are provided to the students and support is provided to the parents through 3 workshops throughout the year to help parents help their children at home.</p>	<p>the application of acquired instructional leadership skills and knowledge from the Instructional Leadership for Empowering Teachers course.</p>
Durham Public Schools	Race to the Top Initiative: Sustained Professional Development Initiative	Professional Development Training: Faculty member will work with the coordinator of the Race to the Top Initiative for Durham Public Schools to plan and provide professional development for school administrators and teachers, and to have student teachers and MSA candidates	October 2010 - Ongoing	No participants at this point - still in planning phase.	Expected outcomes include professional development for school administrators and teachers of Durham Public Schools, transformational leadership for low performing schools, and increased student achievement. Professional Development opportunities for MSA candidates that will position

		<p>who will be placed in the targeted RttT (low performing) schools to participate in the training centered around STEM and iPad-based instruction. This will be a four-year partnership.</p>			<p>them to be a natural fit for leadership positions for Durham Public Schools, enhanced instructional leadership skills, and the development of a strong forward thinking partnership between NCCU and Durham Public Schools.</p>
<p>Durham, Person, Wake, Wilson, Johnston, Vance, Franklin, Gaston, Cumberland, and Forsyth Counties, and Pennsylvania</p>	<p>Sustained Leadership Development Initiative (In-Service and Pre-Service Administrators)</p>	<p>First Annual Legacy of Educational Leadership Institute – “Touching Back, Moving Forward.” Presentations and breakout sessions on educational leadership, lessons learned, book talks, trends in educational leadership, and (employment) networking, were hosted by graduates of the MSA Fast Track Cohort of 2006. A faculty member helped to facilitate this annual leadership development institute that will</p>	<p>October 16, 2010</p>	<p>Over 70 in-service school and central office administrators who were graduates of the MSA program at NCCU, pre-service MSA candidates, and educators interested in the MSA program participated in the event.</p>	<p>Expected outcome include providing sustained support and professional development for current and aspiring school leaders as a legacy of the MSA Program at NCCU, and an opportunity to build a strong network of “Eagle” administrators in North Carolina and beyond committed to ongoing professional by program graduates who moved through ranks of school and educational leadership.</p>

		be hosted by past and current NCCU MSA candidates.			
Durham, Franklin, Vance, Wake, Wilson County Schools	Professional Development	Praxis SLLA Preparation Sessions: Conducted School Leadership Licensure Assessment preparation sessions at the NCCU School of Education for aspiring school administrators from five of the NCCU School of Education's seven partnership districts. Praxis preparation sessions are an ongoing initiative offered by the MSA program.	Spring semester 2011	40 principal interns	Expected outcome is a 100% pass rate of students taking the Praxis SLLA and eligibility for NC licensure for school administration.

## **Support for Beginning Administrators**

Candidates have the opportunity to attend conferences, trainings, institutes, and visit schools in diverse settings (rural, urban, private, charter, large, small, and schools abroad) to keep abreast of current and emerging trends in leadership practices. Practicing school personnel serve as adjunct faculty or speakers in specialty areas such as school finance or school plant facilities. University faculty from other programs or departments within the university such as Research, Technology, Counseling or Special Education may team-teach courses and/ or teach electives to provide the latest research in related fields in education by the experts. Faculty and mentor principals, when appropriate, assess candidates in various ways. Mid-term and final evaluations, grading of individual and team assignments using rubrics, and a web-based portfolio assessment tool (Foliotek) are used to provide feedback. The mentor principal (cooperating administrator) participates in formative and summative evaluations of the field and internship experience. As the pre-service candidate completes activities, the mentor verifies the completion of those activities. The primary reason for any assessment is to provide candidates with constructive feedback that will facilitate their growth and development for the preparation of school leadership. Practicing school leaders are involved in the delivery of instruction as adjunct faculty, principal mentors, as hosts of class or internship seminar sessions onsite in the school setting, as presenters, and by volunteering to allow MSA candidates to participate in service learning projects or clinical experiences that directly impact student achievement in their schools. Practicing school leaders inform instructional delivery by sharing directly with university faculty and MSA candidates professional initiatives that have been adopted by the school, school district, or state such as Professional Learning Communities (PLC), Positive Behavior Support, Race to the Top, student data management and assessment systems such as AimsWeb or mClass. Formal preparation sessions and student-led study sessions are held for Praxis SLLA and the comprehensive exam respectively. Candidates who perform marginally in course work and related field experiences are coached at the earliest observable indicators. Instructors and/or the university advisor meet with the candidate in order to identify problem areas and strategize solutions, preferably prior to formal course assessments. Students who perform marginally on formal assessments are required to set up a one-on-one meeting with the instructor to remedy deficiencies and strategize for future success in other course endeavors. In response to the earliest indicator or marginalized performance related to field experiences, the candidate and other parties involved will develop a collaborative plan of action, with measureable goals and objectives, and a schedule for periodic evaluation of the action plan.

## **Support for Career Administrators**

MSA faculty and students actively support career administrators. The Dean of the School of Education met with superintendents, central office personnel, school administrators of our seven partnering school districts throughout the school year to gauge their needs and determine how the departments, programs, faculty, and candidates can assist with meeting those needs. As a follow up to these discussions, faculty in the MSA Program provided workshops, institutes, and professional development activities throughout the year to partner school districts. Sustained support of school administrators and teachers is provided through the annual Education Symposium and the annual Legacy of Leadership Institute. MSA faculty provide support by way of research agendas, writing grants, service learning projects, and course-related field

experiences. Faculty members provide leadership support to area charter school principals/directors who do not hold NC school administrator licensure. One faculty member serves as a mediator working with school administrators on special education service disputes. Other faculty members worked with the development of the K-12 Environmental Literacy Plan (ELP) for North Carolina. These faculty members will be conducting focus groups with school administrators in 20 North Carolina counties to determine the level of environmental literacy so the K-12 ELP can be effectively implemented as part of the new social studies curriculum.

## 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	2	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>4</b>
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	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	24
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	9
	Other		Other	1
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>34</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>9</b>

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

<b>Masters</b>	
MEAN GPA	3.27
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	808
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).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	14	20	2	2
Comment or Explanation:				

**D. Time from admission into 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>
Masters-First Awarded						
G Licensure Only						
<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>
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						

**E. Scores of school administrators on the SLA.**

<b>2009 - 2010 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	4	*
* 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.

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