

IHE Master's of School Administration Performance Report

NC A&T University

2012 - 2013

Overview of Master's of School Administration Program

The Masters of School Administration Degree Program is designed to prepare exemplary school executives for the public schools of North Carolina and the nation. The program reinforces the mission of the University and the School of Education to prepare education professionals as facilitators of learning. The program functions as an effective catalyst for the development of dynamic, visionary school leaders, who can address the current trends and emerging issues in education for the present and future needs of society. Program objectives are achieved through carefully structured coursework, related enrichment activities, field experiences and performance-based clinical and internship experiences.

The program incorporates problem-based instruction through research, case studies, focused modules, video presentations, simulations, computer technology, field experiences, and reflective observation. Classroom didactics are enhanced with presentations from business leaders, legislators, school board members, community leaders and visiting professors from other institutions. Program content is aligned with the North Carolina Standards for School Executives, the Interstate School Leaders Licensure Consortium (ISLLC), and standards for school leaders the National Council for Accreditation of Teacher Education (NCATE) for advanced programs in educational leadership. Completion of the MSA program leads to licensure as a school executive in North Carolina.

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 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; part-time 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 submit six (6) electronic evidences as required by the North Carolina State Board of Education 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 nine (9) hours of internship and seminar experiences. This add-on licensure can be completed in two years.

In January 2008, the State Board of Education approved in concept a new program approval process. The process focuses on outcomes, rather than inputs, eliminates barriers and obstacles that do not ensure quality, and allows for greater instructional flexibility based on rigor and accountability. In the new process, the onsite program review has been replaced with a review of the MSA Candidates evidence that they meet the standards for school executives based on a rubric that is aligned with the NCDPI school executive evaluation instrument. The six North Carolina A&T State University

evidences are a major part of the MSA candidate’s program completion and assessment. The evidences have been embedded into the total program of study. Successful completion of the six electronic evidences and a successful presentation to the MSA assessment panel are required to receive a recommendation for endorsement.

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 Agricultural & Technical State University recruits its candidates from schools in the Piedmont Triad region as well as counties within a 100 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; 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.

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
Hampton Elementary University Partnership Magnet	Student Development	Community Conversations	11/30/2012	20 administrators	Sponsored by Dean William Harvey, members of the community and School Board members were invited to the School of Education to view a presentation and discuss the Hampton Elementary University Partnership over lunch.

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 by continuing its ongoing collaborative relationship with area school districts. The MSA program offered continuing professional development and mentoring to several administrators as part of our on-going partnership. Some of the activities included:

MSA Administrator Network

MSA faculty offered mentoring and professional development for new assistant principals in the Guilford County, Alamance-Burlington and Winston-Salem/Forsyth School districts as part of our NC A&T MSA Administrator Network. These were primarily North Carolina A&T State University MSA program graduates who were new administrators that were mentored by MSA faculty to assist them in the transition from the classroom into school administration.

Support for Career Administrators

Faculty members worked with specific schools to conduct research, analyze assessment data and plan professional development activities to improve schools. Career school executives used campus facilities collaboratively with MSA faculty for advisory committee meetings, orientation of executive mentors, serve as guest lecturers, adjuncts, and hosted on-site student visitations.

MSA Administrator Network

MSA Faculty selected and trained experienced practitioners to offer mentoring and guidance for new assistant principals and principals in the Guilford County, Alamance-Burlington and Winston-Salem/Forsyth School districts as part of our MSA Administrator Network. These were primarily North Carolina Agricultural & Technical State University MSA Program graduates who were new administrators that were mentored by MSA Faculty to assist them in the transition from the classroom into school administration.

School administration graduates in the Piedmont area have access to four newly designed elective courses specifically created 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.

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	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	2	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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	3
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	9
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	9
	Other		Other	
	Total	11	Total	20
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	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	1
	Total	2	Total	9

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

Masters	
MEAN GPA	3.90
MEAN MAT New Rubric	396
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	775
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				
LC Completed program and applied for license				
School Administration		14		7
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	5					
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded		6	2			1
G Licensure Only						
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2011- 2012 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	
* 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.
