

IHE Master's of School Administration Performance Report

NC Central University

2012 - 2013

Overview of Master's of School Administration Program

The Master of School Administration (MSA) is designed to educate and prepare a new cadre of highly qualified school leaders who 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 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 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 30 hours in the major (8 content courses and two research courses), 3 hours of an elective, and 12 hours in a field-based, full-time or part-time, internship and seminar. The MSA Second Degree program requires 33 semester-hours with 24 hours in the major (6 content courses and 2 research courses) and 9-12 hours of a field-based internship and seminar. There is also a Licensure-Only component to the MSA program. The Licensure-Only Track in School Administration is designed for educators who already hold a master's degree in an education-related field and have three years of teaching or have been employed by a school district as an assistant principal. The program is a 24 semester-hour track that requires 15 hours in the major (5 content courses) and 9 hours in a field-based internship and seminar.

The program is centered on the curricular principle that all candidates take a common set of courses that are aligned with the North Carolina Standards for School Executives. The courses incorporate the use of a variety of technology platforms and instructional tools to deliver instruction. During their program of study, candidates will be able to define and articulate organizational goals to guide an educational community towards high academic and social standards. First degree candidates will have the autonomy to select one elective 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 for transformational leadership.

Special Features of the Master 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 the consciousness of social responsibility in a diverse and global society. Essential 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 NCCU 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 MSA program is to prepare culturally responsive leaders who can also transform schools in marginalized communities and who are data-driven decision makers. 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 socioeconomic status, linguistic diversity, poverty, inequity, race, ethnicity, gender, special needs, and a high incidence of low academic achievement. The MSA program prepares 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 graduate candidates who can 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.

This year the MSA program was able to incorporate a global educational leadership development perspective and collaborative partnership with the University Western Sydney in Australia (UWS). A grant was awarded that funded international travel for one MSA professor to Australia during the fall 2012 semester, which allowed for the sharing of knowledge of global educational leadership development and service learning techniques that influence educational opportunities for marginalized populations. This pedagogy is used quite frequently at the UWS to support their educational leadership candidates with designing new and innovative ways to increase student achievement in K-12 education. The insights gained, the extensive conversations, and the cultural experiences benefited our professor and the MSA program. Through this opportune global partnership (and teleconference) MSA candidates learned additional leadership strategies that strengthened them as instructional and transformational leaders, and as culturally responsive leaders working with diverse populations.

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, and Wake County Schools Voyager Charter School	Quality teachers, administrators, and staff	MSA candidates worked as full and part-time administrative interns. They were active members of their school leadership teams and participated fully in the work of schools. MSA faculty visited schools and interns on a regular 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, cultural responsiveness, and urban leadership.	Ongoing	28 principal interns, 26 principals, 4 faculty members, 2 adjuncts	The university supervisor, the principal, and members of the school leadership team completed formal evaluations of interns and their action research projects. Principals reported the importance of having an intern on the leadership team and the invaluable services the intern provided for them. The results of the action research projects showed an increase in student achievement, improved teaching and learning, an increase in the use of data to drive instruction, evidence of teacher empowerment, and strong instructional leadership at the internship sites. Principals benefitted from having aspiring school leaders to address key issues

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
		<p>Each intern had to conduct an action research project designed to directly or indirectly impact student achievement. MSA interns conducted professional development activities, and facilitated Professional Learning Communities. Some interns were hired as assistant principals during the internship.</p>			<p>in their schools and make a positive impact on the teaching, learning, and administrative operations therein.</p>
<p>Durham Public Schools (Spring Valley Elementary, RN Harris Elementary, and Bethesda Elementary)</p>	<p>Instructional Leadership and Student Achievement</p>	<p>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</p>	<p>October 2010 – ongoing to 2014</p>	<p>Two faculty members and three graduate students worked collaboratively with five school principals to implement a grant-funded after school 21st Century Community Learning Center (21st CCLC)</p>	<p>The 21st Century (CCLC) After-School Program began in 2010. Resulting outcomes in the third year showed students made significant academic gains in math and science and moderate gains in literacy</p>

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
		and 4 workshops for parents. The workshops helped to improve the parents' awareness of instructional technology and environmental education.		program at an area church within 3 miles of NCCU, serving 80 students in grades 3-5 from three elementary schools. Remedial services were provided to the students and 4 parent workshops were provided throughout the year to support parents and help them help their children at home.	in part from the involvement of MSA faculty and program students. Outcomes for the MSA students included clinical experiences and the application of acquired instructional leadership skills and knowledge from the MSA coursework and assignments.
Durham Public Schools	Common Core Training and Professional Development Initiative	Professional Development Training: Faculty members and MSA students worked with the Director of Instruction and the Coordinator of Professional Development and other leaders of Durham Public Schools to provide	October 2012 – April 2013	Mandatory for all MSA candidates currently working in area school districts	Expected outcomes include professional development for school administrators and teachers of Durham Public Schools, transformational leadership for low performing schools, and increased student

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
		<p>professional development in Classroom Management for the Common Core Class for DPS teachers. MSA faculty and students provided a series of 9 workshops. MSA faculty developed and presented three workshops that supported teachers with an understanding of Common Core and Service-Learning pedagogy.</p>			<p>achievement. Professional development opportunities for MSA candidates will position them to be a natural fit for instructional 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, Wake, Orange, Chapel Hill-Carborro, Vance, Granville and Nash-Rocky Mount Public Schools</p>	<p>Sustained Leadership Development Initiative (Inservice and Preservice Administrators)</p>		<p>April 2012</p>	<p>Approximately 30 in-service school administrators, graduates of the NCCU MSA program, pre-service MSA students, and educators interested in the MSA program attended the leadership development initiative.</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</p>

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
					<p>in North Carolina and beyond committed to ongoing professional development by program graduates who moved through the ranks of school and educational leadership.</p>

Support for Beginning Administrators

Candidates have the opportunity to attend conferences, trainings, speaker series, 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. University faculty from other programs or departments within the university such as Research, Psychology, Counseling or Special Education may team teach courses and/ or teach electives to provide the latest research in related fields in education. Practitioners in the field also contributed to the knowledge base of MSA candidates. Once the MSA candidate transitions to the school during the yearlong internship experience, faculty and mentor principals 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 prescribed in the internship work plan, the mentor verifies the completion of those activities and the university provides support and feedback during site visits and the weekly seminar. 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. Principal mentors host classes or internship seminar sessions onsite in the school setting. Other community educators serve as presenters and volunteers, allowing MSA candidates to participate in service learning projects or clinical experiences that directly impact student achievement in schools.

The Sustained Leadership Development Initiative is designed to provide sustained support and professional development for current and aspiring school leaders as a legacy of graduating from the MSA program at North Carolina Central University and as opportunity to build a strong network of “Eagle” school administrators in North Carolina and beyond. The program began in April 2012 and will be ongoing.

Support for Career Administrators

MSA faculty actively supported career administrators. The Dean of the School of Education met with various leaders from the partnership districts to gauge each school district’s needs to 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 School of Education symposium where leadership sessions are offered by MSA faculty and other professional leaders in the field. MSA faculty also provide support by way of their research agendas, grants, service learning projects, presentations, touch back sessions with in-service principal graduates, and course-related field experiences. One department member worked with the principal of a local middle school to present 3 introductory service-learning sessions. These sessions were the introductory part of a long range plan that will 1) introduce Service-Learning pedagogy, 2) develop two Service-Learning projects that are supported by Common Core, and 3) develop strategies to solve the logistical challenges related to completing Service-Learning projects. The future plan is to incorporate students from the instructional leadership course into the workshop presentations to help them gain hands on experience in instructional and managerial leadership.

Faculty members provide leadership support to area charter school principals/directors who do not hold the NC school administrator licensure. Another faculty member will be conducting focus groups with teachers and administrators in counties in the Piedmont area of North Carolina to determine the extent which ocean environmental literacy associated with the essential standards for science and math are included in instruction in the middle grades and the extent to which teachers are prepared to teach the related standards. MSA faculty members presented two full day workshops for school administrators as part of the Durham Public Schools workshop series offered by the School Education. The workshop titles were Strategies for Teaching Diverse Learners in the Mainstream Classroom and Urban Leadership: Closing the Gap for Marginalized Populations.

The yearly Technology Institute at NCCU sponsored by the School of Education and supported by the MSA Program provides another opportunity for sustained support of school leaders. Each year breakout sessions on technology for school administrators are planned and presented during the institute.

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	2
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	
	Total	1	Total	13
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Masters	
MEAN GPA	3.93
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
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		17		
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	3	1	0	0	0
G Licensure Only	0					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	3	4	0	2	0
G Licensure Only	5	1				
Comment or Explanation						
Numbers for full time and part time graduates include students receiving second masters.						

E. Scores of school administrators on the SLA.

	2012-2013 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	

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.

Weaknesses have been noted in the School of Education's procedures for obtaining feedback from both completers and employers. A new assessment system is in the process of being developed that will address these weaknesses.