

# IHE Master's of School Administration Performance Report

## North Carolina Agricultural and Technical State University

2013 - 2014

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### Overview of Master's of School Administration Program

The Master of School Administration (MSA) degree is designed to prepare successful and innovative school executives as culturally responsive leaders who are able to transform schools in North Carolina and the nation. The MSA program is aligned with the Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), North Carolina Standards for School Executives, the Interstate School Leaders Licensure Consortium (ISLLC), the Educational Leadership Constituent Council (ELCC,) and the National Council for the Accreditation of Teacher Education (NCATE). The program is also aligned with the University's and School of Education's mission to prepare educational professionals as facilitators of learning. The program reinforces the University's and School of Education's Conceptual Framework which states, "Our candidates enter the profession prepared to advocate for multiculturalism, equity, and social justice through the utilization of assessment data and emergent 21st century technologies.

The MSA program is grounded in the School of Education's core values of diversity, assessment, reflection, and technology (DART). Effective school executives are reflective in their practice and committed to the issues of equity and social justice. The MSA program curriculum reflects this construct through carefully structured coursework, related enrichment activities, field experiences and performance-based clinical and internship experiences that emphasize the core functions of high achieving schools: challenging curriculum, effective instruction, culturally responsive pedagogy and student achievement. These MSA program curriculum will enable students to construct pedagogical practices needed to become culturally responsive leaders who are skilled at transforming marginalized communities.

The Master of School Administration program offers a Master of School Administration degree and a School Administration Endorsement licensure program. The ***Master of School Administration degree program*** is designed for individuals seeking their first master's degree. It is 42 credit hours, which requires 30 hours in the major (10 content courses), and 12 hours in a field-based, full-time internship and seminar that is completed in 24 months. The ***School Administration Endorsement Licensure program*** is designed for individuals who currently hold a master's degree in an educational related field (Counseling, Curriculum & Instruction, Instructional Technology, etc.) AND 3 years of teaching (or other professional education experience) or have been employed by an LEA as an assistant principal. It is a 21 credit hour track that requires 12 hours in the major (4 content courses) and 9 hours in a field based, full-time internship and seminar.

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

The Master of School Administration program experienced a change in leadership beginning this academic year. Under the leadership of the newly appointed Master of School Administration program coordinator, three additional program track options were implemented and made available to students this academic year. The MSA program includes the following track options:

- Accelerated Master's Degree
- School Administration Endorsement Licensure-only Fast Track program
- Summer School Administration Endorsement Licensure-only program

These program track options were implemented in response to the diverse needs of the MSA candidates, and to ensure that these candidates possess the knowledge, skills and disposition associated with civic engagement, critical thinking, collaborative decision-making, information technology, adaptability and ethics. The program also seeks to ensure that MSA candidates acquire the necessary knowledge, skills and disposition needed to create culturally responsive educational environments in their schools as school executives.

A special feature of the MSA program is the redesign of the yearlong internship. The yearlong internship was redesigned to ensure a comprehensive internship experience. These internship experiences are categorized by North Carolina School Executive standards as well as Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs. Each MSA intern must select a minimum of six experiences within each the North Carolina Standards for School Executives. Some of the experiences in each standard have been pre-selected for all interns. This is to ensure that all MSA interns have uniformed and shared experiences that are grounded in the School of Education's core values throughout their internship experiences.

The Master of School Administration program offers ongoing professional candidate engagement activities. This year candidates participated in an *Interview/Resume Building Workshop* in collaboration with North Carolina Agricultural and Technical State University Career Services. Also, MSA candidates, in collaboration with the History Department, participated in workshop on *Common Core Literacy and Identity Analysis of African American Students*. This workshop was conducted by a visiting lecturer who had experience as an instructional coach and district-wide literacy specialist with Chicago Public Schools.

Lastly, some of the other activities of the MSA program this year included the following:

- The MSA program coordinator was invited to give the keynote address, "Social Capital: A New Paradigm Shift for Closing the Opportunity Gap in the 21<sup>st</sup> Century Classroom" for the Triad Teaching Fellows Intercollegiate Conference sponsored by Elon University, University of North Carolina at Greensboro, and North Carolina Agricultural and Technical State University.
- The MSA program coordinator, in collaboration with the Teacher Education Department, served on the committee to select the recipients of the Strong Scholars award. This is a highly competitive award in the amount of \$5,000 given to select student teachers.
- The MSA program coordinator, in collaboration with the History Department, served as a member of the mock job interview team in which they interviewed history education student teachers to prepare them for teaching jobs.
- The MSA program coordinator, in collaboration with the Teacher Education Department, served as an Admission to Teacher Education interviewer to select prospective teacher education candidates.



coaching sessions to career and beginning principals and (3) to offer professional development courses for career and new principals in grant writing and program assessment and evaluation for continuous school improvement.

## 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	4	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>2</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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	6
	Other		Other	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>15</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	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>4</b>

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

<b>MSA</b>	
MEAN GPA	3.83
MEAN MAT New Rubric	396
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	764
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.03
NUMBER EMPLOYED IN NC SCHOOLS	30
* 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> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration	1	20	1	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	1	2				1
G Licensure Only		1				
<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			12	3		2
G Licensure Only	2					
Comment or Explanation						