

IHE Master's of School Administration Performance Report

North Carolina Central University

2014 - 2015

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 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 MSA program provides a rigorous curriculum. 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 data driven decision making and transformational leadership.

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 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.

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.

This year the MSA program was able to take advantage of the expertise of two leadership practitioners. One retired principal, a four-time principal of the year from the Chapel Hill/Carrboro School System served as a university supervisor supporting interns during the internship and with portfolio development. An area deputy superintendent served as an adjunct professor teaching Organizational Management for the Spring 2015 semester. The insights gained, the extensive conversations, and the leadership experiences benefited both the candidates and the MSA program faculty. Through this opportune collaboration MSA candidates learned additional leadership strategies that strengthened them as instructional and transformational leaders, and as culturally responsive leaders working with diverse populations. One MSA assistant professor published a book spring 2015 entitled, *Insights: How Expert Principals Make Difficult Decisions*. This timely publication provided real world insight for the leadership role for which the MSA program prepares its candidates. The book added to the body of knowledge on school leadership and informed research, theory and practice, course relevance, and contemporary issues in leadership today. To better meet the needs of our student a request to implement the MSA program fully online was submitted to UNC-GA for approval. In preparation to for online delivery of the MSA program four core courses have been developed for online delivery and have been offered online for the last three semesters. Two of the courses have been designed using the Quality Matters Rubric and one course, *Culturally Responsive Pedagogy*, will be submitted summer 2015 to be the first course in the program to be Quality Matters Certified.

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 and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Durham, Person, Cumberland, Vance, Alamance, Chapel Hill, and Wake County Schools, Kestrel Heights Charter School</p>	<p>Quality teachers, administrators, and staff 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. Three interns were hired at schools where they did the internship.</p>	<p>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 and a practitioner visited schools and supervised interns in the field 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 action research projects to address issues in schools, professional development, extended day program at one elementary school, mentoring program for boys, and program for sustained involvement of</p>	<p>Ongoing</p>	<p>22 principal interns, 20 principals, 3 faculty members, 1 clinical faculty member, 1 adjunct</p>	<p>The university supervisors, the principals, former MSA students, 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 interns 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, strong use of social capital, and involvement with families. Schools benefitted from having aspiring school leaders to address key issues in their schools and make positive impacts on the teaching, learning, and administrative</p>

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		Hispanic/Latino families.			operations therein.
Durham Public Schools (Eastway, Parkwood, and Southwest Elementary Schools, Southern H.S., and Neal M.S. Spring Valley, RN Harris, Burton, Bethesda, and C.C. Spaulding Elementary Schools, and Hillside H.S.)	Instructional Leadership, Service Learning, Program Evaluation, and Student Achievement	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 parent workshops. The workshops helped to improve the parents' awareness of student stress management, working with students multiple intelligences, arts integration, and environmental education as a STEM related content area that closes the achievement gap for low performing students. Health fair and fresh vegetable to food deserts initiative.	October 2014 – ongoing to 2018	Two faculty members each successfully wrote 21 st Century Community Learning Centers Grants that were funded over a 4 year period 2014-2018, for a total of over \$2 million, serving over 225 students in 5 schools. One professor assisted with writing a 21 st CCLC grant that serves 4 additional schools and provides program evaluation services. One MSA student served as a site coordinator of the 21 st CCLC program at one school as part of the internship experience. Remedial and	The second round of 21st Century (CCLC) After-School Programs began in the fall of 2014. Preliminary results for the first school year of the program year showed students made significant academic gains in math, science, and literacy in part from the involvement of MSA faculty and program students. Outcomes for the MSA intern and students from in the Data Analysis and Culturally Responsive Pedagogy class included clinical experiences, and the real world application of acquired instructional leadership skills, cultural responsive activities, and knowledge from the MSA coursework assignments.

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				<p>enrichment activities were provided to the students and support was given to parents through online programs that can be accessed at home for additional practice and to help the other children in the home. One professor worked with a grant to reduce health disparities in marginalized communities organized a health fair at Durham elementary school and was instrumental in bringing a food truck to the community to provide fresh fruits and</p>	

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				vegetables to residents who may not have access otherwise.	
C. C. Spaulding Elementary School (Durham), West Cary M.S. (Wake), and SAS	Training and Professional Development in EVAAS and Data Analysis	Professional Development Training: Faculty members and MSA students visited schools and SAS for hands on experiences with data systems used to drive instruction and decision-making	Spring 2015	Mandatory for all MSA candidates taking the Data Analysis Assessment and Accountability course (16).	Expected outcomes include professional development for principal interns and MSA students as part of the their development in data-driven and data informed decision-making to guide instructional and transformational practices. Professional development opportunities for MSA candidates will position them as forward thinkers capable of leading schools in North Carolina.

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		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	
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		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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.

MSA	
MEAN GPA	N/A
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	*
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		1		
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	1	4	6	0	0	0
G Licensure Only	0	0	0	0	0	0

Part Time

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	0	1	0
G Licensure Only	2	7	1	0	0	0

Comment or Explanation

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