

2017-2018

IHE Masters of School Administration Performance Report

North Carolina Agricultural and Technical State University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of Masters 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 National Educational Leadership Preparation (NELP) standards, the Educational Leadership Constituent Council (ELCC), the National Council for the Accreditation of Teacher Education (NCATE), and the Council for the Accreditation of Educator Preparation (CAEP). The program is also aligned with the

University's and College of Education's mission to prepare 21st Century Professional Educators who understand the complex needs of a pluralistic global society.

The MSA program is grounded in the College of Education's core values of equity, assess, and advocacy. Effective school executives are reflective in their practice and committed to the issues of 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. This MSA program curriculum will enable students to construct pedagogical practices and leadership competencies needed to become culturally responsive leaders who are skilled at transforming marginalized communities.

The Master of School Administration program offers a 30 credit hour Master of School Administration degree. The Master of School Administration degree program requires 18 hours in the major (6 content courses), and 12 hours in a field-based, full-time internship.

The MSA program also includes the following track options:

- Full-time degree track
- Part-time degree track

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 dispositions 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.

Lastly, the Master of School Administration program earned the National Council for Accreditation of Teacher Education (NCATE) reaccreditation during the 2014-2015 academic year. The reaccreditation of the MSA program by NCATE recognizes the program as a high quality school leadership preparatory program for preservice school leaders.

Special Features of the Master of School Administration Program

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 of 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 College of Education’s core values throughout their internship experiences.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina FFA
Start and End Dates	3/9/2018
Priorities Identified in Collaboration with LEAs/Schools	Agricultural Leadership
Number of Participants	350
Activities and/or Programs Implemented to Address the Priorities	Career Development Event- Leadership
Summary of the Outcome of the Activities and/or Programs	Students learned about the importance of agriculture and participated in career development events.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Brooks Global Studies 4th Grade Classrooms
Start and End Dates	8/1/2017-6/19/2018
Priorities Identified in Collaboration with LEAs/Schools	Instructional Support of Teachers/Students
Number of Participants	69 4th graders
Activities and/or Programs Implemented to Address the Priorities	Field Trip Supervision, Classroom Support

Summary of the Outcome of the Activities and/or Programs	There's a greater need for the presence of higher education professionals in the P-12 setting. The students in P-12 need to see the many faces of higher education in their classrooms, hallways, cafeterias, libraries, and etc. The teachers, students, families, and others benefit from having the lens and engagement of our higher ed colleagues in the P-12 environment.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	AAUW Greensboro STEM Poster Presentations Judger
Start and End Dates	2/10/2018
Priorities Identified in Collaboration with LEAs/Schools	n/a
Number of Participants	~20
Activities and/or Programs Implemented to Address the Priorities	Judging Students' Poster Presentations
Summary of the Outcome of the Activities and/or Programs	n/a

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	Number
Male	6
Female	9
Race/Ethnicity	Number
Asian/Pacific Islander	0
African American	14
Hispanic	0
American Indian/Alaskan	0
White	1
Other	0
Comment or Explanation: These numbers include our students who applied and/or were enrolled in our MSA Educator Preparation Program during Summer 1 2017- Spring 2018. These students are currently in the pipeline as educator preparation students.	

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time

	Male		Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White	1	White	0
	Other	0	Other	0
	Total	6	Total	8
Part-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native		Am Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	0
	White		White	0
	Other		Other	0
	Total		Total	1
Licensure- Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	0
	Other		Other	0
	Total		Total	2

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Master's 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				
NC A&T State University	4	5	1	

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

Measure	Graduate
MEAN GPA	3.72
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	283.55

MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.47
NUMBER EMPLOYED IN NC SCHOOLS	15
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Time from admission into the graduate teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	4	4				
MSA License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree		1				
MSA License Only		1				
Comment or Explanation:						