

2015-2016

IHE Master's 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 Interstate School Leaders Licensure Consortium (ISLLC), 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 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. This 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 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 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.

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

The Master of School Administration (MSA) Program offers the “MSA Preeminence 2020 Leadership Speaker Series.” The MSA Preeminence Leadership Speaker Series is aligned with the A&T Preeminence 2020 Strategic Plan for the University. The Speaker Series is interdisciplinary in that faculty across specific disciplines (i.e. school counseling, curriculum and instruction, special education, behavioral and wellness) share their area of research and expertise with the MSA candidates (who are potential school leaders) in terms of how it impacts school leadership. The Speaker Series is known as one of the flagship leadership opportunities that students are able to participate in as a preservice school leader in the MSA program. The students who attend at least four Leadership Speaker Series earn certification as a MSA Preeminence 2020 Leader.

Another 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 School 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	Guilford County Schools, Winston-Salem Forsyth County Schools, and Alamance Burlington County Schools
-----------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

Priorities Identified in Collaboration with LEAs/Schools	The priorities identified for the MSA program in collaboration with LEAs/Schools are aligned with the University’s Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of thorough experiential learning experience beyond the classroom is central to the mission of the MSA program in terms of developing culturally responsive leaders. As outlined in the University’s Strategic Plan, “North Carolina A&T will develop interactive communities of learning that enhance the competitiveness of the academic experience. These communities will offer opportunities to participate in distinctive co-curricular learning activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6.)”
Activities and/or Programs Implemented to Address the Priorities	Professional Development
Start and End Dates	August 2015 – May 2016
Number of Participants	300
Summary of the Outcome of the Activities and/or Programs	MSA Interns focused on developing programs that were aligned with the school improvement plan and impacted the learning of K-12 students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Winston-Salem Forsyth County Schools, and Alamance Burlington County Schools
Priorities Identified in Collaboration with LEAs/Schools	The priorities identified for the MSA program in collaboration with LEAs/Schools are aligned with the University’s Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of thorough experiential learning experience beyond the classroom is central to the mission of the MSA program in terms of developing culturally responsive leaders. As outlined in the University’s Strategic Plan, “North Carolina A&T will develop interactive communities of learning that enhance the competitiveness of the academic experience. These communities will offer opportunities to participate in distinctive co-curricular learning activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6.)”
Activities and/or Programs Implemented to Address the Priorities	Academic Enrichment
Start and End Dates	November 2015
Number of Participants	200
Summary of the Outcome of the Activities and/or Programs	Classroom teachers at Hampton Elementary had lessons prepared for university professors to read and complete the activity.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Winston-Salem Forsyth County Schools, and Alamance Burlington County Schools

Priorities Identified in Collaboration with LEAs/Schools	The priorities identified for the MSA program in collaboration with LEAs/Schools are aligned with the University’s Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of thorough experiential learning experience beyond the classroom is central to the mission of the MSA program in terms of developing culturally responsive leaders. As outlined in the University’s Strategic Plan, “North Carolina A&T will develop interactive communities of learning that enhance the competitiveness of the academic experience. These communities will offer opportunities to participate in distinctive co-curricular learning activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6.)”
Activities and/or Programs Implemented to Address the Priorities	Proctor for 5th graders
Start and End Dates	June 1-3, 2016
Number of Participants	25
Summary of the Outcome of the Activities and/or Programs	Proctored End-of-Grade Exams for fifth grade students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools, Winston-Salem Forsyth County Schools, and Alamance Burlington County Schools
Priorities Identified in Collaboration with LEAs/Schools	The priorities identified for the MSA program in collaboration with LEAs/Schools are aligned with the University’s Strategic Plan: Preeminence 2020. More specifically, enhancing the intellectual climate of thorough experiential learning experience beyond the classroom is central to the mission of the MSA program in terms of developing culturally responsive leaders. As outlined in the University’s Strategic Plan, “North Carolina A&T will develop interactive communities of learning that enhance the competitiveness of the academic experience. These communities will offer opportunities to participate in distinctive co-curricular learning activities. Expansive strategic partnerships with external stakeholders in a discovery-driven academic environment will build sustainability across the learning community (p.6.)”
Activities and/or Programs Implemented to Address the Priorities	Recruitment
Start and End Dates	December 13 – 14 , 2015
Number of Participants	100
Summary of the Outcome of the Activities and/or Programs	Parents, teachers, and students were introduced to the School of Education programs, including teacher education and School Administration

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other	0	Other	1
	Total	4	Total	7
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
Part-Time				
	Male		Female	
Graduate	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
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	0
	Other		Other	2
	Total	3	Total	11

B. 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		2	6	2

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

MSA	
MEAN GPA	3.76
MEAN MAT Electronic Rubric	*
MEAN MAT Written	N/A
MEAN GRE Electronic	311
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.46
NUMBER EMPLOYED IN NC SCHOOLS	25
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Time from admission into the School Administration program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	2					
G License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
G License Only	7					1
Comment or Explanation:						