

2015-2016

IHE Masters of School Administration Performance Report

Barton College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Masters of School Administration Program

Master of School Administration

The Barton College School of Education was approved by the North Carolina State Board of Education in January of 2014 to initiate a Master of School Administration program with preparation for a principal's license. The North Carolina Standards for School Administrators were used as the basis for developing this new program, and the course work, research, and projects were designed to accomplish these standards. This program is further supported by the Barton School of Education's conceptual framework of "The Evolving Professional Teacher".

The first cohort of students began in the fall of 2014, with most of the cohort members completing the program in the spring of 2016. The Master of School Administration program seeks to develop school executives who are able to diagnose the needs of the school and to work collaboratively with stakeholders to design and implement plans to meet those needs.

Special Features of the Masters of School Administration Program

We have designed the Barton College MSA program in ways that allow us to remain committed to the four components of our conceptual framework while incorporating 21st century knowledge and skills, and reflecting the guidelines from the NC State Board of Education. The four components of the Barton College Teacher Education Conceptual Framework, the Evolving Professional Teaching, are the following: knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills. The program is also designed around the North Carolina Standards for School Executives. Programmatic courses are all required courses and are comprehensive in nature, involving all seven standards wherever practical. However, each course aligns most closely with one of the NC Standards for School Executives.

The MSA program follows the cohort model developed for the current Barton College M.Ed. program. It is a two-year program with courses offered as a combination of on-campus and online courses. Candidates complete 39 credit hours, which includes examination of current research, directed activities, discussion, and reflection. Candidates are required to complete a 2-semester, six credit hour internship in a school setting under the supervision of an experienced school principal. The Barton College Director of the MSA program supervises the intern experience. Candidates are required to complete an action research project selected and planned collaboratively by the candidate and the school supervisor. Candidates will also submit electronic evidences, which are evaluated by Barton College faculty, using appropriate rubrics.

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	Wilson County Public Schools, Wake County Public Schools, Eastern North Carolina School for the Deaf, Johnston County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Identifying ways that Barton College can help provide for needs in public schools
Activities and/or Programs Implemented to Address the Priorities	Representatives from these school systems met with the Director of the MSA program and two Barton College faculty members who teach in this program to identify needs of the schools and ways that Barton College graduate programs might help to provide for those needs.
Start and End Dates	Spring semester 2016
Number of Participants	Six
Summary of the Outcome of the Activities and/or Programs	The public school representatives wanted to ensure that future principals are ready to help teachers in the area of special education. The MSA candidates will receive some focused instruction on working with special education students, especially those who are on the Autism Spectrum. As a result of the suggestions of this group, Barton College will begin offering an undergraduate program in Special Education: Adapted Curriculum, and Barton College is planning to offer a non-licensure option of 3 or 4 master's level courses specifically related to working with students who are identified as having disabilities on the Autism Spectrum. Candidates in the MSA program will be encouraged to take one or more of these courses, in addition to the MSA program, to increase their effectiveness as leaders of the schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Elizabeth City - Pasquotank County Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Providing leadership for schools - The administration in this system was especially looking for ways to prepare teachers to work with Academically and Intellectually Gifted "AIG" students and to prepare teachers who would serve as leaders in this field.
Activities and/or Programs Implemented to Address the Priorities	Elizabeth City - Pasquotank County Public Schools and Barton College worked with other school districts in the northeast part of the state to prepare a cohort of teachers in AIG Education. Teachers from Elizabeth City - Pasquotank County Public Schools, Perquimans County Schools, Gates County Schools, and Dare County Schools were part of the first cohort who completed the add-on licensure offered through Barton College. The teachers completed the program in December 2015. The administrators of the school systems were pleased with the program and created a second cohort, which started the coursework in January 2016.
Start and End Dates	August 2015 - July 2016 (and ongoing)

Number of Participants	Fourteen teachers participated in this first cohort, and 12 of those teachers earned add-on AIG licensure in December 2015. A second cohort of 11 teachers from these systems began the program in January 2016. A full-time faculty member and an adjunct faculty member from Barton College taught the courses in Elizabeth City. The Director of the MSA program at Barton College oversaw the program and worked with a liaison jointly supported by Barton College and Elizabeth City - Pasquotank County Public Schools to oversee the implementation of the program.
Summary of the Outcome of the Activities and/or Programs	Teachers were prepared to work with AIG students and to become leaders in the AIG programs in this system. Teachers benefitted from this opportunity provided in the northeastern part of the state. Administrators were pleased with what the teachers were implementing in their classrooms and with the leadership skills they gained through this program.

II. CHARACTERISTICS OF STUDENTS

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

	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	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	3	Total	13
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	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	0
	Total		Total	1

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		8		1

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

MSA	
MEAN GPA	3.11
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.75
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:	

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						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree		8				
Comment or Explanation: Members of our first cohort of students completed the MSA program in spring 2016. There are 3 additional students in the program who have elected to take the program at a slower pace.						