

2016-2017

# **IHE Masters of School Administration Performance Report**

## **Barton College**

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## **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

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completing the program in the spring of 2016. A second cohort completed the program in May 2017, and a third cohort began the program in the fall 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 21<sup>st</sup> 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 some courses offered in a hybrid format (in a combination of online and face-to-face delivery), and some courses offered in an online format. Candidates complete 39 credit hours, which includes examination of current research, directed activities, discussion, and reflection. Candidates are required to complete a two-semester, six credit hour internship in a school setting under the supervision of an experienced school principal and a supervisor from the Barton College MSA program. The Barton College Coordinator of the MSA program oversees 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.

In 2016-2017, we created a partnership with the Wilson County Schools (WCS), called the Aspiring Administrators program. The WCS selects teachers in their system who show promise

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as future administrators and encourage them to pursue the MSA degree through Barton College. The first cohort began this year, with ten WCS teachers enrolling in the MSA program through the Aspiring Administrators program. The WCS senior level administrators, including the Superintendent and the Chief Operations Officer, meet with the program participants, in addition to their Barton College class sessions, to provide additional mentoring of these pre-service principal candidates. The WCS administration has also made a commitment to these candidates to continue to provide mentoring to them after they complete the MSA program and begin the next phases of their careers. Appropriately credentialed administrators in WCS sometimes serve as adjunct faculty members in the Barton College MSA program, thus providing additional connections between theory and practice for the pre-service principal candidates. This program is beneficial to all candidates in the Barton College MSA program because the WCS administration provides valuable feedback to the leaders of the Barton College MSA program, resulting in continual improvement for this program.

## **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
Start and End Dates	Spring semester 2017
Priorities Identified in Collaboration with LEAs/Schools	Identifying ways that Barton College can help provide for needs in public schools
Number of Participants	Six
Activities and/or Programs Implemented to Address the Priorities	Representatives from these school systems met with 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.

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 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	Wilson County Schools
Start and End Dates	August 2016 - May 2017
Priorities Identified in Collaboration with LEAs/Schools	The Wilson County Schools wanted to partner with Barton College to provide future administrators who are specifically prepared to meet identified needs within their system as well as to meet the general needs of school administrators in any system.
Number of Participants	Barton College's Dean of the School of Education, Provost and Vice President of Academic Affairs and President of Barton College; Superintendent of Wilson County Schools, Chief Operations Officer of Wilson County Schools, and 10 teachers in the Wilson County Schools participating in the first cohort of the Aspiring Administrators partnership between Barton College and Wilson County Schools
Activities and/or Programs Implemented to Address the Priorities	Barton College and Wilson County Schools (WCS) created a partnership program called the Aspiring Administrators Program. The WCS teachers participating in this program seek the MSA degree at Barton College for a discounted rate. The WCS administrative team meets with the participants to provide additional guidance. They also provide feedback to the Barton College MSA program to further strengthen the program. Qualified administrators in WCS also serve as adjunct faculty in the MSA program.
Summary of the Outcome of the Activities and/or Programs	The WCS administrators are pleased with the progress of the teachers in the program, and the Barton College MSA program is strengthened by the input from the WCS administrative team. The first cohort began in the spring of 2017. A new cohort is being recruited for 2017-2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Elizabeth City - Pasquotank County Public Schools
Start and End Dates	August 2015 - July 2016 (and ongoing)
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.

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.
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.
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.

Part-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	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	5	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	1
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	0
	Total		Total	3

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**B. Program Completers (reported by IHE).**

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
School Administration		5		

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

MSA	
MEAN GPA	3.23
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.48
NUMBER EMPLOYED IN NC SCHOOLS	20
* 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	0	4	0	1	0	0
Comment or Explanation:						