

2017-2018

# **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, a third cohort began the program in the fall of 2016, and a fourth cohort began the program in the fall of 2017. 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 in 2016-2017, 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 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. In May of 2018, five candidates completed the MSA program or the principal administration add-on licensure through the Aspiring Administrators program. There are eight additional candidates who are enrolled in 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 Schools
Start and End Dates	2016 - present

Priorities Identified in Collaboration with LEAs/Schools	Provide a route to Administrative licensure that encompasses the four components of the Barton College Teacher Educational Conceptual framework which are: knowledge of content, pedagogical skills, cultural responsiveness, and leadership skills as well as reflecting the guidelines of the NC Board of Education and aligned to the NC Standards for School Executives, to select teachers in the Wilson County School's (WCS) Aspiring Administrators Program. These select teachers can earn their MSA degree or Administrators add-on license from Barton College which includes intensive internship in a Wilson County school as well as completion of an action research project designed to improve WCS. WCS has made a commitment to these select teachers and to Barton to provide mentoring to the candidates after receiving their Administrator's licenses as well as provide valuable feedback to Barton College resulting in continual improvement in the MSA and Administrators Add-on Licensure program
Number of Participants	The first year of this collaborative effort was 2016-2017. In the first group of candidates, there were 5 who completed their requirements as part of the Aspiring Administrator's Program and graduated with their MSA or Administrator's license in May of 2018. Eight additional candidates are currently enrolled in the Aspiring Administrator's Program who are working on the completion of the MSA degree or the requirements for Administrator's licensure at Barton College. Another cohort of candidates is expected to enroll in August 2018.
Activities and/or Programs Implemented to Address the Priorities	There are three activities that address the priorities of this collaborative effort. The first is the fact that Barton College provides a significant tuition reduction for Wilson County Schools' teachers in this program. The second is an action research project conducted by the candidates during the two semester internship. This action research is school and issue specific designed to improve one component of a specific school. WCS administrators have input on the topics that are explored and addressed, and the results are used by the schools. The third main activity was the continuous mentoring provided by WCS and Barton College to these candidates.
Summary of the Outcome of the Activities and/or Programs	The results of the action research projects for the 2018 candidates who successfully completed the program were positive. Interns projects included: refining and improving the Mentor program at a middle school, improving PBIS program at a high school and a middle school and reducing the number of student suspensions, implementation of MTSS at an elementary school, the development of a remediation program conducted during the school day and the design and implementation of a data tracking program to assist teachers in organizing and utilizing of formative assessment data. These candidates also participated in mentoring workshops provided by WCS monthly. The candidates who graduated in May of 2017 are interviewing this summer for Assistant Principal positions and will continue to receive ongoing support as they enter administrative positions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools, Lenoir County Public Schools, Wayne County Public Schools

Start and End Dates	Ongoing communication in 2017-2018 academic years
Priorities Identified in Collaboration with LEAs/Schools	Identifying ways that Barton College can help provide for needs in public schools
Number of Participants	Dean and MSA Coordinator at Barton College, 3 administrators and 2 instructional coaches from Wilson County Schools, 2 administrators from Lenoir County Public Schools, and 2 administrators from Wayne County Public Schools
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 dean and the MSA Coordinator from Barton College participated in meetings with the administrators in these three area public schools to learn of the needs of teachers and administrators in these systems and to ensure that the MSA program at Barton College is helping to meet their needs. We also discussed ways to support their lateral-entry teachers in elementary education settings. Barton College used the results of the meetings and ongoing conversations to strengthen our MSA and lateral-entry programs.

## 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	3
Female	3
Race/Ethnicity	Number
Asian/Pacific Islander	0
African American	2
Hispanic	0
American Indian/Alaskan	0
White	4
Other	0

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

Part-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	2	Black, Not Hispanic Origin	6

	Hispanic	0	Hispanic	0
	White	1	White	5
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>11</b>
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White	1	White	3
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>4</b>

**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	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Barton College	2	2		3

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

Measure	Graduate
MEAN GPA	3.18
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	11.70
NUMBER EMPLOYED IN NC SCHOOLS	19
* 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						
MSA License Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA Degree		3	1			
MSA License Only	1	2				
Comment or Explanation: Due to the lack of opportunity to receive additional pay for the master's degree in Elementary Education, we do not have any students enrolled in the M.Ed. Program in Elementary Education.						