

2016-2017

IHE Master's of School Administration Performance Report

Elizabeth City State University



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master's of School Administration Program

The Master of School Administration Program (MSA) at Elizabeth City State University is a 36-42 semester hour program that combines graduate classroom preparation with field-based practicum experiences to provide candidates with the knowledge, skills, and dispositions to assist them in becoming 21st Century Professional Educators who are highly qualified executive school leaders. The program provides two options: full-time, or part-time. Through problem based learning experiences and an intensive internship that has been embedded throughout the curriculum, candidates are given opportunities to develop and use the required standard-based skills for successful school leadership. Working collaboratively with school districts, the

candidates and faculty in the MSA program create and facilitate opportunities for candidate learning that responds to his/her strengths, challenges, and experiences in preparing to become a prospective school administrator. Elizabeth City State University's MSA program uses a modified version of the North Carolina Standards of School Executives as a pre/post assessment for aspiring candidates. In addition, all candidates are required to successfully complete an Electronic Portfolio comprised of six evidences demonstrating proficiency in the seven standards that were required by North Carolina School Executives. Beginning in spring 2015, Academic Achievement Leadership (the new 8th standard) has also been emphasized.

Special Features of the Masters of School Administration Program

The Department of Education, Psychology, and Health has responded to the needs of its' service area by developing a program to prepare school leaders. It has a focus of helping school leaders meet local, state, and national expectations by transforming the way in which students are educated for this global society. A special feature of the MSA program is the on-the-job learning which launches teaching and learning at the core of the internship experience. Candidates begin the internship by engaging in a standards-based self-assessment that is used in the formulation of the internship development plan. Many candidates participate in the Northeastern North Carolina School Leadership Project (NNCSLP). This federally funded program supports individuals employed in participating school districts (in northeastern NC) to become assistant principals and principals. Each candidate is assigned a mentor, and a university supervisor. Mentors and university supervisors visit all participants' respective schools, and provide ideas and suggestions for improvement/success. Mentors and university supervisors remain available after candidates assume administrative positions for 3 years.

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	Warren, Weldon City, Northampton, Edgecombe, Bertie, Washington, Edenton-Camden, Chowan, Currituck Perquimans, Pasquotank, Edenton/Chowan, Dare, Gates, Washington, Martin, Nash/Rocky Mount, Tyrell, Bertie, Hertford, Halifax
Priorities Identified in Collaboration with LEAs/Schools	Support students in the classroom through feedback and discussion. Students implement activities and projects based on theory.
Activities and/or Programs Implemented to Address the Priorities	Participants implement activities based on required coursework in the areas of Math, Language Arts, Science and Social Studies.
Start and End Dates	Ongoing
Number of Participants	6
Summary of the Outcome of the Activities and/or Programs	Six students were visited. The professor visits schools to see the implementation of projects and activities.

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	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	4	Total	11
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

B. Program Completers (reported by IHE).

Program Area	Masters Degree	Graduate Licensure
--------------	----------------	--------------------

			Only	
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		5		

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

MSA	
MEAN GPA	3.48
MEAN MAT Electronic Rubric	*
MEAN MAT Written	.
MEAN GRE Electronic	*
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.07
NUMBER EMPLOYED IN NC SCHOOLS	12
* 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	7	1	0	1	0	0
Comment or Explanation:						