

# 2020-2021

## EPP Master's of School Administration

Barton College

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### North Carolina Department of **PUBLIC INSTRUCTION**

#### **Overview of Master's of School Administration Program**

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. A new cohort has been added each year since this time with the sixth cohort completing the program in May 2021. 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 Characteristics of Master's of School Administration Program**

We 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 a cohort model, but it allows for flexibility for students who are not able to complete the program on their original schedule. It is a two-year program with all courses offered online (in a combination of synchronous and asynchronous delivery.) Candidates complete 39 credit hours, which includes examination of current research, directed activities, discussion, and reflection, and a six-credit hour internship, completed over two semesters, 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 two-semester long intern experience. Candidates are required to complete an action research project, associated with the internship, and selected and planned collaboratively by the candidate, the school supervisor, and the Barton College internship 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 as future administrators and encourage them to pursue the MSA degree through Barton College, and the college provides a significant reduction in tuition costs for these future administrators. 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.

## **I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

LEAs/Schools with whom the EPP 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	8
Activities and/or Programs Implemented to Address 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. The third main activity is the continuous mentoring provided by WCS to these candidates.
Summary of the Outcome of the Activities and/or Programs	Individual research projects that directly benefitted the individual school and WCS

	included but were not limited to the creation of a STEM classroom at an elementary school, creation and implementation of a behavior support program at a high school, analysis of student success during the pandemic, development of remediation program during Covid for an elementary school and a mentor program for the county’s alternative school. In addition, of the 8 participants, four have already been hired as assistant principals in the county.
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**II. CHARACTERISTICS OF STUDENTS**

**A. Number of Students Who Applied to the Educator Prep Program**

Gender	Number
Male	7
Female	30
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>37</b>
Race/Ethnicity	Number
African-American	15
Am. Indian/ Alaskan Native	0
Asian	1
Hispanic/Latino	2
Native Hawaiian/ Pacific Islander	0
White	19
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>37</b>

**B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.**

Full-Time			
	Male	Female	Not Identified as Male or Female

<b>MSA</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure- Only</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Not Identified as Male or Female</b>	
<b>MSA</b>	African-American	2	African-American	11	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	3	White	9	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>0</b>
<b>Licensure- Only</b>	African- American	0	African- American	2	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	2	White	5	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by the EPP)**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>				
Barton College	0	11	0	6
<b>Comment(s):</b>				

**D. Quality of Students Admitted to Program During Report Year**

<b>Measure</b>	<b>Master's</b>
MEAN GPA	3.38
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.35
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	36
N/A - Data Not Available * - Less than five scores reported	
<b>Comment(s):</b>	