

2020-2021

EPP Master's of School Administration

UNC-Greensboro



North Carolina Department of PUBLIC INSTRUCTION

Overview of Master's of School Administration Program

The Department of Educational Leadership and Cultural Foundations (ELC) is responsive to the statewide need for administrators and is committed to providing programs that are both easily accessible and appropriate for 21st century students and schools. To that end, the department is actively engaged in the field, interacting with both teachers and administrators to assess needs for revision of programs and delivery options. The program underwent a major review and re-visioning, delivering their new program proposal for the MSA program to the State Department of Instruction in spring 2017. Program review and improvement are continuous. Presently, the department offers a Master of School Administration and one Post-Master's Certificate in School Administration as well as Educational Specialist and Doctoral Programs in School Leadership.

The department faculty also provide a wide variety of professional development activities, including formal partnerships and as-needed presentations that support principals. In years 2015-17, workshops and presentations focused largely on traditional concerns for administrators, such as their own leadership knowledge and skills and building leadership capacity among their faculty and staff members. However, ELC faculty also recognized the relationships among leadership and the 21st century realities of schools and students. To address these realities, the faculty provided extended and short term coaching and professional development about inclusive practice, legal issues related to students with exceptional needs, integration and use of technology, and other topics. In addition, the faculty was actively engaged in the field, providing coaching and other support. While faculty members focus on providing coursework,

professional development and support for administrators, they have also provided workshops for teachers in partner districts and in school districts in other states.

Special Characteristics of Master's of School Administration Program

A central feature of the MSA program is the integration of intellectual, social, and reflective inquiry to prepare school leaders who work toward a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation. Candidates' hallmark projects help achieve this macro objective. The faculty continues to develop online/distance education components for a number of courses to add to the department's menu of online options.

Requirements for the MSA program, including internships, are aligned with the standards of the Educational Leadership Constituent Council (ELCC) and the North Carolina School Executive Standards.

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	Guilford County Schools - The Experiential School of Greensboro
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	To establish and sustain a new family and community engagement model
Number of Participants	1 Educational Professional and 10 Students
Activities and/or Programs Implemented to Address Priorities	To provide technical assistance to the school's newly established family group

Summary of the Outcome of the Activities and/or Programs	Establishment of a new family and community group.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Guilford County Schools - Smith High School
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	Provide mentoring to African American male students
Number of Participants	1 Teacher and 1 Student
Activities and/or Programs Implemented to Address Priorities	To mentor one student in the program each year
Summary of the Outcome of the Activities and/or Programs	Development of a positive relationship with a new student
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Several NC School Systems
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	To help school systems develop methods for attaining their goals
Number of Participants	Not available
Activities and/or Programs Implemented to Address Priorities	Collaborated with several school systems to teach them goal attainment methods
Summary of the Outcome of the Activities and/or Programs	Ongoing
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Rockingham County Schools - Moss Street Partnership School

Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	To operate a laboratory school as described in the North Carolina State Statute. To increase student performance; advance pre-service educator preparation; prepare practicing educators to work more effectively in high needs schools; to conduct research and development activities that investigate school improvement in high needs schools
Number of Participants	40 Professional Educators and Approximately 400 Students
Activities and/or Programs Implemented to Address Priorities	Moss Street Partnership School serves approximately 400 students in grades K-5. As a laboratory school, its purposes are: 1) to improve learning opportunities for students in low performing schools; 2) to prepare pre-service and in-service teachers to work in low-performing schools; 3) to develop, adopt, and implement innovative approaches to learning and teaching in low performing schools; and 4) to conduct research and development activities that improve learning opportunities for low-performing students.
Summary of the Outcome of the Activities and/or Programs	Moss Street Partnership is in its third year of service serving approximately 400 students who come from areas of Rockingham County that are heavily impacted by poverty. No standardized student performance data are available because of the impact of COVID-19 and the necessity of remote learning over the past year. Approximately 87% of students participate in remote learning daily. 100% of teachers have been engaged in intensive professional learning regarding the implementation of remote learning.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston-Salem Forsyth County Schools

Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development for Assistant Principals
Number of Participants	15 Assistant Principals
Activities and/or Programs Implemented to Address Priorities	Presented a professional development workshop to an Assistant Principal Leadership Academy in Winston-Salem Forsyth County Schools
Summary of the Outcome of the Activities and/or Programs	Assistant Principals completed the workshop
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Guilford County Schools - Grimsley High School
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	Volunteer with student extracurricular activities in Grimsley High School to develop relationships with students and teachers.
Number of Participants	Approximately 5 Teachers and Approximately 50 Students
Activities and/or Programs Implemented to Address Priorities	Volunteered in different roles for the Men's and Women's soccer teams
Summary of the Outcome of the Activities and/or Programs	Worked with the Women's and Men's soccer teams
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina Public Schools
Start and End Dates	2020-2021

Priorities identified in Collaboration with LEAs/Schools	Provide professional development opportunities to every county and every NC school district
Number of Participants	Not Available
Activities and/or Programs Implemented to Address Priorities	Serve as a trustee for the North Carolina Center for the Advancement of Teaching organization which provides professional development to every county and every NC school district
Summary of the Outcome of the Activities and/or Programs	94% of participants self-reported that NCCAT programs had a direct impact on classroom practice.78% of principals reported observed improvement upon return from NCCAT.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	PPEERS Regional District Network (Piedmont Triad Schools)
Start and End Dates	2020-2021
Priorities identified in Collaboration with LEAs/Schools	Provided an enrichment module on school budgeting and accounting
Number of Participants	22 Professional Educators
Activities and/or Programs Implemented to Address Priorities	Educators attended an enrichment module on school accounting and budgeting in public schools.
Summary of the Outcome of the Activities and/or Programs	District and school personnel from five districts participated in the modules.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	25
Female	72
Gender Neutral	0
Gender Not Provided	0
Total	97
Race/Ethnicity	Number
African-American	31
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	3
Native Hawaiian/ Pacific Islander	1
White	58
Two or More Races	2
Race Not Provided	2
Total	97

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

Full-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African-American	1	African-American	8	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	6	White	11	White	0
	Two or More Races	3	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	10	Total	20	Total	0

Licensure-Only	African-American	1	African-American	2	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	1	White	3	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
	Total	2	Total	5	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African-American	0	African-American	3	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	3	White	4	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
	Total	3	Total	7	Total	0
Licensure-Only	African-American	4	African-American	21	African-American	0
	Am. Indian/ Alaskan Native	1	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	1	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	3	White	37	White	0
	Two or More Races	1	Two or More Races	2	Two or More Races	0
	Not Provided	2	Not Provided	1	Not Provided	0
	Total	12	Total	61	Total	0

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

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.				
UNC-Greensboro	1	5	4	19
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.61
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	296.00
MEAN GRE Written	879.17
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.50
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	103
N/A - Data Not Available * - Less than five scores reported	

Comment(s):