

2020-2021

EPP Master's of School Administration

UNC-Pembroke



North Carolina Department of PUBLIC INSTRUCTION

Overview of Master's of School Administration Program

The MSA program at UNCP is housed in the School of Education and partners with the Graduate School to deliver the program. The performance indicators of the North Carolina Standards for School Executives enhanced by evidence-based leadership competencies provide overarching guidance for two pathways: 1) the MSA degree and 2) the “add-on” NC principal license. Students seeking degree must complete 36 -semester hours, including a year-long internship. The “add-on” option consists of 24-semester hours and the internship. .

The MSA program prepares students to meet the licensure requirements for the School Administrator Level I. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis. Courses are offered in both face-to-face and online/hybrid sections. Classes are conducted both on- and off-campus sites, primarily at regional community colleges.

A cohort model is being used with our School Administration program in collaboration with the Sandhills RESA School Leadership program and some off-campus locations to retain students and provide a more cohesive, effective model of learning.

The primary instructional approaches reflect a constructivist model, thus requiring extensive reflection and self-discovery of leadership dispositions and attributes. Internship activities requiring students to shadow experienced school administrators are pivotal in the leadership development of candidates. Other teaching methodologies include analyzing case studies, engaging in virtual project-based learning, deliberating on and solving leadership simulations and presenting student-led projects.

Special Characteristics of Master's of School Administration Program

MSA candidates reflect the diversity of southeastern NC and contribute to the pool of minorities and women who become school leaders. Admission to the MSA program is a selective process, reflecting rigorous entrance requirements. Students entering either the degree or add-on licensure program must have completed four years of teaching experience. In addition, students must have a 3.0 undergraduate GPA and provide outstanding letters of recommendation from practicing school administrators. After an initial screening, eligible candidates are interviewed and required to provide a writing sample. For both the degree and the "add-on" license, candidates receive a plan of study after careful review of their credentials. Candidates develop an extensive reflective portfolio to demonstrate knowledge, skills and dispositions for effective school leadership.

The MSA program collects, evaluates, and analyzes program data using Taskstream, a web-based performance assessment and electronic portfolio system. MSA candidates can maintain their administrative internship portfolio in an electronic format. All critical assignments in MSA courses are uploaded to the electronic portfolio. A pre- and post-self-evaluation was established in Taskstream for use in the year-long internship to assess areas of strength and areas for professional growth. As a requirement for licensure, candidates must complete six evidences aligned to the NC Standards for School Executives. The evidences are introduced and completed in the following courses: 1) EDNL 5030/Engaging Families, Schools, and Communities, 2) EDNL 5800/ Supervision and Instructional Leadership, 3) EDNL/5850: Curriculum Leadership, 4) EDNL 5880/School Improvement and Organizational Change, 5) EDNL 5860/Legal Aspects of Educational Leadership, and 6) EDNL 5730/School-based Management. Evidence preparation hones the candidate's skills and lends practicality to theories of school leadership.

At program exit, candidates must pass an intensive oral examination administered by faculty. While completing the program, many candidates are appointed to administrative roles, typically including assistant principal and central office positions. The MSA program conducts an annual survey to assess candidate needs; results are used to make continuous program improvements. Examples include revisions to program curriculum and course schedules. The program is strengthened by bringing in guest speakers, who are recognized school executives. For example, the NC Principal of the Year engages annually with the candidates, and senior-level professionals from the Department of Public Instruction share their expertise in areas such as school finance, special education, testing and accountability, educator effectiveness, and school law.

The MSA program continues to partner with the Sandhills Regional Educational Consortium (SREC) on a grant funded by the State Education Assistance Authority and the North Carolina Principals and Assistant Principals' Association (NCPA). Titled "Triple P," this grant provides high-quality principal preparation for a 13-county service area in southeastern North Carolina. Since 2017, the grant has resulted in approximately 60 prospective principals in the UNCP TP3 pathway with 50 completing the program as of May 2021 and entering the rural pipeline, with nearly 61.5 percent now employed as assistant principals or principals. The remaining 10 aspiring principals noted in the previous sentence will complete the MSA program in May 2022 and then be available for placement. The Sandhills TP3 grant covers student tuition, fees and books, as well as complete salary and all benefits (FICA/retirement/health insurance) during a full-time, 10-month internship which takes place during the second year of the two-year program.

A second special initiative, First Americans in Educational Leadership (FAEL), seeks to prepare talented American Indians for school leadership positions in three school districts (Scotland, Robeson, and Hoke). FAEL is in its third year of implementation. The grant supports both professional development opportunities for students, as well as the costs for tuition, books, technology, and other financial needs.

Re-authorized by the State Board of Education in 2016, the MSA program is designed to align with the economic and educational challenges affecting rural, southeastern North Carolina.

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	Public Schools of Robeson County
Start and End Dates	7/21/2020 to 7/22/2020
Priorities identified in Collaboration with LEAs/Schools	School Administrator Development
Number of Participants	25

Activities and/or Programs Implemented to Address Priorities	Professional Development
Summary of the Outcome of the Activities and/or Programs	Researched, developed, and presented a grant-supported online professional development session on Child and Adolescent Mental Health in Schools and Needs Assessment and Program Evaluation to elementary/middle school principals
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County: Jack Britt High School, Wayne B. Collier Elementary School Robeson County: Magnolia Middle, Townsend Middle, Pembroke Middle Richmond County: Richmond Senior High School
Start and End Dates	9/14/2020 to 9/28/2020
Priorities identified in Collaboration with LEAs/Schools	North Carolina School Executive Standards
Number of Participants	12
Activities and/or Programs Implemented to Address Priorities	Provided guidance on aligning the standards to school-based leadership responsibilities.
Summary of the Outcome of the Activities and/or Programs	The sessions enlightened the administrators of the expectations of the MSA internship and the quality of the work required for licensure. The 90-minute sessions allowed ample time to raise questions, clarify SBE licensure requirements for principals, and problem-solve challenges.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Robeson County/St. Paul's Elementary School
Start and End Dates	4/12/2021 to 4/12/2021
Priorities identified in Collaboration with LEAs/Schools	Community Improvement
Number of Participants	12

Activities and/or Programs Implemented to Address Priorities	Support for community improvement project
Summary of the Outcome of the Activities and/or Programs	Support for community improvement project
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Robeson County: Office of Exceptional Children Programs
Start and End Dates	11/1/2020 to 3/30/2021
Priorities identified in Collaboration with LEAs/Schools	School Improvement
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Monthly meetings
Summary of the Outcome of the Activities and/or Programs	Served on a state-level team designed to provide support to and oversight of the PSRC EC Program. The goal is to help the director and staff resolve a host of non-compliance issues. During monthly meetings, the team received thorough updates regarding the school district's efforts to resolve issues affecting services to children, and the release of federal dollars to operate the program. Offered recommendations on ways to strengthen general education (core curriculum).
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Moore County Schools
Start and End Dates	6/12/2021 to 6/12/2021
Priorities identified in Collaboration with LEAs/Schools	School Improvement
Number of Participants	30
Activities and/or Programs Implemented to Address Priorities	Technical support during meeting

Summary of the Outcome of the Activities and/or Programs	Faculty answered questions about the NC revised social studies standards, which the State Board of Education adopted several months ago. Will observe the Moore County instructional leaders present the local implementation plan for the standards and answer any questions that pertain to the State Board of Education approval of the classroom resources. Will respond to technical questions about standards writing, which is an area of my teaching in the MSA Program
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Robeson County
Start and End Dates	9/1/2020 to 9/30/2020
Priorities identified in Collaboration with LEAs/Schools	College and Career Readiness: STEM Careers for American Indian Students
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Presentation for St. Pauls NASA Club members during American Indian Heritage Month with a Focus on preparation for Higher Education and STEM Careers for American Indian Students
Summary of the Outcome of the Activities and/or Programs	American Indian High School Students enrolled in the NASA Club learned of my personal journey through college and my career as an American Indian. Participants learned the importance of having a thorough understanding of STEM in educational settings and taking advantage of opportunities while in high school that can help shape their future. Participants were exposed to STEM Careers, Occupational Outlook in STEM fields, certification opportunities, and High School and College Pathways to better prepare for college and careers in high-demand STEM Fields. Opportunities were discussed and provided such as Career and College Promise courses (articulation courses), UNCP Programs such as Project 3C's, School of Education Programs, and the Engineering Dual Degree (3+2) Program at UNCP and NCSU.

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County; Hoke County; Public Schools of Robeson County; Scotland County
Start and End Dates	8/1/2020 to 4/30/2021
Priorities identified in Collaboration with LEAs/Schools	FAEL Professional Development to Program Participants and Mentors: Coordinated and provided professional development sessions utilizing a Transformative School Leader's framework including research-based improvement science principles for capacity-building for continuous improvement, Instructional Leadership, STEM education and the STEM Community Engagement Process, and NC Laws and Policies. Coordinated and provided job placement assistance to ensure high-quality school leadership from the very first day as an administrator.
Number of Participants	25
Activities and/or Programs Implemented to Address Priorities	<p>FAEL Professional Development Sessions</p> <p>August 27, 2020 Topic: Instructional Technology/Canvas Training</p> <p>September 24, 2020 Topic: What's Culture Got to Do with Educating During a Pandemic?: Teaching and Learning from a Place Called Home"</p> <p>October 15, 2020: Topic: Culturally Responsive STEAM Education</p> <p>December 10, 2020: Topic: Part I-Resume and Interview Prep</p> <p>January 28, 2021: Topic: STEAM in Practice: Lesson Plan Transformation</p> <p>February 25, 2021: Topic: Part II-Resume and Interview Prep</p>

	<p>March 25, 2021: Topic: Education for All: NC DPI EC Law and Policies</p> <p>April 15, 2021: Topic: SEL in Today's Schools</p>
Summary of the Outcome of the Activities and/or Programs	<p>(8/27/2020) Participants gained a greater understanding of Canvas as a virtual educational tool, ways to increase engagement using Canvas, and understood how to layout a Canvas course to ensure clarity and direction for students.</p> <p>(9/24/2020) Participants gained a greater understanding of ways in which to engage in more culturally responsive teaching practices during a time of crisis and how school leaders can support teachers in engaging in this work.</p> <p>(10/15/20-Part I and 1/28/21-Part II) Participants learned how to make curriculum standards applicable to real-world experiences/scenarios (student engagement) and were provided with resources to help tailor instruction to a differentiated format (modalities, CRT, STEAM, PBL's).</p> <p>(12/10/2020-Part I and 2/25/2021-Part II) Participants learned appropriate resume formatting, gained an understanding of the interview procedures, and how to adequately highlight their skills in both a resume and during the interview process.</p> <p>(3/25/2021): Participants gained a greater understanding North Carolina laws and policies related to special education.</p> <p>(4/15/2021): Participants were exposed to the School Counselor's Program to gain a greater understanding of the principal/school counselor partnership. Participants gained a foundational understanding of the implementation of a school wide SEL program</p>

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County; Hoke County; Public Schools of Robeson County; Scotland County
Start and End Dates	9/1/2020 to 5/30/2021
Priorities identified in Collaboration with LEAs/Schools	Cohort II Transformative Leadership Academy and 30-60-90 Day Coaching
Number of Participants	18
Activities and/or Programs Implemented to Address Priorities	Cohort II participants along with pre-service mentors participated in a three-day Transformative Leadership Academy in September. Participants addressed effective leadership strategies, change management, STEM leadership skills, and culminated their experience by prototyping a plan to address a problem in their school using the Plan, Do, Study, Act (PDSA) model. Participants along with their mentors received virtual coaching every 30 days to assist with the implementation of their STEM Plan, Do, Study, Act (PDSA). Along with the Project Director, Project Coordinator, and imaginED partner representatives, participants shared progress updates, setbacks, and lessons learned as they enacted change within their schools every 30 days.
Summary of the Outcome of the Activities and/or Programs	Program participants implemented various types of STEM projects in their respective educational settings throughout the 2020-2021 Academic Year to include the process of planning and organizing family and community engagement sessions, instructional technology application sessions with colleagues and peers, Multi-tiered Systems of Support, and STEM enrichment/engagement activities for students and families. On May 13, 2021, program participants presented their projects along with continuation plans for the next academic school year.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	2
Female	21
Gender Neutral	0
Gender Not Provided	0
Total	23
Race/Ethnicity	Number
African-American	5
Am. Indian/ Alaskan Native	5
Asian	0
Hispanic/Latino	0
Native Hawaiian/ Pacific Islander	0
White	13
Two or More Races	0
Race Not Provided	0
Total	23

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	2	African-American	2	African-American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	1	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	2	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	4	Total	5	Total	0

Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	2	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	1	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	0	Total	3	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African-American	1	African-American	11	African-American	0
	Am. Indian/ Alaskan Native	7	Am. Indian/ Alaskan Native	12	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	1	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	6	White	26	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	15	Total	51	Total	0
Licensure-Only	African-American	1	African-American	1	African-American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	3	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	3	Total	7	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-Pembroke	21	15	5	1
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.24
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	10.01
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	82
N/A - Data Not Available * - Less than five scores reported	

Comment(s):