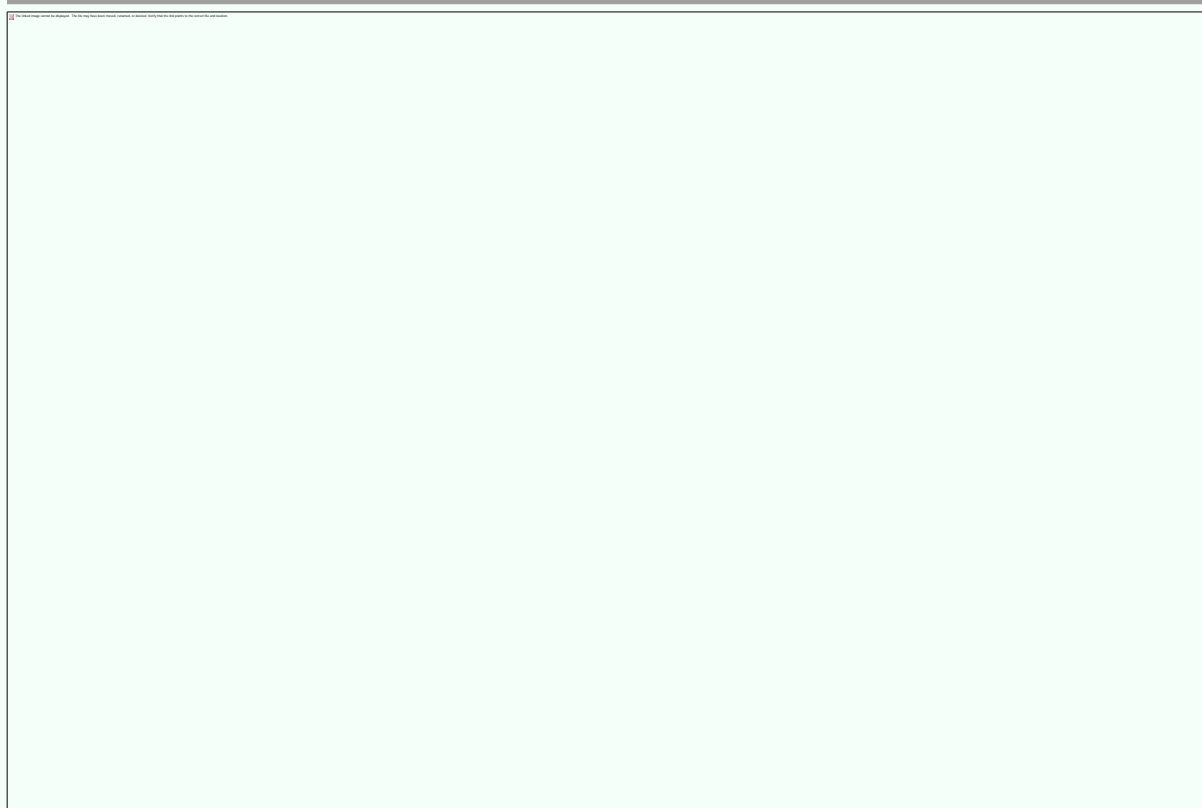


2019-2020

EPP Master's of School Administration Performance Report

Barton College



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 fifth cohort completing the program in May 2020. 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 Master's 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 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 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, 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 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. 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 to complete their requirements as part of the Aspiring Administrator's Program graduated with their MSA or Administrator's license in May of 2018. Currently we have 11 other candidates 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. Four of these candidates finished in May 2020 Another cohort of candidates is expected to enroll in August 2020.
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. There were two additional main activities that address the priorities of this collaborative

	<p>effort. The first 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 other main activity was the continuous mentoring provided by WCS to these candidates.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>The results of the action research projects for the 2020 candidates who successfully completed the program were positive. Interns projects included: refining and improving the parent involvement program at an elementary school, improving student registration procedures at a high school and reducing the number of student suspensions, implementation of MTSS at a middle school, the revision of a STEM program conducted during the school day, and curriculum analysis for 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 2020 are interviewing this summer for assistant principal positions.</p>

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	4
Female	12
Gender Neutral	0
Gender not Provided	0
Total	16
Race/Ethnicity	Number
Asian	1
African-American	5
Am. Indian/Alaskan Native	0
Hispanic/Latino	0
Native Hawaaian/Pacific Islander	0
White	10
Two or More Races	0
Race/Ethnicity Not Provided	0

Total	16
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B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
MSA	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
MSA	African-American	5	African-American	7	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	

	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	9	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	8	Total	16	Total	0
Licensure-Only	African-American		African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	3	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	2	Total	6	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
School Administration		9		1
Comment or Explanation				

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

Measure	Master's
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	10.88
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	31

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	0	0	0	0	0
MSA Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	4	3	1	0	1
MSA Licensure Only	0	1	0	0	0	0
Comment or Explanation:						
<p>Note: A couple of students had to stop taking courses in the program for a while due to personal reasons. Thus, it took longer than usual for them to complete the program. However, they were able to return and successfully complete the program.</p> <p>One student completed the "Licensure Only" program and took 4 or fewer semesters, but this number does not show up in the report view.</p>						