

2018-2019

EPP Masters of School Administration Performance Report

Barton College



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Masters of School Administration Program

Master of School Administration

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 second cohort completed the program in May 2017, and a new cohort has been added each year since this time. 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 Masters 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 who completed their requirements as part of the Aspiring Administrator's Program and graduated with their MSA or Administrator's license in May of 2018. A cohort of 5 MSA candidates from WCS were accepted fall of 2018.
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. 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. WCS administrators have input on the topics that are explored and addressed, and the results are used by the schools. The third main activity was the continuous mentoring provided by WCS and Barton College to these candidates.
Summary of the Outcome of the Activities and/or Programs	The results of the action research projects for the 2019 candidates who successfully completed the program were positive. Interns' projects included: teacher retention, students mentoring other students, math remediation, community involvement, increasing students and staff recognition, reduction of staff absenteeism, and reduction in office discipline referrals. These candidates also participated in mentoring workshops provided by WCS monthly. The candidates who graduated in 2019 are interviewing this summer for Assistant Principal positions and will continue to receive ongoing support as they enter administrative positions. Two members of the MSA program have been named as assistant principals while still enrolled in the program and one member was named a principal just prior to graduating from the MSA program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Wilson County Schools, Lenoir County Public Schools, Wayne County Public Schools
Start and End Dates	Ongoing communication in 2018-2019 academic years
Priorities Identified in Collaboration with LEAs/Schools	Identifying ways that Barton College can help provide for needs in public schools

Number of Participants	The Dean of the School of Education and the MSA Coordinator at Barton College, 3 administrators and 2 instructional coaches from Wilson County Schools, 2 administrators from Lenoir County Public Schools, and 2 administrators from Wayne County Public Schools
Activities and/or Programs Implemented to Address the Priorities	Representatives from these school systems met with two Barton College faculty members who teach in this program to identify needs of the schools and ways that Barton College graduate programs might help to provide for those needs.
Summary of the Outcome of the Activities and/or Programs	The dean and the MSA Coordinator from Barton College participated in meetings with the administrators in these three area public schools to learn of the needs of teachers and administrators in these systems and to ensure that the MSA program at Barton College is helping to meet their needs. We also discussed ways to support their lateral-entry teachers and future residency licensure teachers in elementary education settings. Barton College used the results of the meetings and ongoing conversations to strengthen our MSA and lateral-entry programs, which are transforming into residency teaching programs.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	7
Female	9
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	9
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	7
Multi-Racial	
Student does not wish to provide	

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

Full-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	

	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Part-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	6
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	2	White	8
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	8	Total	14
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	3

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

Program Area	Master's Degree		Graduate Licensure Only	
PC	PC	LC	PC	LC

Completed program but has not applied for or is not eligible to apply for a license				
LC				
Completed program and applied for license		7		2

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

Measure	Baccalaureate
MEAN GPA	3.24
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.84
NUMBER EMPLOYED IN NC SCHOOLS	22
Comment or Explanation:	
* Less than five scores reported	

E. 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						
MSA License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree			1	5	1	
MSA License Only			1		1	
Comment or Explanation:						