

2018-2019

EPP Masters of School Administration Performance Report

North Carolina Agricultural and
Technical State University



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of Masters of School Administration Program

The Master of School Administration (MSA) degree is designed to prepare successful and innovative school executives as culturally responsive leaders who are able to transform schools in North Carolina and the nation. The MSA program is aligned with the Guidelines and Competencies of the North Carolina State Department of Public Instruction (NCDPI), North Carolina Standards for School Executives, the National Educational Leadership Preparation (NELP) standards, the Educational Leadership Constituent Council (ELCC), the National Council for the Accreditation of Teacher Education (NCATE), and the Council for the Accreditation of Educator Preparation (CAEP). The program is also aligned with the

University's and College of Education's mission to prepare 21st Century Professional Educators who understand the complex needs of a pluralistic global society.

The MSA program is grounded in the College of Education's core values of equity, assess, and advocacy. Effective school executives are reflective in their practice and committed to the issues of social justice. The MSA program curriculum reflects this construct through carefully structured coursework, related enrichment activities, field experiences, and performance-based clinical and internship experiences that emphasize the core functions of high achieving schools: challenging curriculum, effective instruction, culturally responsive pedagogy, and student achievement. This MSA program curriculum enables students to construct pedagogical practices and leadership competencies needed to become culturally responsive leaders who are skilled at transforming marginalized communities.

The Master of School Administration program offers a 30 credit hour Master of School Administration degree. The Master of School Administration degree program requires 18 hours in the major (6 content courses), and 12 hours in a field-based, full-time internship.

The MSA program also includes the following track options:

- Full-time degree track
- Part-time degree track

These program track options were implemented in response to the diverse needs of the MSA candidates, and to ensure that these candidates possess the knowledge, skills, and dispositions associated with civic engagement, critical thinking, collaborative decision-making, information technology, adaptability, and ethics. The program also seeks to ensure that MSA candidates acquire the necessary knowledge, skills, and disposition needed to create culturally responsive educational environments in their schools as school executives.

Lastly, the Master of School Administration program earned the National Council for Accreditation of Teacher Education (NCATE) reaccreditation during the 2014-2015 academic year. The reaccreditation of the MSA program by NCATE recognizes the program as a high-quality school leadership preparatory program for preservice school leaders.

Special Features of the Master of School Administration Program

A special feature of the MSA program is the redesign of the year-long clinical internship. The year-long internship was redesigned to ensure a comprehensive internship experience. These internship experiences are categorized by North Carolina School Executive standards as well as Educational Leadership Constituents Council (ELCC) Standards for Advanced Programs. Each MSA intern must select a minimum of six experiences within each of the North Carolina Standards for School Executives. Some of the experiences in each standard have been pre-selected for all interns. This is to ensure that all MSA interns have uniformed and shared experiences that are grounded in the College of Education's core values throughout their internship experiences.

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	Guilford County- Reedy Fork-Hampton Elementary Alamance County- Middle schools Broadview Graham Hawfields Southern Turrentine Western Woodlawn High schools Cummings Eastern Graham Southern Williams Western
Start and End Dates	8/1/2016 - Current
Priorities Identified in Collaboration with LEAs/Schools	This work was sponsored by our NSF INCLUDES grant award. Our shared goal is to catalyze and support the growth of this networked improvement community (NIC) aimed at increasing the number of disadvantaged "at-risk" students who are academically successful in STEM by actively leveraging regional collective impact in surrounding neighborhood communities that bridges existing gaps between disciplinary foci. Our common agenda is to

	<p>build and sustain a scalable, inquiry-based DISCUSSION Network that positively impacts scientific literacy, retention, and quantitative skills across socio-economic barriers. The demographic targets for DISCUSSION Network are as follows: 1. African-American and other underrepresented minority children are the target population; 2. The targeted education level is Middle School; 3. The STEM disciplines targeted are Biology and Chemistry; 4. One specific need of our target population is access to out-of-school enrichment opportunities and experiences in STEM that are “no-cost” or “low-cost”.</p>
Number of Participants	>500
Activities and/or Programs Implemented to Address the Priorities	<p>Focus on evidence-based teaching and learning approaches for middle and high school students</p> <p>Serve as a platform to launch and guide other age-and level-specific educational instruction, research, and assessment initiatives</p> <p>Enhance student understanding of the nature of science by engaging in culturally relevant questions: Enhance student conceptual understanding of the nature of science by infusing structure, behavior, and function (SBF) theory and system thinking hierarchical (STH) models in science learning</p> <p>Increase the number of ethnically minority students who are academically successful in STEM: Engage students in science through a culturally relevant socio-environmental framework</p> <p>Increase students' skills, preparation, and behavioral commitment to conduct STEM research: Serve as a platform to pilot and launch other age-and level-specific educational instruction, research, and assessment initiatives for science learning in formal and informal settings</p> <p>Disseminate representational modeling kits and curricula to faculty and teachers training programs across 4 counties in North Carolina: The pilot has significant engagement with Piedmont Universities with NOYCE undergraduate pre-service teachers, undergraduate research projects, and undergraduate summer STEM counselors</p>
Summary of the Outcome of the Activities and/or Programs	<p>Implemented community building and sense of belonging approaches that help students develop both verbal and quantitative skills to interpret data</p> <p>Connected STEM to immediate, targeted, and personalized life experiences to K-12 students working with 2 large HBCUs covering a wide-geographic and socio-economic range</p> <p>Positively impacted student retention, knowledge, and quantitative skills in STEM across socio-economic divides and STEM disciplines</p> <p>Changed students' attitudes about STEM and developed youth interest and aspirations in STEM-related fields and Increased the number of ethnically minority students who will likely will go on to be academically successful in STEM</p> <p>Provided modeling tools that span the range from prediction to identification of mechanistic structures</p> <p>Implemented mathematical models that represent pathways in a physically</p>

	<p>and biologically realistic manner and generate novel and useful hypotheses</p> <p>Provided actionable STEM models related to the sustainability of socio-environmental systems in disadvantaged communities</p> <p>Bridged critical junctures to increase the likelihood that students will make a successful transition to engage in advanced quantitative STEM work</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Falkener/Guilford County Schools
Start and End Dates	2/5/2019-4/27/2019
Priorities Identified in Collaboration with LEAs/Schools	Supporting teachers with the Foundations of Reading Test
Number of Participants	10 events with 8-14 participants at each event.
Activities and/or Programs Implemented to Address the Priorities	Professional development in the reading foundation skills and comprehension.
Summary of the Outcome of the Activities and/or Programs	Survey data indicates that the participants gained what they were expecting and needed from the sessions. Participants also sent emails to share their successes.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	6
Female	20
Race/Ethnicity	Number
Hispanic / Latino	
Asian	
African-American	23
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	2
Multi-Racial	1
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	5	Black, Not Hispanic Origin	16
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	6	Total	18
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		Black, Not Hispanic Origin	2
	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	2
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	-

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

Program Area	Master's Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
	1	4		

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

Measure	Baccalaureate
MEAN GPA	3.65
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	278.67
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.19
NUMBER EMPLOYED IN NC SCHOOLS	24
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	3	1		1		
MSA License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
MSA License Only						
Comment or Explanation:						

