

2019-2020

EPP Master's of School Administration Performance Report

UNC-Pembroke



Public Schools of North Carolina
State Board of Education
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 39-semester hours, including a year-long internship. The “add-on” option consists of 24-semester hours and the internship. The enrollment pattern is typically four semesters and two summer sessions, on a part-time basis.

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 Features of the 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 three (3) 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 are able to 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 40 prospective principals entering the rural pipeline, with nearly 50 percent now employed as assistant principals, or principals.

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 year-two 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. 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 | Montgomery |
| Start and End Dates | Aug-19 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 15 |
| Activities and/or Programs Implemented to | Neal, G. (August, 2019). How to convert to trauma-sensitive school cultures using social-emotional learning instructional strategies. Presentation for Montgomery County School District leadership, Troy, NC. |

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| Address the Priorities | |
| Summary of the Outcome of the Activities and/or Programs | |
| LEAs/Schools with whom the institution Has Formal Collaborative Plans | Robeson |
| Start and End Dates | Summer 2019 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 5 |
| Activities and/or Programs Implemented to Address the Priorities | Dr. Olivia Oxendine engaged in a service learning project titled “Trash Talk”, inspired by Commissioner David Edge, designed to prevent roadside litter in Robeson County. The curriculum will integrate science, reading, art, writing, math, and a variety of digital resources. |
| Summary of the Outcome of the Activities and/or Programs | |
| LEAs/Schools with whom the institution Has Formal Collaborative Plans | Robeson, Scotland |
| Start and End Dates | Oct-19 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 20 |
| Activities and/or Programs Implemented to Address the Priorities | Neal, G. & Goins, C., (October 2019). Trauma-Sensitive Schools – A Leadership Perspective. Presentation for the First Americans’ Educational Leadership (FAEL) Professional Development Workshop, UNCP, Pembroke, NC. |

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| Summary of the Outcome of the Activities and/or Programs | |
| LEAs/Schools with whom the institution Has Formal Collaborative Plans | Robeson, Scotland |
| Start and End Dates | Dec-19 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 30 |
| Activities and/or Programs Implemented to Address the Priorities | Goins, C. (December 2019). <i>Implicit biases and its impact on education and student outcomes</i> . Presentation for The Community Engagement Symposium, UNC Pembroke. |
| Summary of the Outcome of the Activities and/or Programs | |
| LEAs/Schools with whom the institution Has Formal Collaborative Plans | Montgomery |
| Start and End Dates | Nov-19 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 20 |
| Activities and/or Programs Implemented to Address the Priorities | Neal, G. (November 2019). Social-emotional assessment and therapeutic behavior intervention. Presentation made to Montgomery County Schools. |

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|---|--|
| Summary of the Outcome of the Activities and/or Programs | |
| LEAs/Schools with whom the institution Has Formal Collaborative Plans | Bladen, Scotland, Robeson |
| Start and End Dates | Dec-19 |
| Priorities Identified in Collaboration with LEAs/Schools | Prepares educators to effectively teach all students |
| Number of Participants | 30 |
| Activities and/or Programs Implemented to Address the Priorities | The SOE co-hosted a Public School Forum Roundtable on Rural Education. Approximately 50 teachers and administrators from the regional public schools attended. Dr. Olivia Oxendine served as a member of the panel along with the director of the Sandhills Leadership Project and the superintendents from Bladen, Scotland, and the Public Schools of Robeson County school districts. |
| Summary of the Outcome of the Activities and/or Programs | |

II. CHARACTERISTICS OF STUDENTS

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

| Gender | Number |
|---------------------------|-----------|
| Male | 9 |
| Female | 30 |
| Gender Neutral | 0 |
| Gender not Provided | 0 |
| Total | 39 |
| Race/Ethnicity | Number |
| Asian | 1 |
| African-American | 9 |
| Am. Indian/Alaskan Native | 10 |

| | |
|----------------------------------|-----------|
| Hispanic/Latino | 1 |
| Native Hawaaian/Pacific Islander | 0 |
| White | 18 |
| Two or More Races | 0 |
| Race/Ethnicity Not Provided | 0 |
| Total | 39 |

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

| Full-Time | | | | | |
|-----------------------|----------------------------------|-----------|----------------------------------|-----------|----------------------------------|
| | Male | | Female | | Gender Neutral |
| MSA | African-American | 2 | African-American | 6 | African-American |
| | Am Indian/Alaskan Native | 3 | Am Indian/Alaskan Native | 2 | 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 | 6 | White | 11 | White |
| | Multi-Racial | | Multi-Racial | 1 | Multi-Racial |
| | Not Provided | | Not Provided | | Not Provided |
| | Total | 11 | Total | 20 | Total |
| 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 | 1 | White | 1 | White |
| | Multi-Racial | | Multi-Racial | | Multi-Racial |
| | Not Provided | | Not Provided | | Not Provided |
| | Total | 1 | Total | 1 | Total |

| Part-Time | | | | | |
|-----------------------|----------------------------------|-----------|----------------------------------|-----------|----------------------------------|
| | Male | | Female | | Gender Neutral |
| MSA | African-American | 2 | African-American | 12 | African-American |
| | Am Indian/Alaskan Native | 4 | Am Indian/Alaskan Native | 11 | Am Indian/Alaskan Native |
| | Asian | | Asian | 1 | Asian |
| | Hispanic/Latino | 1 | Hispanic/Latino | | Hispanic/Latino |
| | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander | | Native Hawaiian/Pacific Islander |
| | White | 7 | White | 20 | White |
| | Multi-Racial | | Multi-Racial | 1 | Multi-Racial |
| | Not Provided | | Not Provided | 1 | Not Provided |
| | Total | 14 | Total | 46 | Total |
| | | | | | 0 |
| Licensure-Only | African-American | 2 | African-American | | African-American |
| | Am Indian/Alaskan Native | 1 | Am Indian/Alaskan Native | 3 | 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 | 1 | White | 6 | White |
| | Multi-Racial | | Multi-Racial | 1 | Multi-Racial |
| | Not Provided | | Not Provided | | Not Provided |
| | Total | 4 | Total | 10 | 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 | | 28 | | 6 |

| Comment or Explanation |
|------------------------|
|------------------------|

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

| Measure | Master's |
|---|----------|
| MEAN GPA | 3.15 |
| 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 | 10.85 |
| NUMBER EMPLOYED IN NC PUBLIC SCHOOLS | 103 |

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 | 7 | 1 | 1 | 1 | 0 | 0 |
| MSA Licensure Only | 2 | 0 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| MSA Degree | 11 | 0 | 1 | 4 | 2 | 0 |
| MSA Licensure Only | 0 | 2 | 1 | 0 | 1 | 1 |
| Comment or Explanation: | | | | | | |