

2018-2019

EPP Master of School Administration Performance Report

University of North Carolina at Pembroke



Public Schools of North Carolina

State Board of Education

Department of Public Instruction

Overview of Master 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.

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 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.

During 2019, the MSA faculty sponsored a District Leaders’ Round Table to which district superintendents and their senior staffs attended and provided feedback to the MSA faculty on ways to improve the MSA program of study

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 (NCPPA). 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 31 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-one 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	Anson
Start and End Dates	Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Oxendine, O. (2019, March). Teacher licensure update. Anson County Rotary Club. Sharing information about the role of the State Board of Education, Dr. Oxendine highlighted current “hot topics” pertaining to teacher licensure and pending changes in K-6 licensing exam for mathematics.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators
Number of Participants	> 30
Activities and/or Programs Implemented to Address the Priorities	Oxendine, O. (2019, March). Are You Drowning in Data? Understanding Your Child’s EOG/EOC Results. Presented at 44th Annual NC Indian Unity Conference, Raleigh, North Carolina. Also presented two scholarships to American Indian high school seniors.

Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	28-Mar-19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	Dr. Camille Goins (March 28, 2019) presented a workshop with FAEL Participants entitled Instructional Leadership: Assessment Literacy/Data Analysis and Reporting.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	1/24/19, 2/28/19, 3/15/19, 4/18/19, 5/23/19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	FAEL Professional Development - School of Education awarded \$1.1 million grant from the U.S. Department of Education to assist aspiring American Indian school administrators and to address the shortage of American Indian administrators in the state's public school districts with a large American Indian student population.
Summary of the Outcome of the Activities and/or Programs	
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Moore County Schools-New Century Middle School
Start and End Dates	Jan 30-ongoing
Priorities Identified in Collaboration with LEAs/Schools	Introduction to the impact of trauma on the brain; impact of family, community, school on adverse child experiences
Number of Participants	50
Activities and/or Programs Implemented to Address the Priorities	workshop, consultancy

Summary of the Outcome of the Activities and/or Programs	Launching trauma-sensitive school culture in 2019-20.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	4-Mar
Priorities Identified in Collaboration with LEAs/Schools	Need for trauma sensitive school cultures
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	NCMLE confeence Greensboro NC - Presentation at state conference
Summary of the Outcome of the Activities and/or Programs	Established relationship with 3 school system representatives that are interested in learning more.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Montgomery County schools
Start and End Dates	5 August 2019 -- June 2021
Priorities Identified in Collaboration with LEAs/Schools	Workshops for administrators teachers etc. about Transitional, truama-sensitive, social-emotinal schools
Number of Participants	varied.
Activities and/or Programs Implemented to Address the Priorities	Assessment of SEL procedures, development of therapuetic suspension model.
Summary of the Outcome of the Activities and/or Programs	TBD
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Anson, Bladen, CIS Academy, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, Southeastern Academy, Whiteville City
Start and End Dates	Fall 18-Spring 19
Priorities Identified in Collaboration with LEAs/Schools	Every student, every day has excellent educators
Number of Participants	20

Activities and/or Programs Implemented to Address the Priorities	Dr. Camille Locklear Goins, Department of Educational Leadership and Specialties: School of Education awarded \$1.1 million grant from the U.S. Department of Education to assist aspiring American Indian school administrators and to address the shortage of American Indian administrators in the state's public school districts with a large American Indian student population. Currently, there are less than 1% of American Indians who serve as school administrators. The grant is over a period of 5 Years and will support up to 20 participants. Dr. Goins will serve as Project Director of the grant.
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II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	14
Female	33
Race/Ethnicity	Number
Hispanic / Latino	0
Asian	0
African-American	15
American Indian / Alaskan Native	7
Native Hawaiian / Pacific Islander	0
White	24
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	4	Black, Not Hispanic Origin	11
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native	2	Am Indian/Alaskan Native	4
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	15	White	26
	Multi-Racial		Multi-Racial	2
	Not Provided		Not Provided	

	Total	21	Total	43
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	2	White	4
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	2	Total	5
Part-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	5
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	7
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	5	Total	16
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	2
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	4
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	2	Total	7

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		27		6

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

Measure	Baccalaureate
MEAN GPA	3.10
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	11.76
NUMBER EMPLOYED IN NC SCHOOLS	96
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	15	3	2	3	0	0
MSA License Only	1	2	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	3	0	0	0	0	1
MSA License Only	0	1	0	0	0	2
Comment or Explanation:						