2016-2017

IHE Master's 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'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 Administrators, Educational Leadership Constituent Council (ELCC), and the 2008 Interstate School Leaders Licensure Consortium (ISLLC) provide overarching guidance for the program. Professional and experienced faculty, all of whom hold the terminal degree and appropriate licensure, lead and teach in the program. The primary instructional approaches used to present course content reflect a constructivist model of teaching and learning that includes interactive seminars in which the professor and students engage in meaningful verbal inquiry

into relevant educational issues. Other teaching methodologies include cooperative problem solving, case study reviews, interactive technology based exercises, and discussions of varied field-based experiences. 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. In addition to the MSA degree program, UNCP offers an Administration Add-on Licensure program. The program was developed, admission criteria were defined, and courses were offered beginning in fall 2006.

Special Features of the Master's of School Administration Program

The 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 3 years of teaching experience, as well as meet respective admissions requirements. After an initial screening, eligible candidates for the add-on program are interviewed and submit a writing sample. Candidates accepted to the add-on program receive a plan of study after careful review of their credentials. Both the MSA and add-on programs address the ELCC and North Carolina School Executive standards and require a yearlong internship. Candidates develop an extensive reflective Educational Leadership 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 Educational Leadership internship to assess areas of strength and areas for professional growth. School improvement topics are emphasized throughout the curriculum. Candidates develop and implement multiple school improvement projects including: comprehensive community engagement project (EDNL 5030), in-depth curriculum analysis project (EDNL 5850), change projects, climate studies, demographic profiles, action research focusing on issues such as high school reform, analysis of the NC Teacher's Working Conditions Survey, minority enrollment in classes/programs for advanced learners, dropout prevention,

recruiting and retention, demographic profiles of school systems, assessment of safety, assessment of what is working in curriculum, and parental involvement. 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, with results being used to make program improvements. Examples include revisions to program curriculum and course schedules. In order to meet the personal/professional needs of candidates, varied course formats are offered. Courses are offered in both face-to-face and online/hybrid sections. Face-to-face courses are offered at on- and off-campus sites, primarily at regional community colleges. The program is strengthened by bringing in guest speakers, who are recognized school executives. During 2016-2017, these speakers included an LEA curriculum director, four attorneys with statewide reputations, a local finance officer, a public information officer, a director of human resources, regional principals, assistant principals, and a school counselor, several principals and two superintendents. During the 2016-17 school year, a partnership was developed with the Sandhills Regional Educational Consortium to provide a high quality principal preparation program for the 13 county service area in southeastern North Carolina. This partnership will prepare at least 26 additional school leadership students over the course of the grant funded by the State Education Assistance Authority.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES (MSA)

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for pre-service teachers

Activities and/or Programs Implemented to Address the Priorities	One-day workshop on School Law for student teachers
Start and End Dates	8-18-16 and 1-10-17
Number of Participants	approx 75
Summary of the Outcome of the Activities and/or Programs	Law workshop for fall and spring semester student teachers while they are working in public schools.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Improvement of communication and service to the regional school districts
Activities and/or Programs Implemented to Address the Priorities	Collaborated with each regional Superintendent/designee to seek advice about the UNCP MSA Program and offered any assistance to the district as requested.
Start and End Dates	Year long
Number of Participants	11
Summary of the Outcome of the Activities and/or Programs	Met with or communicated with each Superintendent and offered MSA Program support and services, and sought advice and suggestions on the UNCP MSA Program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Telephone, email, and individual appointments providing support to former students
Activities and/or Programs Implemented to Address the Priorities	Provided advice and informal mentoring
Start and End Dates	Year long
Number of Participants	60+
Summary of the Outcome of the Activities and/or Programs	Provided advice to former graduates about school law and other professional growth needs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Cumberland, Lee, Sampson, Moore, Anson, Columbus, Bladen
Priorities Identified in Collaboration with LEAs/Schools	Improvement of communication and service to the regional school districts

Activities and/or Programs Implemented to Address the Priorities	Two information sessions held at Columbus County Schools and Lee County Schools.
Start and End Dates	August, 2016 – May, 2017
Number of Participants	25+
Summary of the Outcome of the Activities and/or Programs	Met with individuals interested in the MSA Program and attempted recruitment and provided information.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Sandhills Region Education Consortium
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for teachers and administrators. Partnership to provide principal preparation to the 13 schools in the Consortium. Grant Funded by the SEAA. Offered classes that continue into this summer and next fall and spring.
Activities and/or Programs Implemented to Address the Priorities	Numerous sessions to meet curriculum and professional content needs
Start and End Dates	Year long
Number of Participants	15-26
Summary of the Outcome of the Activities and/or Programs	Provided curriculum and content for regional leadership program
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for teachers and administrators
Activities and/or Programs Implemented to Address the Priorities	MSA Drive In Conference provided support for local school systems in curriculum and legal issues. The Chief Academic Officer from DPI provided the keynote address. A panel of two Superintendents from Bladen and Richmond Counties and two principals provided a useful panel discussion
Start and End Dates	30-Mar-17
Number of Participants	70+
Summary of the Outcome of the Activities and/or Programs	Provided presentations on leadership, positive teaching, learning conditions, and the use of the NC Working Conditions Survey for school improvement and planning.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Bladen
Priorities Identified in Collaboration with LEAs/Schools	Collaboration with UNCP service region.
Activities and/or Programs Implemented to Address the Priorities	Aspiring Leaders Academy
Start and End Dates	2016-2017 4 meetings throughout the year. Two different groups for one-half day each. Cohorts I and II. Will continue the cohort in 2017-2018.

Number of Participants	21
Summary of the Outcome of the Activities and/or Programs	Provided leadership development for assistant principals.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Support for school executives pursuing their doctorate via the ECU-UNCP partnership and UNC-W.
Activities and/or Programs Implemented to Address the Priorities	Two faculty members served on 2 doctoral committees in support of our former students
Start and End Dates	All year
Number of Participants	2
Summary of the Outcome of the Activities and/or Programs	Faculty serving as doctoral dissertation committee members in an ECU-UNCP partnership and also UNC-W to assist 2 school executives in region complete their research.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Harnett, Hoke, Lee, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for teachers and administrators
Activities and/or Programs Implemented to Address the Priorities	Presentations for regional schools.
Start and End Dates	Throughout the year
Number of Participants	15+
Summary of the Outcome of the Activities and/or Programs	Topics included classroom management; school and classroom climate; recruiting, interviewing, and retaining quality teachers; interviewing for the Assistant principal position; and strategies for serving LGBT students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public Schools of Robeson County were provided two afternoon and evening sessions from two UNCP Professors for staff development.
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for teachers and administrators
Activities and/or Programs Implemented to Address the Priorities	Participants were provided two afternoon and evening sessions from two UNCP Professors for staff development.
Start and End Dates	3-7-17 and 3-9-17
Number of Participants	125

Summary of the Outcome of the Activities and/or Programs	Topics included classroom management; school and classroom climate; recruiting, interviewing, and retaining quality teachers; interviewing for the Assistant principal position; and strategies for serving LGBT students
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Scotland County Schools
Priorities Identified in Collaboration with LEAs/Schools	Delivery of high quality professional development for teachers and administrators
Activities and/or Programs Implemented to Address the Priorities	One professor attended sessions and provided staff development
Start and End Dates	Throughout the year
Number of Participants	30+
Summary of the Outcome of the Activities and/or Programs	Topics included classroom management; school and classroom climate; recruiting, interviewing, and retaining quality teachers; interviewing for the Assistant principal position; and strategies for serving LGBT students

II. CHARACTERISTICS OF STUDENTS

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

Full-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	2	American Indian/Alaskan Native	7
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	26
	Other	0	Other	0
	Total	17	Total	46
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	12

	Other	1	Other		1
	Total	9	Total		24
	Part-Time				
	Male		Female		
Graduate	American Indian/Alaskan Native	3	American Indian/Alaskan Native		0
	Asian/Pacific Islander	0	Asian/Pacific Islander		0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin		2
	Hispanic	0	Hispanic		0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin		4
	Other	0	Other		0
	Total	4	Total		6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native		0
	Asian/Pacific Islander		Asian/Pacific Islander		0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin		0
	Hispanic		Hispanic		0
	White, Not Hispanic Origin		White, Not Hispanic Origin		2
	Other		Other		0
	Total		Total		2

B. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	PC	LC	PC	LC
School Administration	4	15		2

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

MSA	
MEAN GPA	3.14
MEAN MAT Electronic Rubric	398.88
MEAN MAT Written	*
MEAN GRE Electronic	*
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.44

NUMBER EMPLOYED IN NC SCHOOLS	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Time from admission into the School Administration program until program completion

	Full Time					
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
MSA degree	0	6	1	5	1	0
G License Only	0	2	0	0	0	0
	Part Time					
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
MSA degree	0	0	1	2	1	2
G License Only	0	0	0	0	0	0
Comment or Explanation:						