

2017-2018

IHE Master of School Administration Performance Report UNC – Chapel Hill



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

Overview of Master of School Administration Program (MSA)

The MSA prepares individuals to lead schools and other educational organizations. It includes three dimensions: (1) awareness (acquiring concepts, information, definitions, & procedures); (2) understanding (interpreting knowledge to school environments, integrating concepts with practice, as well as using knowledge and skills in context); and (3) capability (applying knowledge and skills to specific problems of practice). The focus of the study is executive leadership at the school site, with an emphasis on the principalship. In 2017-18, the program submitted new program approval plans to NCDPI which were peer reviewed and approved by

the NC State Board of Education. The program continues to be sanctioned by UNC General Administration.

The On-Campus MSA requires 39 credits hours of study (45 for Principal Fellowship recipients). The program includes 27 hours in the major (with a concentration in curriculum and instruction, curriculum alignment, and clinical supervision), plus 12-18 hours in a field-based internship and an internship seminar. Full-time students complete 4 or 5 courses/12-15 hours of course work per semester in the first academic year. Coursework directly aligns to portfolio artifacts and links to the NC Pre-Service Executive Standards. In Year 2, students complete a comprehensive, structured internship and a yearlong seminar that integrates these internship experiences.

The Off-Campus MSA Program accommodates educators who wish to continue their practice. Off-Campus MSA candidates take a reduced, but still full-time, load over five semesters. There are currently three operational off-campus cohorts. Of note is that approximately 80% of off-campus candidates also choose to perform a *full-time* internship as well. In 2017-18, there were 64 educators in the MSA cohorts from Chatham, Charlotte-Mecklenburg, Durham, Wake, Alamance-Burlington, Chapel Hill-Carrboro, Rockingham, Stokes, and Union counties, as well as two state-approved charter schools.

Special Features of the Master of School Administration Program

We highlight three special features of the UNC MSA Program.

1. Commitment to Diversity

The MSA Program's commitment to diversity is demonstrated by its student enrollment: 21% of the students enrolled during the 2017-2018 academic year were African-Americans; and 45% were female. The students bring a range of experiences from Title I schools and alternative settings as teachers, instructional facilitators and coaches, as well as school counselors. In collaboration with district partners, program faculty actively recruit diverse students with high leadership potential.

2. UNC's Social Justice Mission

The MSA Program emphasizes leadership for equity, social justice and academic excellence. All first year courses incorporate field-based projects requiring students to spend significant time in NC public schools, addressing unique challenges (e.g. teacher recruitment and retention projects). Examples of field experience activities include: several full-day shadows of school executives; interviews of human resource and financial personnel; visits to technology-rich schools; field trips to a wide variety of family/social service-based organizations in order to integrate services for the “whole” child. Many classes employ a significant degree of work with authentic case studies that speak directly to real, ongoing executive challenges in NC schools.

3. Flexibility via MSA Flex

The courses are *identical* to those of the on-campus counterpart and are staffed by the same professors. Off-campus courses are scheduled around students’ regular work commitments to facilitate their attendance and engagement. It also utilizes face-to-face sessions at locations convenient to the students’ regular work places in addition to a variety of distance education activities, employing digital platforms that students access from their homes or schools.

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	Durham Public Schools
Start and End Dates	Winter 2017-present
Priorities Identified in Collaboration with LEAs/Schools	Induction support, teacher professional development, teacher leadership development, school leadership development.
Number of Participants	Six full-time release mentors
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1) Increase capacity for teaching among beginning teachers (BTs) through critical friends groups and context-driven professional development; 2) Increase the retention, promotion and advanced licensing of beginning teachers; 3) Build a pipeline of novice teachers to Durham Public Schools; and 4) Employ effective instructional and evaluation measures to support high-needs students, their teachers and schools.

Summary of the Outcome of the Activities and/or Programs	Submission of grant application to US DoE Supporting Effective Educator Development program in May 2018.
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II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	Number
Male	
Female	
Race/Ethnicity	Number
Asian/Pacific Islander	
African American	
Hispanic	
American Indian/Alaskan	
White	
Other	

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

Full-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic	1	Hispanic	3
	White	7	White	9
	Other	2	Other	2
	Total	12	Total	16
Licensure-Only	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White	1	White	1
	Other	0	Other	0
	Total	1	Total	1
Part-Time				
	Male		Female	

MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	14
	Hispanic	1	Hispanic	0
	White	15	White	29
	Other	3	Other	3
	Total	25	Total	47

C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

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				
UNC-Chapel Hill	12	15		

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

Measure	Graduate
MEAN GPA	N/A
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	305.73
MEAN GRE Written	1,160.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.42
NUMBER EMPLOYED IN NC SCHOOLS	50
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

E. Time from admission into the graduate 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						
MSA License Only						
Comment or Explanation:						