

2018-2019

IHE Master of School Administration Performance Report UNC – Chapel Hill



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. Faculty continue to review program curriculum and

experiences to further strengthen the offerings for MSA candidates and to ensure the program prepares graduates for the demands of 21st century school leadership. Program faculty are currently considering how Improvement Science and training principal candidates to lead continuous improvement cycles in schools. 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 2018-19, there were 31 educators in the MSA cohorts from Orange, Chapel Hill-Carrboro, Wake, Durham, Guilford, Alamance-Burlington, Pamlico County, Johnston County, Chatham, and Stokes County.

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. The current cohort of MSA students consists of an increasingly diverse candidate pool : 38% of the students enrolled during the 2018-2019 academic year are African-Americans; and 71% were female. One Asian-American female student is also a member of the cohort. 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. The students have practiced in urban as

well as rural and suburban settings. In collaboration with district partners, program faculty actively recruit diverse students with high leadership potential from a variety of backgrounds. The program curriculum, with its focus on social justice and equity, prepares students to identify disproportional representations of marginalized student populations in a variety of data they will encounter as school leaders. Most importantly, students are provided and taught to use tools such as equity audits to analyze such data and develop plans of action. The collective diversity of the group provides an informed and well-rounded perspective that contributes greatly to the coursework and program experiences.

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; Submission of grant application to Spencer Foundation
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina New Teacher Support Program: Person, Vance, Warren, Wilson, adding Orange and Durham through partnership with CCRESA
Start and End Dates	2017-present
Priorities Identified in Collaboration with LEAs/Schools	Improving beginning teacher effectiveness through induction support
Number of Participants	120 Beginning Teachers in first 2 years of service in partnering districts
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1) Weekly coaching 2) Professional development in district 3) Beginning teacher institute
Summary of the Outcome of the Activities and/or Programs	Teacher retention and support Support districts in implementing Beginning Teacher Support plans Over 40+ hours of professional development focused on the specific needs of beginning teachers in partner districts
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Central Carolina Regional Education Service Alliance (CCRESA)
Start and End Dates	2012-current
Priorities Identified in Collaboration with LEAs/Schools	Program offerings for teachers and leaders in member districts; research and expertise support
Number of Participants	18 school districts

Activities and/or Programs Implemented to Address the Priorities	<p>1) Attend monthly CCRESA meetings, including councils when appropriate;</p> <p>2) Support district initiatives where faculty expertise and district needs align</p>
Summary of the Outcome of the Activities and/or Programs	Creation of district subgroups and collaboratives for focused projects and initiatives; faculty participation on councils to facilitate and provide support for topics of interest (I.e. zero-budget financing; equity initiatives)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Northampton, Hertford, Halifax, Warren, Bertie, Weldon City Schools as part of the Roanoke River Valley Education Consortium (RRVEC)
Start and End Dates	2011-current
Priorities Identified in Collaboration with LEAs/Schools	Program offerings for teachers and leaders in member districts; research and expertise support
Number of Participants	6 school districts in northeastern North Carolina
Activities and/or Programs Implemented to Address the Priorities	<p>1) Attend monthly executive board meetings</p> <p>2) Support district initiatives where faculty expertise and district needs align</p>
Summary of the Outcome of the Activities and/or Programs	<p>1) Grant applications to fund scaling of literacy training for early grades teachers (Targeted Reading Intervention)</p> <p>2) Superintendent participation in School of Education initiatives and sponsored events to give practitioner perspective on topics</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Rural Schools Collaborative
Start and End Dates	2018-current
Priorities Identified in Collaboration with LEAs/Schools	Person, Granville, Chatham
Number of Participants	3 school districts
Activities and/or Programs Implemented to Address the Priorities	Establish a research-practice partnership that includes district and school design teams and researchers in the school of Education
Summary of the Outcome of the Activities and/or Programs	<p>Create a network of middle and high schools to solve common problems of practice using evidence-based interventions that fit needs along with data-driven continuous learning</p> <p>Grant submission to Gates Foundation to fund the work of the teams.</p>

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	7
Female	16
Race/Ethnicity	Number
Hispanic / Latino	
Asian	1
African-American	7
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	15
Multi-Racial	
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	2	Black, Not Hispanic Origin	4
	Hispanic/Latino	1	Hispanic/Latino	4
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	9
	Multi-Racial	1	Multi-Racial	2
	Not Provided		Not Provided	
	Total	8	Total	19
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	1	White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	1	Total	1

Part-Time				
	Male		Female	
MSA	Asian		Asian	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	6
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	5	White	15
	Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided	
	Total	9	Total	22
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	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				
	7	22		1

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

Measure	Baccalaureate
MEAN GPA	*
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	306.20
MEAN GRE Written	1,082.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.48

NUMBER EMPLOYED IN NC SCHOOLS	60
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		16	1			
MSA License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree			12			
MSA License Only						
Comment or Explanation:						