

2017-2018

IHE Master's of School Administration Performance Report Western Carolina University



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

Overview of Masters of School Administration Program

The Masters of School Administration (MSA) Program at WCU includes a 36 semester hour program for students completing a Masters degree and a 24 semester hour program Post Masters Certificate in Public School Licensure (PMC) for students who already have a master's degree in education. Successful completion of either program leads to NC principal licensure. Both programs are part of the NC School Executive Leadership Program (NCSELP) initiative that includes a face to face instructional component as well as online instruction. WCU collaborates with the Western Region Education Service Alliance (WRESA) to blend theory and practice for aspiring school leaders.

All of our students are employed in educational settings. Students are admitted in cohorts each fall and complete course work on a full-time (during the academic year) or part-time (includes summer courses) basis. The PMC program is completed in 3 semesters and the MSA program is completed in 4 semesters. We serve students in the NC Principal Fellows Program and are also able to provide fully released, paid 10 month internships to full-time MSA students in their second year. Many students also choose to remain in their current educator positions while completing our MSA or PMC programs.

In addition to required coursework all students complete 2 school-based internship courses over 2 consecutive semesters. During their internship courses students also lead a change project based on improvement science methods within their school.

Students are responsible for completing 65 core competencies spanning all NC Standards for School Executives (strategic leadership, instructional leadership, cultural leadership, human resource leadership, managerial leadership, external development leadership, and micropolitical leadership). WCU also prepares students in leadership for social justice - a socially just orientation toward leadership that includes a deep understanding of social construction and power relations related to forms of exclusion accompanied by a commitment to the execution of system-wide leadership practices that leverage high levels of equity for all students.

Special Features of the Masters of School Administration Program

The Blackboard 9 platform is used by instructors for content delivery, synchronous live meetings, and asynchronous discussions. In addition to online coursework, one course each semester meets four times face to face each semester on Saturdays at our Biltmore Park Instructional Site. Online instruction, combined with four face to face classes, provides students with the opportunity to manage busy professional, personal, and graduate work as well as provide support through cohort networking, interaction, and synchronous learning. Course assignments lead to the creation of improvement projects that are planned, implemented, and assessed in line with science improvement methods to help students understand how change occurs at various levels of the school organization. Each project is based on a site-specific problem of practice in order to improve school culture, student achievement, or address another identified building-wide concern. Internships are completed in alignment with coursework and

are typically situated in the student’s current place of employment. Competency based internships provide a focus all NC standards for school executives as well as leadership for social justice. Internship students, school-based mentors, and faculty meet virtually during throughout internships to provide support, guidance, and mentoring for aspiring school leaders.

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	WCU collaborates with WRESA to serve all 18 school districts in western NC. Additionally, we serve students throughout NC. WCU received a NC Association of School Leadership and Development (NCASLD) Transforming Principal Preparation (TPP) grant that has provided full scholarships; additional LEA collaboration and increased, collaborative mentorship; and a 5 month fully released, paid internship for 20 MSA/PMC students to date. For the 2018 cohort, 10 TPP scholars will enroll in an additional course: EDL 793: Leadership for Social Justice. In addition, 10 MSA students have received fully-released, paid 10 month internships for non-Principal Fellow interns.
Start and End Dates	November 2016 - June 2018
Priorities Identified in Collaboration with LEAs/Schools	Support leadership growth and development for pre-service leaders as principals and assistant principals in the western most counties of North Carolina. The grant allows local superintendents and school districts to collaborate with Western Carolina University to educate and mentor school leaders. Full-time internships over a period of 5 months will provide experience for scholarship students in an authentic setting while assuming assistant principal duties and responsibilities. Fully released, paid internships for non-Principal Fellows will experience a 10 month full-time internship experience while the school districts receive funding from the state to replace their salaries.
Number of Participants	Ten scholarship recipients and four non-Principal fellow internship students
Activities and/or Programs Implemented to Address the Priorities	Revision of course sequencing, reduction of credit hours for MSA, and hybridization of instructional delivery were instituted to provide an innovative, high quality experience for the students. Professional development on leadership for social justice was provided to MSA students in collaboration with Asheville City Schools. Mentorship training was provided for scholarship recipients and their school-based mentors. Scholarship and substitute funding was provided for scholarship recipients.
Summary of the Outcome of the Activities and/or Programs	Students have been provided with financial opportunities that had not previously existed. The professional development on leadership for social justice, mentorship training, and incentives for experiencing a full-time internship all create an experience that is unique, inventive, and responsive to current needs and trends in the profession.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Collaboration with WRESA (Western Regional Educational Service Alliance) with regional districts to initiate NCSELP (North Carolina School Educational Leadership Program)
Start and End Dates	Collaboration started in Fall 2015 and the new redesigned program began for students in Fall 2016.
Priorities Identified in Collaboration with LEAs/Schools	Western Carolina University and the Western Region Education Service Alliance (WRESA) are collaborating to offer the North Carolina School Executive Leadership Program (NCSELP). We offer aspiring and current school administrators the opportunity to earn either a Masters in School Administration with a certificate toward principal licensure or, for those who have already earned their master's degree, a Post-Master's Certificate toward principal licensure. Our unique program design integrates four primary components: (1) the North Carolina Standards for School Executives, (2) leadership for social justice, (3) research-based program internships for developing quality school leaders, and (4) the leadership needs of regional school districts as identified by practicing superintendents. It is our goal to work collaboratively to provide excellent professional learning opportunities that produce exceptional school leaders for North Carolina.
Number of Participants	For the 2016 cohort, 14 students were initially enrolled for the MSA and 19 students were initially enrolled for the PMC. The program enrolled 24 MSA students and 17 PMC students to the second cohort in Fall 2017.
Activities and/or Programs Implemented to Address the Priorities	WCU has redesigned the program in collaboration with WRESA leadership and regional superintendents through formal and informal meetings/action planning.
Summary of the Outcome of the Activities and/or Programs	The new redesigned program is meeting the needs of students and regional superintendents. Evaluation of the program is ongoing with modifications considered as the need arises.

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	14
Female	29
Race/Ethnicity	Number
Asian/Pacific Islander	1
African American	3
Hispanic	0
American Indian/Alaskan	1
White	38
Other	0

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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White	5	White	20
	Other	0	Other	1
	Total	6	Total	24
Part-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White	13	White	40
	Other	0	Other	1
	Total	15	Total	44

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	PC	LC	PC	LC
LC Completed program and applied for license				
Western Carolina University	19	31		

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

Measure	Graduate
MEAN GPA	3.47
MEAN MAT Electronic Rubric	412.57
MEAN MAT Written	N/A
MEAN GRE Electronic	291.13
MEAN GRE Written	915.91

MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.08
NUMBER EMPLOYED IN NC SCHOOLS	78
* 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	0	4	8	0	0	1
MSA License Only	0	0	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	8	0	7
MSA License Only	0	15	2	1	1	2
Comment or Explanation:						