

# 2020-2021

## EPP Master's of School Administration

Western Carolina University

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### North Carolina Department of **PUBLIC INSTRUCTION**

#### **Overview of Master's of School Administration Program**

The Masters of School Administration (MSA) Program at WCU includes a 36-semester hour program for students completing a master's degree and a 24 semester hour program Post Master's 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). WCU collaborates with the Western Region Education Service Alliance (WRESA) to blend theory and practice throughout coursework and assignments as we prepare 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). 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-Transforming Principal Preparation Program (PFP-TP3) as well as other students in our MSA and PMC programs. In addition to required coursework all students complete two school-based internship courses over two consecutive semesters. We are able to provide fully released, paid 10-month internships to PFP-TP3 scholars and other full-time MSA students in their second year of the program. Many students also choose to remain in their current educator positions while completing our MSA or PMC programs. During their internship courses students lead an equity-centered change project focused on increasing equitable outcomes for marginalized students 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 to be leaders for equity and 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 Characteristics of Master's of School Administration Program**

Two key pillars of WCU's MSA program are 1) developing formal school leaders with a lens for equity and social justice and, 2) teaching scholar-practitioners to use Improvement Science to analyze the root cause of problems and lead teams to address problems in schools and school systems. Throughout coursework, professors blend theory and practice, providing learning opportunities for aspiring school leaders to apply course content in their own school contexts. Canvas 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 on Saturdays at our Biltmore Park Instructional Site in Buncombe County, NC. This hybrid, cohort model provides students with the opportunity to manage busy professional, personal, and graduate school responsibilities as well as provide support through cohort networking, interaction, and synchronous learning. Competency-based internships provide a focus on National Educational Leadership Standards, NC standards for school executives, and leadership for social justice. Internship students, school-based mentors, and faculty meet virtually throughout internships to provide support, guidance, and mentoring for aspiring school leaders.

During internships, students complete a school-wide equity-centered Change Project in which they lead a team of educators through an improvement initiative that is planned, implemented, and assessed using improvement science methods that result in equitable and socially just outcomes for students. 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.

## **I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES**

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

<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>WCU's NC School Executive Leadership Program (NCSELP) includes the Masters in School Administration and Post-Masters Certificate Programs. NCSELP faculty partners with WRESA (Western Regional Educational Service Alliance) staff who teach some courses in the program, and superintendents in all 18 school districts in western NC. We serve students throughout NC. In 2020-2021, we had formal agreements and Memorandum of Understandings with superintendents in Buncombe, Henderson, Asheville City, Rowan-Salisbury, Rutherford, Jackson, Transylvania, Haywood, and Caldwell, Macon, Graham, and Johnston school districts. We had additional, numerous principal mentor agreements with principals throughout NC.</p>
<p>Start and End Dates</p>	<p>August 2020-May 2021</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>WCU NC School Executive Leadership Program (NCSELP) faculty collaborate with superintendents, district administrators, and mentor principals to educate and mentor school leaders. Key pillars of our program are 1) developing formal school leaders with a lens for equity and social justice, 2) teaching scholar-practitioners to use Improvement Science to analyze the root cause of problems and lead teams to address problems in schools and school systems, and 3) providing fully released, paid internships for a 10 month full-time internship experiences as assistant principals. School districts receive funding from the state at the salary rate of a first year Assistant Principal. Our</p>

	<p>Transforming Principal Program Preparation (TP3) grant is used to hold interns harmless regarding salary and benefits, for identified TP3 scholars.</p>
<p>Number of Participants</p>	<p>35 MSAs in Fall 2020 Cohort</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>WCU received a Transforming Principal Preparation Program (TP3) Grant, sponsored by the NC General Assembly, authorized by the State Education Assistance Authority (SEAA) and administered by the North Carolina Alliance for School Leadership Development (NCALSD). The grant has provided full-tuition scholarships, support for curriculum aimed at increasing leadership capacity for equitable outcomes, increased collaboration with regional school districts, and a more robust internship program including support for full-time administrative internships 10 months in duration, collaborative coaching, and principal-mentor training.</p> <p>In Fall 2020, 35 new MSAs started their graduate program with fulltime coursework. Seventeen of these MSAs are TP3 grant scholars. In spring 2020, these 17 were all assigned principal mentors and MOUs have been signed by all superintendents to support these 17 MSAs in fulltime, paid, 10-month assistant principal internships for the 2021-2022 school year. The other 18 MSAs will remain in their current certified positions while completing their internships under the supervision of principal mentors.</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>WCU's NC School Executive Leadership Program (NCSELP) includes the Masters in School Administration and Post-Masters Certificate Programs. NCSELP faculty partners with WRESA (Western Regional Educational Service Alliance) staff who teach some courses in the program, and superintendents in all 18 school districts in western NC. We serve students</p>

	<p>throughout NC. WCU’s NCSELP program prepares aspiring school leaders to transform systems through innovative practice. In our program, innovation means preparing leaders to become equity- oriented, scholar-practitioners committed to disrupting inequitable school systems. We operationalize this definition through equity centered coursework and activities (e.g., Core Competencies, Change Project), Improvement Science (e.g., leveraging research to solve complex problems), and an overall robust curriculum which challenges students to connect theory to practice.</p>
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**II. CHARACTERISTICS OF STUDENTS**

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

Gender	Number
Male	15
Female	24
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>39</b>
Race/Ethnicity	Number
African-American	2
Am. Indian/ Alaskan Native	1
Asian	0
Hispanic/Latino	0
Native Hawaiian/ Pacific Islander	0
White	36
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>39</b>

**B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.**

<b>Full-Time</b>
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	Male		Female		Not Identified as Male or Female	
<b>MSA</b>	African-American	0	African-American	1	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	1	Hispanic/Latino	1	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	12	White	29	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>32</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	7	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	Male		Female		Not Identified as Male or Female	
<b>MSA</b>	African-American	0	African-American	0	African-American	0

	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	7	White	2	White	0
	Two or More Races	1	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>0</b>
<b>Licensure- Only</b>	African- American	0	African- American	0	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	1	White	6	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by the EPP)**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC

Western Carolina University	9	11	2	13
<b>Comment(s):</b>				

**D. Quality of Students Admitted to Program During Report Year**

<b>Measure</b>	<b>Master's</b>
MEAN GPA	3.92
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	895.00
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.70
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	67
N/A - Data Not Available	
* - Less than five scores reported	
<b>Comment(s):</b>	