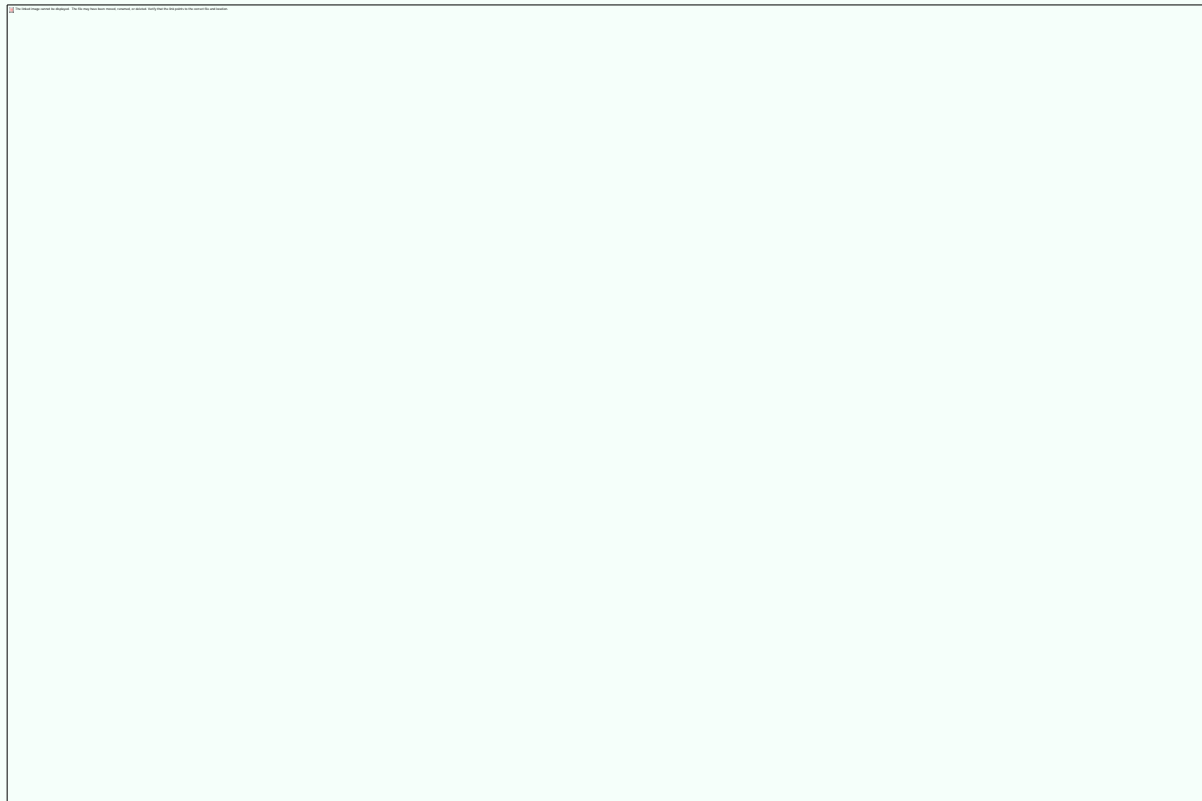


2019-2020

EPP Master's of School Administration Performance Report

Western Carolina University



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 a 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 Features of the 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. 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 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 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. 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'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 2019-2020, we had formal agreements and Memorandum of Understandings with superintendents in Buncombe, Henderson, Asheville City, Rowan-Salisbury, Rutherford, Jackson, Transylvania, Haywood, and Lincolnton school districts. We had additional, numerous principal mentor agreements with principals throughout NC.
Start and End Dates	August 2019-May 2020
Priorities Identified in Collaboration with LEAs/Schools	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 Transforming Principal Program Preparation (TP3) grant is used to hold interns harmless regarding salary and benefits, for identified TP3 scholars.
Number of Participants	42 MSA students and 28 Post-Masters Certificate Students
Activities and/or Programs Implemented to Address the Priorities	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. In Nov 2019, NCSELFP faculty brought 13 TP3 scholars to the University Council for Educational Administration National Conference in New Orleans. Faculty created a curated conference experience for MSA students, extending the curriculum to engage with nationally known scholars and researchers as well as dialogue with practitioners throughout the country.
Summary of the Outcome of the Activities and/or Programs	All NCSELFP students complete 65 core competencies aligned with NC Standards for School Executives as well as a Change Project in which they lead a team within their school context to address a problem related to equity. The focus on equity and leadership for social justice, mentorship training, expert presenters on topics such as school law and finance, and the opportunity to experience a full-time internship all create leadership growth opportunities that are unique, innovative, and responsive to current needs and trends in the profession.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	12
Female	39
Gender Neutral	0
Gender not Provided	0
Total	51
Race/Ethnicity	Number
Asian	0
African-American	1
Am. Indian/Alaskan Native	0
Hispanic/Latino	4
Native Hawaaian/Pacific Islander	0
White	45
Two or More Races	1

Race/Ethnicity Not Provided	0
Total	51

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

Full-Time						
	Male		Female		Gender Neutral	
MSA	African-American	1	African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	24	White	19	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	25	Total	21	Total	0
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
MSA	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	2	White	
	Multi-Racial	1	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	4	Total	2	Total	0
Licensure-Only	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	17	White	
	Multi-Racial		Multi-Racial	2	Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	4	Total	21	Total	0

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				
School Administration	20	7	1	9
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.50

MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	302.00
MEAN GRE Written	870.83
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	12.55
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	73

H. 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	0	6	15	0	1	2
MSA Licensure 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	1	0	0	2	0
MSA Licensure Only	0	9	0	0	0	1
Comment or Explanation:						