

2018-2019

EPP Master's of School Administration Performance Report UNC – Charlotte



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

Overview of Master's of School Administration Program

The University of North Carolina at Charlotte's Master of School Administration (M.S.A.) and add-on administrative licensure programs are based on a revised curriculum that meets the pre-service North Carolina Executive Leadership Standards. The program model is designed to instill a more integrated "systems thinking" perspective in candidates, and in the process, foster collaboration between professors to assure that all candidates will complete the same major assignments. Through the required assignments, course products, and electronic evidences, candidates will do an analysis/assessment of themselves, schools and schooling, instruction,

school organization (and management), and school climate and safety. Since all of these factors are inextricably related, the goal is to provide candidates an integrated, holistic learning experience so that they firmly grasp how these elements come together to affect school effectiveness. The program is designed so that the six required evidences are congruent, complementary, and pedagogically integrated; courses are directly tied to required electronic evidences. The internship addresses additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month covering topics related to 21st Century leadership, teaching, and learning. Practicing school executives and partners currently hosting interns in their districts may co-facilitate seminars or co-teach courses. An electronic evidences portfolio documents the candidate's proficient completion of the internship activities and competencies. The North Carolina State Board of Education requires all add-on licensure students to complete the same requirements related to the electronic portfolio as degree-seeking students.

Admissions criteria consist of a minimum of three years of successful teaching or related experience, a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit, an official satisfactory score on the GRE or MAT for the M.S.A. only, three letters of recommendation, one of which must be from the school principal or from school leaders who can attest to the applicant's leadership potential, a writing sample, and an on-site interview with members of the M.S.A. faculty. Candidates for the Master's degree must successfully complete 36 hours of course work that includes the internship. Candidates for the add-on licensure must successfully complete 21 hours of course work that includes the internship. Courses are offered in the evening on the main campus and in a face-to-face delivery model at distance-education sites in Rowan, Gaston, Union, Cabarrus, and Mecklenburg counties as well as in Kannapolis City School and Iredell-Statesville School districts.

Special Features of the Master's of School Administration Program

Early Field Experiences: The M.S.A. program includes early field experiences, which allow for timely application of knowledge learned in courses. The program's on-site field experiences become a part of each core course professor's syllabus throughout the candidate's program of

study. The program is designed to assure complete articulation across courses, field experiences, projects, activities, etc., leading to the comprehensive internship. This fosters greater integration throughout the entire program in courses, projects, and at various stages of the school-based field experience, which guides faculty to embed the required elements of the standards throughout the program of study. Faculty may coordinate activities and projects that can be expanded and refined in later courses, thereby adding a holistic, value-added dimension for coordinating the required standards with specific projects.

Enhanced Program Outreach to Local School Districts: During the 2018-2019 year, five off-campus programs were offered, one each in Gaston, Rowan, Mecklenburg, (Kannapolis City), and Iredell-Statesville Schools. M.S.A. faculty worked collaboratively with superintendents in the university's service region to identify the districts' needs and to assess faculty ability to offer the program off-campus, the goal of which is to increase the number of candidates for anticipated future vacancies. In these cases, strong applicants have been targeted for recruitment in these programs. Continuing efforts are to respond to their requests when it is feasible to do so. In 2013-14, a program was started for Charlotte Mecklenburg Schools that has continued each year. During 2015, program faculty responded to requests from superintendents of Union County Schools and Rowan-Salisbury Schools to offer the degree and certificate programs for targeted candidates in their districts. We started a program in Gaston County and Kannapolis in 2016. We began a program in Iredell-Statesville Schools in the fall of 2017. Additionally, Cabarrus County has asked us to host a cohort at J. M. Robinson High School beginning summer II, 2019. Access to the program within the region will significantly increase the opportunity for currently licensed teachers to complete preparation for future school leadership positions in these and surrounding communities. The interest in this particular field is especially high due to the number of possible principal retirements in the districts. Appropriate school district representatives and program faculty plan to meet regularly to discuss the needs of the districts and how the M.S.A. program may be tailored to meet each district's specific needs.

Charlotte-Mecklenburg Schools and New York City Leadership Academy Partnership: •
In part, through a grant made available by the Wallace Foundation, UNC Charlotte and Charlotte

Mecklenburg Schools (CMS) have joined together in a collaborative effort with the support of the prestigious New York City Leadership Academy to recruit, train, and support the strongest prospective high school principals to serve the families and children in the high schools in the CMS school system. Candidates are deemed to be outstanding educators who demonstrate commitment to closing the achievement gap, have professional resilience, strong communication skills, a willingness to be self-reflective, and are committed to continuous learning improvement and professional integrity. This program is a joint responsibility of CMS and UNC Charlotte. It is the expectation that at the end of this innovative program, participants will be “principal ready.” The program is characterized by intensity and rigor, and formative evaluation, guidance, coaching, and reflective practice occur throughout the program. This standards-based program offers: innovative program design, individualized support, a learning community, and profound learning opportunities. Participants in all strands of the program participate in the 5-week summer intensive, simulated experience. This program to prepare high school principals for the challenges of urban leadership is not currently offered in this service area of the University or in the state of North Carolina. Access to the program will significantly increase the opportunity for currently licensed teachers to complete preparation for future high school leadership positions in Mecklenburg County. Program delivery began in the summer 2013, with an enrollment of 15 students in the first cohort. This year we have 22 enrolled. The need for highly qualified high school principals is especially high due to the number of possible principal retirements in the district and due to the shortage of highly trained urban high school principals. The 36-credit-hour and 21-hour program strands include an internship under the supervision of an experienced principal mentor to ensure a quality succession pipeline for high school principal positions in Charlotte Mecklenburg Schools. Although an expectation of the program is that all program completers be “principal ready,” the number of graduates who receive a 4-year contract as a principal is at the discretion of CMS. All participants must be formally nominated by a CMS school or district administrator. Summer 2019 marks the intake of the seventh cohort group for this program. UNCC continues to work with CMS to recruit Latino candidates. We have one Latino candidate who was awarded the Principal Fellows Scholarship and five Latino candidates participated in the CMS-UNCC Aspiring High School Principals’ Program beginning summer II, 2017. In 2018 we had 4 more Latino participants in this program.

Focused Involvement of Partners: To strengthen collaboration with public school partners, the program coordinator and LEA designee work as a team to determine the most appropriate internship placements. The team matched intern needs, strengths, and interests with mentor strengths and individual school needs to insure reciprocity in the internship experience. In an effort to identify and address the needs of our partners, the program actively engaged public school partners in the M.S.A. program. Continued initiatives include co-teaching with practitioners who served as school level administrators and central office personnel, including local principals, program graduates, and district personnel to serve on interview teams for the program admissions committee, and continuing commitments from partner superintendents by appointing a district liaison to work with the program coordinator to determine internship placement and work on recruitment strategies.

Enriched Internship Supervision with More Timely Feedback: The M.S.A. program contains an enriched supervision model for the internship. Within the current internship that parallels the school year schedule, the university and the public school supervisors work collaboratively to ensure candidates meet all standards by successfully completing a series of prescribed leadership activities. Additional sessions for mentoring and coaching opportunities are scheduled to better evaluate each intern's progress in a formative manner and provide more timely feedback. Pre-internship and ongoing training for both the public school and university supervisors has enhanced focused feedback to interns. University faculty supervisors and principal mentor supervisors hold two meetings each semester to discuss the intern's progress. These meetings are held at the internship site to further acquaint the university faculty supervisor with the internship site location.

Addition of Summer Internships: Part-time students take the same classes as full-time students and, therefore, have the same performance expectations, instruction, assignments, and early field experiences. While full-time, unemployed students begin their internship during the fall, part-time students began their internship during the summer with a principal mentor selected by their school districts in collaboration with the M.S.A. Director. Summer sites may be year-round schools, schools with special summer programs or central office sites. The summer site is

typically one on a different level (i.e., elementary, middle or high) than that of the students' regular work assignment. Part-time students will spend fall and spring semesters interning at their work site, affording the intern the opportunity to work under the supervision of two different principals and leadership styles. The university supervisor and principal mentor work together to provide opportunities for the part-time intern to observe and shadow other school leaders at various times during their internship. To assure that students have the same experiences, principal mentors have to certify that all interns, both full and part-time, have developed and demonstrated specified competencies and skills.

Dedicated Program Faculty: The program has an assigned faculty member dedicated to coordinating the day-to-day intricacies of the program. M.S.A. students have enriched opportunities to work with educational research faculty, instructional technology faculty as well as with educational leadership faculty. Three or four faculty members along with the program coordinator share the yearlong responsibility of supervising interns at their site locations. All of these professors, as well as carefully selected part-time faculty, are former public school administrators who are recognized for their work in the field of school administration.

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	Charlotte Mecklenburg Schools
Start and End Dates	ongoing
Priorities Identified in Collaboration with LEAs/Schools	The Aspiring High School Principal project involves teachers aspiring to become principals as well as administrators within CMS. It involves the recruitment from the principals within CMS for teachers in CMS to join the MSA program. This past year the LEA agreed to admit interested students from outside of CMS into the program.
Number of Participants	20-25
Activities and/or Programs Implemented to Address the Priorities	Five weeks of courses (3 courses) offered in the second summer at Mallard Creek High School for participants free of charge through CMS. Debra Morris is the director of this project.
Summary of the Outcome of the Activities and/or Programs	Multiple teachers from the program completing the Master's in School Administration or Certification toward the 012 License (Principalship) and moving into administrative ranks.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools: Shady Brook Elementary
Start and End Dates	08/01/2014-06/01/2018
Priorities Identified in Collaboration with LEAs/Schools	Work closely with the principal to identify teams for the professional development. The priority of this development was to improve teachers' best practices for STEM Education and understanding of STEM fields.
Number of Participants	2 administrators; 12 teachers
Activities and/or Programs Implemented to Address the Priorities	Gather resources for teachers at all grade levels Plan with teachers at all grade levels
Summary of the Outcome of the Activities and/or Programs	Purchased a multitude of curriculum resources for each grade level at the school. Have planned with each team on numerous occasions.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Turning Point Academy
Start and End Dates	08/01/2014-*
Priorities Identified in Collaboration with LEAs/Schools	Research Opportunities; Student Support; Community Liaison w CMS Board of Education; Advance Education Support for Faculty; Clinical Placement; Grant Implementation; Volunteer Oversight; Program Support
Number of Participants	25-50
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. Co-presented research on building effective school-community-university partnerships with TPA faculty and staff. 2. Conducted writing workshops for TPA Seniors and helped them develop their Senior Exit presentations. 3. Spearheaded a formal tour of TPA with newly appointed Superintendent Wilcox. 4. Provide support for clinical placements at TPA. 5. Lead all the efforts for volunteers. 6. Assist in the logistical aspects of program initiatives offered for students.
Summary of the Outcome of the Activities and/or Programs	UNCC involvement at TPA has resulted in the reshaping of the views of alternative education in CMS. Through our collective efforts TPA students have successfully passed their senior exit assessments. Post-graduation TPA students have been given opportunities to advance their companies through entrepreneurial efforts. Additionally, TPA students have also had a chance to formally tour UNCC campus and in turn become interested in pursuing higher education. The communication between the CMS Board of Education and TPA administration/staff have improved.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Veritas Community School
Start and End Dates	08/13/2018-05/24/2019

Priorities Identified in Collaboration with LEAs/Schools	Train administrators on the Child-Teacher Relationship (CTRTR) skills (with one-on-one child and teacher & whole class)
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	CTRTR Training
Summary of the Outcome of the Activities and/or Programs	Training still in progress.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	United Community School
Start and End Dates	08/14/2017-06/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Train administrators on the Child-Teacher Relationship (CTRTR) skills (with one-on-one child and teacher & whole class)
Number of Participants	25
Activities and/or Programs Implemented to Address the Priorities	CTRTR Training
Summary of the Outcome of the Activities and/or Programs	Participants experiences a positive change in their attunement of student behaviors.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Schools
Start and End Dates	08/1/2018-12/31/2022
Priorities Identified in Collaboration with LEAs/Schools	The project supports inclusive educational opportunities for students with moderate or severe intellectual disabilities in general education classrooms.
Number of Participants	2 EC Administrators and EC Department
Activities and/or Programs Implemented to Address the Priorities	In 2018 we met monthly in the fall to write the grant and once we were notified of funding, began the planning process for implementing the grant schools, teachers, and students.
Summary of the Outcome of the Activities and/or Programs	Through our collaboration, we were successful in being awarded the grant. It is a collaborative project between the EC Department of CMS and UNCC so we meet monthly to discuss issues and plan together. The eventual outcomes that are anticipated is more inclusive educational opportunities for students with moderate and severe intellectual disabilities as well as special and general education feeling more prepared and demonstrating evidence-based practices when teaching this population.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Schools
Start and End Dates	01/02/2018-12/31/2018
Priorities Identified in Collaboration with LEAs/Schools	supported development of curriculum maps during summer 2018 , provided feedback on assessment items and resources- all of 2018

Number of Participants	District Wide
Activities and/or Programs Implemented to Address the Priorities	Support creation of planning and curriculum maps
Summary of the Outcome of the Activities and/or Programs	Goals were met
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Kannapolis City Schools
Start and End Dates	05/31/2018-08/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Supported development of curriculum maps during summer 2018 , provided feedback on assessment items and resources- all of 2018
Number of Participants	District Wide
Activities and/or Programs Implemented to Address the Priorities	Support creation of planning and curriculum maps
Summary of the Outcome of the Activities and/or Programs	Goals were met
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Newell Elementary School
Start and End Dates	05/31/2018-08/15/2018
Priorities Identified in Collaboration with LEAs/Schools	Newell School Improvement Plan: Promote a system-wide culture of safety, high engagement, cultural competency and customer service
Number of Participants	All administrators
Activities and/or Programs Implemented to Address the Priorities	Faculty and Staff Book Group Professional Development Sessions monthly, for 2 hour sessions with entire staff Conduct professional development for teachers at Newell focused on the education of immigrant students and English Learners [Topics: Culturally Sustaining Pedagogy, Racial Microaggressions, Undocumented Immigrants]
Summary of the Outcome of the Activities and/or Programs	Developed a year of professional development workshops with all of the faculty, staff, and administrators that focused on the support of English Learners. Topics each month include relevant policies on immigration, undocumented students and DACA, and culturally sustaining pedagogies.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NCDPI Title III/ESL Department
Start and End Dates	08/5/2016-*

Priorities Identified in Collaboration with LEAs/Schools	Summer English Learner Conference: Supporting ELs via Dual Language/Immersion in North Carolina.
Number of Participants	75
Activities and/or Programs Implemented to Address the Priorities	Three full days of training with teams of NC teachers and school administrators on the benefits of Dual Language/Immersion programs while working with ELs.
Summary of the Outcome of the Activities and/or Programs	2018-19 Implementation reports pending.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	State of Pennsylvania Technical Advisory Group for the Alternate Assessment
Start and End Dates	05/1/2018-09/30/2018
Priorities Identified in Collaboration with LEAs/Schools	The priority of this project is to increase the reliability and validity of the PASA as a measure of student performance for students who take the alternate assessment.
Number of Participants	10 PA departmental staff and 10 TAG members
Activities and/or Programs Implemented to Address the Priorities	Reviews as a committee as well as reviews as an individual occur during the year. The culminating activity is a TAG meeting.
Summary of the Outcome of the Activities and/or Programs	The PA DOE uses our input to inform their submissions for approval of their assessment system to the USDOE.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hawaii and Iowa Department of Education
Start and End Dates	07/15/2018-12/31/2018
Priorities Identified in Collaboration with LEAs/Schools	To provide professional learning around new social studies standards released for the state.
Number of Participants	400
Activities and/or Programs Implemented to Address the Priorities	Onsite-multiday Professional Development.
Summary of the Outcome of the Activities and/or Programs	Ongoing professional learning support with adoption of standards aligned with C3.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	9
Female	48
Race/Ethnicity	Number
Hispanic / Latino	7

Asian	
African-American	19
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	30
Multi-Racial	
Student does not wish to provide	1

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	1	Black, Not Hispanic Origin	2
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	3	White	7
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	5	Total	10
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	-
Part-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	5
	Hispanic/Latino	1	Hispanic/Latino	3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White	8	White	22
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	10	Total	30
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12
	Hispanic/Latino	2	Hispanic/Latino	3
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	4	White	15
	Multi-Racial	1	Multi-Racial	
	Not Provided		Not Provided	
	Total	9	Total	30

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				
		28		24

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

Measure	Baccalaureate
MEAN GPA	3.62
MEAN MAT Electronic Rubric	403.32
MEAN MAT Written	*
MEAN GRE Electronic	295.21
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	8.90
NUMBER EMPLOYED IN NC SCHOOLS	74
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		7				
MSA License Only			11			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree		10				
MSA License Only	15	3	7			
Comment or Explanation:						