2020-2021

EPP Master's of School Administration

East Carolina University

North Carolina Department of
PUBLIC INSTRUCTION

Overview of Master's of School Administration Program

The mission of the MSA program is to prepare educational leaders who champion diversity, build trustful relationships, apply scholarship to address practice, and engage in purposeful collaboration to confront the challenges of 21st century education. The MSA degree is designed to prepare individuals to become school leaders. The MSA encourages and supports students to serve as problem-solvers, communicators, innovators, collaborators, and change agents as they immerse themselves in service learning experiences at their respective schools.

The Department of Educational Leadership (LEED) has formal collaborations with the Walter and Daisy Carson Latham Clinical Schools Network (LCSN). LCSN is a formal partnership between the College of Education at ECU and 44 public school districts, comprising approximately 600 schools with over 22,500 teachers who participate in partnership efforts. Sixty-eight percent of the districts serve a majority or near-majority (41% or more) non-white population of students. Seventy-five percent of the districts are considered mostly or completely rural. Ninety-six percent of the districts serve a higher percentage of the population living in poverty greater than the U.S. Census Bureau's 2017 official poverty rate of 12.3%. These collaborations strengthen recruitment efforts among superintendents and/or the leadership teams in their respective districts. The chair, as well as other LEED faculty, meets with superintendents individually and collectively throughout the academic year to determine and assess ongoing leadership developmental needs. These meetings result in strategic placement of Master of School Administration (MSA) cohorts in alignment with LEA needs. Additionally, the partnership and discussions held through

these meetings provide valuable feedback for the MSA program and LEED faculty about the quality and effectiveness of the program and its graduates.

LEED faculty continue to support school leaders in the region through ECU's Rural Education Institute and the northeast and southeast Regional Education Service Alliances (RESAs). The LEED faculty members provide support for school and district initiatives throughout the ECU service area and beyond. The collaboration with the NE RESA and SE RESA were enhanced by 3.75 million North Carolina Principal Fellows TP3 grant. This grant supports a cohort of MSA students to attend school full time.

The MSA program at ECU is the only program in NC that earned National accreditation and recognition (received 8-2013 and still valid) from the National Policy Board for Education Administration (NCPBEA) through the National Educational Leadership Preparation Standards (NELP), formerly known as ELCC standards. Additionally, MSA candidate artifacts generated from project-based learning in the MSA program are fully aligned with NC Standards for School Executives and serve as a valuable data source for program improvement efforts, practice-based research, and service to schools in the region. Project-based learning, known as Service Leadership Projects (SLPs), is unique in the MSA at ECU because it combines principles of both service learning and servant leadership.

The MSA program utilizes the Service Leadership Preparation Framework (SLPF) as the conceptual framework for principal preparation. The SLPF links leadership themes found in the national and state standards with the school improvement at the center. Each theme is the foundation for Service Leadership Projects (SLPs), the hallmark of the ECU MSA program. SLPs are embedded in seven Service Learning designated courses in the MSA program. SLPs require MSA candidates to immerse themselves in problems of practice within their home school for two years, first year as projects only and second year as projects and internship.   SLPs require candidates to engage further with their supervising school principal and ask "How can I help? How can I serve?" MSA candidates use the SLPs as they work with principals and other appropriate personnel on data collection, data analysis, needs identification, problem-solving, research on best practices, comprehensive planning, action plan implementation, and evaluation. In the past year, 368 SLPs were completed in multiple counties, demonstrating LEED's transformative service to the region through innovative curricula and programming.

Programmatic advising is a signature of the ECU MSA program. This advising is based on leadership skill assessment data. Candidates begin the MSA program by analyzing their individual leadership growth needs through a leadership skill simulation created by faculty in cooperation with the National Association of Secondary School Principals. This simulation is enacted at the Office of Clinical Skills Assessment and Education at ECU in the Health Sciences Division. MSA candidates participate and analyze their performance on leadership tasks resulting in identifying strengths and areas for growth. The first year in the MSA candidates reflect and practice their identified leadership skills plan. Midpoint through the MSA candidates engage in another simulation to determine leadership growth and intensify their leadership skill development prior to their yearlong internship. During their second year in the MSA

candidates are directed to identify relevant components of the school improvement plans at their internship sites and to align their development needs with the schools' priorities.

Out of the 2,706 principals in the state, 254 are ECU grads: 9%. However, most of the principals in eastern North Carolina are ECU Graduates with 130 out of 203 principals: 65%

Beaufort: 12 out of 14

Carteret: 11 out of 18

Craven: 15 out of 23

Greene: 5 out of 6

Jones: 4 out of 5

Onslow: 25 out of 36

Pamlico: 4 out of 4

Pitt: 25 out of 38

Wayne: 17 out of 33

Wilson: 12 out of 26

A total of 41 MSA candidates graduated and obtained their NC principal (012, class P) and NC curriculum instructional specialist license (113, class S). The MSA program was delivered in cohorts of 14 to 18 candidates as a hybrid model where 60% of the program was online and 40% in person at geographical regions in eastern North Carolina such as: Johnston county area, Onslow county area, Craven county area, and Wake County. Candidates from distant rural geographical regions drive an average of an hour to attend the cohort locations listed. For candidates from more distant regions the MSA is offered online. These candidates completed approximately 59,000 internship hours across high need districts.

Special Characteristics of Master's of School Administration Program

The MSA program's recruitment efforts take a proactive approach of engaging school superintendents and principals in the northeast rural regions of North Carolina. ECU's MSA program has forged strong relationships with school districts over decades of trust and service to the region and has successfully recruited strong candidates in the past. However, due to the distant geographical location to the ECU campus, candidates from the northeast rural regions rarely enroll in the MSA program. For this reason, a targeted and personalized recruitment process in collaboration with superintendents and principals helped recruit 14 candidates and the courses delivered for this cohort were delivered synchronous and online. The MSA Program admitted its fourth cohort like this summer 2020 and will start an additional cohort summer 2021.

The MSA requires a yearlong (1,000 hours) internship experience in an authentic setting during the final year of the program.   An intern is expected to examine the overall school vision, become immersed in the school's improvement process, and make a significant contribution to this vision and process as he/she refines his/her leadership skills.   Upon successful completion of the MSA, an intern will be prepared to assume a school leadership position. While it is understood that the scope and sequence of experiences included in the role of a principal is expansive, the ability of an intern to develop skills in the running of a safe and orderly school and curriculum development relative to pertinent test data is paramount.   Interns are required to provide evidences of required experiences deemed central to a successful, effective internship experience.

As part of the ongoing collaboration with practicing principals that serve as site supervisors that provide meaningful internship experiences, faculty gathered feedback from these principals to improve the internship. One source of feedback indicated that candidates needed to become culturally proficient. Through collaboration with practicing school leaders, faculty incorporated a focus on diversity into the internship experience. As result, interns met monthly at seminars to learn about a diversity topic in schools including race, socioeconomic status, linguistics, religion, gender identity and sexual orientation. During the monthly seminars, interns were provided with current data and research regarding the diversity topic as well as interact with guest speakers from the community. The community speakers described their experiences in school settings as a member of a diverse group. They also helped interns understand what they could do to make schools a more welcoming and accepting place. Principal interns then took the information and examined their own schools through a new lens and wrote reflections on how they saw each diversity topic at play on their own campus. They also wrote about what things they could do to improve school experiences for all groups.   Candidates' self-awareness of their personal biases in educational environments shifted proactively to inspire them to strive toward social justice throughout the curriculum.

Findings of this work were published by:

Jones, K.D., & Ringler, M.C. (Jan 2021). Shifting principal preparation candidates'

common beliefs of diversity in school settings (CSLM 1866527). School Leadership and

Management https://doi.org/10.1080/13632434.2020.1866527

Jones, K.D., & Ringler, M.C. (2018). Preparing principal candidates to be instructional

leader through virtual coaching preservice teachers. Journal of Research on Leadership

Education. p. 1-22.

Jones, K.D., & Ringler, M.C. (Spring 2017). Increasing principal preparation candidates' awareness of biases in educational environments. International Journal of Educational Leadership Preparation. 12(1), 69-82. Published online

. These seminars are part of the internship requirements for all interns.

- Organizational Management
- LEED 6905

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

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

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Lenoir County Schools and neighboring school districts
Start and End Dates	June 2020-May 2022

Priorities identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	13
Activities and/or Programs Implemented to Address Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	Lenoir County Schools and neighboring school districts educator preparation for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina school districts
Start and End Dates	June 2020-May 2023
Priorities identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	35
Activities and/or Programs Implemented to Address Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	The program is offered online to any educator in the state of North Carolina and it prepares them for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Principal Leadership Academy: TP3 Principal Fellows Grant/Southeast Region of NC
Start and End Dates	June 2021-May 2023
Priorities identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders

Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	Educators from schools in the Southeast Region of North Carolina are prepared for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Wake County Schools
Start and End Dates	June 2020-May 2022
Priorities identified in Collaboration with LEAs/Schools	Develop leadership potential and prepare school leaders
Number of Participants	6
Activities and/or Programs Implemented to Address Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	Wake County Schools' educators get prepared for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Onslow County Schools
Start and End Dates	June 2021-May2023
Priorities identified in Collaboration with LEAs/Schools	MSA Degree including service learning and internship

Number of Participants	8
Activities and/or Programs Implemented to Address Priorities	Develop leadership potential and prepare school leaders
Summary of the Outcome of the Activities and/or Programs	Onslow County School educators and educators from neighboring counties get prepared for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Beaufort County Schools
Start and End Dates	June 2021-May 2023
Priorities identified in Collaboration with LEAs/Schools	MSA Degree including service learning and internship
Number of Participants	13
Activities and/or Programs Implemented to Address Priorities	Develop leadership potential and prepare school leaders
Summary of the Outcome of the Activities and/or Programs	Beaufort County Schools' educators and educators from neighboring counties get prepared for school leadership
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Principal Leadership Academy: TP3 Principal Fellows Grant/ Northeast Region of NC
Start and End Dates	June 2020-May 2022
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	8

Activities and/or Programs Implemented to Address Priorities	MSA Degree including service learning and internship
Summary of the Outcome of the Activities and/or Programs	Principal Leadership Academy: Schools educators from the Northeast Region of North Carolina get prepared for school leadership

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	11
Female	46
Gender Neutral	0
Gender Not Provided	0
Total	**57**
Race/Ethnicity	**Number**
African-American	15
Am. Indian/ Alaskan Native	1
Asian	0
Hispanic/Latino	0
Native Hawaiian/ Pacific Islander	0
White	39
Two or More Races	0
Race Not Provided	2
Total	**57**

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

Full-Time						
	Male		**Female**		**Not Identified as Male or Female**	
MSA	African-American	3	African-American	17	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	13	White	42	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	2	Not Provided	1	Not Provided	0
	Total	**18**	**Total**	**60**	**Total**	**0**
Licensure-Only	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	0	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
	Total	**0**	**Total**	**0**	**Total**	**0**
Part-Time						
	Male		**Female**		**Not Identified as Male or Female**	
MSA	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	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	2	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
	Total	**0**	**Total**	**3**	**Total**	**0**
Licensure-Only	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	0	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
	Total	**0**	**Total**	**0**	**Total**	**0**

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

Program Area	Master's Degree		Graduate Licensure Only	
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**
East Carolina University	16	23	0	0
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.24
MEAN MAT Electronic	400.58
MEAN MAT Written	N/A
MEAN GRE Electronic	300.63
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	13.26
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	64
N/A - Data Not Available	
* - Less than five scores reported	
Comment(s):	