

IHE Master's of School Administration Performance Report

Appalachian State University

2005 - 2006

Overview of Master's of School Administration Program

The MSA program is housed in the Department of Leadership and Educational Studies (LES) in the Reich College of Education (RCOE). Appalachian continues to show that it prepares approximately 20 percent of all practicing school administrators in the state. Data from the Department of Public Instruction reveals that well over 1000 practicing school administrators in North Carolina hold one or more academic degrees from Appalachian State University. While the ISSLC Standards continue to serve as the organizing principles for the MSA program, the curricular scope and sequence is in compliance with the State Board of Education's Specialty Area Guidelines, Standards, and Competencies. The program is offered both on campus, including participants in the Principal Fellows Program, and at several geographically-distributed off-campus locations. The number of students fully admitted and enrolled in the MSA program for this report year is 165. Appalachian's MSA program prepares school leaders to lead in the areas of teaching, learning, and managing, so that the importance of schools having strong and competent administrative guidance and support is not neglected. Support for the State Board of Education's Strategic Priorities continues to be emphasized throughout the program. The State Board of Education, under Legislative mandate, has appointed an Ad Hoc Committee to ensure competencies related to teacher retention, teacher evaluations, teacher support programs, and teacher effectiveness are included and emphasized in preparation programs. A member of Appalachian's MSA faculty serves as a member of the Ad Hoc committee. The MSA Program already addresses those competencies in several required courses, including LHE 5400 Human Resource Development, LHE 5820 Theory and Development in Educational Organizations, and CI 5050 Supervision of Instruction. The State Board of Education's standards for schools to provide the new 3 R's of Rigor, Relevance, and Relationships are also a part of the curriculum in several courses, including LHE 5030 The Principalship and LHE 5820 Theory and Development in Educational Organizations. The MSA Program continues to incorporate three dispositions into all that it does with students. These three core beliefs that permeate our program and the work students do in the program are: (1) Commitment to developing a learning community; (2) Commitment to ethnic and global diversity; and, (3) Commitment to moral, ethical, and professional leadership. The MSA Advisory Board, comprised of superintendents, principals, central office administrators, and other key stakeholders and the MSA Student Advisory Board, comprised of both on and off campus graduate students in both the MSA and EdS programs, provide ongoing guidance and feedback for the program.

Special Features of the Master's of School Administration Program

The program consistently and continuously assesses the curriculum and its relevance to current effective school leadership. Revisions strengthened the increased use of case studies, 2-3 problem-based learning activities, the use of electronic discussion boards, and other authentic instructional practices. Ongoing meetings with faculty from each department that delivers a course for the program result in richer collaboration on course content and evaluations, i.e., an MSA faculty and faculty in Curriculum and Instruction produced an on-line version of two required courses. The internship, a nine semester hour program requirement, focuses on developing an understanding of the principal's role in leading a school to instructional excellence. Full-time students complete a full-year, full-time internship in which they function essentially as assistant principals. These internships are typically arranged in a spring-fall sequence to better enable the candidate to follow new initiatives from planning through implementation. Part-time students complete a three-semester internship, with the first internship experience scheduled at the beginning of the program sequence as a way of introducing the candidate, in a realistic manner, to the different perspectives of school leadership. Remaining internship experiences typically occur in the final two semesters of study. Students complete several problem-based learning projects that indicate their ability to carry out a variety of school-based research activities. These include: (1) completion of an environmental scan; (2) completion of a school improvement project; and, (3) completion of an advocacy project. The program requires students to complete a series of Special Program Activities (SPAs) that are not specifically credit generating, but are assessed as a part of the student's portfolio presentation. Students complete at least one SPA that results in a reflective product to be placed in the student's portfolio from each of the following performance categories: (1) Professional Meeting and Conferences; (2) Curriculum and Instruction; (3) Instructional Technology; (4) Assessment and Evaluation; (5) Community and Culture; and, (6) General Leadership. The student is required to build a portfolio of experiences that demonstrates development in performing each of the programmatic standards. The final portfolio is presented and defended as the candidate's comprehensive examination. The portfolios also become an assessment tool for the faculty to determine how well the program meets current standards and its own performance expectations. The MSA Program, and its predecessor programs, have always provided leadership in the state for off-campus delivery of programs and the Program continues to meet a rapidly growing need for entry-level school administrators by offering the program to cohorts in Caldwell, Yadkin, Catawba, and Alexander counties. A new MSA cohort is scheduled to start summer 2006 in Caldwell County and another Fall 2006 in Yadkin County. In addition, plans are that a new cohort of add-on licensure candidates will begin coursework in the fall 2006 semester. Faculty members deliver some courses through distance learning and also through web-assisted technologies.

Service to Public Schools

Various program area faculty members actively serve the public schools in either instructional functions and/or in consultative roles. Such service includes: providing program and project evaluation services for a variety of school districts; coaching and mentoring practicing principals and other administrators in the region and state; conducting professional development training for assistant principals, principals, superintendents, and other school administrators through

sponsoring organizations such as The Center for Creative Leadership, UNC Center for School Leadership Development, NC Public School Forum, and the NCDPI; serving in official and unofficial advisory roles to several regional public school systems and the NWRESA that often requires participation in shaping policy initiatives in areas such as school leadership development, technology integration, educational politics, research and data analysis, and program/project evaluation; actively recruiting participants into four new MSA and/or EdS cohorts to enable school districts to have an applicant pool of high potential applicants to fill school leadership positions. In many instances, this recruitment process is initiated by school district representatives themselves, who request these programs as a means to expand the size of their applicant pools as well as provide and/or extend the knowledge, skills, and professional dispositions of potential candidates for school leadership positions. In fact, in the past year, over 25 currently enrolled MSA and/or Ed.S. students have been offered and accepted assistant principal positions and five Ed.S. graduates have been offered and accepted principalships. Program faculty members have provided legal services to public schools as a hearing officer for special education cases and as a case manager under NCGS 115-325. Program faculty served several school districts by conducting on-going leadership academies, as well as providing training for evaluating administrator performance. A member of the program faculty also serves as advisor to Watauga County School District's Technology Advisory Committee, sits as a member of Watauga County School District's Research Committee, and provides advice and consultation in the areas of evaluation and measurement. Another sits as a member of the board of directors for a regional charter school. Another is a member of the Board of Directors for the Public School Forum and is an on-going presenter to the Progress Energy Leadership Institute, a leadership team professional development program that serves school administrative teams from seven North Carolina school districts. An MSA faculty member provided workshops to assist in serving the educational needs of Latino students, with a capstone experience of a guided educational trip to Mexico. Faculty also worked with schools to integrate technology into the classroom. They also conducted workshops for teachers and administrators; assisted regional school personnel with integrating technology into their classes and schools; and, assisted local school districts in revising, updating, and developing technology plans.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Alexander County Schools, Alleghany County Schools, Avery County Schools, Burke County Schools, Caldwell County Schools, Iredell-Statesville Schools, Swain County Schools, Watauga County Schools	The work with Alexander, Alleghany, Avery, Burke, Caldwell, Watauga, Swain, and Iredell-Statesville involved program evaluation to determine the effectiveness of after-school programs and their contributions to overall student success for participating students in those respective districts, using assessment artifacts and data gathering processes developed by MSA program faculty members. The work with some of these districts also involved assisting them in writing program evaluation components for grants that were being written and submitted for funding considerations.	The program evaluation work with the school districts cited above all involved designing and writing program evaluation plans for grants that were being written by the school districts. Multiple site visits were provided to each of the participating districts, data gathering and subsequent analysis, as well as follow-up conversations with appropriate administrators and grant writers to incorporate the program evaluation narratives into the overall grant application framework.	(*In all of these instances, outcomes are still formative, particularly since some of the initiatives were only recently completed.) For the grant writing activity, all grant applications were submitted in a timely manner. While one has not been funded, decisions on the others are still pending.
Lincoln County Schools	The work with Lincoln County involved systemic leadership development for all assistant principals in the district. While the instruction focused on leadership development, the intention of the Academy was to develop more organizational cohesiveness in the district, as well as assess the promotability of the participants.	The leadership academy for Lincoln County's assistant principals consisted of a series of six half-day workshops. Each workshop was accompanied by a reading of significance to the topic being presented. The topics included: Navigating the Processes of Change –The book for this session was Michael Fullan's Leading in a Culture of Change; School Improvement Through Capacity-Building and Distributed Leadership (Empowerment) –The book for this session was Linda Lambert's Building Leadership Capacity in Schools; New Perspectives for Instructional Supervision – The book for this session was Dufour, Eaker, and Eakers Professional Learning Communities at Work; Data-Driven Decision Making – Parts I	For the leadership academy in Lincoln County, the improved leadership capacity has continued to show some positive effects in student achievement and teacher retention. While a specific causal relationship between the leadership development and student achievement is tenuous at best, we continue to believe that improved leadership does influence student achievement. Current research supports the idea that effective, focused leadership can account for up to 25% of the variance in student achievement. Therefore, we can assert that there is at least some associated relationship between improved school and district

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		<p>and II. The book for these sessions was Mike Schmoker’s Results; and, Building Effective Teams – Readings came from selected articles and artifacts from the Internet.</p>	<p>leadership and improvement in indicators of student learning and teacher satisfaction. In Lincoln County, through better attention by assistant principals to matters surrounding instruction and learning, student achievement increased in both 3-8 and the high school. Reading achievement in grades 3-8, which was at a level of 86.9% proficient last year, was sustained, based on early unofficial results from EOC testing. Similarly, mathematics proficiency maintained its better than 90% level of proficiency from last year to this year. In the four years that Appalachian’s MSA faculty have been involved with the Lincoln County Leadership Academy, overall EOC scores have risen from 69.6% proficient to 81.1% proficient. In that same time period, SAT scores for high school students have risen from an average of 949 to 1012, a 63 point gain in four years when the national average gain is measured in single digits. Leadership does indeed matter.</p>
<p>Yadkin County Schools</p>	<p>The work with Yadkin County focused on developing and enhancing leadership capacity for all administrators in the district in using data for making more informed decisions as well as finding ways to resolve internal and external conflicts.</p>	<p>3) The work for Yadkin County consisted of two full-day. The topics presented were: Data-Driven Decision Making, and Conflict Management and Resolution.</p>	<p>3) In Yadkin County, reports from the superintendent and the associate superintendent reveal that their work with principals and assistant principals on the data they use for allocating resources in their schools is far less contentious and</p>

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			more productive. They attribute these gains in administrative dispositions in part to the workshops provided. It is too early to know if these improvements manifested themselves in better student achievement.
Hoke County Schools	4) The work with Hoke County involved program assistance and evaluation in high school reform as Hoke County High School continues the process of transforming itself from a single comprehensive high school to a high school consisting of four separate and semi-autonomous small learning communities.	4) The program assistance and evaluation work with Hoke County involved observations of students, teachers, administrative team meetings, as well as on-going meetings with the district's Senior Leadership Team, interviews with administrators, teachers, and students, data analysis of both achievement and unobtrusive data such as attendance and disciplinary referrals, and public presentation to the district's Senior Leadership Team as well as the Board of Education. Five site visits as well as active participation in project training were provided, resulting in a series of formative assessments and a larger first-year formative summary.	4) In Hoke County, the year has been one of administrative turnover and subsequent turmoil, where a very supportive and proactive superintendent retired and was replaced by an interim superintendent. The high school experienced their third different principal in three years, and three of the four assistant principals were new to the school. Moreover, a deeply knowledgeable and supportive assistant superintendent's contract was not renewed. Despite all of this, 9th grade achievement in Algebra I from fall 05 testing continued to hover around 80% proficiency, sustaining the growth from last year. Proficiency in English I once again exceeded 70% proficiency. The school is now functionally organized around the smaller learning communities' concept, and now needs some leadership stability to sustain and augment these gains.
Pitt County Schools	The work with Pitt County was designed to train their new superintendent and an array of new principals and assistant principals in	The work with Pitt County involved conducting two all-day workshops on the state's evaluation system for principals and assistant principals.	In Pitt County, the Associate Superintendent for Human Resources reported that the principals and assistant

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	the state approved Principal/Assistant Principal Evaluation System.	Because of some significant turnover in the school and district leadership, many of the current administrators, including the new superintendent, were not familiar with either the content or the processes involved.	principals better understood the dynamics of their performance evaluation, were more focused on their instructional leadership, and were less contentious about their performance evaluation. Evaluators better understood the importance of consistent interpretations of evaluation standards and criteria, mostly because they all had the opportunity, through the training, to see performance evaluations as opportunities for growth and professional enhancement, the guiding principle of the evaluation system.
Collaborative plan with the Progress Energy Leadership Institute, whose participant membership included teams of school administrators from Asheboro City Schools, Brunswick County Schools, Cumberland County Schools, Duplin County Schools, Lenoir County Schools, Pender County Schools, and Robeson County Schools	The work with the Progress Energy Leadership Institute was to lead critical thinking on educational issues through focused Socratic Seminars on books and other readings of interest and application to Institute topics.	The work with the Progress Energy Leadership Institute involved four Socratic Seminars embedded in four sessions of three days duration each. While the content of each session is multi-dimensional, the Socratic Seminars were all designed to complement and support at least one significant part of each session's curriculum.	Results from the Progress Energy Leadership Institute are more difficult to measure. Program evaluation data exhibit a great deal of client satisfaction with the books, the seminars, and the intellectual gymnastics the reading and the seminars facilitated. There was no doubt from their evaluations that the book-based Socratic Seminars should be continued for the next class of Institute participants. However, seeing these outcomes translate into specific student-related results is, as yet, impractical. Because all of these school districts operate on the full intent of the "Calendar Bill," they did not do their annual testing until late in May, so those results are not yet available.

Support for Beginning Administrators

The program hosts a variety of guest speakers throughout the academic year. Included this year were three highly successful LES seminars focusing on the theme of Moral and Ethical Leadership. Planned by MSA faculty and delivered by MSA faculty members, national policy makers, and members of the NC practitioner community, these seminars occurred over the course of the year and were marketed to appeal to students, novice administrators, and even more experienced administrators. In each seminar, we had representatives from all three practitioner populations. In each case more than 100 people attended and participated. The first seminar focused on “A Framework for Moral Leadership” and featured Ms. Betty Hale, President of the nationally acclaimed Institute for Educational Leadership (IEL). The second seminar focused on “Moral and Ethical Leadership from the Field” and featured Ms. Margaret Hyatt, principal of Averys Creek Elementary School and the current Wachovia Principal of the Year. The final seminar, conducted as a day-long leadership symposium, featured presentations with an eclectic leadership perspective. MSA students who went on a study mission to Puebla, Mexico presented insights from their study and their experiences. The current Principal of the Year from Gaston County, Ms. Kelly Gwaltney, presented her story of turning a struggling high school around, using moral persuasion and common sense. The symposium featured a presentation by a series of women superintendents, who told their stories of success in the superintendency, as well as their pathways to those positions of leadership. All seminars supported formal and informal conversations between students, novice administrators, and other practitioners. In addition, members of the Program faculty provided support for those novice administrators working as field supervisors with interns in the MSA internship program by identifying specific problems and developing alternative plans or programs to help meet their specific school needs. In many cases, MSA students were already appointed to formal administrative positions and were, therefore, novice administrators. During these practitioner/student's respective internships, faculty provide informational seminars designed to help these novice administrators find success both in their studies and their fledgling practices. These seminars focus on making the ISSLC Standards a functional part of their respective leadership development processes, assisting them in understanding the content and the format of the School Leadership Licensure Examination to facilitate their obtaining a clear license to practice, and later job skill development (e.g. interviewing; data analysis, current issues, etc.). In addition, one MSA faculty member regularly presents seminars to the Leadership Program for Aspiring Principals (LPAP) and the Leadership Program for New Principals (LPNP), sponsored by the Principal's Executive Program, UNC Center for School leadership Development.

Support for Career Administrators

MSA faculty have developed responses to requests from superintendents and personnel directors to help develop and enhance leadership skills and practices for career administrators in Davidson, Rockingham, Lincoln, Forsyth, Hoke, Caldwell, Alexander, Davie, Yadkin, Surry, Iredell-Statesville, and Stokes Counties. Requests often focus on the need to build and/or enhance the pool of qualified applicants, as well as enhance the leadership knowledge and skills to lead educational organizations successfully. Responses resulted in a new EdS cohort in Forsyth Co., in addition to the existing EdS cohort in Catawba Co. These requests also serve to generate interest and support for a new Ed.S. cohort to serve Catawba, Caldwell, Wilkes,

Alexander, and Burke counties to be started in Summer 2006. Often, requests from superintendents are articulated at Superintendent Council meetings at the NWRESA. EdS candidates in these programs already hold licensure as an administrator. In addition, one faculty member regularly instructs in professional development programs sponsored by PEP, including their Leadership Program for Career Administrators. A workshop on "Performance Evaluation for Principals and Assistant Principals" was conducted for administrators in Pitt County Schools. A Leadership Academy was conducted for all assistant principals in Lincoln County Schools. The work with the Progress Energy Leadership Institute involved working in leadership development with career administrators in seven participating school districts. These districts included: Brunswick County Schools; Pender County Schools; Asheboro City Schools; Duplin County Schools; Lenoir County Schools; Cumberland County Schools; and, Robeson County Schools. Work with the Institute involved individual and team leadership development within and across district and job description lines revolving around conducting Socratic Seminars on assigned books (accompanied by a structured study guide developed by the faculty member intended to help shape participant thinking in the seminars). Books that were presented and discussed included: *The World is Flat* --Friedman; *Strengthening the Heartbeat* -- Sergiovanni; and, *Teacher Man* --McCourt. Institute participants were also involved in a guided Socratic Seminar, using some on-line readings on the relationship between domestic violence and student success in schools. Participants revealed overwhelming support for the individual and team building benefits accrued from these leadership development experiences. Assessments by participants of the three book seminars and the additional Socratic Seminars were overwhelmingly positive, citing the fact that this particular activity not only had intellectual benefit, but also had team-building benefits as team members worked and talked together to prepare to participate in the seminars. MSA program area faculty provided topical workshops and on-going support to school administrators in Yadkin Co. Topics included Data-driven Decision Making, and Conflict Resolution. MSA faculty are regular participants in the Superintendents' Council meetings with the NWRESA, a setting in which formal and informal topics of conversation results in responses for assistance with their career administrators.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	33
	Other	1	Other	1
	Total	28	Total	46
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	49
	Other	0	Other	0
	Total	35	Total	56

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

Masters	
MEAN GPA	3.31
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

C. Program Completers (reported by IHE).

N= #Completing NC=# Licensed in NC	N	NC
School Support Personnel	65	26
Total	65	26

D. Scores of school administrators on the SLLA.

2004 - 2005 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	40	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. Time from admission into School Administration program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree	1	5	4	39		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree		1	1	10	4	
Comment or Explanation						

F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	3.83	3.79
preparation to use technology.	3.54	3.74
preparation in instructional leadership.	3.75	3.47
preparation to assist teachers in meeting the needs of diverse learners.	3.42	3.42
Number of Surveys Received	24	19
Number of Surveys Mailed	37	37