

IHE Master's of School Administration Performance Report

High Point University

2005 - 2006

Overview of Master's of School Administration Program

The Master of Education (M.Ed) in Educational Leadership prepares experienced K-12 teachers to serve as educational leaders. It is designed for candidates who have a baccalaureate K-12 teaching license and at least three years of successful public/private school experience. The program requires 36 semester hours including six hours in internship. Following completion of the required program of study, candidates must make a satisfactory score on the School Leaders Licensure Assessment in order to be licensed by DPI. The curriculum in the Educational Leadership program provides 15 semester hours of core courses including Advanced Educational Psychology, Trends and Issues in Education, Curriculum Development, Methods of Educational Research and Working With Diverse Learners. Within the 21 hours of Specialty Area coursework candidates receive preparation in the principles of school administration and leadership, school law and ethics, school budget and finance, supervision of instruction, and internship opportunities. The Internship experience requires two consecutive semesters of activities totaling 300 hours under the direct supervision of the school's administrator and university supervisor. In addition to school-based activities and assignments interns are required to present the findings and recommendations of a comprehensive research-based program evaluation and participate in seminars on the campus of HPU.

Special Features of the Master's of School Administration Program

The Education Leadership M.Ed. program at High Point University has several special features which allow prospective candidates many options to complete the required 36 hours of coursework requirements. Applicants who are accepted into the MSA degree program may choose from 4 different programs of study. The School of Education permits entry into the program during the fall, spring, and summer sessions. Additionally, applicants choosing summer study may complete the program of study in two consecutive summers with an additional year of clinical practice (internship and supervision practicum) which permits great flexibility for an individual who cannot take classes during the regular academic terms. The School of Education also has created a Mentor Program for candidates who have successfully completed the High Point University Educational Leadership Master's Degree Program with a GPA of 3.5 or higher. The Mentor Program enables qualified candidates to join the adjunct teaching faculty within the School of Education to gain additional supervision, leadership, and instructional skills by working with undergraduate students in teacher education. It is an excellent opportunity for those

considering a doctoral degree in Educational Leadership and/or a career in higher education. Currently two MSA graduates are part of the adjunct faculty at HPU and have successfully completed their first year of teaching undergraduate courses in the Evening Degree Elementary Education Program.

Service to Public Schools

MSA Faculty have attempted to work closely with area school administrators in identifying and assisting with the current shortage of school administrators. Faculty in the Educational Leadership degree program met with the Superintendent of Randolph County Schools and the Associate Superintendent of Davidson County Schools in Fall 2005 and Spring 2006 to establish the delivery of an on-site degree program for prospective candidates. The program, "Summer Study and Clinical Practice" allows qualified candidates to earn their degrees in Educational Leadership in two consecutive summers followed by one year of clinical practice and internship. The program also has a component which allows individuals who have received their degrees in Educational Leadership through the cohort established with HPU to complete any CEU renewal credit requirements through HPU at no additional cost to the participant. The MSA Faculty in Educational Leadership have also developed the program of study for the Add-On License in Educational Administration. All principals at every school in Guilford, Alamance, Lexington City, Randolph, Thomasville City, Davidson, and Winston-Salem/Forsyth County were sent a memo outlining the requirements and coursework needed for qualified candidates to apply. Training for the School Leaders Licensure Assessment Exam is offered to participants receiving their Add-On License in School Administration through HPU at no additional cost.

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
Randolph County Schools	Support for Career Teachers/ Administrators (Quality Teachers, Administrators, Staff)	Educational Leadership Faculty in the SOE met with the Superintendent of Randolph County Schools to develop an on-site program of delivery for the M.Ed. in Educational Leadership The Dean of the SOE presented the proposed on-site M.Ed. program in Educational Leadership to a target audience of teachers pre-selected for the cohort by their building principals. The proposed cohort program was presented to the chief financial officer of HPU and the Dean of Graduate Studies.	Personnel Director for Randolph County Schools to identify participants for Fall 2006. SOE to write a formal prospectus to request SACS approval for delivery of on-site program in Educational Leadership. Cohort program to be offered in Randolph County Schools to individuals selected by principals and superintendent.

Support for Beginning Administrators

Candidates who completed the Educational Leadership M.Ed. program in May 05 were invited to join an alumni group hosted by the School of Education. The group was designed to offer continued support and opportunities for beginning administrators to network and hold regular seminars on topics of interest. Examples of proposed topics included how to work with difficult parents, stress management, and various implications of No Child Left Behind (NCLB). Two of the graduates who are current school administrators in Davidson County and Stokes County assumed a leadership role on the alumni committee and were responsible for contacting other graduates and hosting sessions at their respective schools.

Support for Career Administrators

The M.Ed. graduate degree program in Educational Leadership has provided career administrators with the opportunity to teach, mentor, and supervise current graduate students in their Internship experience as well as courses in Educational Leadership, Introduction to School Administration and Curriculum Development. The SOE has contracted with both the Superintendent and one Associate Superintendent of Thomasville City Schools and two principals in Davidson and Guilford County Schools to serve as adjunct professors within the Educational Leadership Program. In the proposal negotiated with Randolph County Schools, career administrators selected by the superintendent would be eligible to provide instruction through the cohort established with HPU.

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	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	10	Total	21
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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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

Masters	
MEAN GPA	3.76
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	6	2
Total	6	2

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	11	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			2			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree						
Comment or Explanation						