

IHE Master's of School Administration Performance Report

Appalachian State University

2006 - 2007

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). ASU continues to show that it prepares approximately 18-20% of all practicing school administrators in NC. Data from the DPI reveals that well over 1000 practicing school administrators in NC hold one or more academic degrees from ASU. While the ISSLC Standards served as the organizing principles for the MSA program in the past, the curricular scope and sequence is in compliance with the SBE's newly adopted Standards for School Administration (SBE 2006). In 2005, a review by the DPI Program Approval process validated that the MSA Program met all Specialty Area Guidelines, Standards, and Competencies. Recently, the MSA Program was revised to accommodate these new standards, resulting in a more streamlined and content relevant program. Changes included a reduction of the program from 42 sh to 36 sh to help candidates complete full programs in a more timely and efficient manner. This past year, LES offered its first program for add-on licensure in school leadership to a cohort of 20 candidates already holding master's degrees and who met admissions criteria for this special 18 sh program. Both the full MSA program and the add-on licensure program are offered 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 and the add-on licensure programs for this report year is 140. The 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 SBE's New Strategic Priorities related to preparing students for the 21st Century continues to be emphasized throughout the program. The SBE requires competencies related to teacher retention, teacher evaluations, teacher support programs, and teacher effectiveness to be included and emphasized in preparation programs and they are in the MSA Program. A member of the MSA faculty serves on 3 separate state committees dealing with administrative standards and their application to institutional practices. The MSA Program already addresses those competencies in several required courses, including LSA (formerly LHE) 5400 Resource Development in Schools, 5820 Theory and Development in Educational Organizations, and 5030 The Principalship. The SBE's expectations that schools prepare students for 21st Century life are also a part of the curriculum in several courses, including 5030 The Principalship and 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: Commitment to (1) developing a learning community; (2) ethnic and global diversity; and, (3) 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 Ed.S. 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. In its recent reconceptualization of the entire program, critical content areas were realigned into course to bring coherence, i.e., a course that formerly dealt only with human resources now addresses all the critical resources a principal has some measure of control over how those resources inter-relate, a course in classroom assessment now includes the impact of these assessments on curriculum & instructional planning, a course formerly dealing with school-based evaluation now uses this content to impact school improvement planning, & essential content from a separate course in school leadership is now incorporated into understanding how leadership knowledge and theory influences the roles & responsibilities of the principalship. These revisions further strengthened the increased use of case studies, 2-3 problem-based learning activities, the use of electronic discussion boards, & other authentic instructional practices. The 6 sh internship 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 two-semester internship, which typically occur in the final two semesters of study. Students who may already hold positions as assistant principals have an option to do a practicum experience, which is intended to advance their knowledge beyond administrative routines into authentic problem-solving of real problems the school faces. Students complete several problem-based learning projects that indicate their ability to carry out a variety of school-based research activities. These can include: (1) an environmental scan; a school improvement project; and, (2) an advocacy project. Students must 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; one SPA reflective product is placed in the portfolio from each of the following performance categories : Professional Meeting & Conferences; Curriculum & Instruction; Instructional Technology; Assessment & Evaluation; Community & Culture; & General Leadership. The portfolio of experiences must demonstrate development in performing each of the programmatic standards and must be presented and defended as the candidate's comprehensive examination and becomes an assessment tool for faculty to determine how well the program meets current standards and its own performance expectations. The Program continues to meet a rapidly growing need for entry-level school administrators by offering the program to cohorts in Caldwell, Yadkin, Catawba, & Alexander Counties. New cohorts are

scheduled to start in Forsyth and Rutherford Counties & 2 new add-on programs in Alexander and Rutherford counties in the fall of 2007. Faculty members deliver some courses through partial distance learning and also through web-assisted technologies.

Direct and Ongoing Involvement with and Service to Public Schools

Various program area faculty members actively serve the public schools in either an instructional function and/or in a consultative role. 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 UNC Center for School Leadership Development, NC Public School Forum, Progress Energy Leadership Institute, 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 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 (2006-07), over 31 currently enrolled MSA and/or Ed.S. students have been offered and accepted assistant principal positions and eight 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 Hospice Center. Another is a member of the Board of Directors for the Public School Forum, the North Carolina Association of School Administrators 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. This same faculty member will chair the NCASA Annual Conference Planning Committee in March, 2008.

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, Iredell-Statesville Schools, and Swain County Schools	The work with Alexander, Alleghany, Avery, Burke, 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 listed in this column, 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. Funding decisions on those grant applications are still pending
Lincoln County Schools	The work with Lincoln County involved systemic leadership development in an Academy setting for a cohort of potential future school leaders in the district. While the instruction focused on leadership development, the intention of the	The Developing Future Leaders Academy for Lincoln County 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	For the Developing Future Leaders Academy in Lincoln County, the improved leadership capacity has enhanced the district's succession planning for its leadership positions. There is significant potential turnover in

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	Academy was to develop more succession planning in the district, as well as assess the competency of the participants to assume positions of leadership in the district.	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 –The book for these sessions was Mike Schmoker’s Results; Building Effective Teams – Readings came from selected articles and artifacts from the Internet. The final session was a pot pourri of topics dealing with some general constructs in leadership development.	leadership positions in the county anticipated in the next 5 years, and this program was designed to enhance the succession of new assistant principals as well as the promotion of assistant principals into principalships. Succession planning has become increasingly important as school districts face more administrative turnover due to retirements and other factors, and this program was the fourth in a series of capacity-building academies designed to strengthen both leadership capacity and more seamless transitions in leadership appointments.
Watauga County Schools, Asheboro City Schools,	The work with these school districts focused on developing	The work involved interactive workshop sessions with all	In all of these districts, they will be participating in or following

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Alexander County Schools, Elkin City Schools	and enhancing understanding for all administrators in each of the districts in using the new SBE Standards for School Administrators as a means of aligning their leadership practices with the state's performance expectations, as well as anticipate the likely procedures for principal/assistant principal performance evaluation	school administrators in these respective districts, where the new standards were explained, and the implications for performance evaluation interactions with supervisors were explored.	closely the state's pilot project to field test how these new standards will actually be manifested in performance evaluation in the fall 2007 semester. It is anticipated that statewide training on these new procedures will take place in the spring 2008 semester with anticipated full implementation in the 2008-09 school year.
Mooresville Graded School District	Work in this school district involved helping the school administration implement a year-long research project for AIG students in Mooresville Middle School. Students, faculty, and administrators received training in research methodologies to support the quality of their research projects	The work involved a training workshop with students, teachers, and administrators	Student work products were completed successfully and evaluations of the projects revealed that student research procedures were followed, helping them not only in their current success, but to increase the potential for their success in doing their senior projects in their near futures.
Hoke County Schools	The work with Hoke County involved program assistance and evaluation in high school reform as Hoke County High School continues the process of	The program assistance and evaluation work with Hoke County involved observations of students, teachers, administrative team meetings, as well as on-	In Hoke County, the year has been one of administrative stabilization, following a lot of turmoil from administrative turnover. The high school

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	transforming itself from a single comprehensive high school to a high school consisting of four separate and semi-autonomous small learning communities.	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. Six site visits as well as active participation in project training were provided, resulting in a series of formative assessments and a larger second year formative summary.	experienced their fourth different principal in four years, and all four assistant principals were new to the school. Moreover, the superintendent and all of his senior administrative staff were new to the county and to their positions. Despite all of this, 9th grade achievement in Algebra I 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.
Collaborative plan with the Progress Energy Leadership Institute, whose participant membership included teams of school administrators from	The work with the Progress Energy Leadership Institute was to lead critical thinking on educational issues through focused Socratic Seminars on	The work with the Progress Energy Leadership Institute involved four Socratic Seminars embedded in four sessions of three days duration each. While	Results from the Progress Energy Leadership Institute are more difficult to measure. Program evaluation data exhibit a great deal of client satisfaction

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<p>Asheville City Schools, Randolph County Schools, Greene County Schools, New Hanover County Schools, Johnston County Schools, Nash-Rocky Mount Schools, and Moore County Schools</p>	<p>books and other readings of interest and application to Institute topics.</p>	<p>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.</p>	<p>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 or early June, so those results are not yet available.</p>

Support for Beginning Administrators

The program faculty provided support for 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 while supervising internships. These opportunities tended to be episodic and specific to problems encountered in the schools. The Program also sponsored a series of seminars designed to help novice administrators grapple with current issues impacting schooling in North Carolina. Some of those seminar topics included understanding new and emerging legislative requirements in administering schools. 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 on Managing Change as well as Teacher Empowerment to the Leadership Program for Aspiring Principals (LPAP) and the Leadership Program for New Principals (LPNP), sponsored by the Principal's Executive Program in the 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 Ed.S. cohort in Catawba Co. These requests also serve to generate interest and support for a new Ed.S. cohort to serve Forsyth Counties to be started in fall 2007. Often, requests from superintendents are articulated at Superintendent Council meetings at the NWRESA. Ed.S. 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 Asheboro City 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: Asheville City Schools, Randolph County Schools, Greene County Schools, New Hanover County Schools, Johnston County Schools, Nash-Rocky Mount Schools, and Moore 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; *Endurance* -- Lansing 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 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	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	28
	Other	0	Other	0
	Total	19	Total	37
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	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	24	White, Not Hispanic Origin	28
	Other	2	Other	1
	Total	28	Total	32

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

Masters	
MEAN GPA	3.05
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A

C. Program Completers (reported by IHE).

Program Area	Masters 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	10		30	
Comment or Explanation				

D. 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-First Awarded		2		22	2	
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded				8	1	3
G Licensure Only	6					
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2005 - 2006 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	59	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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.	3.63	3.66
preparation to use technology.	3.33	3.71
preparation in instructional leadership.	3.50	3.57
preparation to assist teachers in meeting the needs of diverse learners.	3.30	3.54
Number of Surveys Received	27	35