

IHE Master's of School Administration Performance Report

High Point University

2006 - 2007

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. During 2006-2007 the SOE also offered the add-on license in Educational Administration. Qualified candidates who enroll in the add-on licensure program complete 21 hours of coursework which includes the five specialty courses and two consecutive semesters of internship. The School of Education also sponsors a Leadership Institute throughout the year and summer months to assist current school administrators to earn continuing renewal credits. Candidates who complete the program of study in Educational Leadership or the add-on license in Educational Administration may enroll in Leadership Institute seminars hosted by the institution at no charge.

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. The program of study in Educational Leadership also provides program completers with the option of taking three master's level courses in Special Education and adding the license in Exceptional Children's Program Director.

Direct and Ongoing Involvement with and Service to Public Schools

MSA faculty members 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 members 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
Asheboro City Schools, Davidson County Schools, Guilford County Schools, Lexington City Schools, Randolph County Schools, Thomasville City Schools	NC Public Schools will be Led By 21st Century Professionals Leadership Will Guide Innovation in NC Public Schools	1. A focus group was hosted by the School of Education on 9/28/06 which included representatives from six of seven invited school districts. Participants reviewed the new SBE Priorities and generated three primary goals which included (1) providing renewal credit opportunities for school administrators (2) providing assistance to school administrators in working more effectively with parents and the community, and (3) developing an ongoing advisory board of educational leaders to network with the SOE and assess needs and priorities. In response to the goals identified on 9/28/06 the following activities and programs were implemented in 2006-2007: (a) a Leadership Institute was developed by the SOE which targeted the following topics as defined by the focus group: Legal Update: Current Legal Issues and IDEA Regulation, Developing Family and Community Involvement	1. The first in a series of Leadership Institute Seminars targeting school administrators was held on 3/9/07. This session which focused on developing the skills of EC teachers and their principals in preparing for parent-friendly IEP meetings was held for 100 attendees from across the state. A second Leadership Institute Seminar was sponsored by the School of Education on 4/19/07 through a grant awarded by the Cultural Enrichment Committee. Dr. Janice Hale, nationally known for her work in the area of creating educational excellence for African American Children, presented on the campus of HPU to more than 250 attendees from area public schools and the community. 3) A third session has been planned for July 17, 2007 with a keynote address from Dr. Nido Qubein, HPU president and nationally known speaker. The session, "A New Vision of School Leadership" will focus on the communication skills needed for 21st

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		Skills, Meeting the Educational Needs of African American Males, and Servant Leadership.	Century School Executives. The session will target school administrators from across the state and will include a panel discussion of Dr. Qubein's book "How To Be a Great Communicator". Panelists for the 7/17 session includes principals and two superintendents from the following school systems: Guilford County Schools, Thomasville City Schools, and Winston-Salem/Forsyth County Schools. To date, 43 administrators from surrounding LEA's have registered to attend this event.
Guilford County Schools, NAACP, M.Ed. Program in Educational Leadership and the M.Ed. Program in Nonprofit Management	1. NC Public Schools will produce globally competitive students. 2. NC Public Schools will be led by 21st Century Professionals	1. In an effort to address the second goal identified by representatives from six local school districts during the 9/06 Focus Group, the School of Education, in collaboration with Guilford County Schools and the High Point NAACP piloted a parent training session was co-sponsored by Non Profit Management graduate degree program at HPU. The training session was designed to assist parents of students in Guilford	Achieved one of the goals identified by the Principal's Focus Group meeting on 9/28 which was to build more effective family and community involvement skills. The collaborative model developed through the joint efforts of two graduate degree programs will be expanded to other school districts in 2007-2008.

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		<p>County Schools to better understand the Personal Education Plans (PEP) and to develop the advocacy skills needed to communicate with school personnel regarding each child's eligibility for such a plan. 2. The Parent Information and Training Session was conducted by MSA graduate candidates in EDU 531: Diversity in Education along with graduate students enrolled in NPO 512: Advocacy and Public Policy. The joint project was required in both programs and part of the final grade for graduate students enrolled in each course.. 3. MSA faculty from the SOE, faculty in Non-Profit Management, members of the NAACP, Church leaders, and Guilford County Schools personnel met monthly beginning from 9/06 until 4/07 to develop goals and objectives for the training program. 4. Church leaders and community representatives, along with Guilford County Schools personnel identified parents from local schools to</p>	

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		participate in the program. 5. The training program for parents of Guilford county Schools was held in April 2007 on the campus of High Point University.	
School Administrators from the Guilford County Schools, Randolph County Schools, Lexington City Schools, and Thomasville City Schools, along with the Deans of the School of Business and Education have created the Educational Leadership Advisory Board.	1. NC Public Schools will be Led By 21st Century Professionals 2. Leadership Will Guide Innovation in NC Public Schools 3. NC Public Schools Will be Governed by 21st Century Systems	On 5/22/07 the Educational Leadership Advisory Board met and reviewed the New SBE initiatives for 21st Century Future Ready Schools along with the new Standards for School Executives. Goals were identified by the advisory committee which included the following: 1. To review and make recommendations concerning the MSA program at HPU, 2. To consider partnerships for collaborative school administrative internships across local LEA's, to view other successful models of school administration such as the program presented by Dr. Noah Rogers from Smith High School in Guilford County.	1. School Administrators serving on the Advisory Board, in collaboration with the SOE, will offer graduate interns the opportunity to accumulate internship hours across LEA's and levels (elementary, middle, secondary), 2. School Administrators serving on the advisory board will serve as members of interview teams for the SOE (now a gateway assessment requirement for beginning the internship sequence). 3. In conjunction with the School of Business, the MSA program at HPU will offer BUA 501 (Human Resource Management) as a CUE renewal opportunity for Advisory Board members. Board members will develop recommendations concerning the addition of this graduate course in the School of Business to the current requirements

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			for the 36-hour M.Ed. Program in Educational Leadership. The SOE will offer this course as a pilot to Advisory Board Members at no charge, effective 2007-2008.

Support for Beginning Administrators

During 2006-2007 several efforts were initiated by the MSA graduate faculty to provide continued support for beginning school administrators. The coordinator of the M.Ed. Educational Leadership program has developed a series of preparatory sessions for the School Leaders Licensure Assessment Exam. The sessions are conducted for several consecutive weeks and provide participants the opportunity to review content and practice writing exam responses. Secondly, an Advisory Board for Educational Leadership has been created in 2006-2007 which is comprised of former program completers who are now beginning school administrators, career school administrators, current MSA graduate faculty, and the Deans of both the School of Education as well as the School of Business. The mission of this board is to study the new SBE initiatives in public education and to subsequently develop a set of recommendations concerning the needs of current school leaders in terms of achieving these initiatives. The recommendations of this advisory board will serve as a foundation in making changes to the existing program of study in Educational Leadership as well as to provide the SOE with input concerning how best to work with both new and career school administrators. Thirdly, revisions of the assessment plan within the Educational Leadership M.Ed. program now requires all candidates who are beginning the internship to be interviewed by a team consisting of a current MSA graduate faculty member, a beginning school administrator, and a career school administrator. The opportunity for recent graduates to continue to network with faculty allows for regular contact and ongoing support. Finally, all program completers are invited to attend all continuing renewal credit opportunities sponsored by the SOE at no charge. Special sessions targeting new administrators (one session specifically addressing the needs of assistant principals) have been planned.

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. Beginning in 2007 principals will be awarded a stipend for working with interns at their school. During 2006-2007, MSA graduate faculty worked with career administrators including school superintendents from six local school districts to target specific areas of needed support. These areas have included improving knowledge with regard to EC students and IEP mandates, improving communication skills in working with faculty and staff, increasing knowledge about data and data-informed decisions, working more effectively with communities and families, and improving the educational opportunities for minority males. The Leadership Institute series which has been sponsored by the SOE, had addressed these identified areas as well as offering career school administrators with continuing renewal credit for their participation. Three sessions were offered including one planned for the summer of 2007 in which Dr. Nido Qubein, president of HPU, will serve as the keynote speaker on communication skills and 21st century school executives. A panel of career administrators, including two superintendents, will discuss 21 Century public school initiatives. In a more deliberate and ongoing manner, the Educational

Leadership Advisory Board was created this year and includes members who are career school 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		1	Black, Not Hispanic Origin		3
	Hispanic		0	Hispanic		1
	White, Not Hispanic Origin		10	White, Not Hispanic Origin		17
	Other		0	Other		0
	Total		11	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	3.66
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	9		6	2
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
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	5	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.	*	*
preparation to use technology.	*	*
preparation in instructional leadership.	*	*
preparation to assist teachers in meeting the needs of diverse learners.	*	*
Number of Surveys Received	4	4
Number of Surveys Mailed	6	6
* Less than five survey responses received. Results will be added to next year's responses.		