

IHE Masters of School Administration Performance Report

High Point University

2007 - 2008

Overview of Masters 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 Instructional Technology for the 21st Century, 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 2007-2008 the SOE continued to offer 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 Masters 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 Masters 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 masters 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 work closely with area school administrators in identifying and assisting with goals in the area of 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
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	From the 2006-2007 goals generated from the School Administration Focus Group, the Educational Leadership Advisory Board was created. The advisory board, comprised of representatives from five of the six school districts who participated in the Focus Group in 2006-2007, met quarterly during 07-08 and continued to develop subcommittee strategies for (1) providing renewal credit opportunities for school administrators (2) providing assistance to school administrators in working more effectively with institutions of higher education to recruit and retain teachers, and (3) to assist with the Revisioning of the Educational Leadership Program by providing input with regard to the new Standards for School Executives: Principal, the performance appraisal rubric, and the assessment portfolio.	1. The second in a series of Leadership Institute Seminars targeting school administrators is scheduled for June and July 2008. These sessions will focus on 21st century technologies for K-12 classrooms. Administrators will have an opportunity to attend the week-long session with clusters of teachers from their schools. 2. Subcommittees of the Advisory Board were formed in January 2008 to study strategies for improving teacher recruitment and retention and working more collaboratively with the School of Education as a partnering institution. 3. As a result of the recommendations of the Advisory Board for Educational Leadership subcommittees, the School of Education has named a full-time faculty member as the Public School Liaison. This individual meets regularly with school administrators at partnering schools to plan, monitor, and evaluate goals. 4. An interactive link from the School of Education website has been created to allow better communication among public school administrators, IHE

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			<p>faculty, cooperating teachers, and the institution's field experiences coordinator. 5. In an effort to improve teacher recruitment and retention, faculty and administrators from the partnering school districts met with the director of the NC Teacher Education Consortium in May 2008 to review a proposal for on-site delivery of teacher education licensure programs in elementary, special, and middle grades to cohorts of current teacher assistants. 6. The revisioning proposal for the Educational Leadership Program and the assessment portfolio/artifacts has successfully been initiated and will be presented to the Advisory Board in the fall of 2008.</p>
<p>Guilford County Schools, NAACP, M.Ed. Program in Educational Leadership and the M.Ed. Program in Nonprofit Management</p>	<p>1. NC Public Schools will produce globally competitive students. 2. NC Public Schools will be led by 21st Century Professionals</p>	<p>1. The School of Education, in collaboration with Guilford County Schools, continues to explore strategies, which allow school administrators more effective communication with parents and members of the community. In collaboration with the High Point NAACP and the High Point University</p>	<p>The training program for parents was sponsored by three of the partnering schools in Guilford County in April 2008. The possibility of expanding this model to other school districts is still being explored.</p>

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		graduate program in Non Profit Management, parents of students in Guilford County Schools may attend training sessions focused on developing advocacy and collaboration skills to work with school personnel. 2. The Parent Information and Training Sessions are 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 is a course requirement in both graduate programs. 3. MSA faculty from the SOE, faculty in Non-Profit Management, members of the community, and Guilford County Schools have developed goals and objectives for the training program.	
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	1. NC Public Schools will produce globally competitive students. 2. NC Public Schools will be led by 21st Century Professionals	In an effort to provide an innovative program of school administration, the Advisory board subcommittee studying the Educational Leadership program has recommended the addition of interdisciplinary coursework, which blends educational leadership, and business management	School Administrators serving on the advisory board developed an interdisciplinary graduate course proposal, which pairs a current school administrator on the Advisory Board with the faculty member who teaches the current BUA 501 (Human Resource Management) from the School of

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		<p>practices consistent with the vision of "school executives". In collaboration with public school partners, administrators serving on the Advisory Board would serve as adjunct faculty and teach alongside of faculty in the School of Business for a newly revised interdisciplinary course in Human Resource Management for School Administrators. A possible study abroad component is currently being investigated.</p>	<p>Business. As part of this course, a study abroad opportunity in London during the May Mini session is being explored. This course will be offered as a CUE renewal opportunity for School Administrators in May 2009.</p>

Brief Support for Beginning Administrators

During 2007-2008 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 continued to provide a series of preparatory sessions for the School Leaders Licensure Assessment Exam. The sessions were 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 was created 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 for "revisioning" 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, 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 addressed the needs of assistant principals) was delivered including several sessions in advanced technology training scheduled for summer 2008.

Support for Career Administrators

The M.Ed. graduate degree program in Educational Leadership has provided career administrators with the opportunity to adjunct, mentor, and supervise current graduate students in their internship experience as well as courses in Educational Leadership, Introduction to School Administration and Curriculum Development. In 2007-2008 principals were awarded a stipend for working with interns at their school. During 2007-2008, MSA graduate faculty worked with career administrators in five local school districts to target specific areas of needed support in (1) developing effective collaborative strategies with IHE's, (2) exploring innovative CEU opportunities for career school administrators, and (3) developing strategies to improve the involvement and communication between public school personnel and parents, families and community partners. In response to these recommendations, the School of Education now has created a faculty position, which is a public school liaison. This individual meets regularly with career administrators at partnering schools to provide more consistent and ongoing follow-up in evaluating progress toward goals. The Leadership Institute series, which has been sponsored by the SOE, will provide career school administrators with continuing renewal credit for their participation, along with their faculty, in advanced instructional technology skills in June and July, 2008.

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	4
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	9	Total	15
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	10	Total	30
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
Licensure-Only	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	3.27
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

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	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	4	4	4	8
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	0	0	3	1	3	1
G Licensure Only	2	1	7	2	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2006 - 2007 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	14	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.	3.9	3.86
preparation to use technology.	3.5	3.67
preparation in instructional leadership.	3.8	4
preparation to assist teachers in meeting the needs of diverse learners.	3.8	3.86
Number of Surveys Received	10	7
Number of Surveys Mailed	22	22