

**IHE Master's of School Administration Performance Report  
Appalachian State University  
2008 - 2009**

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**Overview of Master's of School Administration Program**

The MSA program is housed in the Department of Leadership & Educational Studies (LES) in the Reich College of Education (RCOE). ASU continues to show that it prepares approximately 18-20 percent of all practicing school administrators in NC. Data from the NCDPI continues to reveal that well over 1000 practicing school administrators in North Carolina hold one or more degrees from ASU. In compliance with the State Board of Education's (SBE) newly adopted Standards for School Administrative Executives (Principals) (SBE 2006), the MSA degree program as well as the add-on licensure program have been engaged in the twin processes of re-visioning for the SBE & re-authorization for the UNC General Administration. The MSA Program, now fully aligned to the new standards & the expectations embedded in the SBE approved "Pre-Service Rubric" for assessing MSA & MSA add-on licensure candidates, has shown itself to be more inviting to potential candidates & more relevant to the needs of the State. Among the changes was a total examination & alignment of our preparation programs & practices to better enable us to serve the degree &/or licensure needs of candidates. The licensure portfolio requirement, while still not officially required for licensure, has been a part of our program requirements, serving as a programmatic synthesis for add-on candidates & a comprehensive examination for degree-seeking students. This past year, the LES continued to expand its offerings for add-on licensure in school leadership & the MSA degree programs. While on-campus enrollments have become virtually non-existent, both the MSA program & the add-on licensure program are offered at a number of geographically distributed off-campus locations, stretching from Rockingham County in the NE to Rutherford County in the SW. The number of students fully admitted & enrolled in the MSA degree seeking program & the add-on licensure program for this report year is 221. Appalachian's MSA program prepares school leaders to lead in the areas of teaching, learning, & school level leadership so that the importance of schools having strong & competent administrative guidance & support received the high priority effective & efficient school-level leadership deserves. Support for the SBE's Priorities directed towards 21st Century learning continues to be emphasized throughout the program. The SBE requires that the teaching of competencies related to teacher retention, teacher evaluations, teacher support programs, & teacher effectiveness to be included & emphasized in preparation programs & they are in ASU's MSA & the MSA Add-on licensure programs. We have established required internship seminars on each of these critical topics. ASU's MSA faculty was represented on developmental state committees to create alignment instruments & procedures with administrative standards & their application to institutional practices. One MSA faculty member was a part of the team of trainers for implementing the new evaluation system for principals, based on the new school Executive Leadership Standards. The MSA Cross-Functional Work Team, comprised of program area faculty, superintendents, principals, central office administrators, & MSA students, provide ongoing oversight, guidance & feedback for the programs.

**Special Features of the Master's of School Administration Program**

The program continuously assesses the curriculum & its relevance to effective school leadership practices. The "re-visioned" program now provides more emphasis on the school leader's commitment to the use of data as a decisioning tool. The yearlong internship focuses on developing an understanding of the principal's role in leading a school to instructional excellence. Two building-level projects encompass topics requiring in-depth knowledge & skill on the part of the intern. Ten formal reflection papers provide insight into the growth of the intern as he/she analyze various experiences. Internships are also characterized by having candidates attend three to four special seminars each semester, where skilled &

respected practitioners bring their expertise & wisdom of practice to these novice administrators. Candidates also complete a number of problem-based learning projects that indicate their ability to carry out a variety of school-based research activities that represent real issues & concerns school administrators might face. Every candidate is required to build a portfolio of experiences that is presented & defended as the candidate's comprehensive examination. The MSA Program has always provided leadership in the state for off-campus delivery of programs. Program area faculty continue to meet a rapidly growing need for entry-level school administrators by offering programs & courses that encompass a geographic spread that extends from Stokes & Rockingham counties in the NE to Cleveland & Polk counties in the SW, & from the VA border to the SC border. Over the course of 2008 - 2009, the School Administration program served 13 cohorts of candidates representing over 20 school districts. Enrollment in these cohorts consisted of 74 courses offered to MSA & MSA-Add-on candidates. Faculty of the School Administration program continue to engage in a process of examining coursework & content with the intent of providing practical & relevant preparation for leaders in 21st century schools. Students engage in collaborative, inquiry-based learning that better prepares them for the challenges addressed in the state's standards. In addition, students create research-based policy statements to address current issues in K-12 settings such as might be presented to a School Board. In addition to working within our program area, several faculty members participated in cross-program collaborative efforts resulting in authentic learning experiences with graduate students in other areas such as library science, instructional technology, & the Ed.D. program in educational leadership. Through the use of electronic virtual world environment platforms, students in our program area confront such issues as flexible media scheduling, integration of technology into instruction, & visioning for 21st century schools in collaboration with colleagues in other areas, much as they will do as school leaders. This integration of programs at the graduate school level prepares our students for work environments that will necessitate skills in group leadership, team building, & job-embedded professional development.

**Direct and Ongoing Involvement with and Service to Public Schools**

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Ashe County Schools	In collaboration with public school colleagues and upon a request generated by one of our administrative interns and approved by a school principal, a team of program faculty members conducted a two-phased organizational and curriculum audit to assess the professional work climate in the school as well as conducted a curriculum audit for how the school was providing instructional services for the school's exceptional	The program area faculty members conducted a preliminary conversation with the school's principal to assess perspectives from the school's administration standpoint. Then the faculty team conducted two full-day observations in the school to gather data and observational insights in order to complete the audit. These two faculty members then conferred and drafted a report with recommendations that would be discussed with the principal and whomever else he/she chose to include. The	Outcomes are still formative, in that the recommendations were formally submitted only this report year. The school is studying implementation strategies and has assigned the administrative intern who initiated this project some oversight responsibilities for planning and implementation where feasible in the coming academic year.

	children's population.	follow-up conversation was held and adjustments to the draft were provided. A final report was submitted to the school, with recommendations.	
Alexander County Schools, Cleveland County Schools, Davidson County Schools, Davie County Schools, Elkin City Schools, Forsyth County Schools, Gaston County Schools, Lexington City Schools, Lincoln County Schools, McDowell County Schools, Rockingham County Schools, Rowan-Salisbury Schools, Stokes County Schools, Surry County Schools, Thomasville City Schools, Watauga County Schools, Wilkes County Schools, and Yadkin County Schools	Program faculty has been working with school districts to establish formal agreements with the school districts that house our administrative interns. Thus far, these agreements have been established with schools identified in column 1. These formal agreements specify compliance with the responsibilities in HB 536, including providing training for principals who share supervisory responsibilities with ASU for the work done in administrative internships. HB 536 also calls for ASU, in partnership with the individual school districts, to assist in helping new principals achieve success once on the job. In addition, ASU is committed to working with and providing public service to the school districts.	Training workshops have already been conducted in several school districts. More are scheduled for this summer and fall. Plans for the other parts of HB 536 implementation will be developed collaboratively with the Cross-Functional Team and then presented to the individual school districts for their vetting and eventual approval.	No results are possible at this time, since this is an on-going process at the initial stages of implementation.
Leadership Development Plan with the Collaborative Leadership Institute, sponsored by the NC Public School Forum whose participant membership included teams of school administrators from: Caswell County Schools, Greene	The priority of the Collaborative Project is to develop and elevate critical thinking, problem-solving, and planning for school improvement within participating school districts.	The work with the Collaborative Project involved four Socratic Seminars addressing the ideas contained in four separate books 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	Results from the Collaborative Project 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-

County Schools, Mitchell County Schools, Warren County Schools, and Washington County Schools		and support at least one significant part of each session's curriculum. The books were: Endurance; Three Cups of Tea; Crossing Over; and Outliers.	based Socratic Seminars will be continued for the next year, and indeed, recommendations for readings are currently being considered. However, seeing these outcomes translate into specific student-related results is, as yet, impractical.
Grant writing with Burke County Schools	A drop out prevention grant was written in collaboration with Burke County. The priority for these grants was to develop the district's capacity for drop-out prevention in middle schools and high schools.	The grant for Burke County specifically involved writing the evaluation plans for the grants centering on drop-out prevention, both in high school and in middle schools.	The grant for Burke County was funded, and a faculty member will serve as the external program evaluator for this particular grant.
Program Evaluation with Iredell-Statesville Schools.	The priority was to evaluate the implementation of an after school program in a collaboration between the school district and the Statesville Housing Authority.	Activities included maintaining a database and writing formative and summative reports that served as feedback to the district and the Housing Authority, and, using the data collected, formulating a summative evaluation report to the district and the Statesville Housing Authority.	On the basis of these reports and the clarity of the database, funding for this grant has been continued and the role of the faculty member has been continued as well.
Rèsumè training for NCASA with participants from school districts across the state.	Program area faculty member conducted two training sessions for current and prospective school administrators in the processes of developing powerful and effective rèsumès and cover letters.	Activities included direct instruction, simulation, peer review and feedback.	Program evaluations were quite high, but determining impact for an activity provided this past March is too soon to determine.
Preparing assistant principals and potential beginning principals through teaching in the Leadership Program for Aspiring Principals, under the auspices of the Principals'	The priority of the Leadership Program for Aspiring Principals is to extend the leadership awareness and practice of assistant principals through participation in a structured series of	These seminars on Managing Change and Building Capacity are done in three hour blocks of time and include some simulation time, some direct instruction, some group process thinking,	Participant feedback indicated that many of the concepts from the seminars make their way into the leadership practices of these assistant principals once they returned to their home

<p>Executive Program. Participants in these programs are drawn from school districts across the state.</p>	<p>professional development activities.</p>	<p>and some strategic planning for when they return to their respective schools. Each cohort was attended by approximately 40 assistant principals, thereby providing these instructional services to about 160 participants across all four seminars.</p>	<p>schools and have a particular power for those being promoted into their first principalships.</p>
<p>Training workshops on the new Principal's Evaluation System for the NWRESA and the WRESA.</p>	<p>During the summer of 2008, a faculty member taught three training workshops for the Department of Public Instruction on the New Principal's Evaluation Instrument that was implemented during the 2008-09 school year. Two of the trainings were in the Northwest Region of North Carolina and one was in the Western Region of North Carolina.</p>	<p>These workshops involved training following the scripts developed by the Department of Public Instruction to approximately 150 participants in all three workshops. The training included direct instruction, simulation, media analysis, and role playing.</p>	<p>The system is being implemented statewide this year for the first time.</p>
<p>Serving as a leadership facilitator for NCDPI's Turn-Around Schools Project</p>	<p>The priority for the leadership facilitator program is to assist the school's leadership in developing programs and strategies that will help the overall climate of the school and promote student learning. A program area faculty member served as a Leadership Facilitator this initiative.</p>	<p>The Leadership Facilitator, through site visits, direct leadership coaching, review of the principal's conduct of his/her leadership, and the activities designed for the staff and community, helps to influence how the principal and the assistant principals function to turn the academic and socializing functions of the school around to be more successful. In a word, the leadership facilitator serves as a leadership mentor and coach to the principal.</p>	<p>In the latest administration of EOC's, the school made gains over last year's EOC performance. They did not meet their growth targets, but they did make progress. The leadership facilitator has also helped to shape a more focused professional development plan, helped the administrative team and the school improvement team become more aligned in their work towards meeting school improvement goals, and has assisted in developing a master schedule that is more focused on opportunities to improve student learning. They have developed a second turnaround plan to</p>

			<p>develop pacing guides, as well as to use benchmark testing as a data source for continuous improvement. This faculty member will continue in this leadership facilitator role next year.</p>
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**Support for Beginning Administrators**

The program faculty provided support for novice administrators through working as field supervisors with interns in the MSA and MSA Add-on Licensure programs and 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, already practicing school administrators. This is accomplished through the implementation of year-long internship projects while program area faculty and practicing school-based school administrators are supervising internships. These opportunities tended to be specific to problems encountered in the schools. The program area also sponsored a series of focused and aligned internship seminars designed to help these novice administrators tackle current issues impacting schools in North Carolina. Some of those seminar topics included understanding new and emerging legislative requirements in administering schools, understanding the real work of the principalship through the eyes of practitioners, and understanding what superintendents expect from assistant principals. Seminars are conducted that focus on 21st Century Learning, Teacher Development, The Teacher Working Conditions Study, Distributive (Teacher) Leadership, and Teacher Evaluation. During these practitioner/student respective internships, faculty provide informational seminars designed to help these novice administrators find success both in their studies and their fledgling practices. In addition, one MSA faculty member regularly and continuously 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 Principals' Executive Program in the UNC Center for School Leadership Development.

**Support for Career Administrators**

Requests from superintendents are often articulated at Superintendent Council meetings at the NWRESA. 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 Burke, Ashe, Iredell-Statesville, and Yadkin County Schools. 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 potential Ed.S. Cohort in Ashe County and these requests also serve to generate interest and support for a new Ed.S. Cohort in Burke/McDowell Counties. Six (6) cohorts were offered with a total of 13 courses and a total course enrollment of 195. The purpose of the Ed.S. Program is to admit practicing school-based administrators and help prepare them for higher and more senior-level leadership responsibilities at the district level. Faculty members serve as regular participants in the Superintendents' Council meetings with the NWRESA, as well as the Principals' Advisory Council for the NWRESA, settings in which formal and informal topics of conversation result in responses for assistance. A faculty member also participated in the DPI-sponsored training program for the rollout of the new Principal's Evaluation System.

## 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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	11
	Other	0	Other	0
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>12</b>
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	4	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	52
	Other	0	Other	0
	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>56</b>
Licensure-Only	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	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	92
	Other	0	Other	0
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>102</b>

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

Masters	
MEAN GPA	3.33
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
School Administration	1	1	36	13
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	0	0	0	0
G Licensure Only	9	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	1	1	0	0	0
G Licensure Only	37	3	0	0	0	0
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

	<b>2007 - 2008 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	71	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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.