

# IHE Master's of School Administration Performance Report

Appalachian State University

2009 - 2010

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## Overview of Master's of School Administration Program

The Master's of School Administration Program is one of several leadership degree programs in the Department of Leadership and Educational Studies (LES), Reich College of Education (RCOE). This program prepares graduate students to assume an entry level position of school administration within a district. Our students frequently come to us with little or no formal training in leadership, most being classroom teachers, school counselors or media specialists. The requirement of a minimum of three years of practical classroom or school level experience with an A certificate is a valuable foundation for our program. It not only provides a base of understanding for one level of the complex organization of schools, such experience provides credibility to our students who will someday supervise and lead other teachers. Appalachian is proud to continue to prepare approximately 18-20 percent of all practicing school administrators in the state. Data from NCDPI continues to reveal that well over 1000 practicing school administrators in North Carolina hold one or more degrees from the RCOE. In compliance with the State Board of Education's (SBE) Standards for School Executives (SBE 2006), the faculty of our MSA degree program engaged in the twin processes of re-visioning for the SBE and re-authorization for the UNC General Administration over the past two years with final approval gained this year. The MSA faculty took this opportunity not only to meet state requirements necessary for program approval, but to continuously improve the content and delivery of our courses and learning experiences for our students. As a result of this on-going effort, our courses are now fully aligned to the new standards and the expectations embedded within the SBE approved "Pre-Service Rubric" for assessing MSA candidates and their programs of study. While candidates for a North Carolina principal's license are still required to pass the School Leadership and Licensure Assessment (SLLA) administered by ETS, our candidates are also required to successfully complete a portfolio assessment aligned with the new state requirements. This will prepare them to better meet the demands of the principal evaluation system developed and adopted by North Carolina SBE as the evaluation system for all practicing North Carolina principals. Faculty spent the past year collaboratively reviewing and revising courses to provide a more holistic program of study for our students. Our courses now offer content that is in alignment with the content of the Standards for School Executives (SBE, 2008).

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

The delivery mode of our program is more aligned with the demands of an educator of the 21st Century. A cross-program collaboration project involves use of a wide range of technological platforms to allow interaction with students in other related programs across the state. Our assessments include projects and other performance-based assessments that will guide those assuming leadership of a school in being able to lead others in building a collaborative culture while addressing real school issues. Students in our program must demonstrate a high level of proficiency in collecting and analyzing broad sources of data relevant to school operations and implementing practical initiatives to address areas of deficiency within a school. For example, students begin the program by developing a complex assessment of their current school through an intense environmental scan that addresses all aspects of the school from community characteristics and parent involvement to student achievement and facilities. They will build on this assessment throughout several other courses and particularly their internship. Many students select major projects to undertake in the schools during the internship as a direct result of this assessment. Throughout their coursework, students learn to mine various sources for data including but, not limited to, the Teachers' Working Conditions Survey, the NC Report Card, the US Census Bureau, NC Wise, School Improvement Plans, and others. Support for the SBE's Priorities directed towards 21st Century learning continues to be emphasized throughout the program. Appalachian's MSA program adheres to the SBE requirements that the teaching of competencies related to teacher retention, teacher evaluations, teacher support programs, and teacher effectiveness be included and emphasized in preparation programs for principals. In addition to the learning experiences through our coursework, we have established required internship seminars on each of these critical topics. The MSA faculty provided representation on developmental state committees to create alignment instruments and procedures with administrative standards and their application to institutional practices. In addition to the collaborative efforts of faculty members, the MSA Cross-Functional Work Team provides input into the continuous improvement of our program's course of study. Program area faculty, district superintendents, principals, central office administrators, and MSA students provide ongoing oversight, guidance and feedback for the programs. This team will also provide additional assistance in the area of recruiting and reviewing applications for future cohorts in the program. In our MSA program, our courses are all delivered through a cohort system, resulting in classes on satellite campuses throughout Western North Carolina and as far east as Forsyth County. No longer are any of our courses held on campus. This allows us to be more student-centered as we bring our program to our students, most of whom are working full-time positions in schools near one of our satellite campuses. This summer, we are piloting our first totally online cohort for Add-On Licensure students. As we develop this coursework and evaluate its effectiveness for students, we anticipate offering more online MSA cohorts in the future.



## 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>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Alexander County Schools, Cleveland County Schools, Davidson County Schools, Davie County Schools, Elkin City 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, Winston-Salem/Forsyth County Schools, and Yadkin County Schools	Establish formal agreements with these LEAs to support our administrative interns in compliance with HB 536, including providing training for principals who share supervisory responsibilities with ASU for duration of internships. In addition, ASU offers partnership with the individual school districts, to assist new principals.	Workshops for supervising principals. Examples of topics included, but were not limited to, licensure, Certificate of Capacity, Portfolios, etc., and the supervising principals' responsibilities for each.	Fall 2009	125 Principals, 18 Superintendents, 3 ASU Faculty	Formal agreements were established with each of the identified districts. Positive feedback from districts and teachers involved in the workshops was received. No specific results are available at this time. Data will be collected concerning outcomes of those who participated and impact over the next one to two years.
Ashe County Schools	Request was made by the District for data analyses for better data driven decision making.	Data analyses for comparison of per pupil expenditure (PPE) compared to other districts; local percentage	Fall 2009	3 CO Administrators, 1 ASU Faculty	Results were shared with superintendent and other senior district administrators. These analyses were used by the

		of the total PPE cost, comparison of student achievement by AYP subgroup, and comparison of student achievement composites with similar small school districts in the state.			central office for better data-based decision making.
Alexander County	Establishing a Leadership Academy as part of the District's succession in planning for anticipating the need for future school administrators. Introducing potential school administrators (teacher leaders) to key concepts of school administration to inform their career path choice.	Five workshops for Leadership Academy on different components of school administration and leadership	Fall 2009 – Spring 2010	20 School Faculty, 3 CO Administrators, 1 ASU Faculty	Active participation and positive feedback by both participants and district. School district was to provide follow-up assessment. The District had the opportunity to observe and target a number of participants for continued leadership Development.
Elkin City Schools	Providing leadership training to School Board Members and a separate training for school-based administrators.	In-service planning sessions with superintendent and staff for the training programs to begin in Fall 2010	January, 2010	Superintendent and Staff, 1 ASU Faculty	Both programs will be implemented in Summer and Fall 2010
Western NC districts in cooperation with Western Carolina University, NWRESA and ASU	Developing an online critical issues "hotline" for high school principals for networking and shared problem-solving.	Planning and development of wiki for high school principals.	January – June 2010	4 ASU Faculty, 2 WCU and UNCA Faculty, 1 ASU EPA Administrator, 2 NWRESA	Actual support will begin in July 2010
Winston-Salem/Forsyth	Planning sessions for	Planning sessions with the	January	4 Associate	Actual support will begin

County Schools	establishing two leadership academies for developing leadership skills among all assistant principals as part of a succession plan for principals.	<p>Assistant Superintendents of Elementary, Middle and High Schools in the district. Priority issues include district initiatives for school leaders including data analysis, curriculum supervision, and professional learning communities.</p> <p>The Academy for Assistant Principals in Elementary Schools will begin in August 2010. The Academy for Secondary Assistant Principals will begin in January 2011. Each Academy will run for 5 sessions putting into place on-going learning communities for all Assistant Principals.</p>	2010	Superintendents, 1 ASU Faculty	in August 2010 with the first session of the Academy for Elementary Assistant Principals. The intended outcome is to provide effective support and development for assistant principals within the district to take over principalships as needed.
Johnson County, Moore County, Catawba County Brunswick County, Durham City	Workshops on legal issues facing school administrators such as cyber law and personnel law issues.	Series of workshops conducted on the fundamentals of these laws as they pertain to school leadership.	June 2009 – March 2010	488 school principals	It is anticipated that principals who are more knowledgeable in areas of cyber and personnel law will tend to make better decisions in leading their schools with fewer incidences.

## **Support for Beginning Administrators**

Most, if not all, of our students begin their administrative career in the critical role of assistant principal. The assistant principal learns a great deal of foundational background knowledge, skills, and theory through successful completion of the program. Regardless of the amount of practical performance-based assessments and projects a student undertakes, nothing quite prepares one for the realities of day-to-day crises and issues that can arise in a school. With the recognition that the learning process must not stop with the granting of the degree and license, our MSA faculty began an ambitious plan to develop in-depth and on-going AP Leadership Academies designed to address current issues and specific state and district initiatives while creating an environment for collaborative learning across a district or even among districts. Rather than jumping into a project with little time for in-depth planning or collaboration with district leaders, the MSA faculty took the initiative this year to expend many hours of work in meeting and planning with school leaders to identify and address the needs of the individual districts in terms of what their principals need to know and do. By focusing on those in the role of assistant principals, we are addressing the critical need for succession of leadership plans within North Carolina districts. Our first implementation of the Leadership Academy for Assistant Principals model will begin this fall in Winston-Salem/Forsyth County Schools. Working directly with the district, we have developed five specific modules: 1. Unpacking Curriculum Standards – This session will focus on the premises and practices that bring about change which first involves holding a deep knowledge of both the taught and tested curriculum. To attempt to change what one does not understand deeply is a change assassin. 2. Understanding Data and its Manipulation – This session will concentrate on how to use DPI data, EVASS data, and other forms of school-based data sets for informing the effectiveness of the taught curriculum and to determine new and/or additional school improvement priorities. 3. Understanding Instruction and Instructional Improvement – This session will center around three key themes: (1) teaching the curriculum well; (2) instructional planning and accommodation; (3) instructional assessment. 4. Classroom, performance, and school improvement planning – This session will use data from the new teacher evaluation system as well as metrics to assess instructional improvement. The concepts surrounding effective school improvement planning will be included. 5. Professional Learning Communities (Putting it all together) – This session will focus on the process of developing authentic professional learning communities that find themselves grounded in the five aforementioned topics, the results of which should, with effective school-based leadership, drive how these PLC's function to add value to the school's mission and purpose. The content of these modules may be adjusted for other districts, but this provides a basic understanding for the intent of the academies. Required readings, opportunities for social networking across schools among the Assistant Principals, and evidence of implementation of these skills will be managed through a Moodle site.

## **Support for Career Administrators**

As part of HB536, our MSA faculty provide support and training specifically to those who are supervising our interns in their schools. Throughout an internship, communication with the supervising principal provides the opportunity for a faculty member to support the principal. In addition, the intern, under the direct supervision of a faculty member, will engage in complex issues or projects directly related to the needs of the school. This may involve such wide-spread issues as the development of a more effective school schedule, the writing of a faculty handbook for the school, or the development of a community involvement project. Each of these projects are carefully constructed with in-depth feedback and support by the principal, who often uses the projects to better equip themselves to address issues of leadership. A more direct support

specifically for high school principals emerges in partnership with Western Carolina University and the NWRESA. Our faculty are engaged in the development and monitoring of a wiki site sponsored by NWRESA, which allows high school principals a resource to ask questions, pose issues, and gain access not only to MSA faculty but to other principals. This network will offer on the spot help to those engaged in the most stressful and, often loneliest, of principal jobs – that of the high school principal.

## 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	4
	Other		Other	1
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>5</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	53
	Other	4	Other	11
	<b>Total</b>	<b>27</b>	<b>Total</b>	<b>66</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	46
	Other	4	Other	22
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>77</b>

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

<b>Masters</b>	
MEAN GPA	3.55
MEAN MAT New Rubric	412
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	966
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

**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>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	39	13	53	3
Comment or Explanation				

**D. Time from admission into School Administration program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded						
G Licensure Only			7	39	4	2
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Masters-First Awarded	4					
G Licensure Only	51	1				
Comment or Explanation						

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

	<b>2008 - 2009 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	43	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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.

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