

IHE Master's of School Administration Performance Report

High Point University

2009 - 2010

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 Master of Education (M.Ed) in Educational Leadership is designed to prepare experienced K-12 teachers to serve as educational leaders and school administrators. The newly revised curriculum in the Educational Leadership program now provides 15 semester hours of core courses including Advanced Instructional Technology for the 21st Century, Trends and Issues in Education, Distributed Leadership, Methods of Educational Research and Multicultural Education. Within the 21 hours of Specialty Area coursework, candidates receive preparation in the Organizational Management, Creating a Culture of School Success, Implementing Distributed Leadership, , Strategies for Student Learning and Development and Using Data for School Improvement. In the newly revised program three internships allow the candidate to work with his/her supervising principal to gain the skills which are emphasized in co-requisite courses throughout the program of study . The School of Education continues to also offer the 21 hour add-on license in Educational Administration.

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 traditional MSA degree program may choose from entry points into the program which include fall, spring, or summer. The add-on license in Educational Administration is also available for candidates who already hold a master's degree and have had a minimum of three years of teaching experience. The 21-hour program of study for the add-on license may be taken during the fall, spring and summer sessions for convenience and flexibility. Several special features of the Educational Leadership program include the option of adding the 21 hour license in Educational Administration for candidates who already hold a master's degree. In 2009-2010 the M.Ed. and add-on programs in Educational Leadership were offered both as traditional on-campus programs as well as unique cohort models which are now delivered in three school districts (Davidson, Thomasville, and Surry). The cohort model in Educational Leadership was started in July of 2009 and currently has over 70 candidates enrolled in the three programs. Unique to our cohort model is the

clustering of interns at specific schools to form Professional Learning Communities with school principals and graduate faculty in Educational Leadership serving as facilitators. Also unique to the cohort model is a reduction in tuition and fees based on the total number of participants who enroll. With the flexibility and uniqueness of a cohort model, the School of Education has been able to plan with local school administrators to customize the content presented in courses to the district's own strategic goals and objectives. Additionally, executive school administrators within the district serve as graduate adjunct faculty and assist in the delivery of the program to the candidates within that school district. In many cases candidates have been selected for participation in the cohort program and have assisted school districts in cultivating their own leaders. This model has been quite successful and will be expanded in 2010-2011 to two other school districts.

Direct and Ongoing Involvement with and Service to Public Schools

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Elkin City Schools	The district identified within its strategic plan, an emphasis on using data for effective leadership of 21st Century Schools. The IHE was asked to assist in the development of a formalized process in which principals could receive feedback from their faculty related to personal leadership effectiveness. In a second phase of this partnership, the findings of this year long project were also used as a means of customizing the training of participants in an Educational Leadership Cohort program delivered by	Graduate faculty from the IHE met with district administrators in July and August of 2009 to assist with strategic planning and developing priorities for the partnership. A formalized presentation to the Elkin City School Board was made by graduate faculty from HPU on August 24th 2009. Principals included in the project were asked to provide input on the process and participated in leadership feedback process training from graduate faculty at HPU from August 2009-February 2010. The 360 Feedback Survey and survey analysis of data	July 2009-June 2010. Partnership is ongoing and will continue in 2010-2011.	School Superintendent, School Support Director, the three principals serving Elkin City Schools and their respective faculty.	All data is currently being utilized by the principals who participated in the project for the purposes of annual evaluation and the development of a personal growth plan. Project will continue in 2010-2011 with the implementation of the personal growth plan by each principal.

	<p>the IHE for Elkin City and Surry County Schools in 2009-2010.</p>	<p>was completed in February-March of 2010. This process included the following activities: Each principal selected faculty members to participate in the 360 Survey focusing on the areas of Setting Instructional Direction, Teamwork, Sensitivity, Judgment, Results Orientation, Organizational Ability, Oral Communication, and Development of Others. Additonal 360 surveys were completed on each principal by Dr. Randy Bledsoe, School Superintendent, and Ms. Cynthia Altemueller, School Support Director. Each principal was also asked to complete the 360 Survey as a self-assessment exercise. All surveys were completed and analyzed in April 2010. Graduate faculty provided follow-up sessions with each principal to compare 360</p>			
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		<p>survey results of faculty, the school superintendent and other district administrators as well the self-assessment during April-June of 2010. At the discretion of each principal, the results were utilized as part of the annual evaluation process with data from the survey being used as artifacts. Finally, each principal will utilize the data to develop a personal growth plan for the 2010-2011 academic year.</p>			
<p>Davidson County Schools, Thomasville City Schools</p>	<p>To establish an on-site cohort model to train future school leaders selected by district administrators. To design a cohort model in collaboration with these district leaders that was customized in its course content, assignments, and seminars to the strategic plan and goals of the school system.</p>	<p>In January of 2009 the School of Education received approval from SACS to offer the degree in Educational Leadership and the add-on license in Educational Administration through an off-site cohort delivery model. The School of Education also received permission from the university president to offer the cohort model</p>	<p>The program began in July of 2009 and is ongoing. The first cohort in Educational Leadership is scheduled to complete the program in the spring of 2011.</p>	<p>The number of participants initially included a total of 55 teachers from Davidson County Schools and Thomasville City Schools who were selected to participate in the two cohort groups (29 and 26 respectively). District leaders from both school systems also participated in initial</p>	<p>Thomasville City Schools, Davidson County Schools, and the High Point University School of Education held a collaborative dinner celebrating the success of the collaborative partnership at East Davidson High School in October of 2009. All participants attended along with district</p>

	<p>One of these goals was to implement Professional Learning Communities (PLC's) and study the impact of clustering interns at various school sites within the district that were facilitated by the principal of that school and the graduate faculty in Educational Leadership at HPU.</p>	<p>at a reduced tuition rate which is based on the total number of participants enrolled in the program. In the spring of 2009 graduate faculty in Educational Leadership worked with district leaders in Davidson and Thomasville City Schools (Dr. Sandi Lee, Dr. Tony Peele, Dr. Keith Tobin) to develop a cohort model that focused on each district's strategic goals and allowed district leaders to select teachers to participate in the program. The cohort model also allowed qualified district leaders to serve as adjuncts for portions of the program delivery. During the spring of 2009 the graduate faculty in Educational Leadership held two information sessions with prospective applicants to the cohort program. One cohort of</p>		<p>planning meetings in the spring of 2009. Currently the program has a total of 52 participants (three have withdrawn).</p>	<p>leaders from both school systems (Dr. Keith Tobin, Dr. Sandi Lee, Dr. Tony Peele). The proposal to present the cohort model and its impact on the development of Professional Learning Communities (PLC's) at the annual NCPEA Conference was accepted and this presentation will take place in Washington D.C. in July 2010. Cohort participants who began last summer in July 2009 are scheduled to complete the program of study in Educational Leadership in the fall of 2010. The second cohort of participants is scheduled to complete their program of study in the spring or summer of 2011.</p>
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		<p>29 teachers was formed in the summer of 2009 and the second cohort began in the fall of 2009 with 26 additional teachers from both Thomasville and Davidson County Schools. Research on the effectiveness of the cohort model being utilized has been underway since the summer of 2009 and includes tracking participant retention in the program, success in the program, teacher leadership development, and the success of the PLC model which clusters interns at a particular school. As the first cohort of teachers complete the program, focus group interviews are being planned to assess the program's impact on both the local school district and the IHE partner. A joint proposal between the IHE and select school</p>			
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		leaders in Davidson County was accepted for a July 2010 panel presentation at the annual National Council of Professors in Educational Administration (NCPEA).			
Surry County Schools, Elkin City Schools	To establish a collaborative cohort model to train teachers selected by local school district leaders in educational leadership and school administration. To create a cohort model that utilizes a customized approach to training that emphasizes the school district's strategic plan and goals. To incorporate the findings of a year-long collaborative partnership completed in Elkin City Schools into a course taught by the school superintendent to cohort participants that	Along with the collaborative partnership with Elkin City Schools, the School of Education expanded its service to include the development of a cohort model of program delivery in Educational Leadership with both Elkin City and Surry County Schools. In the late spring of 2009 graduate faculty worked with district leaders in Elkin City and Surry County Schools to develop a cohort model that focused on the district's strategic goals, highlighting how to improve overall school leadership in the 21st century through the use of data to make school	The collaborative partnership between Elkin City Schools and High Point University's School of Education began in August of 2009. It was expanded to include the establishment of a cohort in Educational Leadership that also included Surry County in the fall of 2009. Cohort participants are scheduled to complete their program of study in Spring or Summer of 2011.	14 teachers from Elkin City and Surry County Schools are enrolled in the Educational Leadership Cohort program being delivered in Surry County.	The cohort model is ongoing and participants are expected to complete the program of study in spring of 2011. Baseline data has been collected on the 14 participants who have also consented to participate in research assessing the cohort model of instructional delivery and the development of specific skills in using feedback data from faculty/staff and self-assessment to improve leadership effectiveness. Focus group interviews are planned for the final year of the program (2010-2011) as the 14 candidates prepare to

	<p>highlights how data can be used for effective leadership of 21st Century Schools.</p>	<p>improvements. The cohort model also allowed qualified district leaders (Dr. Terri Moseley, Dr. Randi Bledsoe) to serve as adjuncts for portions of the program. During the summer of 2009 the graduate faculty in Educational Leadership held two information sessions with prospective applicants to the cohort program. A cohort group of 14 teachers from Elkin City and Surry County was formed in the fall of 2009 and is ongoing. All candidates enrolled in the program have also given their permission to participate in a collaborative research study assessing the impact of two key variables: (a) the development of school leaders through cohort models of instruction and (b) the strategies which most effectively train future school leaders to</p>			<p>exit the program and follow-up data will be collected from them for an additional year beyond program completion.</p>
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		use data from faculty/staff and self-assessments to improve their overall effectiveness as school executives. As part of this research, adjuncts from these two school districts are working with the IHE to provide specific focus to course content, assignments, and seminars that are aligned to the strategic goals of each district.			
Lexington City Schools, Davidson County Schools	To support elementary school administrators who completed the Educational Leadership M.Ed. program at High Point University by providing opportunities for their faculty to receive advanced training in literacy instruction. To develop a collaborative cohort opportunity for the teachers in targeted schools to earn an M.Ed. degree in Elementary Education	In the fall of 2009 graduates from the Educational Leadership program who are currently serving as elementary principals were asked to complete a survey identifying areas of need at their schools. Enhancing the literacy instruction for K-5 students was identified as the highest priority by the individuals surveyed. Principals from Lexington City, Randolph County,	Fall 2009 and is ongoing. Cohort in Lexington City Schools will begin in fall 2010.	Three elementary principals from the targeted schools that will participate in the cohort program and the 21 teachers who will begin the program in the fall of 2010.	As a result of the initial planning and program development in 2009-2010, the cohort group of 21 participants was successfully formed and will begin in the fall of 2010.

	<p>with a concentration in literacy.</p>	<p>Davidson County, Thomasville City and Guilford County Schools were invited to attend a follow-up meeting at HPU in February of 2010 to discuss the implementation of a cohort model of advanced literacy training for the faculty at their respective schools. Three principals asked that additional Information Sessions be presented at their schools to assess teacher interest. These Information Sessions were held on 3/18/10 in Lexington City Schools (Pickett Primary), 4/8/10 in Guilford County (Johnson Street Global Studies), and 4/15/10 in Randolph County (Ramseur Elementary School). The program will provide on-site instruction in literacy, a focused literacy practicum capstone experience supervised by</p>			
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		<p>the School of Education's Literacy Coordinator, and will highlight opportunities such as leadership and professional involvement with the Region V NCAEE, implementation of programs such as Book Buddies, Family Literacy Nights, and developing e-book library collections through the integration of technology into literacy instruction. A cohort of 21 teachers from Lexington City and Davidson County Schools was formed in May 2010 and will begin in the fall of 2010 at Pickett Primary School.</p>			
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Support for Beginning Administrators

In an effort to provide ongoing support to beginning elementary school administrators who completed the Educational Leadership M.Ed. program at High Point University, a meeting was held to determine interest in establishing a collaborative cohort opportunity for the teachers at these schools. Representatives from Lexington City, Randolph County, Davidson County, Thomasville City and Guilford county Schools attended. Based on teacher interest, follow-up Information Sessions were provided to teachers by the Coordinator of the M.Ed. program in Elementary Education at select schools within Lexington City, Randolph County, and Guilford County. These Information Sessions were held on 3/18/10 in Lexington City Schools (Pickett Primary), 4/8/10 in Guilford County (Johnson Street Global Studies), and 4/15/10 in Randolph County (Ramseur Elementary School). The cohort program will provide on-site instruction in literacy, a focused literacy practicum, and tuition concession based on the number of participants. Additionally, the cohort course delivery will customize instruction, assignments, and class discussion on the identified priorities and needs of the school district and/or schools involved. Currently a cohort in Elementary Education is scheduled to begin in the fall of 2010 with 21 participants in Lexington City and Davidson County school teachers. Additional ongoing efforts include continuing to provide professional development opportunities for renewal credit sponsored by the School of Education at no charge to our program completers. In July of 2009 the School of Education hosted its second Leadership Institute, "Leading in An Age of Dramatic Change: Proven Strategies from Effective Leaders". The day-long workshop included a panel of current school superintendents, and sessions from DPI consultants on leading education in the 21st century as well as a keynote address from university president Dr. Nido Qubein.

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. With the creation of the Educational Leadership Cohort program, career administrators have helped customize coursework and the delivery of the program of study based on the district's strategic goals in Davidson County, Thomasville City, and Surry County. Principals serving as supervisors for administrative interns at their school receive a stipend of \$100.00 and in 2009-2010 several of these career administrators worked with the graduate faculty in Educational Leadership to complete research on the effectiveness of clustering interns to create Professional Learning Communities. This research will be presented by our graduate faculty and a panel of these career school administrators in Washington D.C. in July 2010 at the annual National Council of Professors in Educational Administration (NCPEA). Additionally, significant support was provided by graduate faculty in Elkin City Schools in 2009-2010. Extensive professional development which was aligned to the district's strategic plan emphasis on the use of data for effective leadership of 21st century schools was provided in July-April of 2009-2010. Additionally, in 2009-2010 graduate faculty in Educational Leadership provided support and consultation in conducting extensive surveys of faculty perceptions for their school leaders in Elkin City Schools using the 360 Feedback Survey and Analysis.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

No data provided.

B. Quality of students admitted to programs during report year. Data for the report is has NOT BEEN UPLOADED

No data provided.

C. Program Completers (reported by IHE).

No data provided

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			1	1		
G Licensure Only	3	2	1			
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.

	2008 - 2009 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	19	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.
