

IHE Master's of School Administration Performance Report

High Point University

2010 - 2011

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 14 semester hours of core courses including Advanced Instructional Technology for the 21st Century, Trends and Issues in Education, Developing Leaders for 21st Century Schools, Methods of Educational Research and Multicultural Education. Within the 22 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. School Executive Internship I and II are each two credits and are aligned to specific themes of courses taken by candidates in the first year and into the summer as they complete the required electronic evidences. The final School Executive Internship III must be taken at the conclusion of the program and is three semester hours credit. Candidates showcase and present one of their evidences during this final internship experience and complete required self assessment and other exit evaluations. The School of Education continues to also offer the 22 hour add-on license in Educational Administration. Currently both the degree and add-on license in Educational Administration is offered through a cohort model of instructional delivery within local school districts in the area.

Special Features of the Master's of School Administration Program

The Educational 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. Effective fall 2010, the add-on licensure program of study admits student only during the fall semester in order to better preserve the integrity of course sequencing and internship requirements. Several special features of the Educational Leadership program include the option of adding the 22 hour license in Educational Administration for candidates who already hold a master's degree. Both the M.Ed.

and add-on programs in Educational Leadership are offered as traditional on-campus programs as well as cohort models which are now delivered in several school districts. This unique program of study includes on-site delivery of specialty coursework in educational leadership and online core course delivery. Unique to the HPU 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 districts 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 continue to be expanded in 2011-2012 with the expansion of two additional cohorts in Guilford County Schools. Planning for 2011-2012 includes piloting a cohort "teaming" approach whereby participants in each cohort will be divided into teams based on school assignment. Using the teaming concept candidates will work together on required electronic evidences to assess whether this type of collaboration actually facilitates the creation and implementation of these projects in a more effective manner throughout the program of study.

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	As a continuing partnership agreement from 2009, a series of site-based visits with school superintendent, Dr. Randy Bledsoe, centered on strategic plan implementation and district initiatives. The focus during the 2010-2011 school year	This is a continuing partnership which began in July 2009 and will continue into the 2011-2012 academic year.	School Superintendent, School Support Director, the three principals serving Elkin City Schools and their respective faculty.	Personal growth plans based on data from 2009-2010 were developed by each of the three school administrators. A comparative analysis of survey data from the 360 Feedback Survey completed by teachers from

	<p>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 the IHE for Elkin City and Surry County Schools in 2009-2010.</p>	<p>involved the initial gathering of data for feedback to principals related to faculty perceptions of each leader's performance as principal during the 2009-2010 school year. This involved each teacher completing a Likert scale survey (The 360 Feedback Survey) related to 40+ specific leadership functions. Examples of functions included Setting Instructional Direction, Teamwork, Sensitivity, Judgment, Results Orientation, Organizational Ability, Oral Communication, and Development of Others. In addition, each teacher was also invited to include any additional comments that would better describe the</p>			<p>2009-2010 will be conducted once the survey data from 2010-2011 is collected by graduate faculty involved in the project. The focus of these comparisons will be to assess to the impact of the principal's targeted growth plan and ongoing site visits with graduate faculty. Data analysis will be completed during the summer of 2011.</p>
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		<p>principal's leadership during the past year. These surveys were conducted anonymously and the results were summarized by graduate faculty in Educational Leadership during the fall of 2010. Follow-up conferences were utilized to share information with principals. All principals participated voluntarily and the results were shared only with the individual principals. They were invited to share the results with others if they wished and were invited to utilize the results as a tool for developing an individual professional growth plan. Plans are currently underway to conduct another survey at the conclusion of</p>			
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		the 2010-2011 school year.			
Davidson County Schools, Thomasville City Schools	To recruit, develop, and nurture 21st Century School Executives using a cohort model of instruction that is uniquely customized to the particular school district's strategic goals. The cohort program consists of M.Ed. as well as Add-On candidates in School Administration and is based on the revised standards for North Carolina School Executives. School district administrators and central office leaders assist in the recruitment of qualified candidates based on prior performance as successful classroom teacher-leaders.	In the spring of 2009 graduate faculty in Educational Leadership worked with district leaders in Davidson and Thomasville City Schools 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. Two cohorts started in July of 2009 with the first cohort of program completers receiving their M.Ed. in Educational Leadership and graduating from High Point University in	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.	The number of participants initially included a total of 55 teachers from Davidson County Schools and Thomasville City Schools who were identified as potentially strong candidates to participate in the two cohort groups (29 and 26 respectively). District leaders from both school systems also participated in initial planning meetings in the spring of 2009.	The retention rate for Cohort #1 was 89% with 26 of the 29 participants completing the program. Three of these were add-on licensure candidates and 23 received their M.Ed. in Educational Leadership in May 2011. Thus far, 100% of these individuals have successfully completed the School Leaders Licensure Assessment Test. Four have already been placed in AP or other administrative positions. The second cohort of participants is scheduled to complete their program of study in August 2011. Of the original 26, 20 have remained in the program

		<p>May 2011. The second cohort will complete the M.Ed. program in Educational Leadership in August 2011. Faculty in Educational Leadership also conducted research on the efficacy of the cohort model which evaluated participant retention in the program, success in the program, teacher leadership development, and the impact of utilizing a PLC model which clusters interns at a particular school. The IHE and select school leaders in Davidson County presented the findings of this research in July 2010 at a panel presentation at the annual National Council of Professors in Educational Administration (NCPEA).</p>			<p>with an overall retention rate of 76%. Three of these individuals received an add-on license in School Administration and 17 will receive their M.Ed. degree from HPU in August. A comprehensive research survey was distributed to program completers in April, 2011. Several variables assessing the cohort model, the faculty, the courses, etc. were assessed by graduate faculty in Educational Leadership. Results suggested that the opportunity to support one another as they moved through the program as a group was, by far, the most significant variable which was</p>
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					<p>related to their positive perceptions about the program (more important than convenience--classes were delivered on-site) and cost-tuition was significantly reduced by more than 50%). Participants tended to rate the core courses as being less important and helpful than the instructional and specialty courses relevant to educational leadership. The PLC model utilized during the internship experience was highly valued by all participants and their supervising principals.</p>
Asheboro City Schools, Guilford County Schools, Surry County	To recruit, develop, and nurture 21st Century School Executives using a cohort model of	The success of the Davidson County and Thomasville City Cohorts has allowed	The partnership between Surry County Schools and	14 teachers from Elkin City and Surry County Schools are enrolled in the	Candidates in the Asheboro City School Cohort have successfully demonstrated

Schools	<p>instruction that is uniquely customized to the particular school district's strategic goals. The cohort program consists of M.Ed. as well as Add-On candidates in School Administration and is based on the revised standards for North Carolina School Executives. School district administrators and central office leaders assist in the recruitment of qualified candidates based on prior performance as successful classroom teacher-leaders. With the newly revised state standards now in place for future school leaders, High Point University will make a deliberate effort to collaborate with each LEA to discuss the types of course activities and internship experiences that will be closely aligned with not only the requirements of the state, but also the goals and objectives outlined</p>	<p>graduate faculty to successfully recruit new districts who are interested in partnering with HPU. During 2010 several Information Sessions were hosted by the School of Education in Surry and Asheboro City Schools. These cohorts are now underway and participants will likely complete these programs of study during the fall or spring of 2011-2012. Two new cohorts in Guilford County Schools (one exclusively for teachers and one exclusively for central office leaders) will be started in the fall of 2011. In the newly revised program of Educational Leadership, all candidates will be completing a series of Electronic</p>	<p>High Point University's School of Education began in fall 2009. It was expanded to include the establishment of a cohort in Educational Leadership that also included Asheboro City Schools in the fall of 2010. The two Guilford County Schools Cohorts in Educational Leadership are scheduled to begin fall 2011. All of these participants have applied and were admitted to the graduate program in spring 2011.</p>	<p>Educational Leadership Cohort program being delivered in Surry County. To date, four of these have completed the add-on license in School Administration. Currently 14 candidates are enrolled in the Asheboro City Schools Cohort Program. Sixteen candidates have been admitted by the Norcross Graduate School for the Guilford County Schools Cohort (High Point area) and 12 have been admitted for the Guilford County Schools Cohort (Central Office) scheduled to begin in fall 2011.</p>	<p>proficiency in three of the six evidence areas required by the North Carolina Department of Public Instruction as of May 2011. By the end of the fall semester (2011), these students will be proficient in all six evidences areas and will have completed electronic portfolios containing artifacts completed for each of the evidence courses. In addition, the cohort candidates have currently logged over 200 hours as part of the School Executive Internship experience and successfully completed all Professional Learning Community projects in EDU 5162 &</p>
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	<p>by district level leaders. With the newly formed Asheboro City Schools Cohort, the focus has been placed on the importance of working in Professional Learning Communities. By learning to utilize PLCs in a leadership capacity, cohort members will be equipped to provide the type of collaborative/shared leadership that was identified as a priority by Asheboro City Schools.</p>	<p>Evidences which are aligned to specialty courses and recently the adopted Standards for School Executives. A three-part 300-hour administrative internship experience is also closely aligned with the activities taught in the specialty courses. By working closely with partnering district leaders, HPU faculty is able to provide the type of customized instruction and “real world” training that sufficiently addresses the priorities established by individual LEAs.</p>			<p>5164. After meeting with district leaders in Asheboro along with site-based internship supervisors, it is clear that all candidates are currently meeting the goals and priorities as identified by the LEA</p>
<p>Randolph County Schools (New Partnership)</p>	<p>To use professional learning communities (PLC's) successfully in improving academic instruction, using effective leadership skills to</p>	<p>Two staff development sessions with the middle school principals and supervisor related to relevant middle school issues was initially</p>	<p>Fall 2010 through June 2011.</p>	<p>Three middle school principals and their faculty from Randolph County Schools voluntarily participated in the staff</p>	<p>Three middle school principals and their faculty from Randolph County Schools participated in the staff development</p>

	<p>promote a culture of trust which encourages self-assessment and reflection on instruction by teachers. To refine administrative skills which promote collaboration and distributed leadership.</p>	<p>held on October 8, 2010 and included an overview of a variety of topics relevant to middle level education (student motivation, digital learners, differentiated instruction and assessment, funding issues, effects of poverty). A focus of the staff development was also to explore cutting-edge research on how to successfully utilize videotaping as a tool for improving classroom instruction. Strategies for using videotaped classroom instruction episodes by teachers as part of the Professional Learning Community collaborative process were shared. Commitments were obtained</p>		<p>development and initial videotaping training for PLC use. During 2011-2012 these participants will pilot the initiative and share data on the impact of this project.</p>	<p>and initial videotaping training for PLC use. During 2011-2012 these participants will pilot the initiative and assess the impact of using videotaped teaching episodes as a means of enhancing PLC feedback, reflection, and collaboration. Impact on improved instruction based on student performance test data will also be evaluated.</p>
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		teachers at targeted middle schools in Randolph County to use videotaping procedures for subsequent feedback and reflection during PLC meetings. After purchasing the video cameras, the Educational Leadership graduate faculty involved in the project supervised the taping of the teaching episodes and provided mentoring during initial PLC meetings in using the tapes for feedback, reflection, assessment, and collaboration. These sessions occurred between October 2010 and February 2011. A second staff development session, "Sharpening the Saw", was held on February 18, 2011, which			
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		<p>focused on the principal's leadership capacity to improve and support instructional improvements. Three principals from Randolph County Schools have agreed to pilot this initiative during the 2011-2012 school year and to assess the impact of utilizing videotaping as a tool for enhancing the capability of the PLC process in improving instructional growth.</p>			
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Support for Beginning Administrators

In an effort to provide ongoing support to beginning elementary and middle school administrators who completed the Educational Leadership M.Ed. program at High Point University, the School of Education provides ongoing assistance through professional development opportunities for the faculty at these particular schools based on the needs identified by that beginning administrator. In 2011, professional development was provided in the area of Multiple Intelligences and Differentiated Instruction to the faculty and staff at Johnson Street Global Studies (K-8) in order to address particular goals identified by the principal (a recent graduate from the High Point University MSA program). An M.Ed. cohort in Elementary Education with a concentration in literacy was established for teachers at Pickett Elementary School in Lexington at the request of the principal, also a recent graduate and new school administrator. Diversity training was offered by MSA faculty for Davidson County Schools for new principals at Ledford Middle School. Additional ongoing efforts directed at supporting our graduates as they begin their careers in school administration 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 2011 the School of Education will host an online webinar for school administrators on using data for school improvement.

Formative and Summative assessment procedures such as the use of ClassScape will be highlighted. This webinar is free to HPU program completers in School Administration. Finally, the Educational Leadership Advisory Board provides opportunities for both beginning and career administrators to engage in collaborative dialogue with MSA faculty at HPU regarding trend and issues in public education. The board presently has five recent graduates from the School of Education's MSA program serving for 2010-2011 who will continue in 2011-2012.

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 assisted in the delivery of specialty courses in educational leadership, customizing assignments, readings, and discussions based on the district's strategic goals. Several career administrators in the surrounding school districts have served as supervisors for administrative interns at their school, thus enabling these individuals flexibility and additional support to distribute leadership. In 2010 select career administrators in Davidson County Schools worked with the graduate MSA faculty in Educational Leadership to complete research on the effectiveness of clustering interns to create Professional Learning Communities. This research was presented by our graduate faculty and a panel of career school administrators in Washington D.C. in July 2010 at the annual National Council of Professors in Educational Administration (NCPEA). Additionally, MSA graduate faculty continued to work with career administrators in Elkin City Schools to self assess and produce targeted professional growth plans based on teacher and self assessment data. Career administrators serve as representatives on the School of Education's Advisory Board for Educational Leadership. In 2010-2011 this board was instrumental in working with MSA faculty to develop a "practice-based" Ed.D. program of study which has been submitted to SACS for approval. The capstone of the Ed.D. program is designed to support career school leaders in identifying district-level needs and designing a comprehensive research-based implementation plan and recommendations for addressing the needs of the district.

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	1	Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	51
	Other		Other	
	Total	19	Total	58
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	10
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	16
	Other	1	Other	
	Total	7	Total	26
Part 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	
	Total		Total	
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		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Masters	
MEAN GPA	3.45
MEAN MAT New Rubric	496
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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
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	12	19	15	5
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	1	27	1	2
G Licensure Only	1	13	6	0	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 SLA.

2009 - 2010 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam		
NA – No test takers		

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.
