

IHE Master's of School Administration Performance Report

High Point University

2011 - 2012

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 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 and Legal Issues, 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 that 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. Activities needed to complete the evidences are carried out in the all three internship experiences. 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 several 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 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 and include fall or spring entry only 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 that are now delivered in several school districts. This unique program of study includes a blend of on-campus and online core coursework as well as on-site delivery of specialty coursework in educational leadership. 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 leaders within the district also may 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 was expanded in 2011-2012 to include two additional cohorts in Guilford County Schools.

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
Surry County/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 and teachers could receive feedback related to leadership effectiveness. Data from this project was used for customizing the training of participants in the Surry/Elkin Educational Leadership Cohort	As part of this continuing partnership, the third phase of this project (started in 2009), was an action research project carried out by master's level candidates enrolled in the MSA Surry/Elkin Cohort in the fall of 2011. Candidates collected data on the efficacy of Mentoring first year teachers and studied what	This is a continuing partnership which began in July 2009 and will continue into the 2011-2012 academic year.	School principals serving Surry/Elkin City Schools and their respective faculty serving as mentors and mentees.	A comparative analysis of survey data from the Mentor Survey in 2011 revealed that mentees tended to rate their mentors rated themselves. Proximity did play a critical role in the overall satisfaction of the mentor-mentee relationship and, not surprisingly,

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	<p>program delivered by the IHE in 2011-2012.</p>	<p>variables impacted mentors and mentees perceptions of the mentoring relationship. Candidates provided this data to school administrators and the superintendent of each school district to further target strategic goals set by each of the two systems. Survey data included questions about incentives and training for mentors, resources and time for planning, and logistical issues such as the proximity of the mentors to the mentee as well as the compatibility of the mentor's teaching background (content) to that of the mentee. Recommendations were shared with each school district</p>			<p>mentees who had a mentor teacher with the same or similar teaching background perceived that the mentoring was more useful. Incentives were important for mentors but financial incentives were less important than other incentives such as receiving release time for mentoring or being relieved of other duties to compensate for mentoring.</p>

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		following the study.			
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 to train school leaders that focused on each district's strategic goals and allowed district leaders to select teachers to participate in the program. The second of these cohorts completed the M.Ed. in Educational Leadership in August of 2011. In collaboration with district leaders, faculty in Educational Leadership continued to expand their research on the efficacy of the cohort model in meeting district strategic goals.	The cohort M.Ed. program began in Fall of 2009. This cohort of participants received the MSA degree in Educational Leadership in August of 2011.	Two cohorts of 55 participants from Davidson County and Thomasville City Schools were identified for two cohort groups (29 and 28 respectively). The second group of 28 candidates began the program in the fall of 2009. District leaders from both school systems also participated in initial planning meetings in the spring of 2009.	The retention rate for Cohort #2 was 81%, in that 22 of the 28 individuals selected to participate in the cohort group officially received their MSA and Principal's license in August of 2011. Of these candidates, a total of 8 individuals have been named as Central Office Leaders, Assistant Principals or Principals in their respective school districts (one is currently serving as HR director for Davidson County Schools and one is the ILT Coordinator

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		<p>Participant retention, satisfaction with the program, teacher leadership development, and the impact of utilizing a PLC model which clusters interns at a particular school was investigated as it related to meeting district strategic goals and objectives.</p>			<p>for this district. Based on exit evaluation survey data, program completers who were asked to assess program quality indicated a strong level of satisfaction with the faculty, courses and delivery model. Further, the opportunity to support one another as they moved through the program as a group was, by far, the most significant variable that was related to their positive perceptions about the program. The PLC model utilized during the internship experience was highly valued by all participants and their</p>

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					supervising principals.
Asheboro City Schools, Guilford County Schools, Surry County 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. 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	During 2011-2012 individuals in the three districts participated in the Educational Leadership cohort program to complete the M.Ed. degree or add-on license. The two newest cohorts in Guilford County along with the Asheboro City Schools cohort were among the first group of candidates to complete the electronic evidences designed by the MSA graduate faculty.	The partnership between Surry County Schools and 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 began in the fall of 2011 and will continue until summer 2012.	14 teachers from Elkin City and Surry County Schools were enrolled in the Educational Leadership Cohort program being delivered in Surry County. Currently 18 candidates are enrolled in the Asheboro City Schools Cohort Program. A total of 36 candidates (22 and 14) are participating in the two Guilford County Schools Cohort program in Greensboro and High Point, NC.	As of May 2012, all 14 of the candidates in the Surry/Elkin Cohort completed the MSA program successfully, with a retention rate of 100%. Four of these individuals have been named as Assistant Principals or Principals in their local districts. Of the 18 total participants in the Asheboro City Schools cohort, 17 have successfully completed the MSA program with an overall retention rate of 94%. Two of these individuals have been named as administrators in Asheboro City Schools.

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	<p>be closely aligned with not only the requirements of the state, but also the goals and objectives outlined 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>Currently the two cohorts in Guilford County Schools reveal a 78% and an 89% retention rate are noted at the mid-point of the program.</p>
Randolph County Schools	<p>To use professional learning communities (PLC's) successfully in improving academic instruction, using effective leadership skills to promote a culture of trust which encourages self-assessment and reflection on instruction by teachers. To refine administrative skills which promote</p>	<p>Professional development sessions with school principals has been provided by graduate faculty in Educational Leadership on a variety of topics including Core and Essential Standards, Multicultural Education, PLC's and NC</p>	<p>Ongoing through March 2012.</p>	<p>Elementary and middle school principals along with their faculty from Randolph County Schools voluntarily participated in the PLC videotaping project during 2011-2012.</p>	<p>During 2011-2012 these participants piloted the initiative and assessed the impact of using videotaped teaching episodes as a means of enhancing PLC feedback, reflection, and collaboration.</p>

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	collaboration and distributed leadership.	Falcon Training. A focus of the staff development was to use classroom videotaping as a means for providing feedback, reflection, assessment, and collaboration concerning classroom instruction. Strategies for using videotaped classroom instruction episodes as part of PLC functions was researched. These sessions occurred between August 2011 and March 2012 as a continuation of a project that began in 2010-2011.			The Randolph County Schools Principal of the Year was a participant in this project and a graduate of both the High Point University MSA program in Educational Leadership as well as the undergraduate BA degree program in Elementary Education.

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 2011-2012, 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). A new M.Ed. cohort in Elementary Education with a concentration in literacy was established for teachers in Guilford County Schools at the request of the Associate Superintendent for Curriculum and Instruction. The School of Education continues to offer support for our graduates as they begin their careers in school administration by providing professional development opportunities for renewal credit at no charge to our program completers. In May of 2012 the School of Education hosted an N.C. Falcon training session for recent program completers and current candidates. Finally, the Educational Leadership Advisory Board provides opportunities for both beginning and career administrators to engage in collaborative dialogue with MSA faculty at HPU, Western Carolina, and East Carolina University in a state-wide collaborative effort to solve current problems of practice. The Education Leadership Studio will provide both virtual and face-to-face sessions for new and career school administrators at all levels of school leadership to engage with one another for a common purpose in meeting today's educational challenges.

Support for Career Administrators

The M.Ed. graduate degree program in Educational Leadership continues to provide 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 2011 with the approval from SACS for High Point University to offer a doctoral degree program in Educational Leadership, an advisory board has been created that includes superintendents, central office district leaders, and principals from partnering school districts. The function of the advisory board is to collaborate and plan activities that will connect doctoral students from three universities across the state (East Carolina, Western Carolina, and High Point University) as well as engage in dialogue with district leaders to solve problems of practice. Key to this goal has been the creation of the Education Leadership Studio, a convening platform for practitioners and policymakers to connect, collaborate, and co-design around problems of practice using research-based tools and methods appropriate to context. Planning for the studio began in the fall of 2011 and is designed to bring teams of district leaders together to create pathways in solving challenging issues relevant to instruction, technology, finance, leadership, and the political climate. The first studio experience, *Proactive Leadership in Reactive Times*, is scheduled for to begin in the spring of 2013 with virtual sessions leading up to a two day on-campus conference hosted by the School of Education. On June 27, 2012 the Advisory Board for Educational Leadership will meet with the Educational Leadership Studio Board of Directors to assess data and target particular areas of challenge for this first annual studio experience.

MSA graduate faculty continue to work with career administrators in Elkin City and Surry County Schools to utilize professional growth plans based on teacher and self assessment data.

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	4	Black, Not Hispanic Origin	16
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	52
	Other	1	Other	1
	Total	19	Total	70
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	
	Other		Other	
	Total	3	Total	
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.

MSA	
MEAN GPA	3.42
MEAN MAT New Rubric	427
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	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	1	33	1	6
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				21	11	2
G Licensure Only	1	5		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.

	2010 - 2011 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	Test No Longer Required	

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.