

# IHE Master's of School Administration Performance Report

## Appalachian State University

2012 - 2013

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

The Master's of School Administration Program (MSA) 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. With an appreciation for the impact of effective school leaders, our MSA program implemented a rigorous application process that allows our faculty to screen all applicants for those with the strongest background, references, and pre-requisite skills. Our application process requires the following: an A-level K-12 certificate with a minimum of three years K-12 experience; a minimum score on either the Graduate Record Exam (GRE) or Miller's Analogy Test (MAT); three professional references, one of which must be from a current principal or direct supervisor; transcripts of all secondary work; resume complete with all leadership experiences; and a writing sample that provides an autobiography and rationale for embarking on a career in school administration. The program faculty meets to review all applications. Our students are not self-selected, and application to our program is not a guarantee of acceptance. Only those students who demonstrate strong potential for school leadership are selected for our program. Four years ago, in compliance with the State Board of Education's (SBE) Standards for School Executives (SBE 2006), the faculty of our MSA degree program was successful in the twin processes of re-visioning for the SBE and re-authorization for the UNC General Administration. Since that time, our program is now fully aligned to the new standards and the expectations embedded in the SBE approved "Pre-Service Rubric" for assessing MSA candidates and their programs of study. Candidates for a North Carolina Principal License must pass our approved portfolio process; our assessment of their portfolio projects and the rigor of our coursework have taken on even greater importance. Our portfolio assessment aligns with the state requirements by requiring six action research projects closely linked to the practice of school leadership. Each of the six projects captures the knowledge and skills required by the NC Standards for School Executives as defined by the Pre-Service rubric. Not only must candidates demonstrate knowledge of current literature, theory, and research, they must be adept at analyzing key data to design and implement action plans targeting areas in need of improvement. The faculty of the program are grounded in the world of practice. Some faculty mentor new principals, serve on the Superintendents' Licensure Committee, and/or participate in the Aspiring Principal Academy in Taylorsville. The coursework of our program is carefully crafted to provide capstone assignments that prepare our students to engage in this level of independent action research. This level of summative assessment extends far beyond theoretical reflection to provide insight into the level of practical knowledge and skill required of all building level administrators. Since the projects are based in real schools with real data, students can actually demonstrate their grasp of the level of knowledge and skill required by the NC Standards for School Executives.

## **Special Features of the Program**

In our MSA program, our courses are all provided through a cohort system using a totally on-line delivery, resulting in classes being available throughout Western North Carolina and into the Piedmont. No longer are any of our courses held on our campus in Boone. This allows us to be more student-centered as we bring our program to our students, most of whom are working full-time jobs in schools. In the summer 2010, we opened our first totally online cohort for Add On Licensure students. We opened our first totally online MSA cohort in Fall 2012. In keeping with our dedication to the principles of adult education requiring collaboration, social networking, and construction of knowledge, our online coursework offers a great deal of synchronous as well as asynchronous interaction with both the instructor and members of the cohort. We do not use Blackboard or other flat delivery systems that reduce instruction to one-way communication between the student and instructor. We rely on a variety of technological platforms such as 3D virtual worlds or second life, Wimba, and Skype that allow group interaction similar to face-to-face meetings. Our program faculty continues to spend at least one full day each month during the academic year and two full days in retreat in the spring collaboratively reviewing and revising courses to provide a more holistic program of study for our students. Each of our courses must provide a strong background to complete specific projects that are aligned to specific standards reflecting the pre-service rubric. By linking coursework with specific standards, we are able to maintain an on-going process of cross-walks that allows us to monitor that no single course fails to address at least one standard and, conversely, that no one standard fails to be addressed within at least one course. This ensures that Appalachian graduates are not only steeped in current literature and research but able to apply that knowledge in demonstrations of practical application. One of the major strengths of our program is the faculty. All are tenured or tenure-track full-time faculty who have solid backgrounds and expertise in the areas in which they teach. None of our instructors are part-time or adjuncts with other positions outside the university. We offer innovative teaching and learning opportunities such as a cross-program collaboration project that requires our school administration students to work with students in instructional technology and library science to solve real-world problems through shared leadership and collaboration. Projects such as this take our students out of the silo of our program to work with those preparing for other K-12 leadership roles. Our coursework includes projects and other performance-based assessments that will guide those assuming leadership of a school to lead others in building a collaborative culture while addressing real school issues. 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 parental involvement to student achievement and facilities. They will build upon this assessment throughout several other courses and particularly their internship. It will also lead to many of the skills demanded by the independent projects they complete for their portfolio.

## 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
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,	Continuation of 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 partnerships with the individual school districts to assist new principals.	Workshops for supervising principals This included the use of a new performance assessment tool used to rate MSA students' competencies.. Examples of other topics included, but were not limited to, unpacking curriculum standards, understanding data and its manipulation, understanding instruction and instructional improvement, classroom teacher performance and school improvement planning, professional learning communities, etc.	Fall 2012 – Spring 2013	125 principals	Ongoing work with identified districts who have formal agreements which were earlier established. No specific results are available at this time. We will be collecting data concerning outcomes of those who participated this year and impact from the training over the next near or so.

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Wilkes County Schools, Winston-Salem/Forsyth County Schools, and Yadkin County Schools					
NWRESA (Alexander Co. Allegheny Co. Ashe Co. Burke Co. Caldwell Co. Catawba Co. Hickory City Newton-Conover City Elkin City Watauga Co. Yadkin Co. NC School for the Deaf Wilkes Co. Winston-Salem/Forsyth Co.)	Support for developing district-level leadership	Roundtable discussions with prospective district office employees and superintendents on the qualities needed to be a good administrator. These training sessions are part of ongoing efforts to assist members in developing high quality leaders	8/1/2012 to 6/1/2013	20 emerging district-level leaders	Surveys indicated a high level of satisfaction by participants in content and delivery of the training.
Elkin City Schools	Providing leadership training to School Board Members in portfolio use in MSA program	Workshop/training for School Board Members. Topic: effective school board practices based on Walser's study on the most effective school boards in the country	12/17/2012 and 11/8/2012	8 School Board Members per presentation for two presentations	Surveys indicated a high level of satisfaction by participants in content and delivery of the training.

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Winston-Salem/Forsyth County Schools	Continuation of the establishment/implementation of the Academy for Assistant Principals for developing leadership skills among all assistant principals as part of a succession plan for principals. Priority issues include district initiatives for school leaders including data analysis, curriculum supervision, and professional learning communities.	The Academy for Assistant Principals in Elementary Schools involved five full day sessions (one per month) for all Assistant Principals in Elementary Schools in the district. Session content was developed in collaboration with the Associate Superintendents of WSFCS to address leadership needs of the assistant principals in their district. These needs were determined by the leadership of the district based on the standards for NC School Executives Standards and the evaluations of principals based on these standards.	September 2012 through January 2013.	40 Assistant Principals from WSFCS	All participants indicated a high level of satisfaction with the level of quality of the content and instructional design. Survey results show that the participant felt a significant impact on the practice.

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NW RESA Liaison for Superintendent's Council	Assistance in problem solving to address issues during a challenging time for the constituent members	Presence at the monthly meetings of the RESA superintendent's council to discuss and provide solutions to issues in the complicated and challenging times of this year.	AY 12-13	Varies by month from September to June	Participants in the discussion reported a high level of satisfaction and usefulness of the participation of ASU personnel.
Charter Alliance	Participation with the Charter Alliance Conference, and service to individual Charter Schools	Three faculty members at ASU are making a presentation at the Charter Alliance meeting early summer, 2013.  One faculty member, also a lawyer, provides advice free of charge on issues facing charter schools	7/2012 to 6/2013	13 charter schools in North Carolina	Presentation is scheduled. Outcomes are yet to be analyzed.  Legal issues cannot be discussed in this forum.
Three-semester grant at Caldwell Early College High School	1) Effectiveness of the Early College High School 2) Initiatives involving curriculum and instructional improvement at both the Early College High School and at ASU	Research included survey and case study activities to define the unique characteristics of the environment.  Professional Development and Curriculum work	Spring 2012 through Spring 2013	Thirteen faculty from three colleges of the University represented the School Administration, science education,	6 papers will be published in a community college journal  2 papers written and presented at doctoral seminars

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		<p>involved workshops and seminars on both campuses. Topics ranged from delivery of content through assessment in the new generation of standards.</p> <p>Professional Education candidates were engaged as research assistants or primary investigators, student teachers, participation in theatre events, and seminar presenters.</p>		<p>elementary education, middle grades education, mathematics education, and theatre education programs and involved the doctoral program and student teaching program. It involved 19 teachers and 9 administrative staff. Approx. Seventy ASU professional education candidates were also involved.</p>	<p>Three papers in preparation</p> <p>School faculty using new formative/summative assessment techniques</p> <p>School science curriculum has been revamped</p> <p>New Schools Principles are infused in principal and teacher leadership courses</p>

### Support for beginning administrators

Most, if not all, of our students begin their administrative career in the critical role of assistant principal (AP). 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 faculty of ASU took the initiative last year to expend many hours of work in meeting and planning with Associate Superintendents to identify and address the needs of the Winston-Salem/Forsyth County Schools in terms of what their principals need to know and be able to 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 second implementation of the Leadership Academy for Assistant Principals model began in August 2011 in Winston-Salem/Forsyth County Schools. Working directly with the district, we developed and delivered five in-service sessions from September of 2011 to January of 2012. The topics were delivered in modules and included 1. Orientation; 2. Analysis of student achievement data; 3. Organizational structures and professional learning communities; 4. personnel evaluation; and 5. Effective leadership and program evaluation. The content of these modules can 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 are managed through a Moodle site (an open source course management system).

### **Support for Career Administrators**

As part of HB536, our MSA faculty provides 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 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 is carefully constructed with in-depth feedback and support by the principal. Support for the SBE's Priorities directed towards 21st Century learning continues to be a particular emphasis throughout the program and when working with our school colleagues. 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. These are also included in our support and training of both beginning and career administrators. We weave throughout our coursework knowledge and practical application of current state initiatives such as those related to the Race to the Top grant as applicable to the role of the principal and those with whom we work. In addition to the learning experiences through our coursework, we have established required internship seminars on each of these critical topics and share this information with our public school colleagues. During this past year, the program was closely involved with the Winston Salem/Forsyth County Schools with the establishment and implementation of the Academy for Assistant Principals for developing leadership skills for all established/appointed assistant

principals as part of a succession plan for principals, some of whom are already career administrators at this leadership level.

## II. CHARACTERISTICS OF STUDENTS

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

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
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	1
	<b>Total</b>		<b>Total</b>	<b>1</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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other	14	Other	26
	<b>Total</b>	<b>19</b>	<b>Total</b>	<b>35</b>
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	23
	Other	11	Other	38
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>62</b>

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

<b>MSA</b>	
MEAN GPA	3.50
MEAN MAT New Rubric	405
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	298
MEAN GRE Traditional	1,135
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
<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		10	7	14
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	0	0	0	0	0	0
G Licensure Only	0	11	0	0	0	0
<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	0	1	1	25	0	0
G Licensure Only	2	17	0	2	0	0
Comment or Explanation:						

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

	<b>2011 - 2012 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
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.