

# IHE Master's of School Administration Performance Report

## High Point University

2012 - 2013

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### **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 2012-2013 to include additional cohorts in Guilford County Schools, Winston-Salem/Forsyth County, Durham City Schools and one from a local private K-8 school.

### Direct and Ongoing Involvement with and Service to Public Schools

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Elkin City Schools	The district identified within its strategic plan, an emphasis on using data for effective leadership of 21st Century Schools, specifically strategic planning and leadership coaching.	As part of this continuing partnership, the fourth phase of this project (started in 2009), was several meetings with the school superintendent and a formal presentation on 2/22/13 to the Elkin City School Board. District level data related to organizational culture and	This is a continuing partnership which began in July 2009 and will continue into the 2013-2014 academic year.	40 including the Elkin City Superintendent, principals, MSA faculty, principals and current doctoral students in Educational Leadership.	A new strategic plan for Elkin City Schools, the creation of a “lab setting” for doctoral students in Educational Leadership, opportunities for solving problems of practice through collaborative “improvement science” methodology.

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<p>Guilford County Schools: Mission Possible/Talent Development Department</p>	<p>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. School district administrators (Dr. Amy Holcombe, Executive Director) selected central office leaders based on prior performance as successful classroom teacher-leaders.</p>	<p>Through an MSA cohort created in Fall 2011 as a result of a collaborative effort between the School of Education and Guilford County Schools. As part of this collaborative effort, a cohort made up of employees from the GCS Mission Possible Team received full funding from GCS for the purpose of pursuing administrative licenses.</p>	<p>The cohort M.Ed. program began in Fall of 2011. This cohort of participants received the MSA degree in Educational Leadership in May of 2013.</p>	<p>12 Mission Possible Leaders currently in Central Office positions were selected.</p>	<p>As a result of the partnership formed with GCS, all twelve candidates (100% percent retention) in the master's cohort representing the Mission Possible Team successfully completed the program of study and received K-12 administrative licenses. While these candidates already serve as leaders at the central office level, many plan to pursue school-level leadership roles in the near future.</p> <p>Additionally, three of these candidates have applied and have been accepted into the School of Education's doctoral program in Educational Leadership.</p>

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Guilford County Schools/Davidson County Schools	Through the customized cohort delivery model each school district identified areas of concern that MSA candidates would further research and study under the supervision of MSA faculty. These priorities included further analyses of Teaching Working Conditions Survey data from 2011-2012, bullying, and developing effective principal leaders. In GCS the priority was to primarily focus on middle grades administrative leadership development.	MSA candidates conducted research based upon priorities identified by the two districts being served in the areas of principal leadership, bullying, and teacher working conditions. As part of a collaborative effort between HPU and GCS, faculty and MSA candidates presented data at the <i>North Carolina Middle School Association Conference</i> in Greensboro, NC on how to develop leaders in middle grades schools.	The partnership between High Point University's School of Education and GCS/DCS began in fall 2012. Research was conducted in the two districts during the spring of 2013.	18 (six of whom went on the present their research findings at the	Research findings were taken back to school systems and included in site-based School Improvement Plans. Also, the 18 participants presented their research at the HPU annual Graduate Research Symposium in 2013. Four candidates were recognized with the Top Research Poster Award.  Six of these 18 candidates presented at the <i>North Carolina Middle School Association Conference</i> in Greensboro, NC and were able to showcase their leadership skills/talents developed as a result of the administrative training program.
Allen Jay	To partner with an	HPU formed a	Spring 2013	12 (MSA	As a result of

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Academy (Guilford County Schools)	IHE to provide professional development opportunities, program evaluation, and internship experiences for MSA candidates.	partnership with Allen Jay Academy, a brand new middle school that will open in Fall 2013. MSA faculty are serving on the planning committee and met with the principal on several occasions to discuss the building, the type of teachers to hire, programs to offer, etc.	and ongoing into 2013-2014	Program Coordinator, MSA faculty, Principal, teachers).	the partnership with Allen Jay Academy, the SOE will send students to this cutting edge school (first of its kind in this area) modeled after the KIPP Academies which have shown so much success across the country. AJ Academy will serve students in grades 5-8. Collaborative research, program evaluation, and MSA internships will be initiated through this partnership as well as providing professional development opportunities in the areas of digital and instructional technology, and coordinated EVAAS training.

## **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 2012-2013, professional development will be provided through a partnership with Western Carolina and East Carolina University in the form of an "Education Studio". Doctoral and master's level students, new school administrators, and other select participants from school districts in partnerships with the three institutions will participate in the Education Leadership Studio on from July 22-24, 2013 on the campus of High Point University. Professional Development opportunities focused on "Solving Problems of Practice" will be provided by session leaders including Dr. Jill Perry from the Carnegie Institute at Duquesne University. 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.

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 April of 2013 the School of Education hosted an EVAAS training session for current MSA candidates and recent program completers.

## **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. Additionally, career administrators serving in leadership roles in those districts participating in cohort arrangements have collaborated with MSA faculty to identify priority areas of study. Candidates from these two districts (Guilford County Schools and Davidson County Schools) completed research during 2012-2013 in the areas of principal leadership, teacher working conditions and bullying. Data and recommendations were presented to career administrators in both school districts. Furthermore, candidates in Guilford County Schools, along with MSA faculty, presented their findings on how to develop leaders in middle grades schools at the *North Carolina Middle School Association Conference* in Greensboro, NC.

With the start of High Point University's new 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. The first Education Studio, *Proactive Leadership in Reactive Times*”, is scheduled for July 22-24, 2013 with face-to-face sessions, collaborative teamwork opportunities, and virtual sessions.

In the spring of 2013, the first cohort of doctoral candidates in Educational Leadership have collaborated with career administrators in Elkin City Schools to assist in the construction of their new strategic plan. This project is an extension of previous work in related to strategic planning and leadership coaching. A formalized presentation to the Elkin School Board of Education was provided on 2/22/13 by faculty in Educational Leadership and included a summary of an innovative approach using participant observers in the strategic planning process. District data was studied during the spring 2013 semester for indicators of organizational culture within the district. This work will include direct dialogue with the superintendent (Friday, May 17), a visit to an actual school board meeting (May 20), interviews with a variety of district leaders (district office staff, principals, board), and an opportunity for follow up with the superintendent during the summer (2013). Through this process the district will create a new five-year strategic plan.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	18
	Other	1	Other	2
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>33</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	10
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>21</b>
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	
	<b>Total</b>		<b>Total</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. Quality of students admitted to programs during report year.**

<b>MSA</b>	
MEAN GPA	3.51
MEAN MAT New Rubric	*
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	*
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).**

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<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		24	1	13
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			14	9		
G Licensure Only		12	3			
<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						
G Licensure Only						
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.