

# IHE Master's of School Administration Performance Report

## Appalachian State University

2014 - 2015

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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. 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 Master's of School Administration 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. Some adjunct faculty are serving principals and/or superintendents in school systems in North Carolina and serve to add diversity of ideas in the programs. 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 a 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 and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p><b>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, Wilkes County Schools, Winston-Salem/Forsyth County Schools, and Yadkin County Schools</b></p>	<p>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.</p>	<p>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.</p>	<p>Fall 2013 – Spring 2014</p>	<p>125 principals</p>	<p>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.</p>

<p><b>Avery, Ashe, Alleghany, Alexander, Burke, Caldwell, Watauga</b></p>	<p>*Professional Development</p>	<p>Leadership Conference</p> <p>A committee of faculty, administration and staff was formed to plan a summer conference around the theme “Critical Conversations”.</p>	<p>August 2014</p>	<p>-18 ASU Faculty -135 Public – School Administrators -5 Students</p>	<p>Outcomes</p> <p>The conference occurred on August 4th, 5th and 6<sup>th</sup> with keynote speaker Carolyn Shields (Transformative Leadership in Education</p>
<p><b>Appalachian Partner schools</b></p>		<p>WIELS--Women in Educational Leadership Symposium of this new, very active group, of women leaders in educational institutions across the state. We have developed bylaws, have a website, and are planning research and other engagement activities (conferencing) for the fall.</p>	<p>Fall 2014 and ongoing</p>	<p>Growing group of professionals from ASU and related IHEs . Currently about 20 total</p>	<p>Planning for first symposium. Evaluation will consist of completion of planning and evaluation of symposium in September 2016.</p>
<p><b>Caldwell</b></p>	<p>Early College High School</p>	<p>Research program in which faculty and staff of the school are engaged for a paper studying conditions and effects surrounding the 5<sup>th</sup> year of student leadership.</p>	<p>AY 2014-2015</p>		<p>Outcomes – completion of the paper for the AY 15-16.</p>
<p><b>Mount Tabor High School, Winston-Salem/Forsyth County Schools</b></p>	<p>Collaboration with Gymnasium 2 School in Novgorod Russia as a result of ASU collaboration with Novgorod State University in Russia.</p>	<p>Collaboration among Social Studies teachers at the two schools to connect their students in the study of the history and civic issues in US and Russia.</p>	<p>April 2015 – June 2016</p>	<p>Approximately 30 high school students and 4 teachers</p>	<p>The students, with their teachers, will communicate with their counterparts in Russia. We plan to propose a virtual museum online in which students in US and Russia will contribute. ASU will continue to facilitate this project. It is in line with the NC SBE Goals of providing global education and 21<sup>st</sup> C.</p>

	Priorities: cultural sharing and dialogue among US and Russian students to develop better understanding				Skills.  The Assistant Principal of the Gymnasium 2 School in Novgorod visited the school in May to set up additional projects.
<b>Johnson County, NC</b>	Collaboration between students in Johnson County and students at Nov School in Novgorod Russia as a continuation of the collaboration established between the school and ASU in April 2015.	Priorities are to connect students in Johnson County, NC with students of the same age in Novgorod at Nov School. This is done through the use of Skype, which increases technical skills as well as developing cultural awareness. The priority is to address the NC SBE goals of globalization and development of 21 <sup>st</sup> C skills.	April 2015 – June 2016	Approximately 20 students in Johnson County. One administrator at Central Office and one 8 <sup>th</sup> grade teacher.	The students have begun Skyping this spring. Teachers will work over the summer to develop more opportunities for the fall. The students who were involved this spring were surveyed to determine their perceptions of the impact of participation.
<b>Carr Elementary, Gaston County, NC</b>	Collaboration between students in Gaston County and students in Harmony School and Gymnasium 2 in Novgorod Russia as a continuation of the collaboration established between the school and ASU in April 2015.	The priorities are to connect elementary students in US with those in Russia to develop an understanding of each culture.  This is in line with the NC SBE goals.	April 2015 – June 2016	Approximately 200 students in Carr Elementary. % teachers and one AP and one principal	The children are learning basic Russian in Carr Elementary. They will share videos of cultural folk dances and art with their Russian counterparts. The Assistant Principal of the Gymnasium 2 School in Novgorod visited the school in May to set up additional projects.
<b>Faith</b>	Collaboration between students	Students at Faith Elementary will	April 2015-	Approximately 40 students in Faith	The students have begun

<b>Elementary, Rowan-Salisbury</b>	in Rowan County and students in Harmony School in Novgorod Russia as a continuation of the collaboration established between the school and ASU in April 2015.	share art projects and music videos of student dances with their counterparts in Russia.	June 2016	Elementary, 4 teachers and one principal	sharing art projects.
<b>Pakistan</b>	HITECH K12 School in Islamabad	Provided 2 days of professional development and lectures. This includes a number of small group activities that a faculty member led and participated in. This was a primary and secondary school within an "education city" and the schools are organized on the European model for structure.... A university was also a part of this complex.		2 teachers, 4 administrators, unknown staff and about 250 students	No evaluation was provided
<b>Pakistan</b>	HITECH University in Islamabad	Workshops and lectures provided. Workshops usually hosted about 20 faculty and 6 administrators and a member of the Higher Education Commission for Pakistan. The lectures each were attended by over one hundred with about 20 faculty and 40-80 graduate students.	Spring 2015	See descriptions for number in attendance.	No evaluation was provided

## 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	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	12
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>14</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	2	Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	9
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	44	White, Not Hispanic Origin	105
	Other		Other	
	<b>Total</b>	<b>49</b>	<b>Total</b>	<b>117</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	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>

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

<b>MSA</b>	
MEAN GPA	3.67
MEAN MAT New Rubric	406.31
MEAN MAT Traditional	*
MEAN GRE New Rubric	303.38
MEAN GRE Traditional	990.63
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.81
NUMBER EMPLOYED IN NC SCHOOLS	156
* 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> <b>Completed program but has not applied for or is not eligible to apply for a license</b>	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> <b>Completed program and applied for license</b>				
School Administration	33	22		
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						
G Licensure Only						
<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		2	3	2	2	16
G Licensure Only	35	18	4			
Comment or Explanation						
Students not reported here took longer than 8 semesters to finish.						