

IHE Master's of School Administration Performance Report

High Point University

2013 - 2014

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 revisioned 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.

In 2013-2014 The MSA program at High Point University was restructured to provide instruction through an Executive Cohort delivery model. Candidates enrolled in the MSA program are provided with instruction on the campus of HPU and meet one time each month for the duration of the semester for one full day (8 hours) and one half day (4 hours). Electronic networking is used by faculty through tools such as WebEx to maintain continued interaction and dialogue among cohort members.

This model of instructional delivery accommodates for the demanding role of the current school administrator or district school leader and focuses on the following core set of principles:

- The model provides opportunities for active, student-centered instruction that integrates theory and practice and stimulates continuous reflection.
- Instruction emphasizes problem-based learning; action research; field-based projects using authentic district artifacts and data.
- Substantial use of feedback and assessment by professionals in the field, faculty, and the candidates themselves are key components.
- Practitioners in the field, along with university professors provide problem-based learning opportunities that culminate in the capstone experience.
- Cohort groups of program completers become a peer network of professionals who continue to rely on each other for social and professional support thus strengthening North Carolina public 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 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
Guilford County	To promote leaders from	The Master's Program in	This is a continuing	In the 2013-2014 academic	20 graduate students completed the

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Schools Davidson County Schools	within each LEA. This new instructional model provides a more student-friendly program of study that also directly addresses the need for 21 st Century School Executives in each system.	Educational Leadership adopted a new Executive Cohort Model that allows teacher leaders the opportunity to pursue a license in K-12 Administration while still being able to maintain their full time teaching responsibilities. In addition to the required leadership coursework, students are able to complete a 300-hour internship at their schools, which often leads to candidates being hired as School Executives in their LEAs.	partnership with Educational Leadership cohorts forming in January of each academic year.	year, the participants included over 30 graduate candidates from the Master's and Add-On Licensure programs. These students were taught by full-time faculty from the Educational Leadership Department as well as adjunct professors/intern supervisors who previously served as school leaders in the LEAs represented in this report.	licensure requirements for K-12 Administration in Spring 2014. Six of the graduates have already secured positions as school leaders in their LEAs, which means we are making progress toward addressing the leadership needs of our partner systems. Also, the Master's Program in Educational Leadership had a retention rate of over 90% in 2013-2014.
Elkin City Schools	To help the school district interpret data by providing opportunities for to engage	As part of their Educational Leadership coursework, graduate candidates	This is a continuing partnership which began in Fall of 2012	The participants included Superintendent Bledsoe, the five-member School Board,	Outcomes of this partnership included: (1) Provided a review of current status of the district, as far as

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	<p>in data analysis activities</p> <p>To assist in developing vision, mission, and strategic planning goals;</p> <p>To plan future strategies to distinguish Elkin City Schools as a district of choice for public school students in NC.</p>	<p>studied the strategic plan of Elkin City Schools and its alignment to NC DPI vision, mission, and goals.</p> <p>A cohort team of graduate candidates in Educational Leadership analyzed district survey data from businesses and community to make recommendations to Superintendent for modifications.</p> <p>Dr. Bledsoe, the Superintendent, receives and responds to the data analysis projects of students.</p> <p>High Point University collaborated with the Elkin City Schools' Superintendent and Board of Education in development of</p>	<p>and has continued through the current 2013-14 academic year.</p>	<p>district office administrators, and three principals, as well as 22 graduate candidates and two graduate faculty in Educational Leadership.</p>	<p>achievement of students, special initiatives, employee satisfaction, public relationships, etc. An executive summary was provided to the Superintendent. Future plans call for a review of district data (public and business surveys and student achievement data) collected in Spring 2014 in Summer 2014, with an executive summary to be provided to Superintendent in Fall 2014.</p> <p>(2) The Board of Education was encouraged to consider future strategic priorities, such as identification of the Elkin City Schools as a STEAM district of significance. The outcome is that the Board has adopted the strategy to become North Carolina's first STEAM district and is putting policies, structures, and</p>

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		strategic goals and future plans as a school district of significance. A formal presentation was made at Board retreat on Saturday, Feb. 22, 2014.			procedures in place to develop the district as a STEAM district.
<p>The Ed.D. Program on Educational Leadership has formal Memorandum of Understanding (MOU) with the following school districts:</p> <p>Guilford County Schools</p> <p>Surry County Schools</p> <p>Davidson Co. Schools</p> <p>WSFCS</p> <p>Yadkin</p> <p>Thomasville</p>	<p>To achieve shared responsibility for: 1) recruitment and preparation of 21st century visionary educational leaders and 2) To develop authentic partnerships between the school district and High Point University's Educational Leadership programs, to fully address the need for</p>	<p>Partnering districts provide guest presenters and district leaders who help implement the Program.</p> <p>Partnering districts provide a representative to serve on Ed.D. Program Advisory Board.</p> <p>Partnering school districts participate in the Education Leadership Studio which brings together three partnering universities (ECU, WCU and HPU), their graduate</p>	2012 and continuing into 2014-2015	Representatives of all districts mentioned, all HPU graduate faculty in the School of Education, all graduate students in Educational Leadership in the School of Education.	<p>Presentations by representatives from the following districts:</p> <p>Guilford County Schools</p> <p>Surry County Schools</p> <p>Davidson Co. Schools</p> <p>WSFCS</p> <p>Yadkin</p> <p>At the Advisory Board meeting in December 2013, it was determined that the creation of a university/school district task force to draft a clinical handbook governing activities and leadership work would be developed in 2014-</p>

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City Schools Burlington-Alamance Durham Public Schools Rockingham City Schools Lee County Schools	both field based and theory-based learning experiences	candidates in Educational Leadership and representatives from the districts partnering with these universities to solve “problems of practice”. The Educational Studio was held on the campus of High Point University in July of 2013.			15. This task force has not yet met, but will plan to do so in Fall 2014.

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	2 Black, Not Hispanic Origin	10
	Hispanic	Hispanic	1
	White, Not Hispanic Origin	5 White, Not Hispanic Origin	9
	Other	Other	1
	Total	7 Total	21
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	5
	Hispanic	Hispanic	
	White, Not Hispanic Origin	1 White, Not Hispanic Origin	8
	Other	Other	
	Total	1 Total	13
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	3.57
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.02
NUMBER EMPLOYED IN NC SCHOOLS	37
* 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 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	15		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		13	1	1		
G Licensure Only		7				
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						