

# IHE Master's of School Administration Performance Report

## High Point University

2014 - 2015

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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 provides 15 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. 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 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 used to allow candidates to showcase and present one of their evidences 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 Leadership is available through Cohort partnerships with local school districts. Cohorts are usually developed to allow school districts to identify talented teachers with career status who are good candidates for career advancement in the area of educational leadership.

### 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 2014-2015 the MSA program at High Point University continued to provide instruction through an Executive Cohort delivery model. Candidates enrolled in the MSA program are provided with weekend 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

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools and Rationale</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Starting and Ending Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Charlotte-Mecklenburg	Principal coaching	Monthly visits PD Sessions Monthly visits	September 2014 / May	Principal + 10 teachers	Schools wanted coaching,

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<p>Schools</p> <p>Stoney Creek Elementary</p> <p>Cabarrus County Schools CC Griffin Middle School</p> <p>Wincoff Elementary</p> <p>Durham Public Schools CC Spaulding Elementary, YE Smith Elementary Museum School</p>	<p>Beginning teacher support</p> <p>Parent involvement</p> <p>Principal coaching, doctoral student</p> <p>Principal coaching, doctoral student</p>	<p>PD sessions</p> <p>Monthly visits/ PTO support</p> <p>Site visits</p> <p>Site visits</p>	<p>2015</p> <p>September 2014 / May 2015</p> <p>September 2014 / May 2015</p> <p>October 2014 / May 2015</p> <p>October 2014 / May 2015</p>	<p>Principal + 20 teachers</p> <p>Principal, 40 others</p> <p>Principal</p> <p>Principal</p>	<p>yearlong support for beginning teachers, yearlong support for at-risk teachers</p> <p>Students showed growth in achievement as per teachers working conditions survey, parent focus groups, student focus groups, teacher surveys.</p>
<p>Elkin City Schools</p>	<p>To help the school district interpret data by providing opportunities for to engage in data analysis activities</p> <p>To assist in developing vision,</p>	<p>To study the strategic plan of Elkin City Schools and its alignment to NC DPI vision, mission, and goals.</p>	<p>This is a continuing partnership which began in Fall of 2012 and has continued</p>	<p>The participants included Superintendent Bledsoe, the five-member School Board, district office administrators,</p>	<p>Outcomes of this partnership included:</p> <p>(1) Provided a review of current status of the district, as far as achievement of</p>

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	<p>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>Superintendent of ECS, requested assistance to make recommendations to the ECS's action plan, "The Pathway to Significance."</p> <p>Graduate faculty presented data regarding public perceptions of educational issues at the "Elected Officials Quarterly," a workshop meeting in May 2015.</p>	<p>through the current 2014-15 academic year.</p>	<p>and three principals, as well as 15 students in Educational Leadership MSA program.</p>	<p>students, special initiatives, employee satisfaction, public relationships, etc. An executive summary was provided to the Superintendent.</p> <p>Recommendations for an action plan and an executive summary of the ECS strategic plan to the Superintendent in December 2014.</p>
<p>The Graduate programs in Educational Leadership have formal Memorandum of Understanding (MOU) with the following school districts:</p> <p>Guilford County Schools</p>	<p>To achieve shared responsibility for:</p> <p>1) recruitment and preparation of 21<sup>st</sup> century visionary educational leaders and 2) To develop authentic partnerships between the school district and High Point University's Educational Leadership programs, to fully</p>	<p>Partnering districts provide guest presenters and district leaders who help implement the Program. Many districts provide a representative to serve on Educational Leadership Advisory Board including:</p> <p>Mo Green,</p>	<p>This is a continuing partnership which began in Fall of 2012 and continued through the current 2014-15 academic year.</p>	<p>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>	<p>In Fall 2015, all school districts were visited and currently through the partnership MOU agreements, district office administrators, as well as five N.C. superintendents are serving as Internship coordinators for graduate students in Educational</p>

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<p>Surry County Schools</p> <p>Davidson Co. Schools</p> <p>WSFCS</p> <p>Yadkin</p> <p>Thomasville City Schools</p> <p>Burlington-Alamance</p> <p>Durham Public Schools</p> <p>Rockingham City Schools</p> <p>Lee County Schools</p>	<p>address the need for both field based and theory-based learning experiences</p>	<p>Superintendent, Guilford</p> <p>Randy Bledsoe, Superintendent, Elkin</p> <p>Jennifer Scott, Associate Superintendent, Surry</p> <p>Diane Frost, retired Superintendent of Asheboro City Schools</p> <p>Barbara Hege, HR Director, Davidson Co.</p> <p>Beverly Emory, Superintendent, WSFCS</p> <p>Leslie Atcher-Rathburn, WSFCS</p> <p>Myra Cox, HPU Doctoral Student, Associate Superintendent, Yadkin</p> <p>Mary Rittling, President, Davidson County Community College</p> <p>Barbara Armstrong, HR Director, Thomasville City</p>			<p>Leadership. Outcomes are mutually beneficial as graduate students gain experience, district has identified a “problem of practice” which will be the focus of the graduate interns work in the district.</p>
<p>Guilford County Schools</p>	<p>For the purpose of identifying and promoting leaders from LEAs within</p>	<p>The Master’s Program in Educational Leadership adopted a new</p>	<p>This is a continuing partnership with LEAs</p>	<p>In the 2014-2015 academic year, the participants included over 20</p>	<p>12 graduate students completed the licensure</p>

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<p>Davidson County Schools</p> <p>Yadkin County Schools</p> <p>Durham Public Schools</p> <p>Rockingham County Schools</p> <p>Winston-Salem/Forsyth County Schools</p> <p>Randolph County Schools</p>	<p>the Piedmont Triad Region, the HPU Educational Leadership Master's Program has continued to utilize a new instructional model (Executive Cohort) that provides a more student/practitioner friendly program of study that reaches a broader population of graduate students while also directly addressing the need for 21<sup>st</sup> Century School Executives in area LEAs.</p>	<p>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 "home" schools, which often leads to candidates being hired as School Executives in their LEAs.</p>	<p>in the Triad Region throughout the academic year (rolling admissions).</p>	<p>graduate candidates from the Master's and Add-on licensure programs. These candidates were taught by full-time faculty as well as adjuncts/internship supervisors with extensive backgrounds in public school administration, representing LEAs from area school systems.</p>	<p>requirements for K-12 Administration in Spring 2015 (nine master's and three add-ons). 25% of the graduates have already secured positions as school leaders in their respective LEAs, which means the HPU leadership preparation program continues to make progress toward addressing the leadership needs of our partner systems. Also, the master's program in Educational Leadership had a 100% retention rate in the 2014-2015 academic year.</p>

## 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
	<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>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
	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	
MEAN MAT New Rubric	
MEAN MAT Traditional	
MEAN GRE New Rubric	
MEAN GRE Traditional	
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	
NUMBER EMPLOYED IN NC SCHOOLS	
* 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				
Comment or Explanation:				



**D. Time from admission into School Administration program until program completion. Institution Completes**

<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	1	0	0
G Licensure Only	0	3	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	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Comment or Explanation						