2016-2017

IHE Masters of School Administration Performance Report
Appalachian State University

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Overview of Masters of School Administration Program

In 2007, the North Carolina State Board of Education, under the direction of the North Carolina General Assembly (§ 143B-146.10), developed the *North Carolina Standards for School Executives*. These standards, later revised in 2013 to include student academic achievement, determined not only the evaluation and professional development for acting principals in the state, but also the preparation and licensure requirements for pre-service principals. From 2007 – 2010, all North Carolina Institutions of Higher Education which offered principal preparation programs were required by the North Carolina State Board of Education (SBE) to revise their

programs. The SBE required that all revisions reflect the demands of the *North Carolina Standards for School Executives* through a comprehensive "blueprint" of the program. The blueprint demonstrated alignment in coursework, assessment, and internship experiences with these standards. Each plan was presented for approval to members of the State Board of Education in Spring 2010. It was further reviewed by a panel of NC Department of Public Instruction (NC DPI) administrators and trained professors of educational leadership. Final approval by SBE and NC DPI determined whether or not the principal preparation program could continue to recommend licenses for principal candidates. In compliance with the State Board of Education's (SBE) *North Carolina Standards for School Executives* (SBE 2007), the faculty of our MSA degree program was successful in re-visioning for the SBE and re-authorization by the UNC General Administration. Since that time, our program has remained fully aligned to the standards and the expectations embedded in the SBE approved *North Carolina Pre-Service Rubric* for assessing MSA candidates and their programs of study.

Special Features of the Masters of School Administration Program

The Masters of School Administration Degree (MSA) is one of several leadership degree programs in the Department of Leadership and Educational Studies (LES) in the Reich College of Education (RCOE) of Appalachian State University. This program prepares graduate students to assume a position as a principal, which is a building- or entry-level administrator. This license is required prior to attaining a Superintendent license. With an appreciation for the impact of effective school leaders, our MSA program implements a rigorous application process that screens all applicants for those who demonstrate the strongest background, references, and pre-requisite skills. Our application process requires the following: a current North Carolina A-level K-12 teaching certificate or equivalent with a minimum of three years successful K-12 experience verified by a principal or supervisor; 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 post-secondary work; resume that includes all educational and work experiences; and a writing sample that provides an autobiography and rationale for embarking on a career in school administration.

Once admitted, candidates for a North Carolina Principal License must pass our approved program of study with a minimum GPA of 3.0; complete a 300-hour internship experience over two semesters, supervised by a principal, and complete six culminating action research projects aligned with the standards. Key projects in our coursework prepare our candidates for the development of these action research projects, which culminate in addressing real issues at their schools with research-based action plans. 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 demonstrate their grasp of the level of knowledge and skill required by the *NC Standards for School Executives.*

In our MSA program, our courses are provided through a cohort system, using a totally on-line delivery system, resulting in classes being available throughout North Carolina. Currently, we serve students in all three geographical regions of the state. This increases the diversity of our student population, which no longer represents only the western region of our state. Our online delivery includes the use of such platforms as Zoom, which allow real-time online class meetings. Students engage in discussions with the professor as well as with other students. There is also the capability of small group work resulting in collaboratively written documents. Through the "share screen" function, professors and students can literally share anything that can be seen on a computer screen. The use of such technological platforms as Zoom allows us to be more responsive to student needs with the social interaction of face-to-face campus classes and the convenience of online. Additionally, most of our courses use AsULearn, a Moodle site, for course management. Very few of our courses are totally asynchronous as we made the conscious decision not to reduce instruction to one-way communication between the student and instructor. Even with the asynchronous courses, AsULearn allows the use of blogs and forums to encourage student-to-student as well as instructor-to-student interaction.

By linking coursework with specific standards, we are better able to maintain an on-going process of program assessment that allows us to continue to maintain full alignment with the required standards for both NC DPI and Council of Accreditation of Educator Preparation (CAEP). This further ensures that Appalachian graduates are not only steeped in current

literature and research, but can apply that knowledge in demonstrations of practical application. All faculty in our program are tenured full-time faculty who have solid backgrounds and expertise in the areas in which they teach. Each instructor, as tenured faculty, maintain an active research agenda aligned with educational leadership and scholarship of teaching and learning. This level of scholarship is evident in many of the course offerings. We offer innovative teaching and learning opportunities such as a cross-program collaboration projects that require our school administration students to work with students in other areas such as instructional technology, library science, and social work to solve real-world problems through shared leadership and collaboration with other professionals. We regularly offer study abroad programs in such countries as Russia for school administrators to engage with their international counterparts and develop collaborative programs between their schools and international partner schools. Many of the Russian collaboration projects begun during the study abroad program were sustained by our students for at least one academic year. Additionally, we engage our students in global experiences at home by inviting international collaboration with courses that are co-taught by colleagues in such universities as Novgorod State University in Russia and Free State University in South Africa. International guest speakers are invited to classes to share such insights as school facilities in their countries. Beginning in 2017, our program faculty developed an active partnership with the Doris Henderson Newcomers' School of Guilford County. This creates additional opportunities for our students to experience interactions with diverse international student populations. One of our entering MSA students is currently teaching at this school, which will further strengthen our collaboration. Experiences such as these take our students out of the silo of our program to work with those preparing for other K-12 leadership roles in this state and internationally.

Our course sequencing indicates an intentional building of skill and knowledge by immersing students in two foundational courses during their first semester: The Principalship (LSA 5030) and Managing and Developing Resources (LSA 5400). These two courses provide instruction in the basic foundations of school leadership upon which they will build for subsequent courses. Students begin the program in LSA 5030 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. The

data collected and analyzed for this project as well as the resulting action plan will inform subsequent course projects and the culminating portfolio projects, which will be fully developed during the internship. The LSA 5400 course requires students to delve deeply into budget development, facility management, and staff supervision.

During the last two semesters of the program, our students engage in a rigorous internship. The two internship courses offer a two-semester experience working as a school administration intern within a K-12 school setting. Under the supervision of a principal and a university supervisor, our interns complete a minimum of 300 contact hours of administrative experience, which reflect all the standards, as well as the actual role and responsibility, of the principal. During these two semesters, the interns must apply the knowledge and skills learned through other courses to develop the six culminating action research projects. Near the end of the second internship semester, the supervising principal must score the student on a Certificate of Competencies, developed by NC DPI. We include this Certificate as part of our summative assessment process. The students must pass all competencies or dispositions listed with a score of *meet* or *exceeds* to be recommended for licensure. This process establishes a partnership with our schools in the licensing process. Finally, once the portfolio is completed and submitted in Tk20 assessment software, faculty audit the portfolios to make sure that all requirements for licensing are met. With careful course sequencing, project-based assessments, and monitoring of our program, our students move from the perspective of classroom to school-level leadership.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Winston-Salem/Forsyth County Schools
Start and End Dates	November 5, 2016, 10:00 AM-12:00 noon
Priorities Identified in Collaboration with LEAs/Schools	Information dissemination about ASU School Leadership programs
Number of Participants	12
Activities and/or Programs Implemented to Address the Priorities	Presentation on leadership and our school leadership programs

Summary of the Outcome of the Activities and/or Programs	Three of the participants followed up the meeting with emails requesting additional information. Two applied to our EdS or GCERT programs.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Partial list of districts involved: Statesville/Iredell, Buncombe, Asheville City, Dare, Wake, Pitt, Watauga, Catawba, Lincoln, Cleveland, Guilford, Winston-Salem/Forsyth, Johnson.
Start and End Dates	Fall 2016-Spring 2017
Priorities Identified in Collaboration with LEAs/Schools	Mentor to Iredell/Statesville International Baccalaureate program director.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	In the following classes, research projects are developed in collaboration with school supervising personnel (principals and superintendents). The results of these projects are shared with classmates and with the LEA supervisor. A high percentage of project results influence new procedures, policy or other programmatic activities at the school or district levels. Classes were such projects are required: LSA 5820, LSA 5910, LSA 5030, LSA 6030, LSA 6250, LSA 6910.
Summary of the Outcome of the Activities and/or Programs	In the following classes, research projects are developed in collaboration with school supervising personnel (principals and superintendents). The results of these projects are shared with classmates and with the LEA supervisor. A high percentage of project results influence new procedures, policy or other programmatic activities at the school or district levels.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Public School Partnership
Start and End Dates	March 17, 2017; August 1-2, 2016; Fall 2016; Spring 2017
Priorities Identified in Collaboration with LEAs/Schools	Professional Development on Educational Leadership
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	[State/Research Presentation, Invited], Scholar Exchange, Augmenting Sustainable Leadership Practices with Complexity Theory, ASU Reich College of Education Leadership Conference, Appalachian State University, Boone, NC, 2 sessions, [Gummerson- Author & Presenter], March 7, 2017. • [State/Professional Presentation, Invited], Beginning the Principalship: Food for Thought, Appalachian State University/Reich College of Education Leadership Conference, Appalachian State University, Boone, NC, 2 sessions, [Gummerson- Author & Presenter], August 1--2, 2016. • [Professional-Region], Appointed], MSA/GCSL/Ed.S. Program Representative to the NWRESA Superintendents Council, Department of Leadership & Educational Studies, Reich College of Education, Appalachian State University, fall 2016, spring 2017.
Summary of the Outcome of the Activities and/or Programs	Professional Development on Educational Leadership
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	West Wilkes High School
Start and End Dates	September 2016-May 2017
Priorities Identified in Collaboration with LEAs/Schools	To create a model for building a culturally competent school.
Number of Participants	47 teachers

Activities and/or Programs Implemented to Address the Priorities	(1) Deployed a pre survey to identify baseline data about the cultural competency level of the school, (2) conducted a SWOT Analysis based on baseline data, (3) Shared results through 4 short videos. (4) Deployed a post survey to identify shifts in data about cultural competency level of the school.
Summary of the Outcome of the Activities and/or Programs	Teachers should be able to (1) clearly articulate the elements of (a)Cultural destructiveness, (b) cultural blindness, (c) cultural incapacity in their school, and (2) Devise their own action plans of building a culturally proficient school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Doris Henderson New Comers High School, Greensboro
Start and End Dates	September 2016-present
Priorities Identified in Collaboration with LEAs/Schools	This is a school that receives children who are refugees and is the first point of contact for the students with the US system of education. A great opportunity for students in school administration to learn about practicing leadership in schools with less than optimal conditions.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	School visits occurred for a familiarization tour, invited the principal, instructional coach and counselor to campus.
Summary of the Outcome of the Activities and/or Programs	Work has now been elevated to program level where we are in the process of identifying mutual areas of research and possibly using the school as a lab school for our interns to expose our students to diversity issues in education. Collected Instructional supplies for the school.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Two Rivers Community School, NC Association of Independent Schools, A.C.E. Academy Charter School, NC Association of Public Charter Schools Annual Leadership Conference, Franklin School of Innovation, numerous NC Public Charter Schools
Start and End Dates	Oct. 24, 2016 - Two Rivers Community School; Sept. 29, 2016, NC Association of Independent Schools; Aug. 15, 2016, A.C.E. Academy Charter School; Aug. 1, 2016, NC Association of Public Charter Schools Annual Leadership Conference; Jan. 31, 2016, Franklin School of Innovation; 2016 -- numerous NC Public Charter Schools, throughout the year
Priorities Identified in Collaboration with LEAs/Schools	Legal Training/Consulting
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Public Charter School Board Legal Training (Oct. 24, 2016 - Two Rivers Community School) Independent School Board Law Webinar (Sept. 29, 2016, NC Association of Independent Schools) School Staff Legal Training (Aug. 15, 2016, A.C.E. Academy Charter School) NC Charter School Law Update (Aug. 1, 2016, NC Association of Public Charter Schools Annual Leadership Conference) Public Charter School Board Legal Training (Jan. 31, 2016, Franklin School of Innovation) Continuous Legal Consulting for Charter Schools (2016 -- numerous NC Public Charter Schools, throughout the year)
Summary of the Outcome of the Activities and/or Programs	Legal Training/Consulting

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	5	Total	19
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	
Part-Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	12
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	77
	Other	0	Other	2
	Total	30	Total	93
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. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license

Program Area	Master's Degree		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	PC	LC	PC	LC
School Administration	51	0	0	0

C. Quality of students admitted to programs during report year.

Measure	Graduate
MEAN GPA	3.29
MEAN MAT Electronic Rubric	410.29
MEAN MAT Written	*
MEAN GRE Electronic	298.28
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.75
NUMBER EMPLOYED IN NC SCHOOLS	94
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Time from admission into the graduate teacher education program until program completion

	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Full Time						
MSA Degree	0	0	0	0	0	0
Part Time						
MSA Degree	0	1	12	0	0	0
Comment or Explanation:						