2020-2021

EPP Master's of School Administration

Appalachian State University

Overview of Master's 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 Characteristics of Master's 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) (a waiver is granted to students with a GPA of 3.1 and above or with five or more years of teaching experience); 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 capstone 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 a combination of tenure track and tenured full-time faculty who have solid backgrounds and expertise in the areas in which they teach. Each instructor, as tenured faculty, maintains 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 and South Africa 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. 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 by Watermark 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. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES

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

LEAs/Schools with whom the EPP has Formal Collaborative Plans	School Administration Program Representative toNorthwest Regional Educational Service Alliance (NWRESA) Superintendents Council
Start and End Dates	8/10/2020 to 6/1/2021
Priorities identified in Collaboration with LEAs/Schools	
Number of Participants	13
Activities and/or Programs Implemented to Address Priorities	Met monthly to discuss Superintendent and school district issues with 13 members (Superintendents) of the Superintendents Council; Provided advice; Kept members updated about the School Administration Program at AppState and solicited their input as we make changes to our programs; Worked with AppState School Partnership and the Superintendents Council to write a Principal Fellows PFP/TP3 Program Grant, as well as involve future Principal Fellows in their districts; From February thru April 2021 met weekly with the Superintendent's Council online to help them navigate and implement COVID-19 measures.
Summary of the Outcome of the Activities and/or Programs	Superintendents successfully navigated COVID-19 issues; PFP/TP3 Grant successfully submitted in May; Received a commitment from the Superintendent's Council to provide $10,000 from the NWRESA budget for the professional development of future AppState Principal Fellows

	as part of the PFP/TP3 Program; 10 school districts agreed to serve as host schools and district partners for Principal Fellows and to partner with AppState in their selection, training, and internships.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Moore Magnet School - Winston Salem/Forsyth County
Start and End Dates	3/29/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development on Improving Student-Teacher Relationships
Number of Participants	35
Activities and/or Programs Implemented to Address Priorities	Professional Development on Improving Student-Teacher Relationships
Summary of the Outcome of the Activities and/or Programs	Participants created an action plan focused on 1 new strategy to improve relationships with students
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Winston Salem/Forsyth County Schools
Start and End Dates	3/12/2021 to 6/2/2021
Priorities identified in Collaboration with LEAs/Schools	Principal Pipeline
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	Served on design team for the Wallace Equity Centered Principal Pipeline grant proposal

Summary of the Outcome of the Activities and/or Programs	Proposal for the grant was successfully completed and submitted
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Green Level High School, Wake County
Start and End Dates	3/11/2021
Priorities identified in Collaboration with LEAs/Schools	Traumatic Stress Management
Number of Participants	10
Activities and/or Programs Implemented to Address Priorities	Provided a 2 hour workshop on managing traumatic stress responses in the workplace as teachers and staff were returning to the building during COVID-19.
Summary of the Outcome of the Activities and/or Programs	Attendees expressed that they finally had the words to describe what they were experiencing, which will lead them to better able to articulate their wellness needs as they manage the "return to in-person instruction." Through recognizing and managing their own emotional responses, teachers and staff will have increased capacity to hold space and support their students.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Department of Public Instruction
Start and End Dates	3/26/2021
Priorities identified in Collaboration with LEAs/Schools	Recruitment and Retention of Special Education Teachers
Number of Participants	50
Activities and/or Programs Implemented to Address Priorities	I provided two different 1 hour workshops for DPI's Summit on the Recruitment & Retention of Special Educators in NC. Attendees were NC

	school administrators and district leaders. The workshop engaged attendees in exploring the ways secondary traumatic stress creates roadblocks for both the retention and recruitment of SPED teachers.
Summary of the Outcome of the Activities and/or Programs	Administrators and district leaders were equipped with the knowledge to recognize the symptoms of secondary trauma, as well as practical interventions to prevent and mitigate STS within the context of SPED.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Various (Partnership Districts)
Start and End Dates	11/15/2020 to 7/15/2021
Priorities identified in Collaboration with LEAs/Schools	Developing Leaders
Number of Participants	40
Activities and/or Programs Implemented to Address Priorities	I served on the Partnership Leadership Council Advisory Planning Committee that worked together to plan professional development sessions to teacher leaders in our Partnership Districts. Our focus this year was on Equity, Diversity, and Inclusion in Leadership. I also co-presented with Dr. Julie Hasson, an additional session in April on Supporting Teacher Resilience through Leadership.
Summary of the Outcome of the Activities and/or Programs	The outcome of these sessions was increased knowledge and understanding of Leading with Equity, Diversity, and Inclusion in mind. As a result of the Teacher Resilience presentation, Dr. Hasson and I offered, and are planning, to lead future sessions next year at Middle Fork to support teacher resilience.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	19
Female	47
Gender Neutral	0
Gender Not Provided	0
Total	**66**
Race/Ethnicity	**Number**
African-American	9
Am. Indian/ Alaskan Native	1
Asian	1
Hispanic/Latino	1
Native Hawaiian/ Pacific Islander	0
White	53
Two or More Races	1
Race Not Provided	0
Total	**66**

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

		Full-Time					
	Male		**Female**		**Not Identified as Male or Female**	
MSA	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0

	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**1**	**Total**	**0**
Licensure-Only	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	**0**	**Total**	**0**	**Total**	**0**
Part-Time						

	Male		Female		Not Identified as Male or Female	
MSA	African-American	5	African-American	7	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	2	Am. Indian/ Alaskan Native	0
	Asian	1	Asian	0	Asian	0
	Hispanic/ Latino	2	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	30	White	64	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	1	Not Provided	2	Not Provided	0
	Total	**39**	**Total**	**77**	**Total**	**0**
Licensure-Only	African-American	3	African-American	22	African-American	0

Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0
Asian	0	Asian	0	Asian	0
Hispanic/ Latino	0	Hispanic/ Latino	4	Hispanic/ Latino	0
Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
White	22	White	101	White	0
Two or More Races	0	Two or More Races	3	Two or More Races	0
Not Provided	0	Not Provided	1	Not Provided	0
Total	**25**	**Total**	**132**	**Total**	**0**

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Master's Degree		Graduate Licensure Only	
PC - Completed program but has not applied for or is not able for a license. **LC-completed program and applied for license.**	**PC**	**LC**	**PC**	**LC**
Appalachian State University	0	27	0	0
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.88
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.42

NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	108
N/A - Data Not Available * - Less than five scores reported	
Comment(s):	