

IHE Master's of School Administration Performance Report

Appalachian State University

2013 - 2014

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. Some faculty mentor new principals, serve on the Superintendents' Licensure Committee, and/or participate in the Aspiring Principal Academy in Taylorsville. 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
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	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.	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.	Fall 2013 – Spring 2014	125 principals	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 year or so.
Alexander, Alleghany, Ashe, Burke, Caldwell,	Collaborative work between faculty and	Northwest Regional Educational	2013-2014 Ongoing	-4 ASU Faculty -12	1.Coordinates school reform efforts, staff development, and shares

Catawba, Hickory, Elkin, Watauga, Newton-Conover, Wlkies, NC School for the Deaf	public schools 4)Outreach and direct classroom instruction 5) Professional Development of school professionals	Service Alliance: NWRESA Superintendent's Council meets 9 times per year with regional superintendents Workshops for Leadership Institutes within this region Principal's Council meets 9 times throughout the year		Superintendents -12 C&I Directors	research-based ideas related to improving schools in the region 1.Training for school board members 1.Provides support, training, development, and research for principal's in this region
Watauga, Hickory City, Duplin, Davie, Burke,	Collaborative work between faculty and public schools 1).Classroom Research	Transition Assessments	-1 ASU Faculty -33 Students	2013-2014	1.Explore the most beneficial ways to keep youths in school by collecting data from assessment surveys
Watauga		Personal Communication as Classroom Assessment Worked with teachers at Watauga High School.	2013-2014	-1 ASU Faculty -20 Teachers	1. Professional development and process modeling of World Café. 2. Follow ups with teachers to discuss how to implement this strategy into the classroom and student groups on campus

Watauga and Mecklenburg		Effective Charter Schools Conducted research at Davidson Community School and Two Rivers Charter School	2013-2014 Ongoing	-1 ASU Faculty -15 Teachers	1. Research based on observations, survey collection, and interviews with faculty 2. Will share information based on findings as it relates to the most effective charter schools
Elkin City Schools	Collaborative work between faculty and public schools 4) Outreach and direct classroom instruction	MSA representative to the NWRESA Superintendent's Council	Academic Year 2013-2014	12 district superintendents	Superintendents voiced appreciation of the presence of ASU to provided feedback and fresh ideas
Elkin City Schools	Collaborative work between faculty and public schools 5) Professional Development of school professionals	Workshop regarding ethics requirements for Elkin City School Board	21 Feb 2014	18 participants	Feed back was strongly positive
State-wide	Collaborative work between faculty and public schools 5) Professional Development of school professionals	Presentation at the N. C. Charter Schools Summer Conference regarding application of the Equal Access Act of 1984 to Charter Secondary Schools	15 July 2013	25 teachers	Feed back was strongly positive
State-wide	Collaborative work between faculty and public schools 5) Professional Development of school professionals	Presentation at the N. C. Charter Schools Summer Conference regarding the needs charter schools have for professional development activities	15 July 2013	25 teachers	Feed back was strongly positive

Morganton Day School, Hildebran Elementary School	Collaborative work between faculty and public schools 1).Classroom Research 5) Professional Development of school professionals	Observed and provided feedback regarding teachers' use of classroom assessment and technology during the target months	10/2013 – 2/2014	5 k-12 teachers, 2 ASU professors	Information now being summarized.
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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		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	1
	Total		Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	15
	Other	17	Other	26
	Total	26	Total	42
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	11	White, Not Hispanic Origin	22
	Other	18	Other	59
	Total	29	Total	81

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

MSA	
MEAN GPA	3.58
MEAN MAT New Rubric	408
MEAN MAT Traditional	*
MEAN GRE New Rubric	298
MEAN GRE Traditional	1,151
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.16
NUMBER EMPLOYED IN NC SCHOOLS	153
* 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	LC	PC	LC
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	5	54
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						
G Licensure Only			7			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	1					
G Licensure Only	27	25	7	2	2	2
Comment or Explanation						