

2018-2019

# **EPP Masters of School Administration Performance Report**

## **Appalachian State University**

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## **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

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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.

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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

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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. 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.

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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	Burke County Public Schools.
Start and End Dates	August 2017 - present
Priorities Identified in Collaboration with LEAs/Schools	Leadership Training for Assistant Principals and Teacher Leaders.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	Dr. William Gummerson led Leadership Academy Sessions - five separate sessions
Summary of the Outcome of the Activities and/or Programs	Participants received training in leadership at the school level to enhance their performance as an Assistant Principal or to prepare them to enter a school leadership program.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina School for the Deaf
Start and End Dates	August 2017 - present

Priorities Identified in Collaboration with LEAs/Schools	Dr Al Proffit served on the Board of Directors of the School.
Number of Participants	This school serves approximately 200 North Carolina Schools. The decisions of the Board affect those students.
Activities and/or Programs Implemented to Address the Priorities	Dr. Proffit provided leadership to the Board.
Summary of the Outcome of the Activities and/or Programs	Provides input to support the school in various ways
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Burke County Schools
Start and End Dates	September 2017- present
Priorities Identified in Collaboration with LEAs/Schools	Aspiring Leadership Academy facilitated by Dr. William Gummerson
Number of Participants	5 sessions with 20 participants each
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	These sessions prepared Assistant Principals and teacher leaders for leadership opportunities within the district.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	18 school districts in NC
Start and End Dates	fall 2018-19
Priorities Identified in Collaboration with LEAs/Schools	research outcomes shared with superintendents and other district office administrators
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Roma Angel had his master's level students in his district level organizational theory classes conduct projects at the district level and focus on system-wide efforts to improve community cultural relationships and student learning.
Summary of the Outcome of the Activities and/or Programs	Outcomes shared with superintendents and other administrators in 18 districts in NC.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Watauga County Schools NC PreK Collaborative
Start and End Dates	January 2018 - December 2018 (ongoing)
Priorities Identified in Collaboration with LEAs/Schools	service to public schools
Number of Participants	approximately 17 children at each of three NC PreK classrooms
Activities and/or Programs Implemented to Address the Priorities	Denise Brewer oversees the Lucy Brock Child Development Laboratory school that uses an emergent curriculum, hires teachers, and is fully responsible to/for three NC PreK classrooms in Watauga County Schools at Blowing Rock, Parkway, and Cove Creek Elementary Schools.
Summary of the Outcome of the Activities and/or Programs	Successfully supports children and families in NC PreK using best practices. Also a successful collaboration with Watauga County Schools.

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
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Male	15
Female	27
<b>Race/Ethnicity</b>	<b>Number</b>
Hispanic / Latino	1
Asian	0
African-American	3
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	37
Multi-Racial	0
Student does not wish to provide	1

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

Full-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	1
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Part-Time				
	Male		Female	
MSA	Asian		Asian	1

	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Hispanic/Latino	1	Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	10	White	22
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1
	Total	13	Total	24
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	2

### C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's Degree		Graduate Licensure Only	
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
<b>LC</b> Completed program and applied for license				
Appalachian State University		5		2

### D. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN GPA	3.64
MEAN MAT Electronic Rubric	409.83
MEAN MAT Written	N/A
MEAN GRE Electronic	302.00
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.44
NUMBER EMPLOYED IN NC SCHOOLS	57
Comment or Explanation:	



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* Less than five scores reported
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**E. Time from admission into professional teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	0	0	0	0	0
MSA License Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	1	0	1	1	2
MSA License Only	0	2	0	0	0	0
Comment or Explanation:						