

2015-2016

# IHE Masters of School Administration Performance Report High Point 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

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

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Leaders for 21st Century Schools, Methods of Educational Research and Diversity in Education. Within the 21 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 consecutive 100-hour 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 each two credits and 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 is taken at the conclusion of the program and candidates showcase one of their evidences during this final experience and complete required self-assessment and other exit evaluations. The School of Education continues to also offer the 21-hour add-on license in Educational Administration. Currently both the degree and add-on license in Educational Administration is offered through an Executive cohort model of instructional delivery which blends weekend meetings with online instruction throughout the fall, spring and summer.

### **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. Both the M.Ed. and add-on programs in Educational Leadership are offered through an Executive cohort model which includes a blend of on-campus weekend and online meetings. This is a very attractive option for working professionals.

High Point University also reduces its traditional tuition and fees for cohorts of 15 or more participants from the same school district. The School of Education has been able to plan with

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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 2015-2016 the School of Education began offering a B.A. to M.Ed. option in Educational Leadership for advanced undergraduate students majoring in education or minoring in Education Studies. Unique to this programs is the opportunity to shape future educational leaders in teaching, educational policy or non-profit leadership for students in a career path of non-profit management, sociology, political science or psychology. While the program of study does not require the candidate to seek an administrative K-12 license, internship experiences are customized and focus on providing leadership opportunities in settings in the community, clinics, and Washington D.C.

## **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	Vance County Schools, Rockingham County Schools, Rutherford County Schools
Priorities Identified in Collaboration with LEAs/Schools	Superintendent Development Program-Cohort III
Activities and/or Programs Implemented to Address the Priorities	Hosted the winter training sessions on North Carolina New Schools, Superintendent/Board Relationships, Changing Education Landscape with presenters including Dr. Angela Quick, NC New Schools, Dr. Mark Edwards, Superintendent, Mooresville Graded School District, Ms. Rachel Hitch, Attorney, Dr. Bill Daggett, Chairman and CEO of International Center for Leadership in Education.
Start and End Dates	Continuing annually each spring. March 2016
Number of Participants	Twenty seven superintendents in NC, 28 curriculum leaders from the statewide Emerging Trends Network. Doctoral students from HPU who are educational leaders in districts across the state.

Summary of the Outcome of the Activities and/or Programs	Provides a venue for networking and discussion of key educational leaders with Thought Partners from across the state of North Carolina.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools
Priorities Identified in Collaboration with LEAs/Schools	Principal coaching, Increase student achievement in P-12 schools
Activities and/or Programs Implemented to Address the Priorities	Site visits; Professional Development, Principal, Assistant Principal and Teacher Coaching at three targeted high need schools including classroom management, providing authentic feedback.
Start and End Dates	Ongoing Partnership--September 2015 to May 2016
Number of Participants	Educational Leadership faculty, three principals in Durham Public Schools and the teachers/staff at these three schools
Summary of the Outcome of the Activities and/or Programs	Improvements in classroom management, authentic feedback to teacher noted in McRel observation rubric, STW (Schools to Watch) status, achieved (NCMLE), higher levels of teacher effectiveness as noted by EVAAS scores, improvement in student achievement as noted by EOG scores
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The Graduate programs in Educational Leadership have formal Memorandum of Understanding (MOU) with the following school districts: Guilford, Durham, Davidson, Surry, Rockingham, Wake, Union County, Thomasville, Burlington/Alamance, Winston-Salem/Forsyth County.
Priorities Identified in Collaboration with LEAs/Schools	To identify and solve problems of practice through district level and university partnership strategic planning.
Activities and/or Programs Implemented to Address the Priorities	In 2015-2016, fourteen projects implemented by HPU candidates enrolled in Educational Leadership who was employed in their respective K-12 district engaged in the writing of a district level strategic plan and priorities for implementation in partnership with Educational Leadership faculty at HPU.
Start and End Dates	June 2015 through June 2016
Number of Participants	Fourteen educational leadership students, 45 leaders within these districts served on the various strategic planning teams, 14 faculty supervisors from HPU
Summary of the Outcome of the Activities and/or Programs	Implementation of all 14 strategic plans has begun in the districts noted.

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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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	9
	Other	0	Other	3
	Total	6	Total	16
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	1	Total	8

### B. Program Completers (reported by IHE).

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<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				
School Administration	2	7	1	4

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

<b>MSA</b>	
MEAN GPA	3.5
MEAN MAT Electronic Rubric	*
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.61
NUMBER EMPLOYED IN NC SCHOOLS	27
* 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 School Administration program until program completion**

<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>
MSA Degree			9			
G License Only		5				
<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>
MSA Degree						
Comment or Explanation:						