

2016-2017

IHE Masters of School Administration Performance Report High Point University



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. For the administrative track, 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 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. Effective spring, 2016, a second track within the M.Ed. in Educational Leadership offers a program of study for those candidates wishing to pursue non-administrative educational leadership roles and includes an internship experience that is customized to the individual candidate's career goals and interests such as educational policy or non-profit leadership, non-profit management, sociology, political science and/or or psychology. In 2016-2017 the School of Education admitted its first group of B.A. to M.Ed. candidates into the Educational Leadership non-administrative track.

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.

In October of 2016, the School of Education was one of five universities awarded a 1.78 million dollar grant through the North Carolina Alliance of School Leadership Development (NCASLD) to transform the preparation of school leaders across the state. Principal preparation programs under this grant are designed to graduate candidates after one year of intense groundwork that allows them to earn the M.Ed. degree in Educational Leadership and the North Carolina School Administrator: Principal license upon completion of the program. In January 2016 The High Point Leadership Academy (HPULA) enrolled 15 principal candidates from seven partnering school districts with the goal to transform low-performing schools into learning environments that result in high performance for all students. The HPULA provides rigorous, research-based curriculum, developed by working collaboratively with district personnel and affiliates such as the Center for Creative Leadership, the BB&T Leadership Institute and the Piedmont Triad Educational Consortium. Candidates participate in authentic experiences and experiential learning that is designed to challenge their thinking and build the skills required for transformational leadership. Additional critical components include executive coaches and a five-month full time clinical experience with supervising site principals, selected for their effective and successful leadership. A second cohort of 15 candidates began the HPULA in May of 2017.

High Point University continues to reduce 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 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.

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

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

B. LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cabarrus County Schools, Elkin City Schools, Guilford County Schools, Mt. Airy City Schools, Newton-Conover City Schools, Rutherford County Schools, and Yadkin County Schools, Winston Salem-Forsyth County 201
Priorities Identified in Collaboration with LEAs/Schools	To transform low-performing schools into learning environments that result in high performance for all students
Activities and/or Programs Implemented to Address the Priorities	Work collaboratively with district personnel and affiliates such as the Center for Creative Leadership, the BB&T Leadership Institute and the Piedmont Triad Educational Consortium to provide an innovative principal preparation program for aspiring educators through a 1.78 million dollar grant awarded by the NCASLD. Candidates will participate in authentic experiences and experiential learning with intense accelerated coursework that is designed to challenge thinking and build the skills required for transformational leadership. Assessment, continuous feedback, and self-reflection will support growth and success. Additional critical components include executive coaches and a five-month full time clinical experience with supervising site principals, selected for their effective and successful leadership.
Start and End Dates	January 2017-May 2018
Number of Participants	30 aspiring educators selected by the eight partnering school districts to participate in two cohorts, 15 former graduates of the School of Education's M.Ed. Educational Leadership program who serve on a Principal Leadership Team, 17 members of the Leadership Academy Advisory Board who include leaders from the partnering school districts and current Educational Leadership faculty from HPU, two Executive Principal Coaches, and adjunct faculty who are currently serving in Executive Leadership roles in three of the partnering districts.
Summary of the Outcome of the Activities and/or Programs	The 30 candidates will receive the School Administrator's Principal license at completion of the program and be eligible for placement in low performing schools in the eight districts listed above by May 2018.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Durham Public Schools/EDU-Consult Team WG Pearson Elementary, Eastway Elementary, CC Spaulding Elementary, Merrill-Moore Elementary, Neal Magnet Elementary
Priorities Identified in Collaboration with LEAs/Schools	Developing a five-year improvement plan to increase student achievement in P-12 schools
Activities and/or Programs Implemented to Address the Priorities	Educational Leadership faculty planned with school district leaders and EDU-Consult team to implement a five-year improvement plan for five schools. Activities included site visits, assisting with developing training manuals for manuals for facilitators, planning leadership and instructional coaching activities, collecting data. HPU faculty provided scholarship and lit reviews on some of work being designed, attending principal and EDU-Consult meetings to address school improvement questions, etc.
Start and End Dates	Ongoing Partnership--September 2016 to May 2017

Number of Participants	Educational Leadership faculty, five principals in Durham Public Schools and the teachers/staff at these three schools
Summary of the Outcome of the Activities and/or Programs	The goal is to plan, implement, and evaluate comprehensive school reform taking place in the five schools using the IMPACT approach. Research on the IMPACT model being used as part of comprehensive approach to improvement is underway.

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	3	Black, Not Hispanic Origin	15
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	24
	Other	1	Other	2
	Total	14	Total	41
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	2	Total	4

B. 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	6	1	2

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

MSA	
MEAN GPA	3.53
MEAN MAT Electronic Rubric	.
MEAN MAT Written	.
MEAN GRE Electronic	.
MEAN GRE Written	.
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	10.33
NUMBER EMPLOYED IN NC SCHOOLS	52
* 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

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