

2017-2018

# **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. 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

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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. 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 2018 the School of Education graduated 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 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

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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. The goal of the High Point University Leadership Academy (HPULA) is 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. Candidates earn the M.Ed. degree in Educational Leadership and the North Carolina School Administrator: Principal license upon completion of the program which includes a full-time clinical internship. In May of 2018 thirty candidates who successfully completed the High Point Leadership Academy (HPULA) from nine partnering school districts across the state earned their master's degrees in Educational Leadership. In spring of 2018 High Point University was notified that the funding for this grant by NCASLD will continue for the next three years with an additional \$868,000 being awarded each year. A new cohort of 17 participants from seven different N.C. school districts is scheduled to begin this fall 2018.

High Point University continues to reduce its traditional tuition and fees for cohorts of 15 or more participants from the surrounding school districts. 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.

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## 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	Guilford County Schools, Yadkin County Schools, Winston-Salem/Forsyth County Schools, Vance County Schools, Cabarrus County Schools, Newton-Conover Schools, Elkin City Schools, Mount Airy Schools
Start and End Dates	Ongoing: 1.87 million dollar NCASLD grant; 2017-2018
Priorities Identified in Collaboration with LEAs/Schools	To increase the pipeline of inspiring and transformational school leaders in North Carolina. Candidates will be placed in low-performing schools in the districts noted above.
Number of Participants	Thirty candidates from the LEAs noted above were selected in Cohorts I (2016-2017) and Cohort II (2017-2018) through a rigorous and collaborative selection process between the districts and the IHE. A day of interviews on the campus of HPU were required for candidates whose initial screening scores allowed them to move to the next round of selection. All candidates met the requirements for admission into the Norcross Graduate School at HPU.
Activities and/or Programs Implemented to Address the Priorities	Identified, in collaboration with LEAs noted above, 30 participants through a rigorous selection process in 2016-2017. Participants completed a competency-based master's degree program in Educational Leadership that included a full-time clinical internship for six months. Participants also received professional development from external affiliates such as the Center for Creative Leadership and these experiences were embedded into 15 hours of core coursework that participants earned credit for as they progressed through the program. The thirty participants received their master's degrees in May 2018. A significant program evaluation was completed by the project director and the grant has been funded for three additional years beginning this fall, 2018.
Summary of the Outcome of the Activities and/or Programs	NCASLD Educational Leadership grant funded for an additional three years. Seventeen new participants are scheduled to begin Cohort III this fall 2018. To date, 13 of the 30 participants have received Assistant Principal positions in the districts noted above. In 2018-2019, Alamance Burlington Schools will be added for Cohort III.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the MSA Program

Number of Students Who Applied to the MSA Program	
Gender	Number
Male	5

Female	29
<b>Race/Ethnicity</b>	<b>Number</b>
Asian/Pacific Islander	0
African American	15
Hispanic	1
American Indian/Alaskan	1
White	17
Other	0

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

Full-Time				
	Male		Female	
MSA	Am Indian/Alaskan Native	0	Am Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	17
	Hispanic	1	Hispanic	0
	White	8	White	26
	Other	1	Other	0
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>44</b>
Licensure-Only	Am Indian/Alaskan Native	0	Am 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	1	White	6
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>6</b>

**C. Program Completers (reported by IHE). Those students that have completed the program requirements but have not applied for or are not eligible to apply for a license**

Program Area	Master's 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				
<b>LC</b> Completed program and applied for license				
High Point University	11	36		3

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

Measure	Graduate
MEAN GPA	3.48
MEAN MAT Electronic Rubric	N/A

MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.82
NUMBER EMPLOYED IN NC SCHOOLS	60
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

**E. Time from admission into the graduate teacher education 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	35	6	7	0	0	0
MSA License Only	0	2	0	1	0	0
<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	0	0	0	0	0	0
MSA License Only	0	0	0	0	0	0
Comment or Explanation:						