

2018-2019

EPP 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 educational leaders and offers two tracks of study. 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. A non-administrative track is designed to strengthen teacher leadership skills and offers students in other majors with an interest in education (Political Science, Psychology, Sociology, Non-Profit, etc.) with advanced study and internship in educational leadership. 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. For those pursuing the licensure track, the 21 hours of Specialty Area coursework includes coursework in 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. The School Executive Internships are aligned to specific themes of courses taken by candidates and include the completion of required electronic evidences. The EPP 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 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 and includes a discounted tuition fee structure for those employed by the EPP's partnering school districts.

The School of Education continues to offer the North Carolina Alliance of School Leadership Development (NCASLD) grant-funded High Point University Leadership Academy (HPULA). Designed to transform the preparation of school leaders across the state, the HPULA is now

delivering its program to the fourth cohort of teachers selected by school districts across North Carolina. 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. Since the beginning of the program in 2016, the HPULA has graduated thirty candidates in 2018 from Cohorts I and II and currently is serving an additional 33 participants in Cohorts III and IV. Placement of graduates into Assistant Principal or Principal positions across the state is 90%.

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	Alamance-Burlington Schools, Asheboro City Schools, Cabarrus County Schools, Elkin City Schools, Mount Airy City Schools, Newton-Conover City Schools, Lincoln County Schools, Vance County Schools, Winston-Salem/Forsyth Schools, and Yadkin County Schools.
Start and End Dates	Ongoing: Additional funding has been received \$863,000 for years 3 and 4 of the NCASLD grant; 2018-2019; 2019-2020.
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-three candidates from the LEAs noted above were selected in Cohorts III (17) and Cohort IVI (16) through a rigorous and collaborative selection process between the districts and the IHE. A day of interviews on the campus of HPU in spring 2018 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 for 2018-2019.

Activities and/or Programs Implemented to Address the Priorities	Identified, in collaboration with LEAs noted above, 33 participants through a rigorous selection process in 2017-2018. Participants are completing a competency-based master's degree program in Educational Leadership that includes a full-time clinical internship for six months. Participants also receive 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-three participants will complete full time internships in fall 2019 (Cohort III) or spring 2020 (Cohort IV).
Summary of the Outcome of the Activities and/or Programs	NCASLD Educational Leadership grant has been funded until spring 2020. Current AP or Principal placements for program completers is 90% across the partner districts. In 2018-2019, the AP of the Year for Newton-Conover school district was a program completer from the HPU Leadership Academy.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	9
Female	33
Race/Ethnicity	Number
Hispanic / Latino	1
Asian	0
African-American	8
American Indian / Alaskan Native	1
Native Hawaiian / Pacific Islander	0
White	30
Multi-Racial	2
Student does not wish to provide	0

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	11	
	Hispanic/Latino	Hispanic/Latino	1	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native	1	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		
	White	White	8	27

	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2
	Total	9	Total	41
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	6
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	6
Part-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	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
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	-

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

Program Area	Master's 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				

	9	4	4	
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D. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN GPA	3.57
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	9.63
NUMBER EMPLOYED IN NC SCHOOLS	50
Comment or Explanation:	
* Less than five scores reported	

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	4	7	1	0	0	0
MSA License Only	0	4	0	0	0	0
Part 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
Comment or Explanation:						