

2020-2021

EPP Master's of School Administration

High Point University



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of Master's of School Administration Program

The Master of Education (M.Ed.) in Educational Leadership prepares educational leaders and offers two tracks of study. The administrative track is designed for candidates who have at least four years of successful teaching experience and hold a Continuing Professional License (CPL). The 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. The EPP also has received funding from NCASLD since 2016 to offer a competency-based non-traditional M.Ed. In Educational Leadership through the development of the High Point University Leadership Academy (HPULA).

Special Characteristics of 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 four years of teaching experience. Both the M.Ed. and Add-on Licensure Program 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.

In 2020-2021 the School of Education continued 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 completed its program for the third and fourth cohorts of 33 graduates in May 2020. The HPULA provides rigorous, research-based curriculum which has been 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. The HPULA includes components such as STEM 9-12 and EC, Instructional Coaching, Data Analysis for Districts, Crucial Conversations, SEL for Adults, StoryWorks, Resorative Practices, and NCEE. Candidates participate in authentic case studies 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 License upon completion of the program which includes a full-time clinical internship. Placement of graduates into Assistant Principal or Principal positions across the state since the program began in 2016 is 97%.

I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES

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

<p>LEAs/Schools with whom the EPP has Formal Collaborative Plans</p>	<p>Alamance-Burlington Schools, Asheboro City Schools, Cabarrus County Schools, Cohort III: 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. Cohort IV: Asheboro City, Davie County, Guilford County, Lincoln County and Winston-Salem/Forsyth County Schools. For Cohorts V and VI beginning in 2020, the following districts will partner with the High Point University Leadership Academy: Yadkin, Guilford, Davie, Catawba, Cabarrus, Winston-Salem/Forsyth County, Vance, Mooresville, Lincoln and Union County Schools.</p>
<p>Start and End Dates</p>	<p>Ongoing: Additional funding has been received (\$800,000+) for years 5 and 6 from the NCASLD grant.(2020-2021).</p>
<p>Priorities identified in Collaboration with LEAs/Schools</p>	<p>To increase the pipeline of inspiring and transformational school leaders in North Carolina. HPULA Candidates are placed in low-performing schools in the districts noted above.</p>
<p>Number of Participants</p>	<p>33 completers in 2019-2020; 32 participants in 2020-2021</p>
<p>Activities and/or Programs Implemented to Address Priorities</p>	<p>In collaboration with the LEAs noted above, 33 participants completed the HPULA MSA program in 2019-2020. Cohorts 5 and 6 (32 participants) began program participation in the summer of 2020.</p> <p>Participants complete 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</p>

	into 12 hours of core coursework that participants earned credit for as they progressed through the program. The thirty-three participants completed their full time internship in fall 2019 (Cohort III) or spring 2020 (Cohort IV). Thirty-two participants will complete their internship in spring 2021.
Summary of the Outcome of the Activities and/or Programs	97% placement rate in schools 100% impact on student achievement and growth outcomes

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	36
Female	90
Gender Neutral	0
Gender Not Provided	0
Total	126
Race/Ethnicity	Number
African-American	22
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	5
Native Hawaiian/ Pacific Islander	0
White	98
Two or More Races	1
Race Not Provided	0
Total	126

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time

	Male		Female		Not Identified as Male or Female	
MSA	African-American	3	African-American	12	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	7	White	13	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	10	Total	26	Total	0
Licensure-Only	African-American	1	African-American	0	African-American	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	1	White	0
	Two or More Races	0	Two or More Races	1	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	2	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African-American	0	African-American	0	African-American	0

	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Licensure- Only	African- American	0	African- American	0	African- American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.	PC	LC	PC	LC

High Point University	1	0	0	0
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.89
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.49
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	39
N/A - Data Not Available * - Less than five scores reported	
Comment(s):	