PROGRAM APPROVAL: MASTER OF EDUCATION IN EDUCATION ADMINISTRATION

ACTION
Agenda Item F-4
November 13, 2000

Recommendation:

The staff recommends that the Council change the approval status from provisional to regular for the Master of Education in Education Administration programs at Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, the University of Kentucky, the University of Louisville, and Western Kentucky University.

Background:

In 1996, the Education Professional Standards Board formally adopted a new regulation that required completion of a master's degree for certification of individuals as school principals and assistant principals.

At the May 1998 meeting, the Council gave provisional approval for four new Master of Education in Education Administration programs (at Eastern Kentucky University, Murray State University, the University of Kentucky, and the University of Louisville). The approval was based on the condition that administrators and faculty involved in these programs work toward coordinated and collaborative program delivery that meets the goals outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*.

At its September 1998 meeting, the Council requested a single, collaboratively prepared biennial report in October 2000 on the status of all master's programs in education administration being delivered or developed by Kentucky's public universities. The report was to evaluate program delivery during the 1998-99 and 1999-2000 academic years in terms of the statewide goals outlined in *2020 Vision*, the strategic agenda for postsecondary education, and the program-specific goals identified by the Commonwealth Collaborative for School Leadership Preparation (CCSLP). The CCSLP is composed of representatives of the master's programs in education administration in Kentucky who meet approximately once a month to continue to work toward joint program development and delivery.

The Council gave provisional approval to education administration programs at Western Kentucky University (July 1998), Morehead State University (November 1998), and Northern Kentucky University (March 2000) on the condition that they be fully involved in this initiative.

The attached report provides evidence that the Council's conditions for approval have been met. The report is written by the Commonwealth Collaborative for School Leadership Preparation.

Staff Preparation by Bill Swinford

Report to the Council on Postsecondary Education

Prepared by Members of the
Commonwealth Collaborative for School Leadership

Status of the Master of Education in Educational Administration

October 26, 2000

Commonwealth Collaborative for School Leadership Preparation

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Introduction

The purpose of this report is to provide feedback to the Council on Postsecondary Education (CPE) regarding how institutions in the Commonwealth are coordinating administrative preparation programs and to describe the status of the master's degree programs. It is important to note that this is a formative account of the progress made by Kentucky Universities during the initial three (3) year period on the collaboration and implementation of Master's Degrees for administrative preparation programs.

A faculty member, usually a chair, from each public and private institution that offers an administrative preparation program is invited to meet about once a month to discuss how the institutions collaborate in the delivery of these programs. These institution representatives formed the Commonwealth Collaborative for School Leadership Preparation (CCSLP) with the purpose of meeting the goals outlined in the Kentucky Postsecondary Improvement Act of 1997, the outcomes listed in the "Statewide Plan for Review of Master's Programs in Education Administration (Agenda Item E-3, September 14, 1998), and the statewide goals summarized in "2020 Vision."

Prior to the Fall of 1998, students desiring administrative certification enrolled in post-master's degree programs to become eligible to seek principalships. Beginning with the 1998 Fall Semester, the Educational Professional Standards Board approved regulations that enabled educators to obtain principal certification upon completion of a master's degree. This change in regulations commenced in the Fall of 1998 and as a result of these changes, universities developed and submitted Master's Degree Programs to the Council on Postsecondary Education for approval. The institution and date of master's degree approval follow in chronological order:

Eastern Kentucky University; May, 1998;
Murray State University; May, 1998;
The University of Kentucky; May, 1998;
The University of Louisville; May, 1998;
Morehead State University; Spring, 1999;
Western Kentucky University; Spring, 1999; and
Northern Kentucky University; Spring, 2000.

Upon approval of these Master's Degree programs, the Council on Postsecondary Education (CPE) requested that the above mentioned institutions provide a report about the status of these programs. The members of CCSLP received questions from CPE to assist in the preparation of a report that describes administrative preparation programs during the 1998-99 and 1999-2000 academic years. These questions provide the framework for the sections that include: (1) Activities that support statewide priorities,

(2) Goals for the 2000-2001 and 2001-2002 academic years, and (3) Progress toward meeting the statewide need for additional principals.

Although a purpose of initiating the Master's Degree programs was to increase the pool of administrative applicants (in particular, principals), there were several reasons that might preclude students from enrolling in these programs. First, it was a tradition in Kentucky that students seeking administrative positions would complete a post-master's degree program through a Rank I curriculum or a combination Rank I/Specialist in Education Degree (Ed. S.) program. This tradition was based on the premise that students should initially receive curriculum and instruction knowledge via a Master's Degree from Curriculum and Instruction Departments prior to completing administrative preparation.

Second, students did not know if they would be employable as principals by completing a Master's Degree in administration. These students would be entering the market place early and would be competing against candidates that had more teaching experience than they did.

Although there were reasons to question the utility of a Master's Degree with emphasis on administration, there are also reasons that students might find this degree attractive. For example, students could complete a Master's Degree and obtain a pay raise as well as principal certification. The remaining sections in this report describe how Kentucky's Universities collaborated to implement this degree and some formative information on enrollment and employment.

Activities that support statewide priorities

This section consists of four (4) parts: (1) What is the role of distance learning in program delivery? (2) How have individual institutions specialized? (3) How has program delivery become more efficient? (4) How have independent colleges and universities been involved in this effort?

What is the role of distance learning in program delivery?

Distance learning plays a major role in the delivery of administrative programs. CCSLP institutions already use distance learning technologies and plan other initiatives that incorporate these technologies with the purpose of increasing student access to quality principal preparation programs. The following examples of program delivery provide evidence of how the universities take advantage of unique faculty strengths, develop innovative approaches to preparing principals, and decrease unnecessary program offerings.

- Eastern Kentucky University, Western Kentucky University, and Murray State University use KTLN to deliver courses at several sites.

- The University of Louisville, Western Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, and Eastern Kentucky University use the web to deliver courses or to supplement course instruction.
- The University of Kentucky and Eastern Kentucky University collaborate with Northern Kentucky University and Morehead State University to deliver courses.
- Murray State and Western Kentucky Universities cross enroll low demand courses.

The CCSLP institutions plan to implement other initiatives to incorporate distance learning technologies to increase student access to programs. Listed below are some examples of plans for future endeavors:

- Western Kentucky University and Murray University use the compressed video to share the expertise of professors teaching law.

<u>How have individual institutions specialized?</u>

The CCSLP institutions make decisions to take advantage of unique faculty strengths and to decrease unnecessary duplication of program offerings. The following are examples of the collaboration efforts:

- The University of Louisville decided not to offer two (2) of the four- (4) superintendent certification courses, but rather to collaborate with other institutions in the delivery of this program.
- Western Kentucky University and Murray University are sharing the expertise of their law professors.
- Eastern Kentucky University delivered KTLN School Finance courses in collaboration with Northern Kentucky University in Pendleton County.

<u>How has program delivery become more efficient?</u>

The response to this question must be preceded by the interpretation of the term efficient. A representative from the Council on Postsecondary Education indicated that it may not be feasible to deliver every course through distance learning due to the nature of the course or that it may be justified to offer similar courses when sufficient numbers of students are enrolled at each campus. Nonetheless, there are numerous examples of universities sharing the expertise of professors and using the web, compressed video, and satellite technologies to deliver courses to improve efficiency (see response to the question on “What is the role of distance learning in program delivery?”).

The members of CCSLP discussed how to make program delivery more efficient for students who transfer from one institution to another. This discussion lead to the development of a matrix (see attached) that provides students and advisors with information on how courses align between institutions. Students who transfer from one institution to another and advisors find this information helpful in selecting course work for program completion.

Another example of how members of CCSLP make program delivery more efficient is through faculty members sharing their expertise. The CCSLP initiated a meeting of faculty in the Commonwealth to exchange syllabi and curriculum delivery ideas. This first meeting was held in Fall 1999 and a second in the Fall 2000. The Fall 2000 program included similar sessions as the first as well as an open session that focused on web-based classes, distance TV, and off campus courses.

CCSLP members plan to involve the College and Graduate Deans in a conversation regarding the development of common policies to simplify visiting student admission. Members are working to develop visiting student and transfer student policies, which might be adopted by all institutions to simply both processes.

How have independent colleges and universities been involved in this effort?.

The independent colleges and universities receive invitations to each CCSLP meeting and receive minutes of those meetings. These institutions attend selected meetings as their schedules permit.

Goals for the 2000-2001 and 2001-2002 academic years

How will you measure the level of success in continuing to achieve the goals for CCSLP?

The response to these questions will be put in a framework of process, outcomes, and impact.

Process

Prior to the formation of the CCSLP, faculty from the administrative preparation institutions served on ad hoc committees to address identified issues of administrative preparation. It became clear that it would be easier to have a continuing committee charged with the identification and resolution of these issues. Thus, this change in philosophy evolved into the development of the CCSLP. This group meets on a monthly basis with the purpose of finding ways to coordinate the delivery of administrative preparation programs. In the first year of existence, the members developed short-, middle-, and long-term goals to guide the collaboration and coordination efforts.

Briefly, short-term goals include a common numbering system, common course titles, announcing and coordinating schedules, simplifying visiting student admission, program, instructional, and technical assistance for compressed video usage, seek agreement on acceptance of transfer credits, develop inter-institutional course and program development, seek involvement and support of local school districts, work with KCVU, and inter-institutional sharing of faculty.

Middle-term goals include developing a statewide superintendent certification program, developing a matrix of equivalent courses (by content and/or reflection of

Interstate Leadership Licensure Consortium (ISLLC) Standards), developing KCVU offerings, prepare for mandated tests by compressed video, and work with relevant agencies to offer professional development opportunities for administrators.

Finally, long-term goals include collaborating with the Kentucky Department of Education for state training in preparation programs, and access to technology. In early 2000, CCSLP members adopted a revised approach to mission and goals.

Outcomes

There are several goals that have been met. These are the development of a statewide superintendent certification program and the agreement upon a matrix of similar courses. Some goals have been partially met: common course titles; announcing and coordinating schedules; and equivalent courses through discussions at the Fall Conference sessions.

Table 1 presents the number of students who enrolled and the number of students who completed a Master's Degree in Educational Administration from each public institution. It should be noted that the figures indicate that the number admitted (N=511) significantly exceeds the number of graduates (N=113). This difference should be interpreted given the circumstances surrounding the infancy of the Master's Degree program and the way in which education students complete graduate degree programs. As noted, the Master's Degree program in Educational Administration commenced in the Fall of 1998; thus, one might expect to find a larger enrollment than number of graduates. Secondly, the majority of students in education complete graduate degree programs while pursuing teaching careers; thus they are part-time students as opposed to full-time students. Thus, it takes longer than two years to complete a graduate degree.

Impact

The figures in Table 1 suggest that the Master's Degree will have a significant impact on a predicted shortage of administrators in the future as there are a large number of administrative candidates preparing for principalships. In fact, many students are already beginning administrative careers as reported by faculty from Kentucky's public institutions. These reports indicate that Eastern Kentucky has ---- graduates holding an administrative position; Morehead State University, 18; Murray State University, 9; University of Louisville, 3; and Western Kentucky University, 14.

What specific performance indicators are being assessed and what mechanisms are being used for that assessment?

There are three ways in which students from the public and private institutions are assessed upon completion of a Master's Degree Programs School Administration. These include the School Leadership Licensure Assessment (SLLA), the Kentucky Specialty Test of Instructional and Administrative Practices, and the Kentucky Principal Internship Program.

The SLLA is a measure of the Interstate School Leadership Licensure Consortium (ISLLC) Standards. There are six (6) standards and they roughly correspond to the ideals of vision, instructional leadership, management, involving community and families in schooling, ethics, and being proactive economically, socially, or politically. This test is administered (3) times a year and consists of a six (6) hour block of time for students to write their responses the open-ended questions. Presently, students from the universities in Kentucky have the highest passing rate of the 34 states that require students to take the SLLA test. Although the data could not be disaggregated by Master's Degree and Rank I, 272 out of 279 (97% passing rate) successfully completed this competency test.

A second way students are assessed is through the Kentucky Specialty Test of Instructional and Administrative Practices. This test consists of 100 multiple choice items that cover various items found in the Kentucky State Statutes and Regulations that relate to education. Students successfully pass the test if they correctly answer 85% of the items.

The third assessment measure is the Kentucky Principal Internship Program (KPIP). Although designed as a mentoring and developmental process, students may not be certified unless they pass this program; thus, there is an indication of how students perform on the job. KPIP is designed to provide feedback to an intern from three-committee members. These members include a mentor (practicing principal), a superintendent or superintendent designee, and an administrator educator (a university faculty member). There are three cycles that must be completed and these cycles consist of at least a three- (3) hour visit by each committee member at separate times. The cycles are followed by a conference between the committee members and intern. Although official records are not available, students with Master's Degrees in Education are successfully completing this program.

<u>What are the enrollment figures/projections for 1998-2002?</u>

The CCSLP needs to obtain resources for a study to address this question. Data may be available to respond to this question from the Kentucky Department of Education or the Kentucky State Retirement System.

<u>What is the anticipated need for additional principals in 2005 and 2010?</u>

Presently, CCSLP does not have data to accurately respond to this question. The Educational Professional Standards Board hired a technician to link data sets between universities, Kentucky State Department of Education, and the Kentucky State Retirement System. When this system is complete, it may be possible to collect data that begin to answer this question.

Given that there are retirements each year and that practicing principals may move to other positions, a need exists for a pool of administrative applicants, particularly for principal candidates. Superintendents, who anecdotally report on the shortage of

applicants, especially in the rural regions and remote corners of the Commonwealth, express the need for a candidate pool. Even in highly populated counties, reports of principal shortages exist. Still other anecdotal evidence suggests that many principals are at or near retirement and should these administrators chose to retire, there could be an immediate shortage of administrators. Finally, there are various reports of districts using interim principals to administer a school until a principal can be hired.

Table 1

The number of students admitted to and graduated from Master's Degree Programs in Kentucky's Public Institutions (see Note below)

University	**YEAR**															**TOTALS**	
	1998				1999						2000						
	Summer		Fall		Spring		Summer		Fall		Spring		Summer		Fall		
	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Grad	Admit	Admit	Grad
Eastern Kentucky University	0	0	37	0	13	2	11	4	12	3	15	4	10	2	17	115	15
Morehead State University					14	0	27	5	34	0	14	2	23	26		112	33
Murray State University			42	0	16	3	16	0	20	5	20	14	20	4	9	143	26
Northern Kentucky University													17	0	15	32	
University of Kentucky	6	0	1	0	3	0	3	0	0	0	5	1	1	0	6	25	1
University of Louisville	7	0	2	0	3	1	6	3	2	1	2	0	10	1	2	34	6
Western Kentucky University							10	10*	19	2	8	7	14	13		51	32
TOTALS	13	0	82	0	49	6	73	22	87	11	64	28	95	46	49	512	113

* Students completed course work prior to degree approval or switched Master Degree emphasis.
Note: The number admitted includes students who were fully and conditionally admitted from some institutions.