

# **IHE Master's of School Administration Performance Report**

**Fayetteville State University**

**2005 - 2006**

---

## **Overview of Master's of School Administration Program**

The Master of School Administration program is designed to prepare school leaders for the nation. The program is a catalyst for the development of dynamic, visionary school leaders who will mold effective schools for the complex needs of society. The five primary objectives of the program are to: (a) prepare visionary school leaders for the restructuring of schools and the development of shared accountability for teaching and learning; (b) develop well-rounded school leaders as creative agents for change; (c) develop ethnically sensitive and open-minded school leaders who have the knowledge and skills needed to respond to social, political and economic change, and to quality, equity, and gender issues; (d) recruit, select, and prepare school leaders, with special focus on women and minorities, who demonstrate high potential for outstanding educational leadership; and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through clinical experiences and a full-time year-long internship. All students enrolled in the MSA are required to successfully complete 42 hours of graduate courses, which include six hours of electives to be selected in disciplines in business, arts and sciences, or special education. Students may choose a full-time or extended-time program of study. The program requires full-time students to complete the program in two years and three years for extended students. Program objectives are achieved through carefully structured course work, related enrichment activities, and a proven model of performance-based clinical and internship experiences. The curriculum design incorporates problem-based instruction through case studies, focused modules, video presentations, in-basket simulations, field experiences, reflective observations, and the use of instructional technology. The traditional 42-hour program was expanded to include an opportunity for practicing educators with master's degrees to become licensed as school principals. The program has been fully accredited by the Southern Association of Colleges and Schools (SACS) since 1994 and was reaffirmed during the SACS visitation in March 2001. The program has also been fully accredited by NCATE and approved by the North Carolina State Department of Instruction since 1994 and met all standards during the NCATE/DPI visit in April 2002. A continuing accreditation visit is set for spring 2007. It is expected that all standards will be met for the spring 2007 visit. The total number of graduates currently, including the 22 graduates in May 2006, is 270.

## **Special Features of the Master's of School Administration Program**

The design of the Master of School Administration program at Fayetteville State University includes four special features: (a) a comprehensive screening process, (b) program options, (c) internship design, (d) clinical modules, (e) leadership development plan, and (f) cohort concept. The screening process includes an on campus interview and the completion of performance-based activities. This experience allows for a more comprehensive assessment of each student's leadership and academic potential. Students have options and may choose either a full-time or extended-time program option. The full-time option allows educators to take a two-year leave of absence from their employment to complete degree requirements and the extended-time option allows educators the opportunity to continue working full-time during years one and two and receive a stipend for the completion of the internship in the third year. The 15 credit-hour requirement is offered in three parts. Part I begins in May. Part II begins in the fall and Part III begins in the spring and ends at the close of that academic year. This special feature provides students the opportunity to be in the assigned school prior to the end of a school year, take part in school closing activities, meet the entire school staff, become oriented to the internship site, and complete a comprehensive draft of the year-long internship plan under the guidance of the principal and university supervisor. Candidates also complete internship experiences at all three levels of schooling (elementary, middle and high). Clinical experiences are immersed and sequentially integrated within all academic courses in the program. The primary objective of clinical experiences is to link theory with real-life situations in the world of school leadership. The leadership development plan consists of three key components: (a) internship domain leadership tasks, (b) leadership portfolio, and (c) an action research project. Four major performance domains identified by the National Commission for Principals and the National Policy Board for Educational Administration drive these components. The cohort concept embodies such ideals as community building, collaboration, and support of others. It also requires all students to enter at the same time and take all classes together. All MSA students are provided comprehensive preparation and learning experiences to include a mock administration of the School Leaders Licensure Assessment (SLLA) examination prior to the actual examine January of each academic year. A comprehensive exam serves as the culminating assessment instrument. This learning strategy has resulted in a 100% pass rate for all graduates of the program in 2006.

## **Service to Public Schools**

The Master of School Administration faculty provided services for PK-12 teachers and school administrators during 2005-2006. These systemic initiatives, guided by collaborative agreements, included: (a) implementation and continuation of a \$152,451 grant, K-4 Teacher Literacy Academy, designed to address literacy instruction for 32 teachers in the Weldon City Schools; (b) the continuation of implementing a Leadership Academy in the Whiteville Public Schools for 100 teachers and administrators; (c) conducting regional leadership seminars in Cumberland, Clinton City, Hoke, Johnston, Moore, Robeson, Sampson, Scotland and New Hanover Public School districts on topics to include effective schools, and diversity; (d) expanding the action research initiative through on-site presentations in Cumberland, Hoke, and Johnston School districts; (e) continuing to monitor service learning activities among 69 teacher candidates for 327 public school and university students, civic groups, parents and teachers in Cumberland

County; (f) participating in the Cumberland County Schools' Leadership Seminars for more than 350 school administrators; and (g) serving on Cumberland County Schools' Teacher of the Year Committee, Battle of the Books Committee, and Annual State of the Schools Committee. Several faculty members also provided services through their participation in the lunch buddies program for high school at-risk students (E.E. Smith High School, Cumberland County Schools) and others served as: Oratorical Contest judge(Armstrong Elementary); Beauty Pageant judge (Gray's Creek High); and judge for Miss Cumberland County High School.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Cumberland County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a collaborative of three schools serving elementary, middle and high school students. The three principals meet and collaborate as the interns rotate through the park. Principal and university supervisor collaborate with activities on site and in classroom settings.	Interns are provided comprehensive experience at all levels. The interns begin and end the internship at the level of least professional experience. Professional development activities are provided at least twice a year. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Hoke County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Johnston County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
	Preparation and Recruitment	classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual.	Celebration of Excellence forum/banquet.
Clinton City Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Moore County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual.	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Roberson County Schools	Closing the Achievement Gap, Increasing Student	Interns are placed in a setting with experienced school administrators.	Interns are provided full-time supervised administrative experience.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
	Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.	Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Sampson County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual.	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.
Scotland County Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual Celebration of	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
		Excellence forum/banquet.	
New Hanover Schools	Closing the Achievement Gap, Increasing Student Achievement, Teacher Recruitment/Retention, Leader Preparation and Recruitment	Interns are placed in a setting with experienced school administrators. Principal and university supervisor collaborate with activities on site and in classroom settings. Interns are provided opportunities to apply theory to practical situations. Supervising principals and the superintendent participate in the annual.	Interns are provided full-time supervised administrative experience. Supervising principals and the superintendent participate in the annual Celebration of Excellence forum/banquet.

## **Support for Beginning Administrators**

Support to beginning administrators in the School of Education is guided primarily by formal collaborative agreements with Bladen, Cumberland, Clinton City, Duplin, Harnett, Hoke, Johnston, Robeson, Sampson, and Scotland Counties. Copies of agreements are on file in the Department of Educational Leadership. Services identified by school districts involved providing coaching and mentoring to newly employed graduates of FSU's MSA program. Faculty members were actively engaged in professional development activities including leadership assessments, conferences, legal seminars, and special meetings/forums were provided for MSA graduates. Since 1996, direct support has been provided for approximately 197 MSA graduates employed as school administrators, including 22 graduates from the May 2006 cohort. Faculty coaching continued with MSA graduates who were promoted to first-time principal positions. Additional support included: (a) conducting a follow-up survey of May 2006 MSA graduates to determine employment status for supportive site visits by faculty; (b) speaking with graduates to discuss job responsibilities and providing support requested; (c) conducting cohort seminars for current MSA students, during which recent MSA graduates return to reflect on their administrative experiences and exchange ideas for addressing administrative challenges; (d) informing graduates (administrators) of available on-going leadership seminars to be conducted by UNC through the Center for Leadership Development; and (e) networking with administrators regarding available state and national leadership professional development opportunities such as NCASA, PEP Institutes, and AASA. During the 2005-2006 academic year, regional leadership seminars were conducted in Cumberland County Schools and Hoke County Schools. The MSA faculty maintained continuous and productive contact with beginning administrators by participating in various seminars and other leadership development activities sponsored by school districts with which collaborative agreements were entered.

## **Support for Career Administrators**

Meaningful and successful support for career administrators were provided by the School of Education during 2005-2006. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2005-2006 academic year, committee members communicated with district level personnel of the following school districts: 1) Bladen, 2) Cumberland, 3) Clinton City, 4) Duplin 5) Harnett, 6) Hoke, 7) Robeson, 8) Sampson, 9) Scotland County, and 10) Whiteville City. Examples of the type of activities and services in support of career administrators included: 1) Accessibility to the Educational Leadership Research Center and web-site through which requests for the completion of research briefs were made; 2) Assistance to school administrators in Bladen, Cumberland, Clinton City, Duplin, Harnett, Hoke, Robeson, Scotland, and Sampson School Districts with strategies for: (a) addressing diversity issues, (b) "Closing the Achievement Gap; and (c) improving literacy instruction in grades PK-4. Other support included: 1) conducting two regional leadership seminars (approximately 100 school administrators and college faculty attended the seminars); 2) working with school administrators in 12 public school districts to implement strategies for the identification of prospective assistant principals; 3) conducting facilities studies in Cumberland County; and 4) sponsoring a "Celebration of Leadership Excellence Forum/Banquet" for approximately 100 career administrators in May 2006.

## 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	1	Black, Not Hispanic Origin	8
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>12</b>
Part 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	11	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>23</b>

### B. Quality of students admitted to programs during report year.

Masters	
MEAN GPA	3.31
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

**C. Program Completers (reported by IHE).**

<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>
School Support Personnel	33	33
Total	33	33

**D. Scores of school administrators on the SLLA.**

<b>2004 - 2005 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	26	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**E. Time from admission into School Administration 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>
Masters Degree		11				
<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>
Masters Degree				36		
Comment or Explanation						

**F. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of school administration program.	3.44	3.57
preparation to use technology.	3.13	3.67
preparation in instructional leadership.	3.69	3.75
preparation to assist teachers in meeting the needs of diverse learners.	3.25	3.67
Number of Surveys Received	16	≈ 21
Number of Surveys Mailed	26	47

≈ Last year, less than five survey responses were received. They are included with this year's responses