

# **IHE Masters of School Administration Performance Report**

**Fayetteville State University**

**2006 - 2007**

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## **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. The cohort based program is administered as an Administrative Clinical Model(ACM). Under this construct all students are considered full-time and are required to experience a full-time, yearlong clinical internship. 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 was conducted 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 2007, is 292.

## **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 Administrative Clinical Model I or Administrative Clinical Model II which permits the student to complete degree requirements in two or three years. The ACM I model allows educators to take a two-year leave of absence from their employment to complete degree requirements and the ACM II 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 2007.

## **Direct and Ongoing Involvement with and Service to Public Schools**

The Master of School Administration faculty provided services for PK-12 teachers and school administrators during 2005-2006. These activities included (a) 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; (b) expanding the action research initiative through on-site presentations in Cumberland, and Hoke School districts; (c) 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; (d) participating in the Cumberland County Schools' Leadership Seminars for more than 350 school administrators; and (e) serving on such activities as 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.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

| <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, Hoke County Schools, Johnston County Schools, Clinton City Schools, Robeson County Schools, Sampson County Schools, Scotland County Schools, New Hanover Schools and Bladen County Schools | Leader Preparation and Recruitment                              | Web-based Interactive School Finance Workshop                           | The MSA Program has provided eleven LEAs with substantive instruction specifically addressing issues relative to public school finance. The web-based interactive presentation provided information that focuses on the importance of understanding school finance issues. Participants are made to understand the importance of equity and adequacy in funding public education. Valuable resources were provided. The site has hosted 848 hits. |
| Robeson County Schools  | Teacher Recruitment/Retention                                   | Education Recruitment Fair in Robeson County                            | MSA graduates and department faculty distributed admission applications and academic program information to over 350 Robeson County residents resulting in increased awareness of degrees offered as well as entry requirements.  |
| Cumberland County Schools, Hoke County Schools, Johnston County Schools, Clinton City Schools, Robeson County Schools, Sampson County   | Leader Preparation and Recruitment                              | Web-based Interactive School Law Workshop                               | Through its MSA Program, the School of Education has provided eleven LEAs with information regarding school law and public policy. Organized into three sections, this web-   |

| <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>  |
|--|---|--|--|
| Schools Scotland County Schools, New Hanover Schools and Bladen County Schools   |   |  | based interactive tutorial focuses on current events of interests to school leaders, highlights opportunities for professional development and continuous learning in the areas of school law and public policy and additional links to other resources in the areas of school law and policy. This interactive workshop for LEA school administrators and MSA students has logged 1,068 hits. |
| Cumberland County Schools, Hoke County Schools, Johnston County Schools, Clinton City Schools, Robeson County Schools, Sampson County Schools Scotland County Schools, New Hanover Schools and Bladen County Schools | Closing the Achievement Gap, Increasing Student Achievement,    | Departmental faculty participation (chair) on the Raising Achievement and Closing Gaps Advisory Commission provided multiple opportunities to conduct seminars for MSA students and hold dialogues with senior level LEA administrators. | Increased awareness of valid teaching strategies to aid public school partners in the quest to raise achievement for all students. Additionally, leadership faculty were able to positively impact conference attendance.  |

## **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 210 MSA graduates employed as school administrators, including 22 graduates from the May 2007 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 2007 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 2006-2007 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 2006-2007. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2006-2007 academic year, committee members communicated with district level personnel of the following school districts: 1) Bladen, 2) Cumberland, 3) Clinton City, 4) Wayne 5) Harnett, 6) Hoke, 7) Robeson, 8) Sampson, 9) Scotland County, and 10) Wilson. 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 2007.

## 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     | 0        | Black, Not Hispanic Origin     | 2         |
|           | Hispanic                       | 0        | Hispanic                       | 0         |
|           | White, Not Hispanic Origin     | 1        | White, Not Hispanic Origin     | 2         |
|           | Other                          | 0        | Other                          | 0         |
|           | <b>Total</b>                   | <b>1</b> | <b>Total</b>                   | <b>4</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     | 2        | Black, Not Hispanic Origin     | 8         |
|           | Hispanic                       | 0        | Hispanic                       | 0         |
|           | White, Not Hispanic Origin     | 1        | White, Not Hispanic Origin     | 2         |
|           | Other                          | 0        | Other                          | 0         |
|           | <b>Total</b>                   | <b>3</b> | <b>Total</b>                   | <b>10</b> |

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

| Masters                                  |      |
|--|------|
| MEAN GPA                                 | 3.36 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | N/A  |
| NUMBER EMPLOYED IN NC SCHOOLS            | N/A  |

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

| Program Area  | Masters Degree |    | Graduate Licensure Only |    |
|---|----------------|----|-------------------------|----|
|   | PC             | LC | PC                      | LC |
| PC<br>Completed program but has not applied for or is not eligible to apply for a license | PC             | LC | PC                      | LC |
| LC<br>Completed program and applied for license   |                |    |                         |    |
| School Administration   | 15             |    | 2                       |    |
| Comment or Explanation  |                |    |                         |    |
|   |                |    |                         |    |

**D. Time from admission into School Administration program until program completion.**

| Full Time              |                      |             |             |             |             |             |
|------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-First Awarded  |                      |             |             | 4           |             |             |
| G Licensure Only       |                      |             |             |             |             |             |
| Part Time              |                      |             |             |             |             |             |
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Masters-First Awarded  |                      |             | 2           | 14          |             |             |
| G Licensure Only       |                      |             |             |             |             |             |
| Comment or Explanation |                      |             |             |             |             |             |
|                        |                      |             |             |             |             |             |

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

| 2005 - 2006 School Administrator Licensure Pass Rate   |                    |                 |
|--|--------------------|-----------------|
| Specialty Area/Professional Knowledge  | Number Taking Test | Percent Passing |
| School Leadership Exam   | 29                 | 100             |
| * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed. |                    |                 |

**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.                                | 3.33                      | 3.55            |
| preparation to use technology.   | 3.56                      | 3.25            |
| preparation in instructional leadership.                                 | 3.44                      | 3.42            |
| preparation to assist teachers in meeting the needs of diverse learners. | 3.56                      | 3.50            |
|  |                           |                 |
| Number of Surveys Received   | 9                         | 12              |
| Number of Surveys Mailed   | 21                        | 21              |