

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

**Fayetteville State University**

**2007 - 2008**

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## **Overview of Masters of School Administration Program**

The Master of School Administration program is designed to prepare school leaders and school executives for the nation. The program is a catalyst for the development of dynamic, visionary school executives/leaders who will lead effective schools in our complex 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 and 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, or technology. The cohort based program is administered as an Administrative Clinical Model (ACM). All students in the program are 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 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 2007. The total number of graduates currently, including the 20 graduates in May 2008, is 312.

## **Special Features of the Masters of School Administration Program**

The design of the Master of School Administration program at Fayetteville State University includes six 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. All students complete degree requirements in two years. All students are required to take a year leave of absence from their employment to complete the internship requirements. The 15 credit-hour internship 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 during the summer planning of the new academic year, become oriented to the internship site, and to begin their draft of the comprehensive 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; including 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 2008 graduates of the program.

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

In collaboration with our public school partners, Fayetteville State University faculty responded to North Carolina Goals for the 21st Century with dynamic, focused involvement in school issues that addressed the need for globally competitive students. In keeping with this goal, assessment of school programs identified by our public school partners was a focus for the program. Programs identified by public schools and therefore assessed by collaborative teams of FSU faculty, students, and public school personnel where issues related to curriculum review and implementation of specific teaching strategies, the impact of teacher retention programs, two reviews of ninth grade academy effectiveness, and an assessment of the effectiveness of a High School Competence Examination Remediation Program. In addition, innovative seminars designed to connect the public schools, the MSA program, and community agencies in a web of support for children were initiated. Central to our collaborative efforts was the use of school data to determine the effectiveness of programs. Three distinct series of seminars addressed the concerns of our partners in the areas of community support for school, beginning administrator knowledge of federal programs, and resource allocation in schools were led by district personnel to inform beginning and preservice administrators of school district priorities. Faculty also participated, at the invitation of one of our public school partners, in their training sessions for evaluation instruments for teachers and school administrators. This training is ongoing and faculty continues to participate in joint training activities. Faculty attended the annual conference of the North Carolina Association of School Administrators, as well as the Raising Achievement

and Closing the Gap conference. A faculty member serves as Chair of the NC Raising Achievement and Closing Gaps Commission.

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

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

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Cumberland County Schools	Globally competitive students; rigorous core curriculum; achievement is measured with assessment that informs instruction and evaluates knowledge, skills, performance and dispositions needed in 21st century; 21st century professional; use data to inform decisions	University faculty, MSA students and public school partners conducted assessment of high school Comprehensive Examination intervention for a high school. University faculty, MSA students and public school partners monitored and supported middle school implementation of data collection to assess effectiveness of math intervention strategies. Collaborative teaching and planning strategies were focus of a year-long review conducted by University faculty, MSA students and public school partners in collaboration with the faculty of a ninth grade academy. University faculty, MSA students and public school partners led study of achievement of 434 ninth graders in a Freshman Academy that compared their Benchmark other testing data and with previous ninth graders.	Week-long intervention activities currently in place were found to be less effective than believed as 72% of those repeating the test were unsuccessful. Program restructuring plans include expanding length of intervention and offering in-class remediation throughout the year. Small group instruction, integrated math and computer skills instruction, and heterogeneous grouping contributed to gains in achievement and were recommended for continuation in 1000-student middle school as the preliminary data suggested achievement gains of 3% to 4% in each tested area. The faculty serving 350 ninth graders determined that program effectiveness would be enhanced by continuation of collaborative teaching and planning that incorporated more formalized

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			scheduling of sessions and the use and development of more uniform assessment instruments; 70% of teachers believed collaborative planning improved their teaching. Students attending collaborative teaching sessions increased measured proficiency from 41% to 46%. Although an uncontrolled study, evidence from this assessment pointed to more stable achievement among the ninth graders and is the foundation for further study as the program is continued.
Columbus County Schools	Led by 21st century professionals- professional development; use of data; rigorous core curriculum	University faculty, MSA students and public school partners conducted training sessions on the use of various writing strategies, including graphic organizers and authentic prompts in collaboration with 25 elementary school teachers.	Through monitoring of writing assessment results, improvements in proficiency over the course of the year when compared to historical data from the same time periods was tracked. Proficiency improved from a 13.1% baseline to 57.1 % seven months later. The training has resulted in incorporation of the strategies into practice in the school.
Cumberland County Schools	Led by 21st century professionals- professional	University faculty, MSA students and public school partners assessed use of	Analysis of data was inconclusive in terms of achievement gains.

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	development; use of data; rigorous core curriculum	Professional Learning Communities in school as teachers engaged in daily review of reading and math instruction to plan on-going interventions.	Program will continue beyond initial stages of implementation this year in order to more acquire more data.
	Led by 21st century professionals- professional development; use of data; rigorous core curriculum; high-quality professional development	University faculty, MSA students and public school partners conducted study of use of active engagement strategies among 24 teachers.	Teachers' responses to survey, interview and classroom observation have led to a referral to the School Improvement Team with a recommendation that the study be used as the basis for ongoing discussion of procedures to ensure planning for active engagement, including a recommendation that specific strategies be discussed at grade level meeting and that peer observation be put in place in the school.
	Led by 21st professionals; access to ongoing, high-quality professional development	University faculty, MSA students in collaboration with public school partners conducted review of effectiveness of teacher retention strategies in an elementary school.	The retention rate of the school has improved from 70 percent of teachers returning to 86 percent of teachers returning after intervention were put in place, suggesting retention strategies such a mentoring system are improving retention rate.
Cumberland County Schools, Hoke County Schools, Wayne County	Led by 21st professionals; access to ongoing, high-quality professional	School Resource Officer participated in seminar for 20 beginning and pre-service administrators on theme of	Seminars resulted in increased awareness of the roles of law enforcement and administrators in

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Schools, Columbus County Schools, Robeson County Schools	development; innovation in NC Schools	relationships between the administrators and law enforcement.	schools.
	Led by 21st professionals; access to ongoing, high-quality professional development; innovation in NC Schools	Seminar led by district personnel to inform beginning and pre-service administrators of school district priorities.	Participants gained information about the skills needed by districts as they recruit administrators. Attended by approximately 30 beginning and pre-service administrators.
	NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools	Seminars conducted by the social network of public health services, social service, and the public schools were organized.	Approximately 30 beginning administrators and students attended seminars designed to initiate dialogue among agencies directly involved in the welfare of children, enabling school administrators to gain awareness of the services available in their communities.
	NC Public School Students will be Healthy and Responsible; flexible learning environments	Truancy in a school was studied by University faculty and MSA students in collaboration with public school partners to determine what factors in the school contributed to the problem as well as to isolate specific groups of students involved.	Factors determined to be causes of truancy included lack of familiarity with the schools and the distance scheduling of classes. Ninth grade students were the most likely to be truant, responsible for 60% of truancy during the first week of school. As a result of the study, a ninth grade orientation before the

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			start of school will be put into place, and distance will be a consideration in scheduling classes for ninth graders, to the extent possible.
Cumberland County Schools	NC Public School Students will be Healthy and Responsible; flexible learning environments	In response to a specific crisis involving a school building, MSA students offered assistance with management of the facility modification to allow continuation of classes was provided.	A fire at a high school resulted in program participants assisting in the reorganization of building use so that all functions of the school could continue.
Robeson County	NC Public School Students will be Healthy and Responsible; flexible learning environments	University faculty and MSA students in collaboration with public school partners studied the decision-making process of parents as they consider how to support their children in school was conducted at the request of an 800 student elementary school.	The development of strategies to maintain more personalized contact with parent motivation was a result of the study. Parents considerate themselves highly involved, despite their reluctance to attend school functions. Unless an invitation to them was in some manner personalized, they did not feel welcomed or invited. Therefore, the school now sends invitations that are more personalized. Quantifiable results will be available after strategies have been in place for a year.

## **Support for Beginning Administrators**

Support to beginning administrators in the School of Education is guided primarily by formal collaborative agreements with Bladen, Cumberland, Duplin, Harnett, Hoke, Robeson, and Scotland Counties. In 2007- 2008, collaborative agreements with Halifax and Wayne Counties were also in place. 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 that were provided for MSA graduates. Since 1996, direct support has been available for MSA graduates employed as school administrators, including 20 graduates from the May 2008 cohort. Faculty coaching continued with MSA graduates who were promoted to first-time principal positions. Additional support included: (a) speaking with graduates to discuss job responsibilities and providing support requested; (b) 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; (c) 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.

## **Support for Career Administrators**

Meaningful and successful support for career administrators was provided by the School of Education during 2007-2008. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2007-2008 academic year, committee members communicated with district level personnel of the following school districts: 1) Bladen, 2) Cumberland, 3) Hoke, 4) Robeson, 5) Scotland County, 6) Duplin, and 7) Harnett. 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) working with school administrators in 7 public school districts to implement strategies for the identification of prospective assistant principals; 3) sponsoring a "Celebration of Leadership Excellence Forum/Banquet" for approximately 125 career administrators in May 2008.

## 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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	12
	Other	0	Other	0
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>33</b>
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	8
	Other	0	Other	1
	<b>Total</b>	<b>13</b>	<b>Total</b>	<b>25</b>
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

<b>Masters</b>	
MEAN GPA	3.39
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

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

Program Area	Masters Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
School Administration	8	12	0	0
Comment or Explanation				

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

<b>Full Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	2	0	0	0	0
G Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	0	0	0	0	0
G Licensure Only	0	0	0	18	0	0
Comment or Explanation						

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

	<b>2006 - 2007 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	13	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.	3.13	*
preparation to use technology.	3.00	*
preparation in instructional leadership.	3.00	*
preparation to assist teachers in meeting the needs of diverse learners.	3.00	*
Number of Surveys Received	8	*
Number of Surveys Mailed	20	20