

IHE Master's of School Administration Performance Report
Fayetteville State University
2008 - 2009

Overview of Master's 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, 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 is 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, including the 31 graduates in May 2009, is 343.

Special Features of the Master's 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) internship design, (c) clinical modules, (d) leadership development plan, (e) seminars, 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 2009 graduates of the program.

Direct and Ongoing Involvement with and Service to 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 professional learning community and its effect on student achievement	Teachers (17) who shared common planning time submitted surveys; benchmark data were analyzed. The 17 teachers surveyed viewed as helpful; From one administration of benchmarks to the next, correct responses improved by 5.2 % in biology; 5.3% in English; 9% in algebra I; U.S. history, 13.5%; civics and economics 3.7 %. Teachers will continue to work in common planning and continue data gathering and analysis to affirm results of the limited trial.
Cumberland County Schools	Led by 21st century professionals-professional development; use of data; rigorous core curriculum	University faculty, MSA students and public school partners conducted study of impact of professional learning communities on teachers	Study involved 50% of teachers in school in assessment of their understanding of the impact of professional learning communities in their school. Respondents reported no PLC effect on school climate (43%); they reported “somewhat” effect on student achievement (39%). The study results are not conclusive at this point, and the study will continue

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 study of teacher mentoring program	Upon learning that on the Teacher Working Conditions Survey, only 29% of 25 beginning teachers strongly agreed with the statement “overall my mentoring experience has been important to my decision to continue teaching at this school”, additional assessment of the mentoring program at an elementary school was conducted; an in-school survey identified the following issues: 41% of beginning teachers planned with mentors once a week; 59% were observed by mentors less than once a month; 41% had never observed their mentors teach. Based on responses, beginning teachers and mentors will have adjusted schedules that allow for increased time to work together.
Harnett County Schools	NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools; led by 21st professionals; access to ongoing, high-quality professional development	University faculty, MSA students and public school partners conducted study of Latino parents communication with the school	Survey of 46 teachers in school to identified school barriers to effective interaction with Latino parents in a school with 29.5% Latino students. Survey revealed teacher misunderstanding of culture, in addition to language barriers, inhibited effective communication with parents. Principal will involve the school improvement team in planning appropriate professional development in order to facilitate improved teacher understanding. .

Cumberland County Schools	Led by 21st professionals; NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools	University faculty, MSA students in collaboration with public school partners conducted review of effectiveness of reflective activities in an in-school suspension program.	Investigation of use of reflective activities in in-school suspension programs; 72% of students assigned to ISS participated in completion of reflective activities and a survey of the program. Within five months, 71% of the students who engaged in the reflective activities had been reassigned to ISS. The program will be discontinued.
Cumberland County Schools	Led by 21st century professionals- professional development; use of data	University faculty, MSA students in collaboration with public school partners conducted study of teachers' acceptance of professional learning communities in a middle school;	Teachers (71%) participated in survey of their views on the value of the PLCs in the school. Of the teachers involved in a PLC, 57% expressed that participation "helps [me] become a better teacher." An additional outcome of the project was interview data that reflected a reluctance of the part of teachers who were not involved in core academies to participate in PLCs.
Cumberland County Schools	Led by 21st century professionals; professional development; use of data	University faculty, MSA students in collaboration with public school partners conducted a qualitative review of a pilot project to study the feasibility of implementation of a continuous grading model to facilitate student achievement.	A middle school team consisting of eight teachers and 200 students comprised the pilot group. Teacher concerns included time required to recheck assignments multiple times; time demands of additional tutoring. The pilot will continue until student data are also be gathered and analyzed.
Cumberland County Schools	NC Public School Students will be Healthy ad Responsible; flexible learning environments; innovation in NC Schools; use of data	University faculty, MSA students in collaboration with public school partners conducted a study of the impact of Positive Behavior	The study was conducted in a 677 student school and concluded that PBS did result in fewer out-of-class referrals. Referrals declined by 23% in the

		Support on student disciplinary referrals.	first year after implementation of PBS; data collection will continue.
Cumberland County Schools	NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools; use of data	University faculty, MSA students in collaboration with public school partners conducted a study of a ninth grade academy to explore parent, teacher and student perceptions a year after implementation.	Parents (85%) responded that program did not communicate adequately with them, contacting them only in cases of student misbehavior (85%); teachers (30%) responded that program practices were not aligned with stated goals; students (25%) responded that they did not feel they had “voice” in the program. The program will continue, with additional effort in the school to solicit parent involvement. A continuous program evaluation plan will be implemented.
Bladen County Schools	NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools	University faculty, MSA students in collaboration with public school partners conducted a study to explore the potential of Positive Behavior Support in a high school with large number of out-of-class referrals; ongoing.	Recently initiated and ongoing.
Scotland 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 in collaboration with public school partners conducted a study of the implementation of a specific phonics program as an early reading intervention	Students (44) in two classes were involved in the study, which was a result of a school comparison of NC projected reading scores and actual scores. The actual scores were much lower. An intensive phonics program was implemented in the two classes. Benchmark scores were assessed throughout year; the students’ tested reading

			skill improved in every area. The program will be implemented throughout the primary grades in the school.
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 in collaboration with public school partners conducted a comparative study of second grade running reading scores and third grade pre-EOG scores.	A comparative study of second grade running reading scores and third grade pre-EOG scores determined that the running records were not predictive of pre-EOG scores. The running records for a randomly selected 33% of third graders were compared with their pre-EOG scores; 63% of the students had running reading scores that were level 31-32. However, only 18% of the students tested at level 3 on the pre-EOG. The study concluded that the following measures should be taken: More vertical planning; more staff development in the use of running records.
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 in collaboration with public school partners conducted a study of the effectiveness of an after -school tutoring program	Fifty two (52) third grade students participated in the study. The after-school tutoring in math and reading was offered to all third graders; 29 chose to participate. The remaining 23 students did not receive tutoring. The achievement gains of the group that opted out of tutoring were greater than the gains of the tutored group; However, the recommendation is to continue after school tutoring until further studies replicate this result.

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 in collaboration with public school partners conducted a study of math achievement in a school to assess the preliminary effects of a sustained professional development program	Fifteen third, fourth, and fifth grade classes were the focus of the study. Benchmark assessments for 2009 were compared with those of 2008; third grade improved from 57% proficient to 60%; fourth grade did not show improvement; fifth grade improved from 48% proficient to 68%. This was a preliminary study; however, the school determined that the targeted professional development was at least a factor in the improvement, and the program will continue, as will study of its effectiveness.
Bladen County Schools	NC Public School Students will be Healthy and Responsible; flexible learning environments; innovation in NC Schools	University faculty, MSA students in collaboration with public school partners planned strategies to improve bus safety	Implementation of strategies to improve bus safety that included a reward system; scheduled, frequent bus driver training; faculty involvement in bus safety lessons, and systematized bus discipline procedures. The strategies resulted in a 41% decrease in bus referrals over 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 2008- 2009, collaborative agreements with Richmond and Pender 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 31 graduates from the May 2009 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 2008-2009. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2008-2009 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, 7) Harnett, 8) Scotland, 9) Richmond. Examples of the type of activities and services in support of career administrators included: 1) Access to the Educational Leadership Research Center 2) Work with school administrators in public school districts to implement strategies for the identification of prospective assistant principals, and seminars that provided networking opportunities for career and novice administrators.

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	8	Black, Not Hispanic Origin	17
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	10	Total	29
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
	Total	0	Total	0
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	9	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5

	Other	0	Other	1
	Total	11	Total	18
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
	Total	0	Total	0

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

Masters	
MEAN GPA	3.34
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
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
School Administration	24	7	0	0
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	0	12	0	19	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	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	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2007 - 2008 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	18	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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.
