

IHE Master's of School Administration Performance Report

Fayetteville State University

2009 - 2010

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, 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 14 graduates in May 2010, is 357.

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 examination in January of each academic year. A comprehensive exam serves as the culminating assessment instrument.

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	Start and End Dates	Number of Participants	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 a reading enrichment program.			The effectiveness of a reading enrichment program was reviewed. The program participants were 43 sixth grade students, 32 of whom were served by the exceptional children's program. Quarterly review of the students' benchmark test data failed to indicate growth in reading that could be attributed to the enrichment program. Attendance of the students was not consistently monitored by the school, and therefore the study could not conclude that the program was or was not effective. The study will be repeated, upon institution of a process for the direct monitoring of student attendance.
Cumberland County Schools	Led by 21st century professionals- professional development; use of data	University faculty, MSA students and public school partners conducted study of homework efficacy in elementary math classes			Four fifth grade teachers were surveyed concerning their math homework policies; teachers were grouped into "low" homework and "high" homework sets. The benchmark math scores of the 82

					students served by the four teachers were then monitored for 32 weeks. No achievement differences between the two groups of heterogeneously groups children could be attributed to homework. The school homework policy will be revised because of the study.
Wayne County Schools	Led by 21st professionals; NC Public School Students will be Healthy and Responsible; innovation in NC Schools	University faculty, MSA students in collaboration with public school partners conducted review of the use of Positive Behavior System among elementary school bus drivers			Investigation of use of Positive Behavior System strategies among bus drivers in order to reduce the number of incidents of bus misbehavior. Ten drivers were trained; parents of approximately 400 student bus riders were involved in training and were given access to training material and goals. Preliminary feedback indicates a reduction of bus misbehavior incidents; study is ongoing.
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 the efficacy of a beginning teacher mentoring program			Beginning teachers (15) participated in survey and interviews as assessment of the school's beginning teacher mentoring program. Participants (13 females and 2 males) responded to questions designed to elicit information about practices that the teachers found helpful. The study concluded that more specific feedback from administrators regarding teaching practices would enhance retention of teachers in a

					school where attrition ranges from 34% to 27%.
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 teacher acceptance of implementation of a literacy block program			The study of the implementation of a literacy block reading framework among the teachers of 150 second graders was designed to assess the acceptance of the literacy program upon its introduction in the school. Analysis of interviews, surveys and observation throughout the initial year of introduction revealed a 41% negative perception of the framework among second grade teachers. The reviewers concluded that increased staff development is necessary to facilitate as successful implementation.

Support for Beginning Administrators

Support to beginning administrators in the School of Education is guided primarily by formal collaborative agreements with Cumberland, Harnett, Robeson, and Wayne Counties. In 2009-2010, collaborative agreements with Richmond County was 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 14 graduates from the May 2010 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, and advising graduates of leadership opportunities in underserved districts.

Support for Career Administrators

Meaningful and successful support for career administrators was provided by the School of Education during 2009-2010. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2009-2010 academic year, committee members communicated with district level personnel of the following school districts: 1) Cumberland, 3) Hoke, 4) Robeson, 5) Duplin, 6) Harnett, and 7) 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, and 3) Guidance on the conduct of research projects relevant to the district, often through the Educational Leadership Doctorate Degree program.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	10
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	Total	5	Total	17
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	1
	Total	1	Total	3
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0

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

Masters	
MEAN GPA	3.26
MEAN MAT New Rubric	384
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

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	10	4	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		42				
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2008 - 2009 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	26	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 several factors affecting survey responses, survey results will not be reported at the institutional level this year.
