

IHE Master's of School Administration Performance Report

Fayetteville State University

2010 - 2011

Overview of Master's of School Administration Program

The Master of School Administration program is designed to prepare school leaders and school executives to lead in the 21st Century by providing our students a practitioner-based program supported by theory and rigorous internship experiences. The program is a catalyst for the development of dynamic, visionary school executives/leaders who will lead successful schools in our complex global 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 that reflect the multicultural social, political and economic social conditions that exist in school; (d) recruit, select, and prepare school leaders, with special focus on women and minorities, who represent traditionally under-represented groups that 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. To enhance the program's objectives a complete revisioning was conducted during 2009-2010 that included the redesign of all core courses, the addition of two new courses, and an e-portfolio system to store student work and allow instructors the opportunity to provide feedback and evaluation. The curriculum design incorporates problem-based instruction through course artifacts, focused modules, video presentations, in-basket simulations, field experiences, reflective observations, and the use of instructional technology. The course artifacts are designed to provide the students with tasks aligned to state licensure standards and real world leadership activities. 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 revised program was approved by NCDPI in 2010 and was implemented in the fall of that year. The total number of graduates currently, including the 18 graduates in May 2011, is 375.

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) course artifacts, (d) leadership development plan, (e) seminars, and (f) cohort concept. The screening process includes a rigorous transcript review, 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. The course artifacts provide students the type of problem solving and application experiences that practicing administrators face. The range of these experiences encompass strategic planning and school improvement, human and financial resource planning and management, community involvement, school safety and supportive educational environments, and the improvement of teaching and learning conditions. 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. All students conduct an action research project that provides the student with real world application of the research skills and program learnings in their internship setting. 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	University faculty, MSA students and public school partners conducted assessment of a cross-discipline	8-15-2010 to 4-23-2011	8 adults, 87 students	The use of cross-discipline instructional practice was evaluated at the middle school level involving 87 seventh grade students and 4 English/social

	instruction and evaluates knowledge, skills, performance and dispositions needed in 21st century; 21st century professional; use data to inform decisions	instructional model.			studies teachers. Pre-post benchmark assessments were used to determine the impact of the inter-disciplinary unit design on reading comprehension and mathematics scores. Results indicated that the students in the multidisciplinary settings made greater gains and had overall higher achievement scores.
Cumberland County Schools	Led by 21st century professionals-professional development; use of data	University faculty, MSA students and public school partners conducted study of teacher collaborative planning to improve writing	8-15-2010 to 4-23-2011	7 adults, 133 students	Six grade three and four teachers were involved in the use of professional learning communities to design common instructional units, assessments, and re-teaching activities to improve the writing of students. The teachers reported a greater sense of self-efficacy on pre- post surveys, increased Collaboration, and significant growth in student writing scores.
Duplin 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	8-15-2010 to 4-23-2011	32 adults, 456 students	Investigation of use of Positive Behavioral Interventions and Supports in a rural Eastern North Carolina elementary school. The program was implemented using a teacher driven decision

		school bus drivers			model that allowed for limited adoption of the process. Although preliminary feedback indicates a reduction of misbehavior incidents the lack of a school-wide policy has hampered the program's effectiveness.
Robeson 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 using curriculum based benchmark assessments	8-15-2010 to 4-23-2011	7 adults, 85 students	Four grade 3-5 classroom teachers in a small suburban racially diverse K-5 school were trained on the use of a curriculum-based benchmark assessment system. The teachers reported that compared to previous attempts, this new system better represented the curriculum, provided enhanced feedback, and supported a re-teaching process more closely aligned to state assessment expectations.
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	2-11-2011 to 3-29-2011	29 adults	Five students interviewed the faculty and staff of a small inner city elementary school that has recently turned around student performance. The interviews revealed a strong sense of teacher empowerment,

		block program			shared vision, and commitment to students, and leadership that is driven by teachers and supported by administrative action. The teachers voiced strong support for the process and the flexibility and professionalism that this system provides. They attribute the rise in test scores to this shared and focused purpose.
--	--	---------------	--	--	---

Support for Beginning Administrators

Support to beginning administrators in the School of Education is guided primarily by formal collaborative agreements with Cumberland, Harnett, Robeson, Richmond, and Wayne 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 such as 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 18 graduates from the May 2011 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; and (d) networking with administrators regarding available state and national leadership professional development opportunities such as NCASA 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 2010-2011. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2010-2011 academic year, committee members communicated with district level personnel of the following school districts: 1) Cumberland, 3) Hoke, 4) Robeson, 5) Duplin, and 6) Harnett. Examples of the type of activities and services in support of career administrators included: a) Access to the Educational Leadership Research Center, b) 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 c) program evaluation and collaborative research projects.

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	7	Black, Not Hispanic Origin	25
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	9
	Other		Other	
	Total	13	Total	35
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		Total	
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	
	Other		Other	
	Total	1	Total	1
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		Total	

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

Masters	
MEAN GPA	3.65
MEAN MAT New Rubric	386
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	830
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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	8	9		
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		13				
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.

	2009 - 2012 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	13	92
* 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.
