

IHE Master's of School Administration Performance Report

Fayetteville State University

2011 - 2012

Overview of Masters of School Administration Program

The Master of School Administration (MSA) 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 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, economic, and social, conditions that exist in schools; (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, 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 students with tasks aligned to state licensure standards and real world leadership activities. The 2011-2012 graduating class was the first class of students to complete the revised MSA program. Students successfully utilized TaskStream to upload evidenced-based portfolios. The University and all programs have been fully accredited by the Southern Association of Colleges and Schools (SACS) and was reaffirmed during the SACS visitation in March 2011. The School of Education is fully accredited by NCATE and the MSA and other programs approved by the North Carolina State Department of Instruction and met all standards during the NCATE/DPI visit in April 2007. The revised program, approved by NCDPI and the State Board of Education (SBE) in 2010, was implemented that fall. The total number of graduates currently, including 14 in May 2012, is 389.

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 and an on-campus interview. 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 June. 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 core-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) an electronic 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 drafting and presenting portfolio evidences. 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 a culminating assessment instrument.

Direct and Ongoing Involvement with and Service to Public Schools

| LEAs/Schools with whom the Institution has Formal Collaborative | 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 implemented and evaluated a school wide science fair program | 8-15-11 to 5-1-12 | 5 teachers, 47 students | The implementation of a middle school science fair was studied from two perspectives: teacher and student satisfaction. Grade 8 teachers and students along with the principal intern developed a science fair model that resulted in two student projects being selected for regional competition. Overall there was a high level of satisfaction reported from the teachers and students. |
| Hoke County Schools | Led by 21st century professionals- professional development; use of data | University faculty, MSA students and public school partners conducted study of teacher implementation of Class Scapes data collection program | 8-15-11 to 5-1-12 | 3 teachers, 101 students | The first-year implementation of Class Scapes was evaluated at a medium sized middle school. Surveys and review of student achievement data were conducted. Results indicated that teachers felt an overall lack of support, which contributed to sporadic use and effectiveness. There was no evidence that student achievement was effected. |

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| Cumberland 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 implemented an after school mentor program | 8-15-11 to 5-1-12 | 4 teachers, 11 students | A mentoring program was developed and implemented in a small K-5 inner city school. A small group of students who demonstrated repeated office referrals were targeted to receive one-on-one mentoring from school faculty. Although the recidivism rates were not reduced both teachers and students reported a high degree of satisfaction with the program. Teachers reported that the program provided them the opportunity to learn more about these students and provided more supportive classroom environments. |
| Duplin 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 in school suspension | 8-15-11 to 5-1-12 | 8 teachers, 231 students | A study of the effectiveness of in school suspension as an effective alternative to out of school suspension was conducted in a rural middle school. It was found that the use of ISS or OSS were not effective in reducing recidivism. Interviews with students did show that the majority preferred ISS as it allowed them time to study and receive one-on-one instruction. Teachers did not express any preference or indicate that either approach was more effective. |

| | | | | | |
|---------------------------|--|--|-------------------|---------------------------|---|
| 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 quantitative review of parent satisfaction of the school | 8-15-11 to 5-1-12 | 31 teachers, 441 students | A highly successful elementary school conducted a survey of its parents to determine the strengths and areas needing improvement with regard to school climate. Nearly 75% of the parents participated with over 90% communicating either being highly satisfied or satisfied with the school and the instructional program. This high degree of satisfaction validated the overall school program but is problematic in terms of providing areas to improve. |
|---------------------------|--|--|-------------------|---------------------------|---|

Support for Beginning Administrators

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 the 14 graduates from the May 2012 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; (d) networking with administrators regarding available state and national leadership professional development opportunities such as NCASA and AASA, and (e) 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 2011-2012. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2011-2012 academic year, committee members communicated with district level personnel of the following school districts: (1) Cumberland, (2) Hoke, (3) Clinton City, and (4) 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 | 5 | Black, Not Hispanic Origin | 16 |
| | Hispanic | 1 | Hispanic | 1 |
| | White, Not Hispanic Origin | 6 | White, Not Hispanic Origin | 5 |
| | Other | | Other | 1 |
| | Total | 12 | Total | 23 |
| 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 | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| 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 | 3.32 |
| MEAN MAT New Rubric | 385 |
| MEAN MAT Traditional | N/A |
| MEAN GRE New Rubric | N/A |
| MEAN GRE Traditional | * |
| 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 | 14 | | | |
| 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 | | 14 | | | | |
| 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. Successful completion of Pre-service Leadership Portfolio.

| | 2011 - 2012 Portfolio Pass Rate | |
|---------------------------------------|---------------------------------|--------------------|
| Specialty Area/Professional Knowledge | Number Submitting a Portfolio | Percent Proficient |
| School Leadership Exam | Test No Longer Required | |

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 5 (highest) scale.

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.