

IHE Master's of School Administration Performance Report

Fayetteville State University

2012 - 2013

Overview of Masters of School Administration Program

The Fayetteville State Master's of School Administration (MSA) program provides aspiring administrators with opportunities to apply theoretical learning acquired in course work to real-life situations as school administrators. The program objectives 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 culturally responsive and open-minded school leaders who have the knowledge and skills needed that reflect the multicultural, political, economic, and social conditions that exist in schools; (d) recruit, select, and prepare school leaders, with a special focus on minorities and women who represent traditionally under-represented groups with a potential for outstanding educational leadership; and (e) provide school leaders with an opportunity to demonstrate knowledge, skills, and abilities through a full-time, year-long internship. All MSA students complete 42 hours of graduate credit, which include six hours of electives.

MSA Curriculum: The MSA curriculum includes problem-based instruction through course artifacts, focused modules, video presentations, field experiences, reflective observations, and the use of instructional technology. Fayetteville State is 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 program was approved by the North Carolina State Department of Instruction and met all standards during the NCATE/DPI visit in April 2007. The revised MSA program, approved by NCDPI and the State Board of Education (SBE) in 2010, was implemented in fall 2010. The total current number of graduates including 14 in May 2013 is 403.

Special Features of the Master's of School Administration Program

Fayetteville State's Master's of School Administration program consists of: (a) course artifacts, (b) full-time year-long internship (c) a comprehensive examination, (d) leadership development plan, (e) seminars, and (f) a cohort model. The admissions process includes an on-campus interview and a writing sample. 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.

Internship: All Fayetteville State University (FSU) MSA students are required to take a leave of absence from their respective school districts and complete a full-time year-long internship in their second year in the Master's of School Administration program. Field-based experiences at public school sites, an action research project, reflective seminars, and enrichment activities are the core of the internship.

Comprehensive Examination: All students must successfully complete a six hour written

comprehensive examination in the spring of the second year of the program. The examination which is developed and scored by the MSA faculty is divided into six sections to reflect the academic course work taken in the preceding two years. If a student does not pass all the required sections, the student is given another opportunity to retake those portions of the exam that the student failed.

Electronic Evidences: Students must complete the six (6) electronic evidences that are required by the North Carolina Department of Public Instruction (NCDPI) and FSU in order to be recommended for principal licensure. The Evidences are submitted electronically in TaskStream, and evaluated using the Pre-Service School Executive Rubric. Students are expected to demonstrate proficiency in all of the elements of the Pre-Service Rubric to meet licensure requirements. Deficiencies must be addressed to receive licensure and students are given opportunities for remediation. MSA course work familiarizes students with licensure expectations and additional course work may be assigned to address any performance concerns.

Action Research Project: The Action Research Project is completed under the guidance of a faculty advisor in collaboration with the supervising site administrator. The Action Research Project is identified during part one of the internship and reinforces practice and problem-based experiences through directed clinical and planned field-based experiences. The Action Research Project demonstrates the candidate's ability to effectively conduct research designed to improve an aspect of school performance. **Artifacts:** In each required MSA course, students complete artifacts that provide students with experiences completing the work of an effective school administrator. These experiences enable students to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Students are expected to perform at the developing level (see Pre-Service Rubric) as determined through faculty evaluation. In some cases due to the nature of the experiences and related elements; a student may, in limited circumstances, perform at the proficient level. As has already been stated, in order to receive principal licensure, all students must receive a score of proficient in all of the elements in the Pre-Service Rubric.

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 2013 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 2012-2013. These services were guided primarily by the activities of the Department of Educational Leadership Partnership Committee. During the 2012-2013 academic year, committee members communicated with district level personnel of the following school districts: (1) Cumberland, (2) Hoke, (3) and Harnett. Examples of the type of activities and services in support of career administrators included: (a) 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 (b) 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	1	Black, Not Hispanic Origin	11
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	
	Total	3	Total	18
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		Total	

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

Masters	
MEAN GPA	3.51
MEAN MAT New Rubric	384
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	2	12		
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.