

2018-2019

# **EPP Master of School Administration Performance Report**

## Fayetteville State University

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## **Public Schools of North Carolina**

### State Board of Education

### Department of Public Instruction

#### **Overview of the Master of School Administration Program**

The Fayetteville State University's Master of School Administration (MSA) program provides aspiring administrators with opportunities to learn and apply theoretical and experiential learning 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 change agents; (c) develop culturally responsive, open-minded school leaders with the knowledge and skills needed to address the multicultural, political, economic, and social issues that exist in schools; (d) recruit, select, and prepare school leaders with potential for outstanding educational leadership from among traditionally under-represented groups; and (e) provide

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school leader candidates with an opportunity to demonstrate knowledge, skills, and abilities through a full-time, year-long internship. All MSA candidates complete 42 hours of graduate credit, which include six hours of electives and 15 hours of internship.

The MSA curriculum includes problem-based instruction through course artifacts, focused modules, DVD presentations, research projects, field experiences, reflective observations, and the use of instructional technology. Fayetteville State University is fully accredited by the Southern Association of Colleges and Schools (SACS), which reaffirmed FSU during the SACS visitation in March 2011. The School of Education was fully accredited by CAEP and the MSA program was approved by the North Carolina State Department of Instruction after meeting all standards during the CAEP/NCDPI visit in April 2015. 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 13 in May 2018 is 472. The program graduated three Principal Fellow and two are scheduled to enter the internship for the 2018-2019 academic year. Effective July 1, 2017, the School of Education became the College of Education.

In April 2017, FSU submitted an Educator Preparation Program (EPP) proposals to the NC Department of Public Instruction to be reviewed for alignment with recent NC legislated requirements for teacher and school executive preparation programs. The EPP was approved in Fall 2017 by the State Board of Education. In September of 2017, FSU submitted an Educator Preparation Program (EPP) proposals for an MSA Add-On Licensure Only program to the NC Department of Public Instruction to be reviewed and approved.

The College of Education hosted our annual American Education Week (November 13-18, 2017) as a part of Fayetteville State University's Sesquicentennial Celebration. The theme for American Education Week was *Great Public Schools: A Basic Right and Our Responsibility*. The week was packed with several activities and events for students, faculty, staff, public school teachers and students and community members. On November 15, 2017, as a part of the College of Education's American Education Week activities and events, the Department of

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Educational Leadership hosted an Educational Administrators Panel Discussion. The Educational Administrators Panel Discussion included distinguished FSU alumni retired and current principals from this region brought together to discuss with the Fayetteville State University Education community and others the historical perspective of building level management and how it has evolved over the years along with the current mission and vision of their schools along with current issues facing today's building level administrators and classroom teachers.

The College of Education's 2018 Excellence in Teaching Conference was held on April 20, 2018. This year's conference promoted teaching as the subtle art of shaping minds (#SHAPINGMINDSFSU2018EITC). The goal for this year's conference was to provide informative sessions that motivated educators to continue to make a profound and positive impact on the lives of children in our communities. We had a record breaking attendance of over 180 attendees. Twenty-six MSA candidates attended the following sessions specifically tailored for future school-level administrators: *Being an Effective Intern* (The internship equips interns with the skills and experiences that are necessary to have a successful first year in any administrative position. Interns were exposed to the six evidences required for licensure as a principal in NC. The interns learned which artifacts must be a part of each evidence.), *Communication Fitness and Its Importance in the Workplace* (MSA candidates practiced effective ways to communicate with colleagues, parents, and other stakeholders in the workplace.) and *The Interview: The Do(s) & Don't(s)* (MSA candidates were introduced to effective techniques to use when being interviewed for a position. They were given interview tips as expressed by employers, human resource professionals, and career services personnel.).

### **Special Features of the Master of School Administration Program (Full-Time)**

Fayetteville State University's Master of School Administration Program consists of: (a) course artifacts scored by multiple faculty, (b) a full-time, year-long internship, (c) a comprehensive examination, (d) creation of a leadership development plan, (e) seminars, (f) multi-modality course formats, and (g) a cohort model. The admissions process includes an on-campus interview and writing sample.

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**Internship:** All MSA candidates 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 program. Field-based experiences at public school sites, an action research project, reflective seminars, and enrichment activities are the core of the internship. The three-part internship requirement is offered over three semesters, i.e. summer 1, fall, and spring.

**Comprehensive Examination:** All MSA candidates must successfully complete a five-hour written comprehensive examination in the spring of the second year of the program. The examination, which is developed and scored by multiple MSA faculty members, is divided into six sections to reflect the program’s core academic coursework. If a candidate does not pass all the required sections, the candidate is given another opportunity to retake the applicable portions of the exam.

**Artifacts:** In each required MSA course, candidates complete artifacts that provide them with experiences completing the work of an effective school administrator. These experiences enable candidates to develop prerequisite skills and attributes necessary for the internship and completion of the Electronic Evidences. Candidates are expected to perform at the “developing” level, an average rating based on the *Pre-Service Rubric*, as determined through faculty evaluation. In limited cases, due to the nature of the experiences and related elements, a candidate may perform at the “proficient” level. To receive principal licensure, all candidates must receive a score of “proficient” on all the elements in the *Pre-Service Rubric*.

**Pre-Service Electronic Evidences:** Candidate 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 to the Learning Assessment Tools (LAT) platform in TaskStream and evaluated using the *Pre-Service School Executive Rubric*. MSA course work familiarizes candidates with licensure expectations and additional course work may be assigned to address any performance

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concerns. To meet licensure requirements, candidates are expected to demonstrate proficiency in all the elements of the Pre-Service Rubric. Candidates are given opportunities for remediation to address any deficiencies and obtain licensure.

**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.

**Pending MSA Add-On Licensure Only Program (Part-Time)**

During the 2016-2017 academic year, the department submitted an academic proposal to create a MSA Add-On Licensure Only program. The academic proposal has gone through the university approval process and the proposal was approved and waiting for final approval from NCDPI, before implementation. The candidates in the MSA Add-On Licensure Only (Part-Time) will have up to 5 years to complete program.

**Special Features of the MSA Add-On Licensure Only (Part-Time)**

The School Administration Add-On Licensure Program is a post-master’s program that is designed to prepare a select group of experienced educators for positions of school executive leadership in K-12 settings. The resulting earned license as a K-12 School Administrator is available as an “add-on” licensure only to well-qualified candidates who already possess a master’s degree, a teaching license, and have three-year minimum school experiences. Students can finish this process in 2 years if they follow the program sequence offered for the full time MSA program. The candidates may take up to 5 years to complete the Add-On program due to interruptions in their enrollment and the availability of required courses offered at the time they wish to reenroll. Students must be available to participate in scheduled enhancement activities.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Support Operations
Start and End Dates	May 1, 2018 - June 30, 2019
Priorities Identified in Collaboration with LEAs/Schools	Consultant; Other (Educator preparation)
Number of Participants	FSU Faculty: 1; Other: 100
Activities and/or Programs Implemented to Address the Priorities	Participation in UNC Workgroup to deliver analysis of DLI content in educator preparation coursework to inform professional development strategy for faculty. Contracted Services (compensation of UNC Work Group members).
Summary of the Outcome of the Activities and/or Programs	Developed alignment document.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	UNC Appalachian State University
Start and End Dates	July 2018 - December 2018
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty: 1; Principals and Administrators: 25
Activities and/or Programs Implemented to Address the Priorities	Serve on advisory board (Women in Educational Leadership Advisory Council). Review conference proposals.
Summary of the Outcome of the Activities and/or Programs	Worked on the macro leadership aspects of the advisory committee.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	North Carolina Professors of Educational Leadership
Start and End Dates	July 2018 - December 2018
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Healthy Children; Reading/Literacy; Teacher Recruitment/Retention; Other (Leadership Development and Government Advocacy)
Number of Participants	Principals and Administrators: 300
Activities and/or Programs Implemented to Address the Priorities	Serve as board member
Summary of the Outcome of the Activities and/or Programs	Keep IHE up-to-date with current policies
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools - Lake Rim Elementary

Start and End Dates	July 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	Increasing Achievement of All Students
Number of Participants	FSU Faculty: 1; Public School Students: 100; Principals and Administrators: 1
Activities and/or Programs Implemented to Address the Priorities	Mentoring, advisement, support to assistant principal
Summary of the Outcome of the Activities and/or Programs	Assistant principal is making successful progress.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Cumberland County Schools: Westover High
Start and End Dates	July 2018 - May 2019
Priorities Identified in Collaboration with LEAs/Schools	Teacher Recruitment/Retention
Number of Participants	FSU Faculty: 4; Public School Students: 10; Principals and Administrators: 3
Activities and/or Programs Implemented to Address the Priorities	Provided potential teachers (Westover high school students) an on-going structured program (BMT) to help them academically become eligible to enroll in FSU. Provided campus tours and overnight residence halls experience for potential students on June 14.
Summary of the Outcome of the Activities and/or Programs	Several students applied and were accepted to FSU.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	9
Female	20
Race/Ethnicity	Number
Hispanic / Latino	2
Asian	0
African-American	26
American Indian / Alaskan Native	0
Native Hawaiian / Pacific Islander	0
White	1
Multi-Racial	0
Student does not wish to provide	0

**B. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

Full-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	22
	Hispanic/Latino		Hispanic/Latino	4
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	4
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	14	Total	30
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Part-Time				
	Male		Female	
MSA	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	



	Not Provided		Not Provided	
	Total	-	Total	-

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
	8	6		

**D. Quality of students admitted to programs during report year.**

Measure	Baccalaureate
MEAN GPA	3.58
MEAN MAT Electronic Rubric	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	286.25
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.89
NUMBER EMPLOYED IN NC SCHOOLS	30
Comment or Explanation:	
* Less than five scores reported	

**E. Time from admission into professional teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree			14			
MSA License Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree						
MSA License Only						
Comment or Explanation: Candidates enter and take classes as a cohort.						

