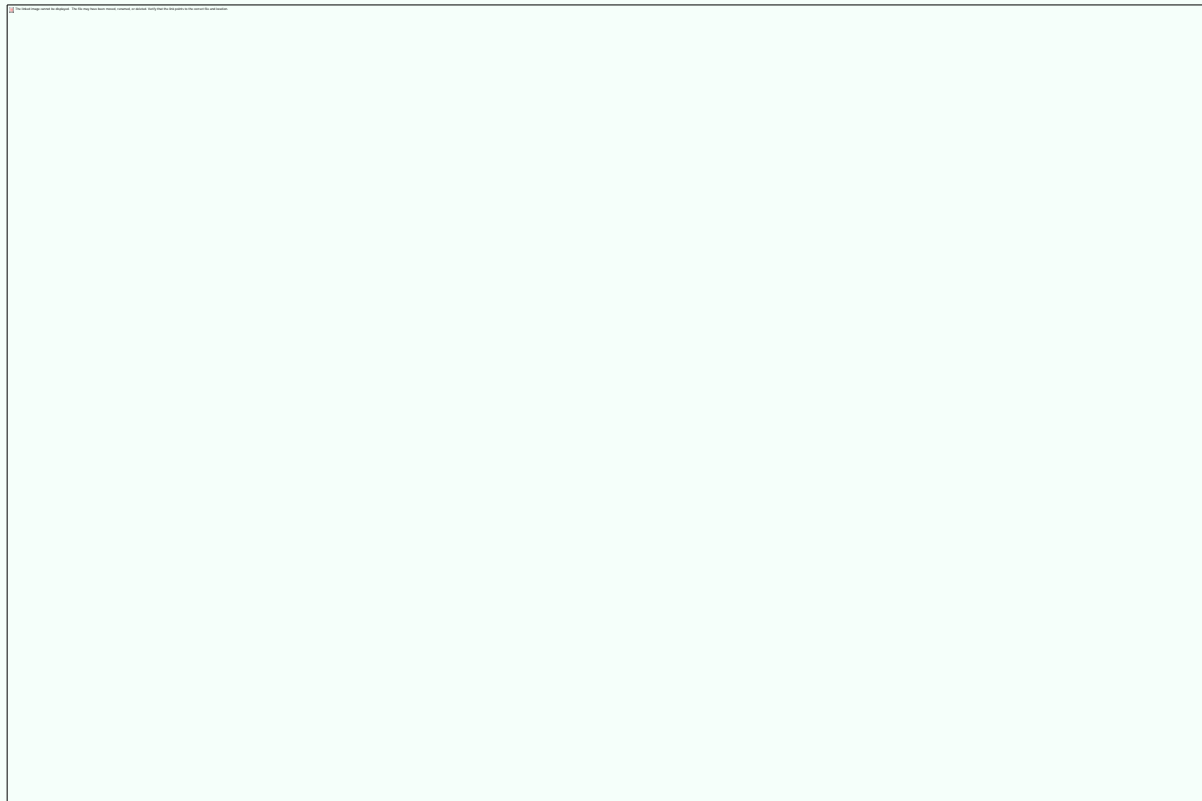


# 2019-2020

## EPP Master's of School Administration Performance Report

### Fayetteville State University

---



#### **Overview of Master's 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 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 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's of School Administration Program**

### **FULL-TIME PROGRAM:**

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.

**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 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.

**PART-TIME PROGRAM:**

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 Department of Public Instruction
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Other; Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty - 1; Principals and Administrators - 30
Activities and/or Programs	Leaders and Counselors working to improve college and career readiness and success.

Implemented to Address the Priorities	
Summary of the Outcome of the Activities and/or Programs	Draft plan of statewide conference (including FSU students as presenters); Ongoing work on developing and creating documents to be used to access and guide NCDPI in overseeing colleges of education.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	North Carolina Professors of Educational Leadership
Start and End Dates	July 1, 2019 - June 30, 2020
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	FSU Faculty - 2; Principals and Administrators - 300
Activities and/or Programs Implemented to Address the Priorities	Interpret NCDPI and NC Legislature laws and regulations that govern the work of colleges of education with specific applications to leadership programs.
Summary of the Outcome of the Activities and/or Programs	Interpretive and solution oriented statements shared with colleges
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cumberland County Schools - Lake Rim Elementary
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; 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	Assistant principal is making successful progress.

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	UNC Appalachian State University
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Other (Diversity Leadership Development)
Number of Participants	FSU Faculty: 1; Public School Teachers - 25; Principals and Administrators - 75; Other - 200
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; Statewide conferences and diversity leadership network resource.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	North Carolina Department of Public Instruction - Advisory Board Member for Counseling Standards and Assessment
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Healthy Children; Teacher Recruitment/Retention; Other (Advisory Board Member for Counseling Standards and Assessment)
Number of Participants	FSU Faculty - 1; Public School Students - 25000; Principals and Administrators - 100
Activities and/or Programs Implemented to Address the Priorities	Continued monthly meetings for teamwork reports and strategic improvements regarding career and college readiness preparation. Developing assessment protocols for evaluating college counseling programs as related to NCDPI Counselling standards and guidelines for state board approval. Support for counselling development and networks with state and national college/career readiness entities.
Summary of the Outcome of the	Draft remodeling template and content input

Activities and/or Programs	
LEAs/Schools with whom the institution Has Formal Collaborative Plans	North Carolina Department of Public Instruction - State Leadership Higher Education Committee
Start and End Dates	July 1, 2019 - June 30, 2020
Priorities Identified in Collaboration with LEAs/Schools	Closing the Achievement Gap; Increasing Achievement of All Students; Healthy Children; Teacher Recruitment/Retention
Number of Participants	FSU Faculty - 1; Public School Students - 25000; Principals and Administrators - 300
Activities and/or Programs Implemented to Address the Priorities	Developing specific sections of the Higher Education program evaluation and mandates.
Summary of the Outcome of the Activities and/or Programs	Sections developed

## II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	11
Female	39
Gender Neutral	0
Gender not Provided	0
<b>Total</b>	<b>50</b>
Race/Ethnicity	Number
Asian	0
African-American	35
Am. Indian/Alaskan Native	0
Hispanic/Latino	3
Native Hawaaian/Pacific Islander	0
White	2
Two or More Races	0

Race/Ethnicity Not Provided	10
<b>Total</b>	<b>50</b>

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

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>MSA</b>	African-American	10	African-American	35	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino	3	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>39</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>MSA</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	



	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American		African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

Program Area	Master's 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				
LC Completed program and applied for license				
School Administration	3	10		
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.53

MEAN MAT Electronic	395.20
MEAN MAT Written	N/A
MEAN GRE Electronic	286.08
MEAN GRE Written	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.67
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	9
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not reported.	
<b>Comment or Explanation:</b>	

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA Degree	0	0	12	0	0	0
MSA Licensure Only	0	0	0	0	0	0
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
MSA Degree	0	0	0	0	0	0
MSA Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						
Candidates are admitted as a cohort and take all courses together. The program requires a summer session between the first and second year at the internship site. If summer school is counted as a semester, five (5) semesters were taken for the 12 candidates to complete the program. There are no part time candidates or licensure-only candidates.						