

# 2020-2021

## EPP Master's of School Administration

Fayetteville State University

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### North Carolina Department of **PUBLIC INSTRUCTION**

#### **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 College of Education was fully accredited by NCATE and the MSA program was approved by the North Carolina State Department of Instruction after meeting all standards during the NCATE/NCDPI visit in April 2015. The total current number of graduates including the 15 in May 2021 is 472. The program graduated 14 during the academic year 2021 and 9 are scheduled to enter the internship for the 21-22 academic year.

The College of Education hosted our annual American Education Week (November 2020) virtually. The Educational Leadership and School Administration department hosted an orientation for principals who were assigned new interns for the 21-22 academic year.

## **Special Characteristics of 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, 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. In certain instances, candidates may be offered an oral examination on applicable portions.

### **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. Due to the Covid pandemic, students did not have access to data and other information needed to carry out an action research project. A collaborative initiative with the Broadwell College of Business and Economics (BCBE) was offered as an alternative project, which was deemed to be equally robust. This project required our second year MSA students to attend a two-day leadership seminar. The students received the Truist Leadership certification for their completion of this collaboration with the BCBE.

MSA Add-On Licensure Only Program (Part-Time):

The MSA Add-On Licensure Only 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. Recruiting is taking place during the upcoming academic year. The first candidates will begin the program in the 2022-2023 academic year.

**I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES**

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

LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina Department of Public Instruction
Start and End Dates	July 1, 2020 – June 30, 2021
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 Implemented to Address Priorities	Leaders and Counselors working to improve college and career readiness and success.
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 EPP has Formal Collaborative Plans	Cumberland County Schools - Lake Rim Elementary
Start and End Dates	July 1, 2020 - July 30, 2021
Priorities identified in Collaboration with LEAs/Schools	Other; 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 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 EPP has Formal Collaborative Plans	North Carolina Department of Public Instruction - Advisory Board Member for Counseling Standards and Assessment
Start and End Dates	July 1, 2020 – June 30, 2021
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 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 Activities and/or Programs	Draft remodeling template and content input
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina Support Operations
Start and End Dates	July 1, 2020 – November 30, 2020
Priorities identified in Collaboration with LEAs/Schools	Consultant; Other (Educator Preparation)
Number of Participants	FSU Faculty – 1; Principals and Administrators – 4; Other – 5
Activities and/or Programs Implemented to Address Priorities	Participation in UNC Workgroup to deliver analysis of DLI content in educator preparation coursework to inform professional development strategy for faculty.
Summary of the Outcome of the Activities and/or Programs	Developed alignment document.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – South View High
Start and End Dates	5/19/2021

Priorities identified in Collaboration with LEAs/Schools	Workshop; Increasing Achievement of All Students
Number of Participants	Public School Teachers – 12; Principals and Administrators – 2
Activities and/or Programs Implemented to Address Priorities	Lead discussion on the impact of Culturally Responsive Teaching on students and teachers.
Summary of the Outcome of the Activities and/or Programs	Implementation of Culturally Responsive Teaching with Beginning Teachers.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Cumberland County Schools – Spring Lake Middle
Start and End Dates	9/18/2020
Priorities identified in Collaboration with LEAs/Schools	Workshop; Other (School Budget Presentation – Administrative Team)
Number of Participants	FSU Students – 1; Principals and Administrators – 3
Activities and/or Programs Implemented to Address Priorities	Overview of school budget process and the importance of being a good steward over fiscal responsibilities.
Summary of the Outcome of the Activities and/or Programs	Allowed administrative team to gain a better perspective regarding budget that will align with School Improvement Plan.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	UNC Appalachian State University
Start and End Dates	July 1, 2020 – July 31, 2021

Priorities identified in Collaboration with LEAs/Schools	Other (Women in Educational Leadership Advisory Council); 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 Priorities	Worked on the macro leadership aspects of the advisory committee, separate from the conference and event activities.
Summary of the Outcome of the Activities and/or Programs	The diversity, equity, and inclusion components were addressed through this council.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	UNC Appalachian State University
Start and End Dates	July 1, 2020 – July 31, 2021
Priorities identified in Collaboration with LEAs/Schools	Other (Women in Educational Leadership Advisory Council); Closing the Achievement Gap; Increasing Achievement of All Students
Number of Participants	FSU Faculty – 1; Public School Teachers – 20; Principals and Administrators – 100; Other – 100
Activities and/or Programs Implemented to Address Priorities	Served as advisory board and conference planner and reviewer.
Summary of the Outcome of the Activities and/or Programs	Symposium concept was developed.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	North Carolina Professors of Educational Leadership
Start and End Dates	July 1, 2020 – June 30, 2021

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 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 statements shared among colleagues.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	NCDPI State Leadership Higher Education Committee
Start and End Dates	July 1, 2020 – June 30, 2021
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 – 25,000; Principals and Administrators – 300
Activities and/or Programs Implemented to Address Priorities	Reviewed materials including sections on the Higher Education programs.
Summary of the Outcome of the Activities and/or Programs	Strategies for improvement were developed.

**II. CHARACTERISTICS OF STUDENTS**

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



<b>Gender</b>	<b>Number</b>
Male	0
Female	0
Gender Neutral	0
Gender Not Provided	0
<b>Total</b>	<b>0</b>
<b>Race/Ethnicity</b>	<b>Number</b>
African-American	0
Am. Indian/ Alaskan Native	0
Asian	0
Hispanic/Latino	0
Native Hawaiian/ Pacific Islander	0
White	0
Two or More Races	0
Race Not Provided	0
<b>Total</b>	<b>0</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>Not Identified as Male or Female</b>	
<b>MSA</b>	African-American	5	African-American	17	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	3	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>18</b>	<b>Total</b>	<b>0</b>

<b>Licensure-Only</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<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>Not Identified as Male or Female</b>	
<b>MSA</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	African-American	0	African-American	0	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0

	Hispanic/ Latino	0	Hispanic/ Latino	0	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	<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 the EPP)**

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
<b>PC - Completed program but has not applied for or is not able for a license. LC-completed program and applied for license.</b>				
Fayetteville State University	3	11	0	0
<b>Comment(s):</b>				

**D. Quality of Students Admitted to Program During Report Year**

Measure	Master's
MEAN GPA	3.57
MEAN MAT Electronic	*
MEAN MAT Written	N/A
MEAN GRE Electronic	*
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	9.25
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	23
N/A - Data Not Available * - Less than five scores reported	

<b>Comment(s):</b>