

IHE Master's of School Administration Performance Report

Campbell University

2005 - 2006

Overview of Master's of School Administration Program

The focus of the School Administration Program (K-12) is to prepare experienced teachers to serve as educational leaders. The program is based on ISLLC and North Carolina standards. In addition to successfully completing 45 hours of course work, including 12 hours of internship experiences in two distinct settings, candidates must obtain passing scores on both the University Graduate Comprehensive Examination and the School Leaders' Licensure Assessment. Courses are offered in the late afternoon and evening on the Buies Creek and RTP campuses. Objectives of the MSA Program are to develop competency in: problem solving; leadership; collaborative decision-making; management and supervision; school law and finance; educational technology; special education; student growth and development; curriculum; research and school safety. Campbell MSA students are taught to value diversity; collaborative leadership; professional ethics; individual differences; and reflective practice. Admission criteria are: • a minimum of three years of successful teaching in public school or experiences in other appropriate settings; • a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit; • an official score on the GRE; • a portfolio containing three letters of recommendation, one of which must be from the school principal or superintendent and evidence of honors; • an on-site writing sample; • an on-site interview. Three Campbell faculty members are assigned part-time to the 35 MSA students. All of these professors are former public school administrators. Adjunct faculty members are used judiciously. They represent the highest quality. One regular adjunct was a finalist in the Wake County Principal of the Year competition and another was a State Principal of the Year.

Special Features of the Master's of School Administration Program

The relatively small enrollment in the Campbell MSA program allows for a personalized approach to professional development. Students and professors are encouraged to engage in one-on-one interactions and remain in close contact with one another. To facilitate communication, the coordinator of the program shares home phone and e-mail information and encourages students to make contact as needed. The Campbell MSA program is unique in its efforts to maintain relationships with program graduates and provide these working professionals opportunities to network and engage in collaborative dialogue regarding educational practice and program quality. All former graduates of the program are invited to join the MSA Advisory Council that meets twice a year. Venues are provided at these meetings for graduates to interact,

share concerns and gain assistance from their colleagues and former professors. Advisory committee meetings also provide opportunities for graduates to share valuable input regarding the quality of the degree program. Several important program changes have been made based on the dialog at these meetings. For example, the Assessment for Administrators Course was developed based on requests from former students. The Voices of Experience seminar for MSA students was scheduled as a result of suggestions from Advisory Council members. Graduates are encouraged to stay in touch with professors and former classmates through the on-line Campbell MSA Message Board. Students report high satisfaction rates with their experience at Campbell. Graduates of the program have maintained a 100% passing rate on the School Leaders Licensure Assessment since the examination was instituted in 1999. Graduates receive high satisfaction ratings from their employers as evidenced on university and state surveys. Many students are employed as Assistant Principals prior to finishing their degrees and the majority of our graduates are working in administrative positions upon their graduation from Campbell.

Service to Public Schools

The Campbell School of Education maintains a strong collaborative relationship with schools in the surrounding counties. A cohort of teachers met regularly in Johnston County to pursue courses leading to their Masters degree. One interesting component of the program is the advanced level research course. Candidates enrolled in this course, with the assistance of Campbell faculty, interact with the area administrators to identify issues and concerns impacting local school systems. Based on the administrators' suggestions, candidates design and conduct action-based research projections that explore topics (student performance, facilities and resource needs, impact of changing student demographics, discipline, etc.) relevant to area schools. Research conclusions are shared with local administrators. Both students and professors volunteer their time to local school administrators, especially in assisting school administrators to fill teaching and administrative vacancies. Faculty members also help with selection of the local teacher of the year. The Campbell Pals Program, led by a faculty member, provides mentors to individual students at Buies Creek Elementary. The MSA coordinator serves on the advisory board of East Wake Academy. The Friends of the School of Education meets annually and all area administrators are invited to attend. Speakers are carefully chosen and topics support current educational trends. Presentations have been given on brain-based instruction, the importance of humor in the workplace, and the collaboration of social services and public schools in the teaching of reading. Campbell faculty members provide support and assistance by allowing local teachers to take courses leading to licensure renewal at no cost. Two reading workshops were offered to Johnston County teachers at the request of their principals. In the fall of 05, one of the Campbell professors offered six workshops: two sessions of "Reading in the Middle Grades' Content Areas" and four sessions of "Active Reading Strategies for Elementary Classrooms Campbell faculty members also provide staff development in the use of technology and preparation for the requirements of National Board Certification. Harnett County middle school administrators are beginning a series of seminars led by an MSA professor. These seminars will begin in June and continue through the fall of 2006. Local school administrators regularly attend complimentary seminars held on the Campbell campus. They are also encouraged to use the Campbell MSA Message Board to interact with professors, graduates, and current students.

LEAs/Schools with whom the Institution has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Harnett County	Teacher/Administrator recruitment and retention	1) A series of seminars including teacher working conditions, recruitment and retention strategies were presented in the fall/spring of 06; 2) An article, "Eighteen Ways to Show You Care," written by a CU faculty member and based on research done by MSA students, was shared at a principals' meeting in the fall of 06; 3) Principals were invited to interview candidates on campus.	1) Seminars were attended by administrators and satisfaction surveys were positive; 2) Strategies implemented in schools improved the school climate; 3) Several administrators offered contracts to prospective Campbell graduates.
Harnett County	Staff development to meet state requirements for administrative licensure	EDUC 501, Special Topics in Leadership, was developed and taught in the spring of 06	Responses to the course were positive and we plan to offer it again in the fall of 06.
Harnett County	Assistance with Data Driven School Improvement Plans	Series of seminars including data driven planning was offered on the Buies Creek campus and at Triton High School at the request of the principal in the spring of 2006.	Harnett County School Improvement Plans are based on school data.
Harnett County	Continuing assistance at Buies Creek Elementary	Leadership for the development of a new school website and staff development in Power Point and Excel - fall 2005 and spring 2006.	Buies Creek Elementary has a new school website and faculty members are using their new knowledge in Power Point and Excel.

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Harnett County	Assistance in increasing the pool of administrators	1) Planning meeting with Harnett County administrators and Campbell faculty members; 2) Preparation sessions for the SLLA were held on the Buies Creek campus in December and April.	1) Plans are being made to begin an MSA cohort. HCS will identify interested teachers and initiate the process to accept teachers into the MSA Program. HCS and CUSOE will collaboratively schedule courses and the plan of study; 2) Teachers preparing to take the SLLA attended.
Harnett County	Assistance for Middle Grades Administrators in implementing research-based instructional strategies	1) Two sessions on Active Reading Strategies for Middle Grades were presented for teachers in the fall of 06 at the request of principals; 2) A CU faculty member worked collaboratively with Harnett County administrators to develop a seminar on research-based instructional strategies for administrators.	1) Middle grade classes involve more active reading strategies; 2) A seminar on research-based instructional strategies for middle grade administrators is being offered beginning in June 06 and continuing through next year.
Harnett County	Assistance for all administrators in implementing research-based instructional strategies	A seminar on the Buies Creek campus focused on Marzano's strategies for What Works in Schools. The seminar introduced administrators to a special section of Kaleidoscope developed by a Campbell faculty member and designed for administrators.	The seminar was well-attended and responses were positive. One principal invited the presenter to provide the staff development for her faculty.

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Johnston County	Assistance in improving reading instruction requested by school administrators	An MSA faculty member presented sessions on Active Reading Strategies for Elementary Classrooms.	Students are observed to be more actively involved in reading.
Jones County	Assistance in writing SIPs based on data	1) An MSA faculty member presented staff development on how to use data to plan for school improvement at the middle school; 2) The faculty member also published an article, "Progress in Data Driven Instruction," in Education Matters, January 2006.	The Jones County Middle School SIP is based on school data.
Wake County	Assistance administering the Community Partners Charter High School	An MSA faculty member served as chair of the advisory board for the Community Partners Charter High School.	This involved providing leadership for recruiting, interviewing, and training a new administrator for the school.

Support for Beginning Administrators

Add-on Licensure was approved for administrators in April, 2006. Campbell immediately began allowing candidates to take advantage of this opportunity. Approximately 10 students were enrolled in this program before the end of May. The MSA faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell's program and those with whom faculty members contact as they visit schools. The MSA Coordinator meets with the Harnett County superintendent to discuss the current school improvement plans for the county. Based on these discussions, faculty members plan relevant workshops and invite Harnett County administrators to attend. This year local principals and assistant principals attended Campbell seminars given by Howard Manning, Judge in the Leandro Case, Wendy Miller, State Teacher of the Year, Charlotte Hughes, DPI consultant, JoAnn Norris, Assistant Director of the Public School Forum, Dave Coley, Faculty Member at PEP, and Donna Stewart, Harnett County Teacher-on-Loan to DPI. As a result of these seminars, several principals invited the speakers to present sessions in their local schools. Another seminar for assistant principals, Voices of Experience, featured former graduates currently working in administrative positions. These experienced administrators shared advice and answered questions of the ten novices who attended. Employer surveys indicate high satisfaction with the performance of Campbell graduates. Approximately 43 of 58 Campbell MSA graduates since 1998 are employed in administrative positions. Of these, 12 have been promoted to principals, Central Office or DPI positions. The remaining graduates are teachers, counselors, or have chosen to stay at home with small children. Both students and graduates are encouraged to stay in touch with Campbell faculty. One avenue is to use the MSA Message Board to communicate concerns, problems, ideas, and suggestions. Another way graduates stay connected is through the MSA Advisory Council that meets twice each year.

Support for Career Administrators

The MSA faculty members are dedicated to preparing and supporting educational leaders in the P-12 schools. Special emphasis is given to the preparation of school improvement plans. This year 15 Harnett County principals attended a seminar on Data-Driven School Improvement Plans presented at Campbell by an MSA faculty member. Also, another Campbell faculty member presented a session on Goal-Oriented, Data-Driven Collaboration for local area principals. One of the Campbell adjunct professors taught in the Principals' Executive Program and has since accepted a full-time faculty position with PEP. Plans are for MSA faculty members to assist Harnett County in delivering the Developing Future Leaders component of PEP next year. The MSA Coordinator is registered for six days of PEP training for the DFL Program. Campbell faculty members regularly provide assistance to local schools in the preparation of their School Improvement Plans. All Harnett County principals were surveyed and asked to identify the topics for staff development last year. Middle school principals identified the areas of Educational Psychology and Reading in the Content Area. In response to this need, a Campbell faculty member provided a workshop for all middle school faculties on "Why Do they Act That Way? Ed Psych and the Middle Grades Child." This faculty member also provided a full-day workshop for all Harnett County content teachers on "Reading in the Content Area." In response to an administrative request, Campbell faculty provided classroom management ideas for a middle school team in Lee County, The Harnett County superintendent asked that MSA faculty to serve

as a mentor to one of the career principals. This principal requested and was provided with assistance in the area of Special Programs and Thinking Maps as part of the school improvement plan in place at the school. Assistance was also provided in the area of writing as a part of Thinking Maps. Additionally, MSA faculty members provided leadership for research in the area of Teacher Expectations of Their Principals during the 2004-2005 school year. Approximately 200 surveys on teacher expectations were sent and 124 were collected. Findings provided interesting insight into the problem of retaining highly qualified teachers. One of the overwhelming expectations of teachers was for support by their principals. Analysis of the data was shared on the MSA message board and will be featured in an article to be published in the fall. Career administrators regularly contact Campbell faculty members through e-mail, telephone calls, and the Campbell MSA Message Board. MSA surveys indicate that local administrators consider Campbell faculty members their partners in preparing experienced teachers to become educational leaders. .

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	2	Total	12
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	14
	Other	2	Other	0
	Total	4	Total	16

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

Masters	
MEAN GPA	3.59
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

C. Program Completers (reported by IHE).

N= #Completing NC=# Licensed in NC	N	NC
School Support Personnel	11	11
Total	11	11

D. Scores of school administrators on the SLLA.

	2004 - 2005 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	6	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

E. 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 Degree			1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters Degree			1	5	2	2
Comment or Explanation						

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 4 (highest) scale.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	4.00	3.80
preparation to use technology.	3.67	3.80
preparation in instructional leadership.	4.00	3.80
preparation to assist teachers in meeting the needs of diverse learners.	3.67	3.80
Number of Surveys Received	6	5
Number of Surveys Mailed	7	7