

# **IHE Master's of School Administration Performance Report**

**Campbell University**

**2009 - 2010**

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

The Campbell University Master of School Administration and add-on administrative licensure programs have been re-visioned based upon the North Carolina Standards for School Executives: Principals. Admissions criteria are: a minimum of three years of successful teaching or related experience; a GPA of 3.0 or higher in the last 60 semester hours of undergraduate or graduate credit; an official satisfactory score on the GRE; three letters of recommendation, one of which must be from the school principal or superintendent; a writing sample; and an on-site interview with the M.S.A. program coordinator. Candidates for the Master's degree must successfully complete 34 hours of course work, including 10 semester hours of internship modules. Courses are offered in the late afternoon and evening on the main Campbell University campus. All candidates for licensure must successfully complete a comprehensive examination. Several courses are offered in the summers as demand dictates. Six of the ten internship modules are directly tied to required electronic evidences. The remaining four address additional skills and expectations relevant to work as a school leader. Internship seminars are held once per month on Saturday mornings on the Buies Creek campus. An electronic evidences portfolio documents the candidate's PROFICIENT completion of the internship activities and competencies. Objectives of the M.S.A. Program are to develop PROFICIENCY in: problem solving, leadership, collaborative decision-making, management and supervision, school law and finance, the education of special needs students, student growth and development, curriculum and school culture and safety. Emphasis on data analysis and empowerment enhance the candidates' growth in meeting the objectives. Campbell M.S.A. candidates honor diversity, practice collaborative leadership, exhibit professional ethics, value individual differences, and employ reflective practice. Four Campbell faculty members are assigned part-time to the more than forty M.S.A. candidates. All of these professors, as well as carefully selected adjuncts, are former public school administrators who are recognized leaders in the field of school administration.

## **Special Features of the Master's of School Administration Program**

The newly revised Campbell University M.S.A. and add-on licensure programs stress field experiences in every course, offer internship modules which address specific behaviors, and engage candidates in standards-based, real-world application of skills and competencies. The programs are also noted for the personal attention given to candidates. Candidates and professors maintain close contact by visits, phone or email and seminars and workshops. The program

coordinator communicates at least weekly with the entire group of candidates, shares phone and email professional information and provides a supportive and positive dialogue with candidates. The Campbell M.S.A. program is also unique in its efforts to maintain relationships with program completers and other public school administrators. These working professionals are given opportunities to network, attend seminars and workshops and engage in collaborative dialogue regarding educational practice and program quality. All program completers are invited to join the M.S.A. Advisory Council. Venues are provided at these meetings for participants 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 and to help envision future directions for the programs. These meetings were crucial to the re-visioning of the Campbell MSA program. Assessments indicate that candidates report high satisfaction rates with their experience at Campbell University. Many candidates are employed as Assistant Principals prior to finishing their degrees and a majority of our graduates are working in administrative positions upon their graduation from Campbell.



## Direct and Ongoing Involvement with and Service to Public Schools

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Caswell County Schools	Development of the Local LEA AIG Plan	Consulted and Workshops for approximately 30 teachers	October, 2009 – March, 2010	30 teachers plus 10 administrators plus one school board member	AIG Training and LEA AIG Plan Development
Clinton City, Cumberland, Duplin, Chatham, Harnett, Johnston, Lee, Moore, Sampson, Wake County Schools	Need for up-to-date information about legal issues affecting schools and school administrators	Send frequent (no less than one per month) emailed updates of current issues gleaned from professional journals such as ASCS, School Board Association, ASA and others	On-going through year	Sent to all current and former candidates, more than 70% of whom are employed in administrative positions	Keeps administrators' knowledge current. Saves administrator time and energy looking through journals. Serves as a clearinghouse for relevant research and developing issues. Facilitates dialogue in schools.
Cumberland, Harnett and Johnston County Schools	Teacher recruitment	Principals were invited to interview teacher candidates on Campbell University campus.	February 8, 2010	6 administrators 25 prospective teachers	Staffing opportunities for Campbell teachers and public school administrators
Cumberland, Harnett, Johnston, Lee, Sampson and Wake County Schools	Assistance in improving administrator quality	CEO of NC Virtual Public School, 1 principal and 1 DPI E/C specialist led seminars about improving schools, learning and teaching	September, October and December, 2009	15 – 20 each session	Evaluations of two were superlative; one was a “thumbs down” on future sessions. All three led to increased skills in administrators
Harnett County	Increase knowledge of middle school	Middle Grades	Quarterly	6 Principals	Continuing and

Schools	philosophy  Increase teacher retention  Explore and pilot Professional Learning Communities	Principals Forum	and on-going		expanding: Principals meet quarterly with Campbell University professor to extend Middle School concept
Harnett County Schools	Review of nuances of the North Carolina Standards for School Executives: Principals and the evaluation process for principals	Presented workshop, “What do you REALLY know about the School Executive Evaluation Process?”	September 22, 2010	12 HCS administrators	Brought clarity and increased understanding of the goals, process, and expected outcomes of the new evaluation process.
Harnett, Johnston and Wake County Schools	Candidates seeking positions as administrators	Privately coached and encouraged candidates who sought advice about resumes, school placements, interviewing skills and other job-seeking strategies.	On-going	10 candidates	Employment opportunities sought where there is a good “fit” and where the candidate can make a positive difference in student learning and development. Two were named Principal and two others named Assistant Principal. Others are still pending
Harnett County Schools	School law information related specific to <i>liability</i> and <i>ethics</i> .	Four-hour workshop	September, 2009	20 Physical Education teachers and coaches	Updated information on the laws particularly specific to liability (as well as other school law areas)
Harnett, Johnston Sampson Counties	Need to assist licensure candidates in preparation for the SLLA exam	Implemented “Guide to Success on the S.L.L.A.” sessions	2 in September, 2009; 1 in	8 – 12 each session	Candidates reviewed ISLLC Standards, reviewed study materials, shared

			December, 2009 and 1 in January, 2010; 2 in May, 2010		strategies and prepared sample responses
Harnett, Johnston, Wake Counties and IT IHE	Collaboration about M.S.A. and leader standards and strategies to meet them	Meetings for deepening understanding of new standards and rubrics			Participants were
International Center for Leadership in Education (Successful Practices Network and Scholastic, Inc.)	Edit and review case studies of successful public school practices for distribution	Edited ten (10) case studies of exemplary schools with high poverty, high underrepresented populations and high English language learners who had high academic performance	January, 2010 and on-going	10 (1 editor for 10 administrators' work)	Case studies were ready for distribution
Johnston County Schools	Admin. NETS and 21st Century Schools  Technology skills development for Senior Cabinet	Workshop	Oct 21 2009  October 19, 2009	45 Assistant Principals  7 senior cabinet members	Understanding of 21st Century skills
Johnston County Schools	Management of assets through Asset Manager	Workshop	May 2, 9, 16 2010	25 key central staff	Effective tool for inventory of technology tools
Johnston County Schools	Understanding of Interactive technologies	Workshop	Oct 16, 2009	25 Curriculum, Instruction and Accountability staff	Understanding of "Smart Tools" for curriculum
Johnston County Schools	Training of additional MOODLE users and uses	Workshop	Nov 29 and 30, 2009	12 teachers	Creation of new Moodle Courses

Johnston County Schools	Understanding of Interactive technologies	Workshop	Jan 14 and 27, 2010	12 teachers	Understanding and use of Smart Tools for curriculum
Johnston County Schools	Technology Facilitators PAI and Media Coordinators PAI Training		Nov 3, 2009	15 Assistant Principals	Understood evaluation processes for Media Coordinators and Technology Facilitators
Johnston County Schools	Rewrite, to the new North Carolina standards the Academically/Intellectually Gifted 3-year plan	Conducted meetings with stakeholder team to confirm the goals of the program, focus on goals and strategies, and compile data for Board approval	September 2009; November 2009; March 2010; April 2010; and May 2010	26 including parents, AIG teachers, program specialists and administrators	New AIG plan was submitted to the Board of Education for approval and modification on June 8, 2010 and will be submitted to the State Department of Public Instruction by June 30, 2010
Johnston County Schools	Implement strategies to close achievement gap.	Response to Intervention (Instruction) training for ten schools	Monthly: January, February, March, April, and May 2010	100	Action plans for schools generated for implementation in SY 2010-11 in ten schools in the district
Johnston County Schools	Various issues of interest to administrators, parents and community concerning classrooms, schools and the school system. Issues included discipline, crises such as death of a child or staff member, scheduling, AIG, enrichment activities, personnel issues, enhancement or remediation programs, and budget.	Met with, responded to emails and spoke on the phone with students, parents, principals and assistant principals, teachers, Central Office personnel and Board of Education members about particular issues in schools	At least weekly over course of entire year.	More than 80 documented consultations; more undocumented	Resolved as many as possible to the satisfaction of the person raising the concern.
Johnston County	Address difficult working conditions	Staff members at two	On-going ---	4 teachers, 2	1 principal moved to an

Schools		elementary schools requested advice about poor working conditions due to principal's behavior. Made several suggestions and offered support. Advised them to share and personally shared concerns with system's leaders	at least once per month for a year.	administrators	AP position; other was coached for improvement
Johnston County Schools	Need for grant funds for schools	Participated in Adult Spelling Bee to raise funds for the Johnston County Education Foundation	November 5, 2009	4 team members	Raised over \$500 from our team only; total function raised over \$15,000.00
Johnston County Schools	Need to promote second language in JCS	Led FLANC seminar at conference concerning VISION 2010	September 2010	8 administrators and teachers interested in second language in elementary schools	Program endorsed and ways for principals to increase language learning proposed
Johnston County Schools – Clayton Middle School	21st Century Skills	Consulted			

## **Support for Beginning Administrators**

The M.S.A. faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell's program and those with whom faculty members have contact as they visit schools. Twice-yearly MSA Advisory Council meetings provide a venue for administrators to share successes and concerns. In addition, twice-yearly support group meetings are held for beginning (1-3 years) Assistant Principals. A summer workshop for beginning principals and assistant principals is scheduled for July, 2010. Emails are sent to Campbell University program completers who are novice administrators at least once each semester to offer support, help when needed and encouragement. Many of these result in email or phone call problem-solving and decision-making. On a regular basis (at least monthly) the program coordinator sends to all program completers, many of whom are novice school administrators, summaries of professional opportunities, current trends and issues in school law, and shares professional literature. The program coordinator has contributed to school activities such as reading to assemblies and classes, taught demonstration classes and participated in awards ceremonies upon the request of novice administrators. The offer to extend those opportunities is universal and constant.

## **Support for Career Administrators**

Campbell University faculty members are involved in a variety of activities to support career administrators. A cohort of veteran middle school principals meet quarterly on the campus of Campbell University with faculty for staff development about middle school concept and the middle school student characteristics. A local chapter of Principals/Assistant Principals meets on the campus with faculty to review current trends and issues facing their schools. They were also part of a follow-up review of the new assessment instrument for principals. The MSA Advisory Council provides twice yearly opportunities for veteran and novice administrators to share their successes and concerns. These have resulted in positive benefits for both novice and career administrators. The coordinator of the M.S.A. program is an elected member of the Johnston County Board of Education. As such, she is extensively involved in numerous activities and support of various public schools. These include, among others, serving on a district-wide committee which studied and implemented an academic enhancement calendar at two at-risk schools with career administrators; served at the request of a career principal on a committee to determine mascot, colors and school name; served the district in redrawing school boundary lines for six of seven high schools; wrote and revised numerous board policies; and chaired the superintendent's evaluation committee. She also votes on the contracts for all administrators in the system. Other Campbell faculty members regularly provide assistance to local schools in the preparation of, and feedback about, their issues affecting their schools. Career administrators regularly contact Campbell faculty members through e-mail, telephone calls, and at professional meetings seeking advice or counsel in problem-solving. Conversely, career school leaders were extensively involved in the re-visioning of the M.S.A. program. They provided feedback about courses, seminar structure and internship approaches. Their input made a stronger and more focused program draft.

## 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		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>11</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	13
	Other		Other	1
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>16</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	9
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>12</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	5
	Other		Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>9</b>

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

<b>Masters</b>	
MEAN GPA	63.9
MEAN MAT New Rubric	NA
MEAN MAT Traditional	4
MEAN GRE New Rubric	NA
MEAN GRE Traditional	925
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
* 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	3	12	2	9
Comment or Explanation				

**D. Time from admission into School Administration 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>
Masters-First Awarded		2				
G Licensure Only		4				
<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>
Masters-First Awarded				2	3	7
G Licensure Only		1	2	4		
Comment or Explanation						

**E. Scores of school administrators on the SLLA.**

	<b>2008 - 2009 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	27	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

**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.**

Due to several factors affecting survey responses, survey results will not be reported at the institutional level this year.

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