

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

## **Campbell University**

**2010 - 2011**

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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 for degree-seekers; 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 all four academic sessions (fall, spring and two summer sessions) in the late afternoon and evening on the main Campbell University campus. 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, including one electronic evidence related to ETHICS which is assessed only by Campbell University. Internship seminars are held once per month on Saturday mornings on the Buies Creek campus. Each candidate presents during at least one seminar. Practicing and aspiring school administrators are invited to attend these seminars and add to the depth of discussions. All candidates for licensure must successfully complete a four-hour written comprehensive examination based upon real-world scenarios. The School Leaders Licensure Assessment is no longer a licensure requirement for candidates admitted after August, 2010. An electronic evidences portfolio documents the candidate's PROFICIENT completion of the internship activities and twenty-one competencies. Objectives of the M.S.A. Program are to develop PROFICIENCY in: problem solving, leadership, collaborative and data-driven decision-making, management and supervision, school law and finance, the education of special needs students, student growth and development, curriculum and instructional improvement and school culture and safety. see Table B

### **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**

<b>LEAs/Schools with whom the Institution has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Harnett, Johnston, Wake, Lee, Cumberland	Need for novice administrator support	Workshops for 10 novice administrators	July 20, 2010	10 novice administrators	Increased knowledge of discipline procedures, gangs and other topics
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, 2011	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	Former superintendent and state special schools director each led seminars about improving schools, learning and teaching	March 2011	15 – 20 each session	Evaluations of both were superlative
Harnett County Schools	Increase knowledge of middle school philosophy  Increase teacher retention  Explore and pilot Professional Learning Communities	Middle Grades Principals Forum	Once per semester and on-going collaboration	6 Principals	Continuing and expanding: Principals meet quarterly with Campbell University professor to extend Middle School concept
Johnston County Schools	Need to determine priorities for budgeting public schools	"Kitchen table" discussions with school leaders for each high school attendance area including feeder schools, and county	February - March, 2011	More than 100 including school leaders, PTA and Advisory Council members and teachers. Municipal	Consensus on school funding priorities and actions to increase viability of meeting student and school needs.

		municipal leaders (including Chambers of Commerce)		leaders - more than 30.	
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	7 candidates	Employment opportunities sought where there is a good "fit" and where the candidate can make a positive difference in student learning and development. Four employed as administrators
Region 3 schools and districts including private schools	Need for student engagement in higher-level thinking and application of learning	Lead Bottle Rocket event in Science Olympiad	February 19, 2011	More than 200 total participants in all events; 20 in Bottle Rocket competition	Schools and students achieved learning outcomes
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	August 21, August 28, December 4, 2010, April 9, 2011, May 28, 2011	3-6 each session	Build leadership capacity through understanding of standards
Johnston County Schools	Need to recruit quality teachers into profession	Interview Teaching Fellow Scholarship applicants for submission to regional competition	November 3, 2010	6 high schools with more than 40 candidates	Participants were provided opportunity to interview; 7 were awarded TF scholarship
International Center for Leadership in Education	Leaders develop strong, higher-level thinking and	Edited handbook including model instructional programs and	April - June, 2011	Currently 3 but will be available for numerous	Handbook is ready for distribution

(Successful Practices Network and Scholastic, Inc.)	engaging instructional programs for diverse learners	lesson plans which administrators and teachers could use to pattern effective learning initiatives		school leaders	
Logan - Ohio Whitewright, Texas Morgan Hill, Calif Princeton, West Virginia	NETS for Admin TPIA 21st Century Skills and Tools Curriculum Integration	Variety of Web 2.0 Tools Google Apps Wordles Edmodo	Sept 17, 2010 Oct 22, 2010 Feb 18, 2011 April 22, 2011	25, 34, 23, 28 respectively	Understanding of 21st Century skills
Johnston County Schools	Need for clear and meaningful policies to guide school administrators	Policy committee member responsible for revising and recommending adoption of School Board policies	Monthly committee and monthly School Board meetings	3 board members, board attorney and senior staff of JCS administrative office (to serve 42 schools)	Effective board policies to guide school-based administrators and other school personnel
Port Huron (MI) Area School District (3 elementary schools)	Needs assessment to guide administrative decisions	Analyzed data (student achievement; surveys of parents, students and staff; interviews and observations)	September, October, November, February, April and May	3 building administrators, 2 central office administrators, 14 teacher leaders, parents groups (more than 30) and students (more than 50)	Big picture presented to administration and school leadership team on which to build an improvement plan
Port Huron (MI) Area School District (3 elementary schools)	Use data to develop a school improvement plan	Worked with school administrators and school leadership teams to build an Instructional Action Plan for each of the three schools	April and May, 2011 and ongoing	All administrators and faculty of all three schools (more than 75 teachers)	Creation of each school's Instructional Improvement Plan based upon each school's needs

Alma School District, Ark (three schools)	Assist administrators in building knowledge and integration of Common Core State Standards K-8	Workshop	April 20-22, 2011	More than 75 teachers, 4 administrators	Understanding and use of Common Core State Standards
Johnston County Schools	Need to evaluate school Superintendent	Rated Superintendent on all functions of new Superintendent's evaluation rubric for purposes of contract renewal.	May-June, 2011	7 plus superintendent	Understood and implemented evaluation processes for Superintendent
Statewide IHEs	Need to develop strategies for engagement of teacher and school leader candidates	Conducted two workshops at NC-ACTE conference	September 24, 2010	More than 40 participants	Tool kit distributed to participants to engage leaders
Statewide IHE	Need for consistent voice for school leaders programs	Elected and serve on NC-PEL Board of Directors	Quarterly since 2010	17 member institutions	Incorporated, By-laws developed and meetings held for total membership
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,	Met with, responded to emails and spoke on the phone with students, parents, principals and assistant principals, teachers, Central Office personnel and B of Ed members about particular issues	At least weekly over course of entire year.	More than 40 participants	Resolved as many as possible to the satisfaction of the person raising the concern.

	scheduling, AIG, enrichment activities, personnel issues, enhancement or remediation programs, and budget.	in schools			
National – all states	Assessed School Leaders Licensure Assessment written responses to questions	Rated over 800 responses in January and over 500 scored in June, 2010	January 14 – 23, 2010 June 17 – 25, 2010	Over 1300 papers assessed	Candidates for licensure are assessed for proficiency in leadership
Wake County Public Schools	Need for 21st century leadership skills for school principals	Hands-on workshop for principals in which sample lessons were presented using technology - ipods, digital cameras, laptops, flip video cameras. Content areas included writing, science, reading, math and social studies	November 2010	More than 100	Principals understand the importance of technology in 21st century schools
Wake County	Need for principals to understand and use 21st century tools	Focus was web 2.0 tools. Principals created multimedia presentation using Prezi for their community and learned classroom applications of tools	February 2011	more than 20	Principals applied and modeled 21st century skills

## **Support for Beginning Administrators**

The M.S.A. faculty members maintain a strong relationship with beginning administrators, both those who have completed Campbell University's program and those with whom faculty members have contact as they visit schools. Eight seminars are held monthly on second Saturdays from September - April to which novice administrators are invited. A summer workshop for beginning principals and assistant principals was conducted in July 20, 2010. An average of two emails per month are sent to Campbell University program completers with summaries of professional opportunities, current trends and issues in school law, and professional literature. Emails are also sent to Campbell University program completers who are novice administrators to offer support, help when needed and encouragement. Many of these result in email or phone calls for problem-solving and decision-making. The program coordinator, upon the request of novice administrators, has contributed to school activities such as reading to assemblies and classes, taught demonstration classes and participated in awards ceremonies . 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. The MSA Advisory Council provides 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, participating with veteran principals and other administrators and community members in "Kitchen Table" discussions for budget development; serving on a district-wide committee which studied implementation of an academic enhancement calendar at additional schools with career administrators; 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	1	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	12
	Other		Other	
	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>17</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	11
	Other		Other	1
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>13</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	1	White, Not Hispanic Origin	5
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>8</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	4
	Other		Other	2
	<b>Total</b>		<b>Total</b>	<b>6</b>

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

<b>Masters</b>	
MEAN GPA	3.78
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	3.90
MEAN GRE Traditional	903
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	

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

<b>Program Area</b>	<b>Masters Degree</b>		<b>Graduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
School Administration	3	5	1	4
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		1		2		
G Licensure Only		1		1		
<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				1		5
G Licensure Only					1	1
Comment or Explanation:						

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

	<b>2009 - 2010 School Administrator Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	22	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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