

IHE Master's of School Administration Performance Report

CAMPBELL UNIVERSITY

2013 - 2014

Overview of Master's of School Administration Program

The Campbell University Master of School Administration and add-on administrative licensure programs were re-visioned in 2010. The program is based upon the North Carolina Standards for School Executives: Principals and the premise that candidates learn best by “doing” leadership tasks such as human resource leadership, budgets, schedules, using data to devise and implement a school improvement plan, creating a handbook and assessing and improving school culture all designed to improve student achievement and development. The program involves numerous scenarios, case studies and other “real-world” problem-solving and collaboration activities.

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 those who have no previous Master’s degree; 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.

The M.S.A. Advisory Council suggested that the program collapse three, non-electronic-evidence-related internship modules into an additional three-semester-hour course. This leaves a net of seven internship modules and increases the number of three semester-hour classes from eight to nine. The net program requirements remains at 34 Semester Hours. Courses are offered in all four academic sessions (fall, spring and two summer sessions). Except for Summer Session II when two classes are offered back-to-back starting at 1:00 p.m., all other classes are offered in the late afternoon and evening on the main Campbell University campus.

Candidates for the Master's degree and licensure must successfully complete these 34 semester hours of course work including seven, one-semester hour internship modules; complete an electronic evidence portfolio consisting of six evidences required by the State of North Carolina with one module/electronic evidence related to ETHICS which is assessed only by Campbell University; attend eight Saturday seminars, presenting at one of these; and successfully pass an applications-based, four-hour written comprehensive examination. The School Leaders Licensure Assessment is no longer a licensure requirement for candidates.

These Internship seminars are held for three hours once per month from September through April on Saturday mornings on the Buies Creek campus. Practicing and aspiring school administrators are invited to attend these seminars and add much to the depth of discussions. Candidates read a series of books, enjoy several guest speakers and hold lively discussions about the North Carolina Standards for School Executives: Principals and how the Standards apply to the real world of school leadership. These are the Standards on which they will be evaluated as school leaders.

The candidate's electronic evidences portfolio documents the attainment of at least a PROFICIENT level of competence in each of the descriptors in the North Carolina Standards for School Executives: Principals and attainment of proficiency in each of twenty-one competencies. These evidences also demonstrate that candidates have met the objectives of the Campbell University M.S.A. Program which 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 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. Both 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 regularly 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.

M.S.A. Advisory Council meetings also provide opportunities for graduates and program completers 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 and continuous improvement of the Campbell M.S.A. program. Assessments indicate that candidates report high satisfaction rates with their experience at Campbell University. Many candidates are employed as Assistant Principals prior to completing 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 and Rationale	Activities and/or Programs Implemented to Address the Priorities	Starting and Ending Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Cumberland, Harnett and Johnston County Schools	Teacher recruitment	Principals were invited to interview teacher candidates on Campbell University campus.	February, 2014	6 administrators 25 prospective teachers	Staffing opportunities for Campbell teachers and public school administrators
Cumberland, Harnett, Johnston, Lee, and Sampson County Schools	Assistance in improving administrator quality	Three Principals, two Assistant Principals and two Central Services personnel each led seminars about improving schools, learning and teaching	Saturday Seminars in five different months	8-10 each session	Evaluations of all were superior. In student comments, the guest speakers rated highest of all seminar activities for the practical experience that they each shared.
Harnett, Johnston and Sampson County Schools	Candidates seeking positions as administrators	Held Job-Hunting Seminar. Also Privately coached and encouraged candidates who sought advice about resumes, school placements, interviewing skills and other job-seeking strategies.	March 29, 2014 and On-going	6 candidates	Employment opportunities sought where there is a good “fit” and where the candidate can make a positive difference in student learning and development.
Harnett and Johnston County	Promote the love of literacy	Read to early childhood, exceptional children, elementary and high school students	Various (9) throughout the year	>150	Students and teachers rated the book and the reader and gave excellent reviews
Harnett and Johnston	Award scholarships to deserving students	Reviews more than 50 applications for more than	April and May, 2014	>50 applicants for > \$100,000 in	Scholarships awarded to Seniors to enhance their ability to pursue higher

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County		\$100,000.00 in scholarships for two counties		scholarships	education
Bladen County	Helping Beginning Teachers	School Law Presentation specific to the needs of new teachers.	November 7, 2013	15	The focus of the school law related presentation (2.5 hours) was on religion, liability/negligence, FERPA, discipline, and teachers rights
Greene County Schools	Skillful Teaching Induction Program	Develop teacher and administrator capacity for school improvement	Sept. 16, 2013-Jan. 15, 2014	43-Beginning and new teachers and administrators in Greene County Schools	Teachers and administrators more skilled in leadership and teaching/learning for school improvement
Greene Co. Schools Leadership Academy	Enhance leadership skills among district administrators	Develop strategic, cultural, and instructional leadership, school improvement planning	July 16-18	30 Principals, APs, District leaders, instructional coaches	Administrators and instructional coaches skills were enhanced
Halifax County	Train teachers to effectively utilize the District mandated ClassScape testing program and LEARNING A-Z to enhance Daily 5 instruction.	Series of workshops to assist teachers ClassScape and Daily 5 literacy instruction and assessment	November 2013	10	Increased competence and confidence in all participants.
Harnett County Schools	Promotion of reflective educators through National Board Certification process	Mentored three NBC candidates through their application process	November, 2013 through May, 2014. More than 50 hours of meetings and reviews	3	Three teachers from STEM, Math and Social Studies nurtured as reflective teachers

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Harnett County Schools	Helping Beginning Teachers	School Law Presentation specific to the needs of new teachers.	August 15, 2013	130	The focus of the school law related presentation (2.5 hours) was on religion, liability/negligence, FERPA, discipline, and teachers rights
Harnett County Schools- Johnsonville Elementary School	Disseminating Best Practices to differentiate instruction to meet individual student needs	Workshops on differentiating instruction. Some workshops were with the entire staff, some were with grade levels during PLC, some with novice teachers	September 16, November 12, February 13-14, March 11,	42 in whole group workshops. 6 in individual grade level PLCs. 13 in BT workshops	Teachers use best practices for differentiating instruction as evidenced through use of school data wall information, lesson plans and administrative walkthroughs
Harnett County Schools- Johnsonville Elementary School	Disseminating Best Practices on using math manipulatives to deliver developmentally appropriate instruction	Workshops for strategies to use manipulatives during 1 st and 2 nd grade PLCs	October 17-19	6 each session	Teachers use best practices to deliver appropriate math instruction. They did “Make-It/Take-It” session to create manipulatives that corresponds to specific student needs
Harnett County Schools- Johnsonville Elementary School	Disseminating information on exemplars for the NCEES evaluation rubric for Beginning Teachers	Examined exemplars for each of the teacher evaluation standards and elements in the evaluation rubric	January 14, 2014	13 beginning teachers in the session	Workshop participants worked with exemplars for each element that they could exhibit in their classroom
Harnett County Schools – Overhills Elementary	Proficiency using Power School technology	Weekly sessions during 5 th grade PLC	August – December, 2013	6	Teachers able to use Power School
Harnett County Schools – Western Harnett and Harnett	Exceptional Children’s IEP team effectiveness and efficiency, co-teaching strategies, data interpretation,	Monthly workshops for Exceptional Children’s teachers and Case Managers of Exceptional	September, 2013 - May, 2014	6-12	Teachers and Case Managers had clear expectations and responsibilities

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Central Middle	differentiating instruction, new student transfer process, behavioral interventions	Children			
Harnett County Schools	Competent and effective use of CECAS and competency	Workshops for district's Exceptional Children's teachers and Case Managers	September and December, 2013	20	Teachers and Case Managers gained confidence and skill in using the CECAS system to complete IEP's for Exceptional Children
Johnston County Schools	Quality Student Leadership	Met with Student Leaders	March 11, 2014	38	Collaborative discussion and celebration of achievements
Johnston County Schools	Need for clear and meaningful policies to guide school administrators	Policy committee member which revised and recommends adoption of School Board policies	Monthly committee and monthly School Board meetings	3 board members, board attorney and senior staff of JCS (to serve 42 schools)	Effective board policies to guide school-based administrators and other school personnel
Johnston County Schools	Need to evaluate school Superintendent	Rated Superintendent on all functions of Superintendent's evaluation rubric for purposes of contract renewal.	May-June, 2014	7 plus superintendent and School Board Attorney	Understood and implemented evaluation processes for Superintendent
Johnston County Schools	Need to be visible and supportive of Seniors and others	Brought greetings at performances and 3 graduations	May and June, 2014	>600 seniors	Supportive climate for Seniors and their families
Johnston County Schools	Need to provide funding for teachers	Grant review and award patrol. More than 120 grants reviews and awarded more than \$70,000.00 in grants to teachers plus a \$5,000.00	Quarterly	>120	Funds were placed in the hands of teachers to implement special learning projects

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		bonus to school with highest number of grants awarded			
Johnston County Schools	Various issues of interest to administrators, parents and staff concerning CIA, classrooms, schools and the school system including discipline, crises such as death of constituent, AIG, scheduling, sports and activities, personnel, 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 75 participants	Resolved as many as possible to the satisfaction of the person raising the concern.
Johnston County Schools – Powhatan Elementary	Disseminating Best Practices to work with special populations and homeless	Workshops for strategies to work with special needs and homeless populations	September 11 and October 9	44 each session	Delivery of best practices for working with special needs students and homeless population
Lee County Schools	Helping Beginning Teachers	School Law Presentation specific to the needs of new teachers.	August 13, 2013	120	The focus of the school law related presentation (2.5 hours) was on religion, liability/negligence, FERPA, discipline, and teachers rights
STATE: All counties	Need to develop quality teachers and teacher/leaders through last year of Teaching Fellows	Serve on Teaching Fellows Commission to oversee college and university	On-going until 2015	Reviewed programs from five universities; held hearings for Teaching Fellows	Program quality assured and students' needs were addressed

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	Program	programs, facilitate leadership activities and implement policy.		with special requests	
STATE: All counties	Need to advocate for public schools and conduct studies as a member of the Public School Forum	Co-Chaired study of extended learning (24-7) to advocate for funding for before and after school programs for students	2013	Study published and sent to law and policy makers to influence policy decisions about Learning 24/7	Study well-received and formed the basis of discussion among policy-makers
STATE: All counties	Need to develop additional competencies in administrators for creating rigorous learning environments through evidence-based instructional and leadership practices including Problem Based Learning, innovation, school improvement, and teacher feedback	NCPAPA- Leadership for Creating Rigorous, Engaging Learning Environments	July 22-24, 2013	150+ NC Principals/APs, district leaders	Leaders given strategies for improving schools through empowerment and student-centered learning
STATE: Almost all counties	Need for competent administrators trained in best practices and to advocate for training programs	NCPPEL Board of Directors meetings and revised policies and by-laws consistent with State Board of Education expectations	March and May, 2013	8-60 at various meetings	Structure revisited to serve as advocacy and collaborative group to serve districts in providing well-prepared leaders
NATIONAL: North Kansas City Public	Need to assist schools in improvement efforts through executive	Six on-site visits to six different schools	On-going throughout 2013-14	6 schools' Principals and APs, committees, coaches and	School developed and implemented Leadership Action Plans and Leadership Performance Indicators

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Schools	coaching		school year	leadership teams	assessment three times per year
NATIONAL: All participating states	Assure competent school leaders through the School Leaders Licensure Assessment written responses to seven questions	Rated responses in seven separate scoring sessions:	July, September, October, December, February, March, and May	Over 600 entries assessed	Candidates for licensure are assessed for proficiency in educational leadership

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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	11
	Other		Other	1
	Total	2	Total	14
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	
	Other		Other	
	Total		Total	
Part 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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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	
	Other		Other	
	Total		Total	

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

MSA	
MEAN GPA	3.54
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	*
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.81
NUMBER EMPLOYED IN NC SCHOOLS	16
* 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	1	4		
Comment or Explanation:				

D. 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-First Awarded	3					
G Licensure Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only						
Comment or Explanation						