Quality in Education in the Calcasieu Parish School System: Experiences of Administrators

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Abstract
The Malcolm Baldrige Education Criteria for Performance Excellence outline effective practices and core values that have assisted businesses, health agencies, government institutions, and several school systems in the United States to improve performance within their organizations. Recent studies of school districts from across the nation have indicated some degree of success with implementation of the Malcolm Baldrige Education Criteria for Performance Excellence. This phenomenological study of principals' experiences with implementation of Quality in Education (based on the Baldrige Education Criteria) within the Calcasieu Parish School System answers the question: What are principals' experiences with the implementation of Quality in Education? Data were collected through individual interviews and questionnaires. Participants included ten principals who had been engaged in this district implementation effort for at least three years, as well as their administrative directors. Transcription, coding, and analysis resulted in emerging themes and key findings, which were organized as benefits and barriers to implementation of this school reform initiative. Benefits were identified as data-based decision-making and use of student data binders, a narrow focus and working smarter, not harder, and increased student responsibility for learning, parent communication and faculty input. This was accomplished through district support with professional development and the work of Quality mentors. Barriers were identified as teacher turnover and continual training of new staff, implementation of other programs, lack of faculty buy-in, and time. This study informs the literature of implementation issues with school reform initiatives.

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School administrators in public schools, and most private or charter schools, must hold a teaching credential and at least a Bachelor's Degree. To gain a teaching degree and certification, you must attend a college or university that has been certified and accredited. Education classes are both general and specific depending on the certification you seek. On average, school administrators in the public sector earn between $70,348 (Payscale.com) and $71,533 (Glassdoor.com) a year. The average salary does not include the almost unparalleled health and retirement benefits. Administrators with more education and experience may be able to negotiate a higher salary. Education Administrators, Preschool and Childcare Center/Program. The Calcasieu Parish School Board (CPSB) is a school district based in Lake Charles, Louisiana, United States. The CPSB operates all public schools in Calcasieu Parish, including the city of Lake Charles. Total students (at October 1, 2014): 32,271. Race/ethnicity. White: 61.1%. African American: 34.7%. Native American: 0.4%. Hispanic: 2.4%. Asian: 1.3%. Pacific Islander: 0.1%. All CPSB students must wear school uniforms. Adult and continuing education (Lake Charles). 124 reviews from CALCASIEU PARISH SCHOOL BOARD employees about CALCASIEU PARISH SCHOOL BOARD culture, salaries, benefits, work-life balance, management, job security, and more. It's been great experience working for the school board and you learn something new ever day. I look forward to new accomplishment this coming new school year 20/21. Was this review helpful? The Calcasieu Parish School Board has a slave mentality. Employees work hard for low pay and poor insurance benefits! I would not recommend anyone to work for this school system. Was this review helpful? Yes. SCHOOL ADMINISTRATOR QUESTIONNAIRE Base Year. Sponsored by: U.S. Department of Education National Center for Education Statistics. Conducted by: RTI. 12. In the first half of the current school year, about what percentage of your student body participated in the following programs? If the school does not have a program, mark the appropriate circle. School sponsored community service. a. Cooperative education (work experience that is part of a vocational class and for which you earn class credit). Yes. No. b. Internship (work experience arranged by your school, but not necessarily part of a vocational class). c. Job shadowing or work-site visits (school-arranged visits to work places to observe one worker or many workers). A quality school will not allow this type of behavior to undermine the basic goal of teaching students. The school's leaders should be clear about th goals for each department and work with the department heads to create a collaborative environment where politics are kept to a minimum. 07. Even in the best of schools, there will be teachers who do not want to share with others. They will be the ones who get to school in the morning, close themselves in their room, and don't come out except for mandatory meetings. If the majority of the teachers at the school do this, steer clear. ThoughtCo uses cookies to provide you with a great user experience. By using ThoughtCo, you accept our. use of cookies.