

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

## **Gardner-Webb University**

**2005 - 2006**

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

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders in both theory and practice. The courses reflect the conceptual framework of all GWU licensure preparation programs. MSA candidates have the opportunity to study theory and then apply that theory in all classes through field experiences, projects, and ultimately through their internship. Through the courses candidates rediscover existing dispositions and develop new dispositions relative to effective school leadership. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. Those with the appropriate degree and credentials may enter the two-and one-half-year program leading to a Master of Arts degree in school administration, which is a thirty-six-semester-hour program that includes a six-semester-hour internship. The MSA program is designed for the working educator and is a part-time program with classes offered in the evenings. Gardner-Webb University has the only part-time MSA program in the North Carolina and it is also the largest program in the state. Based on requests and support from the LEAs, we currently offer our MSA program at five sites across North Carolina (Boiling Springs, Charlotte, Davidson County, Winston-Salem, Statesville). The ten courses that comprise the degree content are offered on a specific rotation, which differs at each site, and candidates have the published course order at the initial class meeting. The six semester hours of internship are offered each term (fall, spring, summer) at our Boiling Springs and Statesville sites. The program is planned for candidates to take one course in the fall semester, one course in the spring semester, and two courses during the summer. However, because of the number of clusters available and the difference in course rotations, candidates frequently accelerate their programs by driving to other sites and taking additional courses. In order to be recommended for a School Administration license in North Carolina, candidates must make a satisfactory score on the current state leadership examination. Gardner-Webb University has a 100% pass rate on the state leadership examination.

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

Gardner-Webb University has a reputation for positively responding to educational needs across the region and state. This response has generated our unique characteristic of taking our program to sites where there is a need. We have studied the distance learning and on-line possibilities for the program and have delivered three of the courses within the WebCT format. With the State

Board of Education policy reinstating the add-on MSA license, we tried to anticipate the needs of those candidates who already have master's degrees. During the 2005-2006 academic year we transitioned six of our courses into online delivery and have offered them in that format for the first time. We continue to feel strongly committed to face-to-face interaction with our graduate candidates and are not pulling the courses from the regular MSA rotations; instead, we are attempting to provide an alternate delivery system to better meet the needs of our candidates and school systems. During 2005-2006 we offered our MSA program at five sites – Mecklenburg County, Forsyth County, Iredell County (our branch campus), Davidson County, as well as on our Boiling Springs Campus in Cleveland County. All of these clusters began with a request from the area school administrators or superintendents. The request was followed by an interest survey conducted by the Graduate School. When the results of the survey were tabulated, the Graduate Dean and MSA Coordinator conducted an organizational meeting with all interested persons. At that point the date for the initial class offering was established and the cluster began. Although there are also other institutions offering programs (including the MSA) within these service areas, the GWU program is continuously requested and well-supported by public school personnel. During 2005-2006 we had a request from Burke County to bring the MSA program back there so are currently completing the market survey and informational meetings necessary to indicate if the cluster will materialize. Because of the format of the curriculum, we staff the classes primarily with full-time GWU MSA faculty, using adjuncts sparingly. Our full-time faculty members mentor the adjuncts we do use extremely well and we are fortunate to have a cadre of excellent adjunct faculty, as indicated by our graduate student assessments. Our graduate students do exceptionally well on the State School Leadership Assessment and are our best marketing device. Our placement rate is excellent, with many of our candidates in assistant principal roles prior to the completion of their programs. In the Western Piedmont of North Carolina and in cities such as Charlotte with a major university, GWU has a strong presence in the preparation of P-12 school administrators.

### **Service to Public Schools**

The GWU School of Education has six full-time positions dedicated to the MSA program, a gain of one faculty position. During 2005-2006, two additional full-time university faculty members taught in the program and we used six adjuncts. Our six adjuncts are all practicing school administrators or central office personnel. Despite their heavy teaching responsibilities and the travel time to our different centers, the full-time MSA faculty have continued to provide service to school districts. They have continued working with beginning administrators in the Catawba County and Union County school systems through our administrative mentoring program for beginning administrators and our leadership academy for career principals. One full-time faculty member continued working with the Beginning Teacher Assistance program in Cleveland County; another remains heavily involved with mentoring new principals in three additional counties (Wilkes, Forsyth, and Catawba). One MSA faculty member worked with two school districts in the area of technology and he has also been working with one of those systems to computerize evaluations of employees. One served on a SACS Quality Assurance Visitation team. The MSA faculty members have the reputation within our service area of currency in research and best practices in educational leadership and are often called upon to serve as resources to principals and superintendents.

<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>Summary of the Outcome of the Activities and/or Programs</b>
Winston-Salem/Forsyth County Schools	High Student Performance: - Examine School cultures of identified schools - Assess leadership contribution to school culture	Collected and analyzed data on school cultures - Created leadership profile related to school cultures - Conducted collaborative leadership training - Conducted “high performance” training	Developed a plan that profiles school cultures, school leadership as it influences school cultures and remediation activities which may be used by the school system in schools in which school climate and/or leadership may have a negative effect on student performance.

## **Support for Beginning Administrators**

The MSA faculty have a strong relationship with beginning administrators, both those who have completed our program and those with whom they come in contact in the schools. All MSA faculty have served as school assistant principals and principals and have excellent understanding of the needs of beginning administrators. We have developed and presented a mentor program for new administrators that deals with leadership, communications, cultural development, diversity, equity, and instructional needs. Faculty have worked with beginning administrators both in small groups and individually to assist their growth in these areas. MSA faculty work with the Principal's Executive Program and the Southwest Alliance to provide training and staff development sponsored by those organizations. Additional staff development has been provided on high performing organizations, behavior management, curriculum development, learning communities, block scheduling, early college initiatives, effective teaming and more recently high school redesign. One of the primary means MSA faculty have to provide support for beginning administrators is their presence in the schools. The faculty members are in constant contact via telephone and electronic mail with school administrators, both beginning and veteran, and are very responsive to the needs determined in conversations. They will provide updates, workshops, staff development, or other identified resources, as needed and requested.

## **Support for Career Administrators**

The MSA faculty are dedicated to preparing and supporting educational leaders in the P-12 schools. They continue to share their leadership academy to assist career administrators with the continuing development of their own leadership skills. In addition, faculty have assisted career administrators with grant writing and research projects specific to schools and school systems. They have also provided staff development dealing with a variety of topics for career administrators (e.g., high school redesign) and serve as advisors to superintendents and other central office administrators relative to leadership issues on the school level. The primary support MSA faculty provide for career administrators is their presence in the schools. The faculty members are in constant contact via telephone and electronic mail with school administrators, both beginning and career, and are very responsive to the needs determined in conversations. They will provide updates, workshops, staff development, or other identified resources, as needed and requested.

## 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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	2	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	40	Black, Not Hispanic Origin	117
	Hispanic	2	Hispanic	2
	White, Not Hispanic Origin	162	White, Not Hispanic Origin	240
	Other	0	Other	1
	<b>Total</b>	<b>206</b>	<b>Total</b>	<b>363</b>

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

Masters	
MEAN GPA	3.06
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

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

<b>N= #Completing NC=# Licensed in NC</b>	<b>N</b>	<b>NC</b>
School Support Personnel	137	108
Total	137	108

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

<b>2004 - 2005 School Administrator Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
School Leadership Exam	101	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.**

<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 Degree						
<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 Degree	0	3	11	25	28	70
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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>
quality of school administration program.	3.69	3.56
preparation to use technology.	3.35	3.48
preparation in instructional leadership.	3.71	3.45
preparation to assist teachers in meeting the needs of diverse learners.	3.54	3.39
Number of Surveys Received	74	64
Number of Surveys Mailed	103	103