

IHE Masters of School Administration Performance Report

Gardner-Webb University

2007 - 2008

Overview of Masters of School Administration Program

The focus of the School Administration (K-12) program is to prepare experienced teachers to serve as educational leaders and school executives in both theory and practice. The courses in the program reflect the conceptual framework of all GWU licensure preparation programs and all MSA candidates have the opportunity to study theory and the application of theory in all classes through coursework, field experiences, projects, research, and ultimately through their year-long internship. A minimum of three years of successful experience as a classroom teacher is recommended for entry into this program. 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 MSA 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 at different sites, candidates frequently accelerate their programs by driving to other sites and taking additional courses. Through the courses candidates rediscover existing dispositions and develop new dispositions relative to effective school leadership. 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 year-long, six-semester-hour internship. The six semester hours of internship are offered each term (fall, spring, summer) at our Boiling Springs, Charlotte, and Statesville sites. The MSA program is designed for the working educator and is a part-time program with classes offered in the evenings. Based on requests and support from the LEAs, we currently offer our MSA program at six sites across North Carolina (Boiling Springs, Burke County, Charlotte, Davidson County, Winston-Salem, and Statesville). 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. Gardner-Webb University has the only part-time MSA program in the North Carolina and it is also the largest program in the state.

Special Features of the Masters 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 several courses are being enhanced with WebCT and Blackboard. 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 masters degrees and identified the critical twenty-four semester-hours necessary for that preparation. Eighteen of those twenty-four semester hours are delivered on-line; the only two not delivered on-line are the two internship courses. During the 2007-2008 academic year we continued to see a tremendous growth in our add-on MSA program and attribute some of that growth to the online delivery system for the courses. We continue to feel strongly committed to face-to-face interaction with our graduate candidates but understand the need to provide an alternate delivery system to better meet the needs of our candidates and school systems. During 2007-2008 we offered our MSA program at six sites – Mecklenburg County, Forsyth County, Iredell County, Davidson County, Burke County, as well as on our Boiling Springs Campus in Cleveland County. All new sites 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. The GWU program is the only part-time MSA program in the state and is also the largest MSA program in North Carolina. 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 and continuing presence in the preparation of P-12 school administrators.

Direct and Ongoing Involvement with and Service to Public Schools

Although there is not a separate and distinct graduate and undergraduate faculty with teaching responsibilities only on one level at GWU, within the School of Education there are six faculty members who primarily teach the MSA courses. A new SOE faculty position was approved to begin in the fall of 2007, so a successful search was conducted during the 2006-2007 academic year. Because of the growth in the MSA program, the University administration is very responsive to the need for additional faculty positions, and one has been added to cover the growth in our MSA and other graduate programs each year for the last four years. In addition to our full-time faculty, we also used six adjuncts this year. 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. In addition to the formal agreements that drive specific projects with school systems, faculty 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). Several faculty assisted in planning and delivering staff development to teachers and principals. One faculty member worked with two school districts in the area of technology and he has developed an electronic employee evaluation system. The faculty members with primary responsibility for this program 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.

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	Summary of the Outcome of the Activities and/or Programs
Alexander County Schools	21st Century Professional Leaders - School Culture for Beginning Principals	1. Site visits to assess school culture 2. Staff development in school culture reform (theory and practice)	More positive school climate, as assessed by teachers and administration.
Cleveland County Schools	21st Century Professional Leaders - Mentoring new principal at Cleveland Early College High School	Collaborated with new principal to establish hiring policies and develop policies and procedures for the new Cleveland Early College High School.	All staff, except one, have been hired by established policies. Staff are working this summer to prepare them for the summer training offered by the NC New Schools Project and the beginning the new school in the fall.
Stanley County Schools and Union County Schools	21st Century Professional Leaders - NC New Schools Project	Provide professional development to teachers using identified and successful strategies that have been replicated in schools in other Gates Foundations sites.	Teachers are able to demonstrate specified strategies (e.g., low stakes writing, higher order thinking skills, collaborative group work, literacy groups, scaffolding, formative and summative assessment, etc.) that allow them to be more successful in the classroom.

Brief Support for Beginning Administrators

The MSA faculty members 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 continue to present a mentor program for new administrator that deals with leadership, communications, cultural development, diversity, equity, global perspectives, 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, curriculum development, learning communities, block scheduling, early college initiatives, and high school redesign. One MSA faculty member is a Turn-Around leadership facilitator and assists with performance improvement. 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. Faculty will provide updates, workshops, staff development, or other identified resources, as needed and requested.

Support for Career Administrators

The MSA faculty members 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 reform, early college initiatives) and serve as advisors to superintendents and other central office administrators relative to leadership issues on the school level. One of the main ways that MSA faculty provide support for career administrators is their presence in the schools. Faculty members supervise administrative internships and are in schools across western North Carolina. The faculty members are also 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
	Total	0	Total	0
Licensure-Only	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
	Total	0	Total	0

Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	34	Black, Not Hispanic Origin	99
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	140	White, Not Hispanic Origin	210
	Other	0	Other	0
	Total	177	Total	311
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	53
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	43
	Other	0	Other	0
	Total	21	Total	96

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

Masters	
MEAN GPA	3.05
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA

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				
LC Completed program and applied for license				
School Administration	45	37	2	3
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	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded	0	3	11	11	18	37
G Licensure Only	1	4	0	0	0	0
Comment or Explanation						

E. Scores of school administrators on the SLLA.

2006 - 2007 School Administrator Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	108	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.

Satisfaction with...	Program Completers	Employer
quality of school administration program.	3.61	3.48
preparation to use technology.	3.33	3.52
preparation in instructional leadership.	3.58	3.41
preparation to assist teachers in meeting the needs of diverse learners.	3.47	3.56
Number of Surveys Received	36	27
Number of Surveys Mailed	105	105