

IHE Master's of School Administration Performance Report

Gardner-Webb University

2009 - 2010

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 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, Charlotte, Davidson County, Winston-Salem, 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 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 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 master's 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 2008-2009 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 2008-20089, as our MSA program was being revisioned, we developed an online delivery system for the remaining 12 semester hours of our degree program and will now have the program completely online, beginning in the spring of 2010, after Graduate Council approval. During 2008-2009 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. We had organizational meetings two new delivery sites, Henderson County and Montgomery County and anticipate beginning at least one new MSA cluster during the 2009-2010 academic year. Although there are also other institutions offering programs (including the MSA) within our traditional 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

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Charlotte/Mecklenburg Public Schools: Cochrane Middle School and Martin Luther King Middle School	Cochrane Middle School and Martin Luther King Middle School in Charlotte Mecklenburg School district are low performing schools. Dr. Doug Eury was approached by the school leadership and asked to help them solve their problem of low performing students. Dr. Eury lead a team of GWU professors in an effort to help both of these schools improve test scores. Several problems were observed. 1) A poor school culture over all resulting in the need for training in professional learning communities. 2) Instructional delivery needed assistance. 3) Training in formative assessment was needed. These became the three	Dr. Eury and his team spent every Wednesday throughout 2009-2010 in these two schools providing real time feedback; providing workshops on developing learning communities, understanding formative assessment and using technology for formative assessment, and improving instructional delivery.	July 2009 to June 30 2010	Participants include the administration and faculty at both schools and Dr. Eury, Dr. Shellman and 1 doctoral candidate from GWU.	The outcomes of this project were improved EOG results and evidence from a survey "Teacher Working Conditions Survey."

	priorities of this collaborative project.				
Cleveland County Public Schools and Cleveland County Communities in Schools	The rationale for this collaborative project between GWU, Cleveland County Public Schools and Cleveland County Communities in Schools is based on the need for Cleveland County Communities in Schools to provide an effective afterschool remediation program that supported students in their learning of the NC Standard Course of Study. The priorities are: 1) help the staff involved in Communities in Schools to align their activities with the NCSCOS, 2) provide webinars for the after-school coordinators in the areas of classroom management, and 3) provide training in developing curriculum experiences based on the NCSCOS that are relevant to students.	The following activities occurred to accomplish this collaborative project: 1) workshops on aligning activities to the NCSCOS, 2) Online Webinars were prepared by GWU faculty to provide training in classroom management and how to develop relevant curriculum, 3) GWU faculty monitors afterschool activities to provide feedback to Communities in Schools staff members on a) the alignment of their activities with the NCSCOS, b) their classroom management tools and how to improve their relationship with children, c) the development of their curriculum to make it relevant for children.	July 2009 to June 2010	GWU faculty Communities in Schools Director and Staff	The outcomes were to improve the afterschool remediation program provided for children in Cleveland County Public Schools by Communities in Schools. The outcomes accomplished were: 1) staff aligned more effectively lesson plans and activities with the NCSCOS, 2) lesson plans were developed to make learning more relevant to children in the afterschool program, and 3) Communities in Schools staff members were better able to manage the children behaviorally verified by fewer discipline problems.
Cleveland County Public Schools/Shelby City	Rationale: The local community through a	The following activities have occurred: 1)	Although this project has	Dr. Doug Eury, Dr. Jane King,	Outcomes for 2009-2010: 1) program

<p>Police Department</p>	<p>project entitled Northeast Shelby Weed and Seed Program supported by the Shelby Police Department is seeking to improve the community which in turn will improve schools within the Northeast area of Shelby by developing this collaborative project with various agencies in the community. The project's goal is to develop leadership capacity in local individuals by providing training and seminars in building leadership capacity. To improve local public schools by building leadership capacity in local community members. Further, another desired outcome of this collaborative project is to have a safer more productive community which will directly impact public schools to make them safer and more community oriented. Another</p>	<p>provided leadership capacity building workshops, 2) provided luncheon meetings for large community consistency to discuss problems within the community, 3) provided workshops that help local community members learn to provide leadership in solving community problems, and 4) through the students in the Doctor of Education program, provided program evaluations for various programs in the community to determine if the programs are yielding the desired results.</p>	<p>been a long-term project now into its fourth year, for its current year assessment - July 2009 to June 2010.</p>	<p>Communities in Schools staff, Shelby Police Department and Cleveland County Public Schools.</p>	<p>evaluations assessing beliefs, values and direction of the members of this collaborative project and the community with the program evaluation showing little progress, 2) however, community members continue to meet and work towards improving the community for local public school children.</p>
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	<p>outcome of this project is cultural change or renewal. The role of the GWU faculty has been to provide program evaluations and training in building leadership capacity.</p>				
<p>Local Public School Superintendents and the GWU Center for Innovative Leadership Development</p>	<p>Rationale: To work collaboratively with local public schools to improve the quality of leadership in schools and public school district offices which will ultimately improve test scores, graduation rates and to prepare NC students for NC 21st Century Outcomes. To accomplish these goals short-term priorities are to provide professional development in 1) interactive curriculum, 2) the roles of the assistant principal in building school cultures and 3) sustaining school organizations. The Center for Innovative Leadership Development was begun in the fall of 2009 with the support of GWU</p>	<p>This project began in the fall of 2009. Forty one local public school superintendents participated in a planning session to set forth the overall goal for the Center and to establish short-term goals. this plan includes professional development in the areas of interactive curriculum, the role of the assistant principal in building school cultures and sustaining school organizations. To accomplish these initial goals a conference has been scheduled for July 21-23, 2010, the the following topics: Interactive Curriculum, Role of the Assistant Principal in Building School Culture and</p>	<p>Although this is a new on-going project the beginning and ending dates for measuring this project is fall 2009 to July 2010.</p>	<p>The participants in this project are all the members of the GWU School of Education faculty along with 41 local Superintendents from various public school districts.</p>	<p>The outcomes for this collaborative project for 2009-2010 are: 1) the establishment of the Center, 2) establish long-term and short-term outcomes and 3) develop a plan of action for the short-term outcomes. These outcomes were accomplished. The Center was established with the support of GWU administration and academic provosts, a plan of action was developed by a group of local superintendents who were invited to an evening session which included a meal and a discussion time for suggesting their ideas for short-term and long-term goals. These plans were then developed into a local conference</p>

	<p>President, Dr. Frank Bonner, Provost, Dr. Ben Leslie and Associate Provost Dr. Gayle Price. The Center is an ongoing service to local public schools. The Center will continuously seek to help local public schools develop leadership capacity to solve problems that in the end improve graduation rates, increase test scores and help our local students achieve the NC 21st Century Outcomes. schools</p>	<p>Sustaining Organizations. Approximately 80 local school administrators are registered at this date.</p>			<p>sponsored by the Center to provide leadership training in 1) role of the assistant principal in building school culture, 2) interactive curriculum, and 3) sustaining organizations. A conference for summer 2010 is planned to address these areas of professional development with local school leadership participating. Therefore the 2009-2010 outcomes were accomplished, but the long-term outcomes have not been measured yet. The long-term purposes of the Center will be developed more fully during the 2010-2011 academic year.</p>
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Support for Beginning Administrators

The School of Education has developed during 2009-2010 academic year a new means by which to serve beginning administrators--The Center for Innovative Leadership Development. Through this Center the School of Education seeks to develop further partnerships with local schools. Superintendents have been involved in the design of the center and in setting its purposes and goals. The MSA faculty members continue to 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. This has been strongly reinforced with the development of the center. When asked to participate in the development of the center 41 local superintendents participated. 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 administrators 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 to provide training and staff development. Additional staff development has been provided on high performing organizations, curriculum development, professional 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 in two specific middle schools in Charlotte-Mecklenburg. 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 skills and knowledge 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, professional learning communities) and serve as advisors to superintendents and other central office administrators relative to leadership issues on the district 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. The School of Education has developed during 2009-2010 academic year a new means by which to serve beginning administrators--The Center for Innovative Leadership Development. Through this Center the School of Education seeks to develop further partnerships with local schools to assist schools in whatever needs they may have. Superintendents have been involved in the design of the center and in setting its purposes and goals. The MSA faculty members continue to 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. This has been strongly reinforced with the development of the center. When asked to participate in the development of the center 41 local superintendents participated.

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		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
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	0	Total	0
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	44
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	53	White, Not Hispanic Origin	72
	Other	1	Other	1
	Total	77	Total	119
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	30
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	22
	Other		Other	
	Total	14	Total	52

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

Masters	
MEAN GPA	3.17
MEAN MAT New Rubric	NA
MEAN MAT Traditional	NA
MEAN GRE New Rubric	NA
MEAN GRE Traditional	*
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	NA
NUMBER EMPLOYED IN NC SCHOOLS	NA
* 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	63	11	13	1
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	1	2	7	12	18	49
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded						
G Licensure Only	1	2	7	12	18	49
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2008 - 2009 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	91	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.
