

IHE Master's of School Administration Performance Report

Gardner-Webb University

2010 - 2011

Overview of Master's of School Administration Program

During the 2009-10 academic-year the School Administration Program was redesigned to focus on the new standards for school administrators adopted by the North Carolina State Board of Education. The current school administration program has the task of honoring the commitments to legacy students who entered the program prior to Fall Semester, 2010 and students who were admitted to the revised program during or after Fall 2010. Our commitment is to serve both groups until our legacy students have ample time to complete their course rotations. Under the newly revised School Administration (K-12) program, the focus is to prepare experienced teachers to serve as educational leaders and school executives in both theory and practice within a 21st Century educational environment. The newly revisioned courses are designed to meet the seven North Carolina Standards for School Administration for Pre-service preparation by focusing on collaborative leadership. These courses include but are not limited to the study and application of theory through coursework, field experiences, projects, research, and internship experiences. The internship is facilitated by an Internship Committee that mentors the candidate through the five semesters of the program and reviews and evaluates the electronic portfolio. The electronic portfolio is North Carolina requirement that allows the successful candidate to demonstrate proficiency through collaboration and leadership on 20 elements within the seven standards and to be certified in 21 competencies. Requirements for admission to the school administration program include a minimum of three years of successful experience as a classroom teacher, an acceptable score on the entrance exam, and positive recommendations from a minimum of three references. The revised curricula for the degree are delivered in five six-hour courses in a specific rotation. The MELS program for school administration is designed for candidates to complete the degree in five semesters. Through the five core courses and internship process candidates rediscover existing dispositions and develop new dispositions relative to effective school leadership in the 21st century. The School Administration 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, Gardner-Webb currently offers its program at 13 sites across North Carolina (Boiling Springs, Charlotte, Davidson County, Winston-Salem, Statesville, Hickory, Henderson County, Buncombe County, Iredell County, Catawba County, Guilford County, Wake County and Montgomery County). 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 or portfolio. Gardner-Webb University an exceptional pass rate on the state leadership examination and continues to be a leader in school administration preparation programs in North Carolina.

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 are actively engaged in distance learning and on-line education and most of our courses are enhanced with WebEx and Blackboard. With the State Board of Education policy reinstating the add-on MSA license, we anticipate the needs of those candidates who already have master's degrees and identified the critical twenty-four semester-hours necessary for that preparation. A student has the option of taking the 24 hours online, in the classroom or some combination of the two. During the 2010-2011 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 revisioned, not only did we revision the curriculum in to a 21st Century leadership program we also revisioned our delivery system incorporating technology components into each of our courses and giving students more flexibility in the way they received instruction. 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. During the 2010-2011 year we had organizational meetings at three new delivery sites, Buncombe County, Guilford County, and Wake County and anticipate beginning at least one new MSA cluster during the 2010-2011 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	In meetings facilitated by Dr. Doug Eury, dean of the Gardner-Webb University School of Education, the principals at Martin Luther King Middle School and Cochrane Middle School determined that their schools would benefit from examining the leadership behaviors that may impact the school culture.	Dr. Eury met with the principals once a week to examine and reflect on the leadership behaviors that may impact the school culture. Assessments included interviews, observations, and surveys. Findings from the data collections were shared with administrative teams for strategic planning. Dr. Eury also conducted staff development with entire staffs in the area of adult behaviors. Four separate trainings were conducted with peer coding sheets and used in full staff discussions for	The meetings ran throughout the 2010-11 school year.	Martin Luther King Middle School = 77 Cochrane Middle School = 50 Both groups include faculty, staff and Dr. Eury	The experience resulted in the development of continued peer opportunities that enhance the professional learning communities.

		reflections of adult behaviors that supported student learning and efficacy.			
Cleveland County Public Schools and Cleveland County Communities in Schools	In discussions with the Communities in Schools staff, it was determined that there was a need for the after-school staffs to more fully understand classroom management, rigorous curriculum, student expectations and differentiated instruction.	Dr. Doug Eury, Dean of the School of Education, facilitated the presentations. Training included the school based Communities in Schools staffs at the elementary schools (Casar, Fallston, East, James Love) and the middle schools (Burns, Crest, Kings Mountain, and Shelby).	Fall 2010 - Spring 2011	Dr. Doug Eury and the staffs of the Communities in Schools sites, approx. 13.	The impact of the work with Communities in Schools was assessed through surveys and interviews with teachers, administrators, parents, and after-school coordinators. Data revealed that the impact of the training was positive in that it addressed students' motivation to complete quality school work, improve parental involvement, and address overall school culture.
School systems throughout North Carolina	The Gardner-Webb University Center for Innovative Leadership continued to meet the requests of more than 40 school systems	Topics for the conference were determined by the requests of the Superintendents. After the conference, the Center continued to provide	While the Center operates year round, the conference was held in July.	Superintendents from the school systems and the Gardner-Webb University School of Education faculty, = 113.	The work of the Center has been so successful that a second conference is scheduled for July 25-26, 2011. Presentations will feature a variety of

	through ongoing needs assessment and a summer conference.	feedback and information to the various systems through periodic communications.			areas including teacher effectiveness, formative assessment, leadership, organizational transformation, teacher empowerment, and teacher efficacy.
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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 re-enforced 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. The program addresses 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 MELS (Master of Executive Leadership Studies) 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 MELS 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 developed during 2009-2010 academic year a new means by which to serve beginning and career administrators--The Center for Innovative Leadership Development. The second summer conference of the Center for Innovative Leadership Development will be held in July, 2011. 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 MELS 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 re-enforced 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		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	
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander	1	Asian/Pacific Islander	4
	Black, Not Hispanic Origin	27	Black, Not Hispanic Origin	55
	Hispanic	2	Hispanic	
	White, Not Hispanic Origin	91	White, Not Hispanic Origin	163
	Other	1	Other	3
	Total	122	Total	225
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	36
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	32
	Other		Other	
	Total	15	Total	69

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

Masters	
MEAN GPA	3.21
MEAN MAT New Rubric	N/A
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	N/A
MEAN GRE Traditional	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	N/A
NUMBER EMPLOYED IN NC SCHOOLS	N/A
* 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	33	19	71	2
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						
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-First Awarded			1	4	2	5
G Licensure Only		3	3	3	4	5
Comment or Explanation						

E. Scores of school administrators on the SLLA.

	2009 - 2010 School Administrator Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
School Leadership Exam	68	93
* 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.
