

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

**Gardner-Webb University**

**2011 - 2012**

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

The school administration program at Gardner-Webb University entered the 2011-2012 academic year with two priorities. Our first goal was honoring our commitment to legacy students who entered the program prior to the fall semester of 2010. Secondly, we are and remain, committed to providing services to students who were admitted to the revised program during or after fall, 2010 which followed the redesign of our program to focus on the new standards for school administrators adopted by the North Carolina State Board of Education. 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 eight 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 whose members mentor the candidate through the five semesters of the program and review and evaluate the electronic portfolio. The electronic portfolio is a North Carolina requirement that allows the successful candidate to demonstrate proficiency through collaboration and leadership on 20 elements within the eight 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 Master's in Educational Leadership Studies (MELS) program is designed so that candidates can 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 sites across North Carolina. This includes the main campus in Boiling Springs, our satellite campuses in Charlotte, Statesville and Winston-Salem, as well as the following counties: Buncombe, Catawba, Cumberland, Davidson, Guilford, Henderson, Iredell, Montgomery, New Hanover, Wake, and Wayne. 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 maintains 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**

While Gardner-Webb University has a reputation for positively responding to educational needs across the region and state, it has been important to us that we not only take our program to sites where there is a need, but that we do so with both quality and vision. We have augmented our distance learning initiative with WebEx and Blackboard. With the State Board of Education policy reinstating the add-on MSA license, we anticipated the needs of those candidates who already have master's degrees and identified the critical twenty-four semester-hours necessary for that preparation. Thereby we have offered students the option of taking the 24 hours online, in the classroom or some combination of the two. 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. When the Master's of School Administration program was revisioned, we revised the curriculum to reflect 21st Century leadership and revisioned our delivery system incorporating technology components into each of our courses and giving students more flexibility in the way they received instruction. Although there are 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, and we believe this is largely due to the fact that our program is the only part-time MSA program in the state and the largest MSA program in North Carolina. Because of the format of the curriculum, we staff the classes as much as possible with full-time GWU MSA faculty, using only adjuncts who participate in professional development and training with our full time faculty members. 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. Even 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   |
|--|--|---|--------------------------|---|--|
| Cleveland County Schools   | Priorities identified included the need for staff development for site directors of the Communities in Schools program, dealing with implementation of the Common Core curriculum and strategies to address alignment with the curriculum. The goal was to enhance the experience of the students. | Under the direction of Dr. Doug Eury, a team of six candidates met monthly with Communities in Schools site directors. Training was provided in how to implement Common Core in the after school program.   | Aug. 15, 2011-Continuing | 134   | Follow up and monitoring activities were provided. Meetings with regular classroom teachers provided feedback related to impact on the students' experience and contribution to goal attainment.         |
| Forsyth County, Gaston, Burke, Wilkes, Iredell-Statesville, Charlotte-Mecklenburg, Cabarrus, Yadkin, and Davidson County | Priorities identified at the previous conference were educational leadership and the value-added approach.   | The Center for Innovative Leadership Development held their annual summer conference. Both the center and the conference are based at Gardner-Webb and hosted by the School of Education. The major strands of the conference were interactive curriculum, administrative focus, Wilkes | July 25-26, 2011         | 300 System superintendents, principals, teachers, central office personnel, DPI leadership, university faculty and administration). | The feedback from the conference was very positive: "The most useful conference I have attended." "I learned more in two days than all of last year." "I plan to attend every year." "Very knowledgeable |

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|---|--|---|---------------------|------------------------|---|
|   |  | County Focus, and Research Topics and Discussion. Topics covered included teacher effectiveness, NC Cloud, Value-Added Assessment, Teacher Empowerment, and others. |                     |                        | <p>presenters.”<br/> “I felt like I was drinking from a fire hydrant. There was so much valuable information offered up.”</p> <p>This year’s conference is scheduled for July 30 and 31, “Bringing Out the Change Agent in Each of Us.”</p> |

### 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                          |            |
|                | <b>Total</b>                   |            | <b>Total</b>                   |            |
| 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                          |            |
|                | <b>Total</b>                   |            | <b>Total</b>                   |            |
| Part Time      |                                |            |                                |            |
|                | Male                           |            | Female                         |            |
| Graduate       | American Indian/Alaskan Native |            | American Indian/Alaskan Native | 3          |
|                | Asian/Pacific Islander         | 1          | Asian/Pacific Islander         | 5          |
|                | Black, Not Hispanic Origin     | 51         | Black, Not Hispanic Origin     | 155        |
|                | Hispanic                       | 1          | Hispanic                       | 3          |
|                | White, Not Hispanic Origin     | 138        | White, Not Hispanic Origin     | 305        |
|                | Other                          | 2          | Other                          | 3          |
|                | <b>Total</b>                   | <b>193</b> | <b>Total</b>                   | <b>474</b> |
| Licensure-Only | American Indian/Alaskan Native |            | American Indian/Alaskan Native | 1          |
|                | Asian/Pacific Islander         | 1          | Asian/Pacific Islander         |            |
|                | Black, Not Hispanic Origin     | 11         | Black, Not Hispanic Origin     | 69         |
|                | Hispanic                       |            | Hispanic                       |            |
|                | White, Not Hispanic Origin     | 18         | White, Not Hispanic Origin     | 68         |
|                | Other                          |            | Other                          | 1          |
|                | <b>Total</b>                   | <b>30</b>  | <b>Total</b>                   | <b>139</b> |

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

| <b>MSA</b>  |      |
|---|------|
| MEAN GPA  | 3.31 |
| MEAN MAT New Rubric   | N/A  |
| MEAN MAT Traditional  | N/A  |
| MEAN GRE New Rubric   | N/A  |
| MEAN GRE Traditional  | *    |
| 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).**

| <b>Program Area</b>  | <b>Masters Degree</b> |           | <b>Graduate Licensure Only</b> |           |
|--|-----------------------|-----------|--------------------------------|-----------|
|  | <b>PC</b>             | <b>LC</b> | <b>PC</b>                      | <b>LC</b> |
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license | <b>PC</b>             | <b>LC</b> | <b>PC</b>                      | <b>LC</b> |
| <b>LC</b><br>Completed program and applied for license   |                       |           |                                |           |
| School Administration  | 17                    | 74        | 5                              | 4         |
| Comment or Explanation:  |                       |           |                                |           |
|  |                       |           |                                |           |

**D. 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-First Awarded  |                             |                    |                    |                    |                    |                    |
| G Licensure Only       |                             |                    |                    |                    |                    |                    |
| <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-First Awarded  | 2                           | 1                  | 51                 | 13                 | 9                  | 15                 |
| G Licensure Only       |                             | 1                  | 1                  | 1                  | 2                  | 4                  |
| Comment or Explanation |                             |                    |                    |                    |                    |                    |
|                        |                             |                    |                    |                    |                    |                    |

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

|  | <b>2010 - 2011 School Administrator Licensure Pass Rate</b> |                        |
|--|---|------------------------|
| <b>Specialty Area/Professional Knowledge</b>   | <b>Number Taking Test</b>                                   | <b>Percent Passing</b> |
| School Leadership Exam   | Test No Longer Required                                     |                        |
| * 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.