

2020-2021

EPP Master's of School Administration

Gardner-Webb University



North Carolina Department of **PUBLIC INSTRUCTION**

Overview of Master's of School Administration Program

Gardner-Webb University's School Administration (K-12) program's 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. Courses meet the North Carolina Standards for School Administration for pre-service preparation by focusing on competency awareness and development. Based on the standards, candidates identify specific competencies that are required to complete tasks, reflect on their development of the artifacts through the 21 competencies, and develop a web folio that provides multiple pieces of evidence for each. Courses include the study and application of theory, collaborative activities, 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 within the North Carolina Standards for School Executives and meet competency in the twenty-one 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 examination, and positive recommendations from a minimum of three references. The revised curricula for the degree deliver five, six-hour sequential courses over five semesters with three, two-hour internship courses aligned with MELS 601, 603, and 605. Through the five courses and internship process, candidates identify and strengthen personal 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 hybrid program with classes offered in the evenings and online. Based on requests and support from the Local

Education Agencies (LEAs), Gardner-Webb University currently offers its program on campus in Boiling Springs, N.C., or at sites across North Carolina upon demand. Also, the online program by design accommodates the needs of the working professional while not sacrificing collaborative opportunities using video conferencing technology. To adequately address the North Carolina Standards for School Executives requirements, the MELS program addresses core standards of CAEP, ISTE, ELCC, and PSEL (ISLLC) national standards. Also, it addresses the most complex 21st Century Skills while exposing candidates to the tools and measures of the trade, such as EVAAS assessment data, school law, and organizational leadership strategies. Gardner-Webb University maintains an exceptional completion rate within the program and continues to be a leader in school administration preparation programs.

Special Characteristics of Master's of School Administration Program

Gardner-Webb University has a reputation for positively responding to educational needs across the region. With the adult learner and practicing educator in mind, Gardner-Webb University offers opportunities in various communities. It provides one of the most progressive and innovative distance learning opportunities in the nation. Students develop collaborative partnerships through video or face-to-face collaboration that extend beyond the graduation stage.

The Add-On Licensure Program

Applicants with master's degrees may elect to participate in the Add-On Licensure program developed to specifically meet their needs with the flexibility to earn an administrator license in less than one calendar year. The program is in the online format but features a clinical coach for each student. The clinical coach is a trained and experienced mentor dedicated to that student's success. Feedback and formative assessment are key attributes, along with frequent communication and collaboration with peers. The candidate provides multiple pieces of evidence that demonstrate competencies, embedded assessment of the clinical experiences by open-ended opportunities to demonstrate leadership on a multitude of levels. Candidates can complete the program in three consecutive semesters, but the program is flexible to accommodate professional and personal priorities. The Gardner-Webb candidate demonstrates innovative, creative, servant leadership throughout the program as analyzed from the feedback from graduates and program completers. The program integrates innovative applications of technology, competency development, and dispositional awareness to motivate, support, and promote retention and graduation. The key qualities of the MELS program are rigor, vision, and attention to the complete school leader. The program's instructional process is one of "knowing" (courses), "doing" (clinical experiences), and "becoming/being" (competency web folio and dispositional assessments). This approach to developing educational leaders reflects Gardner-Webb's vision of school leadership in the 21st century and its commitment to the success of each MELS product.

I. SCHOOLS/COLLEGES/DEPARTMENTS OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Whiteville City Schools - Central Middle School
Start and End Dates	1/6/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development on EVAAS
Number of Participants	40
Activities and/or Programs Implemented to Address Priorities	Individual training with school administrators and small group training for teachers
Summary of the Outcome of the Activities and/or Programs	Very positive feedback from teachers and Principal.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Whiteville City Schools - Central Middle School
Start and End Dates	12/2/2020
Priorities identified in Collaboration with LEAs/Schools	Professional Development - Google Documents in the Classroom
Number of Participants	40
Activities and/or Programs Implemented to Address Priorities	Individual training with school administrators and small group training for teachers.
Summary of the Outcome of the Activities and/or Programs	Very positive feedback from teachers and Principal.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Thomasville City Schools - All Assistant Principals

Start and End Dates	2/4/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development - Master Scheduling
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	Individual training session via Zoom for all district Assistant Principals.
Summary of the Outcome of the Activities and/or Programs	Very positive feedback from district Assistant Principals and district Assistant Superintendent.
LEAs/Schools with whom the EPP has Formal Collaborative Plans	Thomasville City Shools - All Assistant Principals
Start and End Dates	4/15/2021
Priorities identified in Collaboration with LEAs/Schools	Professional Development - Professional Development Plans
Number of Participants	7
Activities and/or Programs Implemented to Address Priorities	Individual training session via Zoom for all district Assistant Principals.
Summary of the Outcome of the Activities and/or Programs	Very positive feedback from district Assistant Principals and district Assistant Superintendent.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	95
Female	293

Gender Neutral	0
Gender Not Provided	0
Total	388
Race/Ethnicity	Number
African-American	186
Am. Indian/ Alaskan Native	4
Asian	2
Hispanic/Latino	18
Native Hawaiian/ Pacific Islander	0
White	163
Two or More Races	11
Race Not Provided	4
Total	388

B. Headcount of Students Formally Admitted to and Enrolled in Programs Leading to Licensure.

Full-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African-American	0	African-American	1	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	1	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	1	Total	2	Total	0
Licensure-Only	African-American	1	African-American	3	African-American	0
	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0

	Asian	0	Asian	0	Asian	0
	Hispanic/ Latino	0	Hispanic/ Latino	1	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	1	White	9	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	2	Total	13	Total	0
Part-Time						
	Male		Female		Not Identified as Male or Female	
MSA	African- American	16	African- American	28	African- American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	0	Am. Indian/ Alaskan Native	0
	Asian	1	Asian	0	Asian	0
	Hispanic/ Latino	1	Hispanic/ Latino	3	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0
	White	20	White	46	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	39	Total	77	Total	0
Licensure- Only	African- American	23	African- American	100	African- American	0
	Am. Indian/ Alaskan Native	1	Am. Indian/ Alaskan Native	2	Am. Indian/ Alaskan Native	0
	Asian	1	Asian	0	Asian	0
	Hispanic/ Latino	2	Hispanic/ Latino	6	Hispanic/ Latino	0
	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0	Native Hawaiian/ Pacific Islander	0

	White	18	White	90	White	0
	Two or More Races	2	Two or More Races	6	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	47	Total	204	Total	0

C. Program Completers and Licensed Completers (reported by the EPP)

Program Area	Master's Degree		Graduate Licensure Only	
	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license.				
LC-completed program and applied for license.				
Gardner-Webb University	32	40	43	83
Comment(s):				

D. Quality of Students Admitted to Program During Report Year

Measure	Master's
MEAN GPA	3.52
MEAN MAT Electronic	*
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.40
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	277
N/A - Data Not Available	
* - Less than five scores reported	
Comment(s):	