

2019-2020

EPP Master's of School Administration Performance Report

Gardner-Webb University



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 Features of the 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. Innovative applications of technology, competency development, and dispositional awareness, 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. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

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

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Cleveland County Schools and Rutherford County Schools
Start and End Dates	3/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Professional Development on EVAAS
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Individual training with school administrators and small group training for teachers [Shelby Middle School]. Hope to return Spring 2021 if possible due to COVID.
Summary of the Outcome of the Activities and/or Programs	Participants expressed a desire for additional training for utilization of advanced functions of the platform.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Haywood County Schools
Start and End Dates	3/1/2020
Priorities Identified in Collaboration with LEAs/Schools	Assisting with transition to Virtual Learning.
Number of Participants	100
Activities and/or Programs Implemented to Address the Priorities	Multiple activities from hardware distribution, to class scheduling, to SPED compliance.
Summary of the Outcome of the Activities and/or Programs	Very succesful implementation of Virtual Learning. Will continue to assist with fall semester if needed due to COVID.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Charlotte-Mecklenburg Schools
Start and End Dates	10/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Staff selection for advanced study.
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	Inservice on Dispositional Behaviors/Characteristics of Teacher/School Leaders.
Summary of the Outcome of the Activities and/or Programs	Very successful. We will return in the fall of 2020 if possible due to COVID.

II. CHARACTERISTICS OF STUDENTS

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

Gender	Number
Male	99
Female	350
Gender Neutral	0
Gender not Provided	0
Total	449
Race/Ethnicity	Number
Asian	2
African-American	236
Am. Indian/Alaskan Native	4
Hispanic/Latino	11
Native Hawaaian/Pacific Islander	0
White	191
Two or More Races	4
Race/Ethnicity Not Provided	1
Total	449

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
MSA	African-American	1	African-American		African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	0	Total	0
Licensure-Only	African-American		African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	12	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	1	Total	14	Total	0
Part-Time						
	Male		Female		Gender Neutral	
MSA	African-American	19	African-American	42	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino	4	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White	28	White	52	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	Total	48	Total	100	Total	0
Licensure-Only	African-American	21	African-American	113	African-American	
	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	1	Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino	1	Hispanic/Latino	7	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	18	White	106	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided	1	Not Provided	3	Not Provided	
	Total	42	Total	230	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Master's 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		76	1	132
Comment or Explanation				

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

Measure	Master's
MEAN GPA	3.49
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A

MEAN NUMBER OF YEARS TEACHING EXPERIENCE	11.50
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	291

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	0	0	0	0	0	0
MSA Licensure Only	9	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
MSA Degree	21	1	43	0	0	0
MSA Licensure Only	100	11	5	0	0	0
Comment or Explanation:						