EDUCATIONAL ADMINISTRATION
PROFESSIONAL EDUCATION ADVISORY BOARD

Minutes of Meeting – February 20, 2014

PRESENT: Warren Aller (WWU), Pamela Estvold (WASA), Andrew Frost (AWSP), Leslie Harrington (WEA), Bernardo Ibarra (WSCA), Kevin Kaemingk (WFIS), Crystal Knight (AWSP), Diane Kirchner-Scott (WASA), Tod Klundt (AWSP), Don Larsen (WWU), Michelle McKeown (WWU, Student Representative), Wayne Robertson (WWU), Ron Spanjer, Chair (WASA), Cindy Stockwell (WASA) and Francisco Rios (WWU, Associate Dean – ex-officio)

ABSENT: Joseph Hunter (WWU) and Gail Coulter (WWU, Chair of Special Education & Education Leadership Department – ex-officio)

SUPPORT: Kimberly Caulfield (PEAB Support Staff), Maegan Carroll (EDAD Graduate Student)

SUMMARY:
1. Welcome and Introductions
2. Approval of October 24, 2013, PEAB Minutes
3. Enrollment Report
4. Recruitment/Marketing
5. Program Reports
   ▪ Principal Program
   ▪ Tacoma Program
   ▪ Superintendent Program
   ▪ Diversity Advisory Committee
6. PESB Revisions
   ▪ PGP
7. Review of Standard Five:
   ▪ Residency Administrator Certification (Principal)
     ➢ Knowledge and Skills - WAC 181-78A-270 Items (2) (a) - (b) and (3) (a) – (f)
8. Criteria for Vetting Adjunct Candidates
9. Suggestions or Items for Discussion by the Board
10. Reminder of Remaining Meeting for 2014
    ▪ Friday, May 16, 2014 (Everett CC—Gray Wolf Hall, Room 166 – 9:00 am-1:00 pm)
      (combined with afternoon Intern Portfolio Presentations)
11. PEAB Satisfaction Question (distributed each meeting)
12. Adjournment

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The PEAB meeting of February 20, 2014, was chaired by Ron Spanjer.

1. **Welcome and Introductions** *(Don Larsen)*

   Don Larsen introduced Kimberly Caulfield, the new Program Manager for Educational Administration; Maegan Carroll, the Graduate Assistant for EDAD and Special Education; and Kevin Kaemingk, Principal, Lynden Christian High School, who replaced Ari Feeney on the PEAB.

   Dean Rios thanked the PEAB for the work they do. He spoke about the teacher performance assessment system (edTPA) that Woodring teacher education students have to complete. Woodring is doing our best to make sure our students are prepared in the area of assessment. All of them are using the National Board Model. They are also informed of the Teacher-Principal Evaluation Project (TPEP).

2. **Approval of October 24, 2013, PEAB Minutes**

   **MOTION:** It was moved by Crystal Knight and seconded by Tod Klundt that the minutes of October 24, 2013, be approved as distributed. Motion passed unanimously.

3. **Enrollment Report** *(at end of minutes)* *(Warren Aller)*

   The following chronological summary of the Educational Administration Program enrollment history and projections for the past ten years was provided and discussed.

4. **Recruitment Report** *(Warren Aller)*

   We are concerned with the enrollment numbers and are making an active recruitment effort. We mailed 837 letters and nomination cards to principals, vice principals, and central office administrators and letters were sent to Pierce County as well. The EDAD faculty made contact with all of the nominees to discuss the program. Warren noted that we are open for suggestions if PEAB has ideas for recruiting.

   Concern was expressed as to why the numbers are decreasing. Other universities in Washington may be a cause as they become more competitive. There are fifteen Educational Administration programs in Washington so people have choices. Some programs cap their enrollment. The University of Washington is becoming more of a competitor; it only allows about fourteen people in their program each year. We are not completely on-line like some other programs. Some of our courses are offered via Polycom, and only three courses are offered 100% cyber. We have resisted going 100% on-line as our program is more relational based.

   A question arose if we see candidates who are interested in a tiered program. We do receive a lot of inquiries about a Ph.D. program, but WWU currently does not have any
doctoral programs. It was noted that the UW program does not require a dissertation for their Ph.D. program in Educational Administration which is attractive.

We are one of the top two-three programs in the state. In April, we will go to Tacoma and serve on the internship grant screening committee and we will get a sense of how many other programs are out there and how many interns they have applying to them.

In the past with budget restrictions, there were fewer administrative positions available. School districts are hiring again, and we expect a greater number of positions available for people currently coming out of the EDAD program. Seventy percent of our graduates last year were out in the marketplace and picked up principal/assistant-principal positions. Some people do wait a year after completing, and then start looking for an administrator position. There are currently more than 500 active administrators in Washington who received their administrative certification through WWU.

5. Program Reports

- Principal Program *(Don Larsen)*

We currently have 32 interns. Every year we have interns in the pipeline. We always have to have new students coming in to take the place of candidates who have completed the program. The M.Ed/Principal program is now offered at four sites: Bellingham, Bremerton, Seattle, and Tacoma. Part of the master’s program is delivered either as a hybrid or online.

Don noted that two years ago we reported to PEAB about how we wanted to change how we administer the comprehensive exam. Last spring was the first time students wrote a paper based on a prompt given to them rather than taking an exam. The caliber of responses are the best Don has seen in his nine years at Western.

- Tacoma Program *(Don Larsen)*

We now have five students officially admitted and enrolled in the Tacoma program. One student is taking courses but isn’t officially admitted yet and is currently applying.

Don reported he visited WWU in classes in Tacoma, handed out his business card, and asked to let their colleagues know about our program. He received emails from perspective students right away. We are preparing to meet with superintendents in Pierce County and provide information about our program.

- Superintendent Program *(Wayne Robertson)*

There are currently sixteen students in the program and they geographically range from Eastern Washington to Whatcom County. Twelve of them are continuing from last year, taking their fifth of six courses. There are four new students in the fall who will be taking their first-year courses. All are interning and doing very well. Joseph Hunter is teaching
the first class in the program this quarter. One of the issues is that twelve students are completing the program in June. We started recruiting for additional students to start the program in the fall of 2014, but there were only four or five that were ready to start this year, then they decided to wait a year. Recruiting more students will be a priority.

- Diversity Advisory Committee (Warren Aller)

Members including EDAD faculty met at North Seattle Community College on February 10, 2014. There are 14 members on the committee, and it meets four times a year. Warren reported for Joseph Hunter who could not attend today. Warren reviewed the purposes of the committee:

i. To improve the practice of current, WWU administrative candidates
ii. To improve the practice of WWU alumni (active) administrative colleagues
iii. To provide ongoing opportunities for dialogue and support to WWU’s new and veteran administrators of color in the K-12 school system
iv. To utilize veteran administrators of color in ways that support WWU’s Educational Administration program
v. To provide opportunities for other administrators in the system to understand the perspectives, strengths, and challenges of administrative candidates and colleagues of color

Because of this committee, Warren set up a diversity forum consisting of seven guests who came and talked with his EDAD 550 class on-campus. It was a meaningful experience and students learned about the kinds of issues administrators deal with. Don attended the forum and said it was moving, had a level of realism that is rare, and people spoke from the heart.

6. PESB Revisions (Don Larsen)

In 2013, PESB required two items that Educational Administration programs must adopt and implement in 2013-14. One is that there has been no state template for the Professional Growth Plan; the state has implemented a new PGP. We have had a template that we have been using which is close to the new state template. The second piece from PESB has to do with Standard Five - Knowledge and Skills.

- State Template for Professional Growth Plan (PGP):
  Copies of the PGP were provided to the PEAB. The Standards Board requires the candidate to look forward to the professional certification standards that they will be required to know in the future. Our current interns will complete the PGP form from OSPI and turn it in with their portfolio.

7. Review of Standard Five (Don Larsen and Warren Aller)
  Residency Administrator Certification (Principal)
  Knowledge and Skills - WAC 181-78A-270 Items (2) (a) - (b) and (3) (a) – (f)
Knowledge and Skills

Copies of State Standard Five were provided to the PEAB. The state wants evidence that our students have met the standards. The items in (2) (a) correspond to our Professional Portfolio. As our interns begin the program, they receive the information PEAB is reviewing today. The six ISLLC standards are in the student portfolio. Each student puts together a portfolio of their actions on all of these standards. There is a product for every one of the standards. For example, the school improvement plan comes out of EDAD 552 Curriculum. The students also find other things that support the standards as well. The portfolio belongs to them so that they can use it in their career. The PGP is at the back of the portfolio which is also required along with career advancement.

Section C – Teacher and Principal evaluation: After August 31, 2013, an approved preparation program for principals shall require candidates for a residency principal certificate to demonstrate knowledge of teacher evaluation research, Washington’s evaluation requirements, and successfully complete opportunities to practice teacher evaluation skills. At a minimum, principal preparation programs must address the following knowledge and skills related to evaluations: Items 1-10 (not listed here because PEAB has copies).

The primary way we address items 1-10 is through our EDAD 543 (Supervision). It is in this class our students learn about self-assessment, evidence gathering over time, classroom observation skills, use of student growth data, and multiple measures of performance. Our students are engaged in these items.

Our students in teacher education classes are learning about TPEP and how it will be applied in their classrooms. Similarly, students in the principal program are learning about TPEP.

We talk about bias training but we don’t do bias training. Districts are in the process of doing bias training.

We talk about rater reliability, knowing that once the student is in practice, they will be connected to whatever their district is doing around rater reliability.

As a program, we do not have access to an online tool to manage the collection of observation notes, teacher-and principal-submitted materials, and other information related to the conduct of the evaluation. We acquaint our students with the technology rather than using it.

In the EDAD 543 (Supervision) course we believe that TPEP is a tool, but there has to be individualization on how you rate a beginning teacher, a mid-career teacher, and a veteran teacher. They have different needs so when our students go through this, they just don’t get a model. There are three frameworks and it would be difficult for us to train our teachers on all three. We make sure our students know the criteria and they know that there are four particular assessment points. We ask that they know the similarities and differences between the three frameworks.
Wayne Robertson noted that the superintendent piece parallels the principal piece and superintendents learn to evaluate principals. Knowledge and skills are covered multiple times in courses and the internship.

**MOTION:** It was moved by Pam Estvold and seconded by Leslie Harrington that the EDAD program has demonstrated that it is in compliance with Standard Five: Knowledge and Skills - WAC 181-78A-270 Items (2) (a) - (b) and (3) (a) – (f).

8. **Criteria for Vetting Adjunct Candidates (Don Larsen)**

Last week, Don and Warren met with Kathy Kitto, Dean of the Graduate School and provided a memo very similar to the one provided today to PEAB. They made a case for hiring adjuncts without a terminal degree. Dean Kitto agreed, but asked for a rationale for this so the Graduate School could give broad authority rather than on a case-by-case basis. We can now provide a list of adjunct faculty to the Graduate School. Don reviewed the criteria list:

**Criteria for Vetting Adjunct Candidates**
Practitioners who might be considered candidates for adjunct teaching opportunities in the Educational Administration program at Western may be vetted using the following criteria:

- Depth/length of experience
  - In position
  - In a relevant area
  - In presenting to/teaching adult learners
- Reputational nomination
  - Recommendation from other respected professional(s)
  - Demonstrated expertise
- Earned credentials
- Awards/honors based on professional leadership/accomplishment

These are subject to modification based on recommendations from PEAB.

Don noted that some of the best and most knowledgeable adjuncts are practitioners who are principals, but the majority have an M.Ed and not a Ph.D. There are classes such as EDAD 501 (Educational Research and Evaluation) that will need to still be taught by adjuncts with terminal degrees. Don asked the PEAB if they thought we were on the right track and agreed with our criteria or are there other criteria we should add? The PEAB agreed that there is real value in “in the moment” expertise and that PEAB relies on the EDAD faculty expertise on hiring adjuncts. The PEAB had no revisions to the list of criteria.
**MOTION:** It was moved by Pam Estvold and seconded by Bernardo Ibarra that PEAB approve the EDAD criteria for hiring adjuncts with no revisions. Motion passed unanimously.

9. **Items for Discussion**

There were none.

10. **Reminder of Next Meeting on Friday, May 16, 2014 (Warren Aller)**

In the morning, there will be a review of the entire EDAD program from data gathered over three years from our graduates. In the afternoon, there will be presentations of portfolios on paper and electronically. It is a nice cumulating event.

Dean Rios noted that the Professional Education Standards Board is moving to relying much more on the three PEAB’s (teacher, administrator and counseling) to take a role in reviewing the programs based on the state standards. The May meeting is an important activity which provides the opportunity to look at the data and the portfolios and actually see what the candidates are producing. PESB is looking to the PEABs to provide specific actionable items and formal recommendations to the program based on this data. This is a shift for all three PEAB’s.

11. **PEAB Satisfaction Question** *(distributed each meeting)*

“Were you satisfied with the amount of actionable data (relevant, timely, and important) that was provided by the program at this meeting?”

The data is incorporated into our annual PEAB report at the end of the year.

12. **Adjournment**

**MOTION:** It was moved by Andrew Frost and seconded by Kevin Kaemingk that the meeting be adjourned at 2:15 p.m. Motion pass unanimously.

*Respectively submitted,*

*Kimberly Caulfield*
## ENROLLMENT
### History & Projections
*(updated 2/20/14)*

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