Woodring College of Education | Western Washington University

EDUCATIONAL ADMINISTRATION

PROFESSIONAL EDUCATION ADVISORY BOARD

Minutes of Meeting – May 16, 2014

PRESENT: Warren Aller (WWU), Pamela Estvold (WASA), Leslie Harrington (WEA), Joseph Hunter (WWU), 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)

ABSENT: Gail Coulter (WWU, Chair of Special Education & Education Leadership Department – ex-officio), Pamela Estvold (WASA), Andrew Frost (AWSP) Bernardo Ibarra (WSCA), Cindy Stockwell (WASA), and Francisco Rios (WWU, Associate Dean – ex-officio)

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

SUMMARY:

1. Welcome and Introductions
2. Approval of February 20, 2014, PEAB Minutes (postponed until fall meeting)
3. Program Assessments
4. Intern Portfolio Presentations
5. Principal and Superintendent Certification: Proposed Revisions
6. EDAD 592 (Internship) Student Survey Results
7. Program Strategic Plan
8. Collaboration Project with College of Business and Economics
9. PESB Standard 2B Proposed Rubrics
10. Director’s Report
    • Enrollment Report
    • Principal Certification (2014-2015 Interns)
    • Tacoma Report
    • Superintendent Certification
11. Items from the Board
12. Election of PEAB Chair
13. PEAB Membership/Willingness to Continue to Serve on PEAB
15. PEAB Satisfaction Question (distributed each meeting)
16. Adjournment

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The PEAB meeting of May 16, 2014, was chaired by Ron Spanjer.

1. **Welcome and Introductions**

   Members introduced themselves.

2. **Approval of February 20, 2014 Minutes**

   The approval of the February 20, 2014, PEAB Minutes is postponed until the fall PEAB meeting because Kimberly Caulfield’s broken wrist made it difficult to type the minutes.

3. **Program Assessments (Maegan Carroll)**

   Maegan Carroll worked with the Educational Administration Program assessment projects during this past year. Survey Monkey was used to administer the surveys. Maegan presented program assessment reports to the PEAB (reports are at the end of the minutes):

   - Follow-up Assessment of 2012-13 First-Year Administrators (Principal)
   - Follow-up Assessment of 2012-13 Third-Year Administrators (Principal)
   - Formative Assessment of 2012-13 Interns (Principal)

   Maegan was thanked for all of her work in summarizing the surveys. Ron Spanjer noted that we do not have longitudinal data that shows if we are making progress. It was suggested that EDAD provide longitudinal data for the fall PEAB meeting – “Trends of Interns.”

   **MOTION:** It was moved by Diane Kirchner-Scott and seconded by Leslie Harrington to approve these program assessments as presented. Motion passed unanimously.

4. **Intern Portfolio Presentations**

   Eric DeJong (Superintendent Program), Michelle McKeown (Principal Program), and Talena Graff (Principal Program) spoke about their intern portfolios to the PEAB. The principal portfolio products reflect the six ISLLC standards. Don noted that the students in the internships really keep track of one another and connections are made. They come into the program as colleagues and leave the program as friends. Wayne Robertson spoke about the two-year Superintendent Program which is comprised of six courses and a 540 hour internship. The collection of evidence can be hard copy and/or electronically in their portfolio. The evidence can be shown by topic rather than standard.

5. **Principal and Superintendent Certification: Proposed Revisions**

   Don Larsen noted that universities are moving away from NCATE accreditation. WWU is the only university in the state that uses NCATE for accreditation. Our next
accreditation is in 2019. The Educational Administration program is tied to State Standard Five. It makes sense to align the program curriculum with State Standard Five and the six sub-categories instead of the 2008 ISLLC Standards. Don asked for a recommendation from PEAB if they concur moving to State Standard Five.

**RECOMMENDATION:** Recommend we align the program curriculum with State Standard Five.

**MOTION:** It was moved by Crystal Knight and seconded by Tod Klundt to align the Educational Administration program curriculum with State Standard Five. Motion passed unanimously.

6. **EDAD 592 (Internship) Student Survey Results (Don Larsen)**

The principal intern survey results from Spring Quarter 2013 were summarized and shared with PEAB. This is an internal survey and guides us on how we are doing as a program. The PEAB reviewed the results and did not have any questions or comments.

7. **Program Strategic Plan (Joseph Hunter)**

Our mission is to mentor and develop educational leaders. Faculty and staff will accomplish the mission through five different points: 1. Program of study that supports certification of principals; 2. Program of study that supports certification of superintendents; 3. Program of study that leads to an M.Ed in Educational Administration; 4. Seeking to develop a joint masters in Special Education and Educational Leadership; 5. Exploration of a cooperative Ed.D in Educational Administration with WSU.

The core activities that we have been working on in the strategic plan are:

- The establishment of a Diversity Advisory Committee – we have done this and the committee has met.
- We also said we would work on a Tacoma partnership; we have pursued and established that.
- We said that we would pursue an Ed.D. with WSU. Don Larsen spent a lot of time on this, but it was pretty clear this was not an option for us at this time.
- We also wanted to somehow focus on service to our Native American communities in the state.
- We will participate in a Northwest Principals’ Collaboration with Whatcom, Island, and Skagit Counties.
• In terms of our five-year goals, we will continue to explore an advanced degree program; to continue to develop off-site initiatives; to continue to seek ways to reach Native American communities, Latino communities, and other diverse populations. Toward year five, we will have another round of accreditation reviews.

8. **Collaboration Project with College of Business and Economics (Joseph Hunter)**

As we recognized we would not be able to establish an Ed.D. with WSU, we were presented with another opportunity to look at the development of a long-term way of improving our program. This is an opportunity to explore and possibly have some outside funding brought into our program which would allow us to revise how we provide our certification coursework to our students. Ultimately we would move toward a new structure which would be a certification program connected to a transitional degree called an Ed.S., and possibly even an Ed. D in the future. This would be in the form of a Superintendent and Principal Institute. The College of Business and Economics and Educational Administration are actually proposing by the end of this month, of putting together a two-year proposal that will establish a district service center as one step towards revisioning how we train principals and superintendents and also provide service to school districts in school improvement. This is not new; there are several models around the nation. The most well-known is Harvard’s Public Education Leadership Project. The proposal we are putting together will ask five or six local districts to be a part of the initial phase of the service center. An institute would not only result in certification but a degree associated with that, which would allow our students to expand their study into exemplary leadership practices, both in instruction and management leadership practices. We do not have this funded, but the likelihood is that we will have a possibility of funding.

Don Larsen noted that WWU, Central and Eastern are authorized to grant an Ed.S. degree. The hurdle is that WWU is not authorized to grant a doctorate degree; only UW and WSU are. It would take at least six years to obtain authorization. There is a possibility of a cooperative Ed.D. with the UW-Tacoma site which currently has 40 students enrolled in their two-year program. They expect to have 20 new students next year.

Joseph Hunter requested an action from the PEAB to add the exploratory proposal to our mission.

**MOTION:** Crystal Knight moved and Diane Kirchner-Scott seconded that EDAD add this exploratory proposal to our mission. Motion passed unanimously.

9. **PESB Standard 2, Task B – Common Performance Assessment Rubrics (Informational Item Only) (Don Larsen)**
A copy of the PESB document was provided to PEAB. This is a document every EDAD program must have. We have as faculty addressed this by making sure our EDAD 543 course (Supervision in the Public Schools) incorporates this information and TPEP standards.

10. Director’s Report

- Enrollment Report {at end of minutes} (Warren Aller)

The EDAD program needs approximately 30 new admits to stay even, because we are graduating almost 30 interns. Warren predicted that we will have about the same numbers as we have this year. Bellingham has 31 students, Bremerton has 20, Seattle has 4, and Tacoma has 6. Tacoma has about 6 or 7 ready to come in, and we will keep increasing those numbers. Don Larsen noted that we are always thinking of enrollment.

- Principal Certification (2014-2015 Interns) (Warren Aller)

Next year it appears we will have about 20-23 interns. We are making some changes in the internship and we are doing our very best to streamline a rather redundant process and eliminate hard copies of forms. Next year all the portfolios will be electronic. The logs will be done electronically, and electronically signed off on by the principals.

Don Larsen reported that six of our current interns have secured positions next year in these school districts: Joseph Doucette will be in Arlington; Steve Ruthford has a position in Bellingham; Lillian Cone will be in Port Angeles; and Rusty Willson will be going to Kitsap. We have Bridgit Reichel who is going to be the curriculum director for the Peninsula School District. There are four who are finalists in job interviews. We have one intern in Alaska and one is overseas.

- Tacoma Report (Don Larsen)

The Tacoma program is up and running. We opened the program in Winter Quarter 2014 and six students enrolled. One left to take a position at the University of Puget Sound so then we were down to five. We admitted another student in the spring so we are up to six students now. We expect four more students to enroll next year. We hope to establish connections with other school districts around the Tacoma school district area. Don Larsen has invited Tacoma principals to be guest speakers in his Tacoma courses. The principals return to their schools and speak about WWU so our name is inserted into their conversations.
• Superintendent Certification (Wayne Robertson)

One person completed her admissions application and will start Fall Quarter 2014. We have seven or eight in the recruiting pipeline. There are currently sixteen students in the program, and twelve are completing this year. We need to recruit seven or eight new people. Of our twelve students in the program, three of them have not applied for new jobs. Of the other nine, seven of them have changed jobs while they were in the program. We recently had Jeff Ingrum move from Assistant Principal at Sedro-Woolley High School to a Principal at a middle school in Mount Vernon. We had Steve King who is a Principal in Mt. Baker High School move to a superintendent position in Oak Harbor. Prior to that, we had Donna Spath move from Skill Center Director in Skagit County to CT Director in Marysville. Dan Berard moved from a Principal position in Mount Vernon to a District Administrator in Mount Vernon. Tom Venable moved from a Deputy Superintendent position in Bellingham to a Superintendent position in Methow Valley. Michelle Kuss-Cybula moved from a Principal position in Bellingham to the District Office. Jill Iwasaki moved from a Principal position in Meridian to a District position in Ferndale. There has been a lot of upward mobility activity.

11. Items from the Board

There were none.

12. Election of PEAB Chair for 2014-15

**MOTION:** Tod Klundt nominated Ron Spanjer to serve as PEAB Chair again next year; Crystal Knight seconded the motion. Motion passed unanimously.

13. PEAB Membership/Willingness to Continue to Serve on PEAB

All members are willing to continue to serve.


- Thursday, October 23, 2014
- Thursday, February 19, 2015
- Friday, May 15, 2015 (*morning meeting followed by afternoon student portfolio presentations*)

The meeting dates for 2014-15 were approved.
15. **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.

16. **Adjournment**

   **MOTION**: It was moved by Tod Klundt and seconded by Leslie Harrington that the meeting be adjourned at noon. Motion passed unanimously.

   
   Respectfully submitted,

   Kimberly Caulfield
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Follow-up Assessment of Graduates Who Were First-Year Administrators in:

2012-2013

Introduction

The Washington State Professional Educator Standards Board (PESB) requires follow-up of Residency Principal’s Certificate Program graduates who hold beginning administrative appointments. To conduct the follow-up, Western Washington University (WWU) administers two parallel questionnaires to: (a) graduates who have completed one year of service as administrators; and (b) these first-year administrators’ supervisors, normally superintendents. These parallel surveys provide the opportunity to compare how program graduates assess themselves, and how their supervisors assess their knowledge and skills. This annual process is used to improve instruction, curriculum, and the internship experience within WWU’s Educational Administration program. We have been collecting similar data since 1976. This report reflects the information gathered as part of the fall 2013 survey to first-year administrators and their supervisors.

Graduates were asked to rate their administrative performance across six Interstate School Leaders Licensure Consortium (ISLLC) Standards, comprising a total of thirty-eight (38) outcome strands. These are outlined and required in the Washington Administrative Code (WAC), section 181-78A-270, items two (a)-(b). In addition, graduates were asked to rate themselves on her/his overall performance. Each graduate’s supervisor was asked to rate the graduate across identical strands. One open-ended question asked each graduate and supervisor to provide suggestions to improve the program and any other general comments they would like to leave.

This report will: (a) outline each of the thirty-eight (38) outcome strands that were included in the survey, (b) describe the Residency Principal’s Certificate Program at WWU, (c) summarize the overall findings, (d) describe and analyze the quantitative results in detail, and (e) provide the qualitative results in the form of verbatim narrative comments.
Outcome Strands Measured

ISLLC Standards of the Principalship

ISLLC Standard 1 – Steward of Vision: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Vision/Mission Building
- Strategic Planning
- Data Collection and Analysis
- Effective Communication
- Negotiating/Consensus Building

ISLLC Standard 2 – Instructional Leader: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Analyzing the Curriculum
- Supervision of Instruction/Instructional Strategies
- Learning/Motivation Theory
- Learning Technology
- Evaluation of Student Achievement/Testing and Measurement
- Supervision of Extra/Co-Curricular Education
- Staff Development/Adult Learning
- Change Process
- Student Discipline
- Student Services

ISLLC Standard 3 – Organizational Manager: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- General Office Administration
- School Operations/Policies
- Facility and Maintenance/Administration of Safety and Security
- Student Transportation
- Food Services
- Personnel Procedures
- Budget Supervision
- School/Program Scheduling
- Collaborative Decision Making
**ISLLC Standard 4 – Community Leader:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Community/Public Relations
- Parent Involvement
- Climate for Cultural Diversity
- Community/Business Involvement and Partnerships

**ISLLC Standard 5 – Ethical Leader:** A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

- Position Goals and Requirements
- Philosophy/History of Education
- Ethics
- Interpersonal Relationships

**ISLLC Standard 6 – Advocate for Public Policy:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- School Board Policy and Procedures/State and Federal Law
- Federal Programs Administration
- Issues and Conflict Resolution
- Current Issues Affecting Teaching and Learning
- Professional Affiliations and Resources
- Professional Library
Residency Principal’s Certificate Program Characteristics

2012-2013 First-Year Administrators Cohort

Of our Residency Principal’s Certificate Program graduates, we were able to identify 23 who had accepted administrative positions and began as first-year administrators during the 2012-2013 academic year.

Graduation Year

- 1 graduated in 2001
- 1 graduated in 2003
- 1 graduated in 2007
- 1 graduated in 2008
- 1 graduated in 2009
- 2 graduated in 2010
- 5 graduated in 2011
- 11 graduated in 2012

Gender

- 14 female
- 9 male

Ethnicity

- 14 are Caucasian
- 3 are Black
- 0 are Hispanic
- 0 are Asian or Asian American
- 0 are Native American or Native Alaskan
- 0 are International
- 6 are Unidentified

Professional Assignment

- 6 Principals
- 12 Assistant/Vice Principals
- 1 Interim Principal
- 2 Dean of Students
- 2 Athletic Directors
Fifteen graduates responded to the survey.

2008-2013 Graduate Characteristics

Each student meets the Graduate School requirements for admission, as well as our own additional requirements which include: (a) recommendations attesting to the candidate’s leadership potential and past performance, (b) a writing sample and, in some cases, (c) an interview. Average Graduate Record Examination (GRE) and Millers Analogy Test (MAT) scores for our students place them in the above-average range. Most students who begin the program finish it in approximately three years if they are pursuing a Master’s degree concurrently (including the internship). Post-Master’s students generally finish the program in about two years. Less than 5% of those who start the program do not finish.

Based on records of Educational Administration program graduates, basic demographics of the Educational Administration student population in the last five years (academic year 2008-2009 through academic year 2012-2013) are as follows:

Gender

- 56% are Female
- 43% are Male
- 1% are Unidentified

Ethnicity

- 74.6% are Caucasian
- 2.8% are African American
- 1.4% are Asian/Pacific Islander
- 1.4% are Hispanic
- 1.4% are American Indian
- 0.4% are Other/Multicultural
- 0.0% are International
- 18% are Unknown

Age

- Age Range (at the time their certification was awarded) = 28 years – 63 years
- Average Age = 43.4

Professional Position

Administration position titles upon employment might include:
• Principal
• Assistant/Vice Principal
• Assistant Superintendent
• Curriculum Director
• Dean of Students
• Director of Educational Technology
• Athletic Director
• Interim Principal
• Alternative and Outreach Administrator

Course Content

The Washington Administrative Code defines course content in detail. In addition, we seek recommendations from professional groups and scholarly research, and closely monitor school reform implications for administrative leadership demands and directions – especially those pertaining to Washington State. Course syllabi are reviewed each year and are often revised to reflect new literature and improved approaches regarding the effective preparation of administrators.

Instructors

In addition to the Educational Administration program’s senior faculty who have significant experience in administrative roles, specialty faculty teach many of the classes. This combination of knowledge and experience provides linkages between theory and practice – in the literature this is known as a field-practitioner preparation model. In addition to meeting the university’s requirements for graduate faculty, specialty faculty members are selected and retained on the basis of their administrative experience and teaching skills.

Internship

This year-long, 540-clock-hour experience is designed to assist each certificate candidate in applying knowledge and skills acquired in course work and elsewhere to administrative practice (both leadership and management) of a school. The internship experience follows a structured 40 clock-hour observation in which the prospective intern observes a principal performing in each of the ISLLC Standards strand areas in which the intern will develop competence. This observation usually takes place the year before the prospective intern’s administrative internship, with the goal of allowing the prospective intern to see a mentor principal at work.

Based on 1992 legislation, interns have been subsidized a state grant to support release days during the internship year. Although funding for this program is not guaranteed from year-to-year, the Washington Legislature has continued to approve funding for interns.
Graduates and Placement

Western graduates a consistent number of M.Ed. in School Administration/Residency Principal Certificate students. Recently (from 2008 to 2013), the annual number of graduates has varied between 26 and 51 with an average of 43 graduates.

Based on the program’s long history, the overall placement rate for our administrator candidates who are actively seeking administrative positions and are not place-bound is approximately 90%. More specifically, it is estimated that over 70% of those who complete the program become administrators; another 10-15% decide after the internship that they do not want a position in administration, or they do not want to make the necessary geographic move. Another 5-10% does not obtain an administrative position for a variety of reasons.

Program Evaluation

The program is subject to constant formative assessment, including:

- Student evaluations of every professional course taught by an adjunct instructor or specialty faculty member via the WWU evaluation process
- Annual course syllabi review by senior faculty
- Student evaluations immediately following completion of the internship experience regarding their performance across specific outcome strands as well as feedback about the program
- Follow up of first-year administrators through parallel questionnaires completed by program graduates and their supervisors regarding their performance in specific outcome strands (the current report)
- Follow up of third-year administrators through parallel questionnaires completed by program graduates and their supervisors, compared to data from when these administrators were first-year administrators

Program Policy, Review, and Analysis

The program’s Professional Education Advisory Board (PEAB) works cooperatively with university staff – under the provisions of WAC – in (a) making recommendations for program policy, (b) conducting program review, and (c) analyzing current program practice. These recommendations, reviews, and analysis are made in light of national policies and research as well as local school district priorities and realities. The WAC charges PEAB with specific annual review functions associated with Program Approval Standards. This report represents one aspect of that review function.

Summary of Findings

Of our Residency Principal’s Certificate Program graduates, we were able to identify 23 who had accepted administrative positions and began as first-year administrators during the 2012-2013
academic year.

Response Rates

- 15 of the graduates responded
- 15 of the graduates received feedback responses from their supervisors

Overall Performance Rates

Of the 15 responding members of the cohort,

- 2 rated themselves as outstanding
- 12 rated themselves as good
- 1 rated themselves as satisfactory

Of the 15 graduates who were rated by their supervisors,

- 9 were rated as outstanding
- 6 were rated as good

Quantitative Assessment Results

This section will describe the quantitative assessment results, including graduates’ and supervisors’ overall ratings, as well as ratings within specific ISSLC Standards.

Ratings Across the ISSLC Standards

Program graduates and superintendents were asked to rate the degree to which graduates demonstrated successful outcomes across the six ISSLC Standards (38 total strands) and four additional outcome strands. Graduates were rated on a five-point scale of excellent, very good, good, fair, and poor. Since several graduates and superintendents skipped questions, a “N/A” or not applicable category has been added with those un-selected responses considered non responses and not counted toward the total percentage. The results are reported on the following pages.

Highest Scoring Standard: For Graduates

The following ISLLC standards are ranked as being the highest scoring standards based on the highest average score given by graduates and their supervisors. The highest average score based on a five point scale:

- ISSLC Standard 5: Ethical Leader – average score: 4.37
- ISSLC Standard 4: Community Leader – average score: 4.08
**Highest Scoring Standard: For Supervisors**

- ISSLC Standard 5: Ethical Leader – average score: 4.54
- ISSLC Standard 2: Instructional Leader – average score: 4.25

**Highest Scoring Strands: For Graduates**

- ISSLC Standard 5: Ethical Leader: Interpersonal Relationship – average score: 4.47
- ISSLC Standard 5: Ethical Leader: Ethics – average score: 4.40

**Highest Scoring Strands: For Supervisors**

- ISSLC Standard 5: Ethical Leader: Ethics – average score: 4.71
- ISSLC Standard 5: Ethical Leader: Interpersonal Relationships – average score: 4.51

**Lowest Scoring Standards: For Graduates**

For graduates and their supervisors, the following ISLLC standards had the lowest average score based on a five point scale:

- ISSLC Standard 3: Organizational Manager - average score: 3.67
- ISSLC Standard 6: Advocate for Public Policy – average score: 3.77

**Lowest Scoring Standards: For Supervisors**

- ISSLC Standard 4: Community Leader – average score: 4.01
- ISSLC Standard 6: Advocate for Public Policy – average score: 4.03

**Lowest Scoring Strand: For Graduates**

- ISSLC Standard 3: Organizational Manager: Student Transportation – average score: 3.2
- ISSLC Standard 3: Organizational Manager: Food Services – average score: 3.2

**Lowest Scoring Strand: For Supervisors**

- ISSLC Standard 3: Organizational Manager: Food Services – average score: 3.69
- ISSLC Standard 3: Organizational Manager: Budget Supervision – average score: 3.77
Qualitative Assessment Results

This section will describe the qualitative assessment results, including both graduates’ and supervisors’ comments regarding suggested program improvements.

Verbatim Comments:

Question prompt:

Please include any additional comments or suggestions you might have about our program.

Graduates:

- Incorporate "learning walks" visitations to schools to practice the Cycle of Inquiry model
- TPEP and Common Core
- Pre-inquiry, inquiry, and post-inquiry process needs to be practiced more (i.e. noticings and wonderings), as well as leading PLCs around student growth data. It would also help to have practical 'insider tips' on how to handle the complexities of working with district directors and administrative colleagues (it's a delicate dance that takes 'finesse!') :)
- I learned more in this program than any other schooling experience. I wish there were more opportunities to talk with principals - more than the "field trip" class, which was great, too. I wish there was a way to have administrators come in to each class and talk about the content of that class as it relates to a building principal. Also more time on how to work with non-performing teachers would have been useful. Overall, a great experience - thank you!

Supervisors:

- The questions that are marked fair indicate a lack of opportunity not skill.
- Emphasizing strategies for managing the interpersonal relationship and politics of the job might be an area to increase emphasis. Also, I think it is hard for new administrators to understand and grasp how much more what they say and do (even the seemingly "little things") impacts the attitudes of those in the building (students, staff, and parents). It was a big learning experience for (student name withheld), in terms of understanding that he now was "the face" of (name of school withheld), in a lot of ways. He continues to learn, on that front.
- Provide students a chance to meet and confer during their internship. It is good for them to have a chance to debrief and hear what is happening in other schools.
- Na
- I feel one area that is a continual area which is very challenging is willing to confront issues - especially HR issues. Also, some areas I did checked "poor" because there was no box for N/A due to the fact this administrator does not work with these areas so no opportunity to observe this.
Follow-up Assessment of Graduates Who Were
Third-Year Administrators in:
2012-2013

Introduction

The Washington State Professional Educator Standards Board (PESB) requires follow-up of Residency Principal’s Certificate Program graduates who hold beginning administrative appointments. To conduct the follow-up, Western Washington University (WWU) administers two parallel questionnaires to: (a) graduates who have completed three years of service as administrators; and (b) these third-year administrators’ supervisors, normally superintendents. These parallel surveys provide the opportunity to compare how program graduates assess themselves, and how their supervisors assess their knowledge and skills. This annual process is used to improve instruction, curriculum, and the internship experience within WWU’s Educational Administration program. We have been collecting similar data since 1976. This report reflects the information gathered as part of the fall 2013 survey to third-year administrators and their supervisors.

Graduates were asked to rate their administrative performance across six Interstate School Leaders Licensure Consortium (ISLLC) Standards, comprising a total of thirty-eight (38) outcome strands. These are outlined and required in the Washington Administrative Code (WAC), section 181-78A-270, items two (a)-(b). In addition, graduates were asked to rate themselves on her/his overall performance. Each graduate’s supervisor was asked to rate the graduate across identical strands. One open-ended question asked each graduate and superintendent to provide suggestions to improve the program and any other general comments they would like to leave.

This report will: (a) outline each of the thirty-eight (38) outcome strands that were included in the survey, (b) describe the Residency Principal’s Certificate Program at WWU, (c) summarize the overall findings, (d) describe and analyze the quantitative results in detail, and (e) provide the qualitative results in the form of verbatim narrative comments.
Outcome Strands Measured

ISLLC Standards of the Principalship

**ISLLC Standard 1 – Steward of Vision:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Vision/Mission Building
- Strategic Planning
- Data Collection and Analysis
- Effective Communication
- Negotiating/Consensus Building

**ISLLC Standard 2 – Instructional Leader:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Analyzing the Curriculum
- Supervision of Instruction/Instructional Strategies
- Learning/Motivation Theory
- Learning Technology
- Evaluation of Student Achievement/Testing and Measurement
- Supervision of Extra/ Co-Curricular Education
- Staff Development/Adult Learning
- Change Process
- Student Discipline
- Student Services

**ISLLC Standard 3 – Organizational Manager:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- General Office Administration
- School Operations/Policies
- Facility and Maintenance/Administration of Safety and Security
- Student Transportation
- Food Services
- Personnel Procedures
- Budget Supervision
- School/Program Scheduling
- Collaborative Decision Making
**ISLLC Standard 4 – Community Leader:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Community/Public Relations
- Parent Involvement
- Climate for Cultural Diversity
- Community/Business Involvement and Partnerships

**ISLLC Standard 5 – Ethical Leader:** A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

- Position Goals and Requirements
- Philosophy/History of Education
- Ethics
- Interpersonal Relationships

**ISLLC Standard 6 – Advocate for Public Policy:** A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- School Board Policy and Procedures/State and Federal Law
- Federal Programs Administration
- Issues and Conflict Resolution
- Current Issues Affecting Teaching and Learning
- Professional Affiliations and Resources
- Professional Library

**Residency Principal’s Certificate Program Characteristics**

**2012-2013 Third-Year Administrators Cohort**

Of our Residency Principal’s Certificate Program graduates, we were able to identify 20 who had accepted administrative positions and began as third-year administrators during the 2012-2013 academic year.

**Graduation Year**

- 1 in 2004
- 1 in 2006
- 1 in 2007
- 4 in 2008
- 3 in 2009
- 10 in 2010
Gender

- 9 Male
- 11 Female

Ethnicity

- 14 Caucasian
- 0 Asian or Asian American
- 0 African American
- 0 Native American or Native Alaskan
- 0 Hispanic
- 0 Hawaiian
- 6 Unknown

Professional Assignment

- 9 Principal
- 11 Assistant/Vice Principals

Nine graduates responded to the survey.

2008-2013 Graduate Characteristics

Each student meets the Graduate School requirements for admission, as well as our own additional requirements which include: (a) recommendations attesting to the candidate’s leadership potential and past performance, (b) a writing sample and, in some cases, (c) an interview. Average Graduate Record Examination (GRE) and Millers Analogy Test (MAT) scores for our students place them in the above-average range. Most students who begin the program finish it in approximately three years if they are pursuing a Master’s degree concurrently (including the internship). Post-Master’s students generally finish the program in about two years. Less than 5% of those who start the program do not finish.

Based on records of Educational Administration program graduates, basic demographics of the Educational Administration student population in the last five years (academic year 2008-2009 through academic year 2012-2013) are as follows:
Gender

- 56% are Female
- 43% are Male
- 1% are Unidentified

Ethnicity

- 74.6% are Caucasian
- 2.8% are Black
- 1.4% are Asian/Pacific Islander
- 1.4% are Hispanic
- 1.4% are American Indian
- 0.4% are Other/Multicultural
- 0.0% are International
- 18% are Unknown

Age

- Age Range (at the time their certification was awarded) = 28 years – 63 years
- Average Age = 43.4

Professional Position

Administration position titles upon employment might include:

- Principal
- Assistant/Vice Principal
- Assistant Superintendent
- Curriculum Director
- Dean of Students
- Director of Educational Technology
- Athletic Director
- Interim Principal
- Alternative and Outreach Administrator

Course Content

The Washington Administrative Code defines course content in detail. In addition, we seek recommendations from professional groups and scholarly research, and closely monitor school reform implications for administrative leadership demands and directions – especially those pertaining to Washington State. Course syllabi are reviewed each year and are often revised to
reflect new literature and improved approaches regarding the effective preparation of administrators.

Instructors

In addition to the Educational Administration program’s senior faculty who have significant experience in administrative roles, specialty faculty teach many of the classes. This combination of knowledge and experience provides linkages between theory and practice – in the literature this is known as a field-practitioner preparation model. In addition to meeting the University’s requirements for graduate faculty, specialty faculty members are selected and retained on the basis of their administrative experience and teaching skills.

Internship

This year-long, 540 clock-hour experience is designed to assist each certificate candidate in applying knowledge and skills acquired in course work and elsewhere to administrative practice (both leadership and management) of a school. The internship experience follows a structured 40 clock-hour observation in which the prospective intern observes a principal performing in each of the ISLLC Standards strand areas in which the intern will develop competence. This observation usually takes place the year before the prospective intern’s administrative internship, with the goal of allowing the prospective intern to see a mentor principal at work.

Based on 1992 legislation, interns have been subsidized a state grant so support release days during the internship year. Although funding for this program is not guaranteed from year-to-year, the Washington Legislature has continued to approve funding for interns.

Graduates and Placement

Western graduates a consistent number of M.Ed. in School Administration/Residency Principal Certificate students. Recently (from 2008 to 2013), the annual number of graduates has varied between 26 and 51 with an average of 43 graduates.

Based on the program’s long history, the overall placement rate for our administrator candidates who are actively seeking administrative positions and are not place-bound is approximately 90%. More specifically, it is estimated that over 70% of those who complete the program become administrators; another 10-15% decide after the internship that they do not want a position in administration, or they do not want to make the necessary geographic move. Another 5-10% does not obtain an administrative position for a variety of reasons.

Program Evaluation

The program is subject to constant formative assessment, including:
• Student evaluations of every professional course taught by an adjunct instructor or specialty faculty member via the WWU evaluation process
• Annual course syllabi review by senior faculty
• Student evaluations immediately following completion of the internship experience, regarding their performance across specific outcome strands as well as feedback about the program
• Follow up of first-year administrators through parallel questionnaires completed by program graduates and their supervisors, regarding their performance in specific outcome strands (the current report)
• Follow up of third-year administrators through parallel questionnaires completed by program graduates and their supervisors, compared to data from when these administrators were first-year administrators

Program Policy, Review, and Analysis

The program’s Professional Education Advisory Board (PEAB) works cooperatively with university staff – under the provisions of WAC – in (a) making recommendations for program policy, (b) conducting program review, and (c) analyzing current program practice. These recommendations, reviews, and analyses are made in light of national policies and research as well as local school district priorities and realities. The WAC charges PEAB with specific annual review functions associated with Program Approval Standards. This report represents one aspect of that review function.

Summary of Findings

Of our Residency Principal’s Certificate Program graduates, we were able to identify 20 who had accepted administrative positions and began as third-year administrators during the 2012-2013 academic year.

Response Rates

• 9 of the graduates responded
• 9 of the graduates received feedback responses from their supervisors

Overall Performance Rates

Of the 9 responding members of the cohort,

• 3 rated themselves as outstanding
• 6 rated themselves as good

Of the 9 graduates who were rated by their supervisors,
Quantitative Assessment Results

This section will describe the quantitative assessment results, including graduates’ and supervisors’ overall ratings, as well as ratings within specific ISSLC Standards.

Ratings Across the ISSLC Standards

Program graduates and superintendents were asked to rate the degree to which graduates demonstrated successful outcomes across the six ISLLC Standards (38 total strands) and four additional outcome strands. Graduates were rated on a five-point scale of excellent, very good, good, fair, and poor. Since several graduates and superintendents skipped questions, a “N/A” or not applicable category has been added with those un-selected responses considered non responses and not counted toward the total percentage. The results are reported on the following pages.

Highest Scoring Standards: For Graduates

The following ISLLC standards are ranked as being the highest scoring standard based on the highest average score given by graduates and their supervisors. The highest average score based on a five point scale:

- ISSLC Standard 5: Ethical Leader – average score: 4.19
- ISSLC Standard 2: Instructional Leader – average score: 3.94

Highest Scoring Standards: For Supervisors

- ISSLC Standard 4: Community Leader – average score: 4.42
- ISSLC Standard 5: Ethical Leader – average score: 4.42

Highest Scoring Strands: For Graduates

- ISSLC Standard 5: Ethical Leader: Ethics—average score: 4.33
- ISSLC Standard 2: Instructional Leader: Supervision of Instruction—average score: 4.22
- ISSLC Standard 3: Organizational Manager: Personal Procedures—average score: 4.22
- ISSLC Standard 5: Ethical Leader: Interpersonal Relationships—average score: 4.22
Highest Scoring Strands: For Supervisors

- ISSLC Standard 3: Organizational Manage: Facility and Maintenance Administration - average score: 4.67
- ISSLC Standard 5: Ethical Leader: Ethics – average score: 4.67

Lowest Scoring Standards: For Graduates

For graduates and their supervisors, the following ISLLC standard strand had the lowest average score based on a five point scale:

- ISSLC Standard 4: Community Leader – average score: 3.81
- ISSLC Standard 3: Organizational Manager – average score: 3.9

Lowest Scoring Standards: For Supervisors

- ISSLC Standard 6: Advocate for Public Policy – average score: 4.22
- ISSLC Standard 1: Steward of Vision – average score: 4.23

Lowest Scoring Strand: For Graduates

- ISSLC Standard 3: Organizational Manager: Student Transportation – average score: 3.56
- ISSLC Standard 3: Organizational Manager: Food Services – average score: 3.56
- ISSLC Standard 4: Community Leader: Community/Business Involvement – average score: 3.56

Lowest Scoring Strand: For Supervisors

- ISSLC Standard 2: Instructional Leader: Change Process – average score 3.78
- ISSLC Standard 1: Steward of Vision: Strategic Planning – average score 3.89

Qualitative Assessment Results

This section will describe the qualitative assessment results, including both graduates’ and supervisors’ comments regarding suggested program improvements.
Verbatim Comments:

Question prompt:

Please include any additional comments or suggestions you might have about our program.

Graduates:

- Assignments that we could use when we enter the field... (i.e. develop a plan to create a vision/mission with staff; look at best practice for student discipline and develop a plan on how to deal with discipline, teach socially appropriate behavior and a plan for implementing Positive Behavior Supports; the most useful plan would be those that will look similar regardless of which demographic and population you have at your first principalship, as most will not be able to predict that before applying). It would also be nice to hear examples of how most regular principals are meeting criteria for ISLLC Standard 6.) I think it would have also been important to spend a little bit more time at each level during my internship. I only spent one day at each of the other two levels. Overall, I do feel like the WWU program prepared me well for my principalship. This is such a broad job and the scope is large enough that it would be truly difficult for an admin program to cover everything that a new principal would encounter. Thank you for asking.

- I would like a doctorate available from WWU which includes our Professional Certification

- No - Things have changed so much in the last three years with common core and TPEP - Even though I've been a principal 3 years, I finished my program at WWU 6 years ago. I thought I was well prepared; however, with all the changes I believe all principals are on a steep learning curve. I'm confident WWU is preparing new principals for the new reality of being an administrator with all the new changes.

Supervisors:

*No supervisors chose to answer this question.
Formative Assessment of  
2012-2013 Interns (Principals)

Introduction

The Residency Principal's Certificate is defined in the Washington Administrative Code (WAC) as a 540 clock-hour experience in which the certificate candidate demonstrates competency across six Interstate School Leaders Licensure Consortium (ISLLC) Standards which are specified in the WAC. The Educational Administration Program requires that prior to beginning the internship, each certificate candidate must complete forty (40) clock hours in observation of a principal performing these Standards. In addition, the university requires 36 credits of course work in the educational administration concentration plus the twelve (12) credit, year-long internship for the certificate. Admission to the internship comes after the candidate has successfully completed most course work and with appropriate recommendations from the prospective intern's superintendent and supervising principal.

The university's intent in offering the internship is to apply course-based theory to school-based field experience. The university's program includes compliance with the State's WAC requirements and is based on the current research literature on optimal preparation programs for school principals. At the end of each academic year, students in Educational Administration who finish their Residency Principal's Certificate internship are asked to complete a questionnaire about their overall course work and internship experience through Western. This holistic approach determines whether each candidate has acquired (through course work and/or the internship) what she/he sees as being a satisfactory preparation for a building leadership position. The goal of the assessment is program improvement. This report reflects information gathered as part of the spring 2013 survey of 2012-2013 program graduates.

Graduates were asked to rate their administrative performance across the six ISLLC Standards, comprising a total of thirty-eight (38) outcome strands. These are outlined and required in the Washington Administrative Code (WAC), section 181-78A-270, items two (a)-(b) and three (a)-(d). In addition, graduates were asked to rate themselves on four additional outcome strands, as well as respond to six program evaluation questions and three open-ended questions.

This report will: (a) outline each of the forty-two (42) outcome strands that were included in the survey, (b) describe the Residency Principal’s Certificate Program at WWU, (c) summarize the overall findings, (d) describe and analyze the quantitative results in detail, and (e) provide the qualitative results in the form of verbatim narrative comments.
Outcome Strands Measured

ISLLC Standards of the Principalship

ISLLC Standard 1 – Steward of Vision: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Vision/Mission Building
- Strategic Planning
- Data Collection and Analysis
- Effective Communication
- Negotiating/Consensus Building

ISLLC Standard 2 – Instructional Leader: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

- Analyzing the Curriculum
- Supervision of Instruction/Instructional Strategies
- Learning/Motivation Theory
- Learning Technology
- Evaluation of Student Achievement/Testing and Measurement
- Supervision of Extra/Co-Curricular Education
- Staff Development/Adult Learning
- Change Process
- Student Discipline
- Student Services

ISLLC Standard 3 – Organizational Manager: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- General Office Administration
- School Operations/Policies
- Facility and Maintenance/Administration of Safety and Security
- Student Transportation
- Food Services
- Personnel Procedures
- Budget Supervision
- School/Program Scheduling
- Collaborative Decision Making
ISLLC Standard 4 – Community Leader: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

- Community/Public Relations
- Parent Involvement
- Climate for Cultural Diversity
- Community/Business Involvement and Partnerships

ISLLC Standard 5 – Ethical Leader: A school administrator is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner.

- Position Goals and Requirements
- Philosophy/History of Education
- Ethics
- Interpersonal Relationships

ISLLC Standard 6 – Advocate for Public Policy: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

- School Board Policy and Procedures/State and Federal Law
- Federal Programs Administration
- Issues and Conflict Resolution
- Current Issues Affecting Teaching and Learning
- Professional Affiliations and Resources
- Professional Library

Additional Strands

- Discipline
- Knowledge of SIP/NCLB
- Master Scheduling
- Professional Certification/National Board Certification

Program Assessment Questions

- What overall rating would you give your instructors in Educational Administration?
- What overall rating would you give your Educational Administration advisor?
- What rating would you give your university internship supervisor?
- What rating would you give the principal who supervised you?
- Please rate your supervising principal in regards to his/her availability to you for discussion and processing of issues which arose on site.
- To what degree did your supervising principal give you constructive advice and guidance?
Residency Principal’s Certificate Program Characteristics

2012-2013 Principal Interns Cohort

Of our Residency Principal’s Certificate Program students, 26 graduated in 2013.

Gender

- 14 are females
- 12 are males

Ethnicity

- 23 identified as Caucasian
- 1 identified as Mexican American/Chicano/Mexican
- 1 identified as Filipino
- 1 identified as Unknown Race/Ethnicity

Current Position

Interns held positions that included:

- 10 Teachers
- 1 Principal
- 3 Dean of Students
- 1 Interim Principal
- 1 Administration Associate
- 1 Program Assistant
- 1 Interventionist
- 1 Coordinator of Instructional Services
- 7 did not respond

2008-2013 Graduate Characteristics

Each student meets the Graduate School requirements for admission, as well as our own additional requirements which include: (a) recommendations attesting to the candidate’s leadership potential and past performance, (b) a writing sample and, in some cases, (c) an interview. Average Graduate Record Examination (GRE) and Millers Analogy Test (MAT) scores for our students place them in the above-average range. Most students who begin the program finish it in approximately three years if they are pursuing a Master’s degree concurrently (including the internship). Post-Master’s students generally finish the program in about two years. Less than 5% of those who start the program do not finish.

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- 43% are Male
- 1% are Unidentified

Ethnicity

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- 2.8% are Black
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- 1.4% are Hispanic
- 1.4% are American Indian
- 0.4% are Other/Multicultural
- 0.0% are International
- 18% are Unknown

Age

- Age Range (at the time their certification was awarded) = 28 years – 63 years
- Average Age = 43.4

Professional Position

Administration position titles upon employment might include:

- Principal
- Assistant/Vice Principal
- Assistant Superintendent
- Curriculum Director
- Dean of Students
- Director of Educational Technology
- Athletic Director
- Interim Principal
- Alternative and Outreach Administrator

Course Content

The Washington Administrative Code defines course content in detail. In addition, we seek recommendations from professional groups and scholarly research, and closely monitor school reform implications for administrative leadership demands and directions – especially those pertaining to Washington State. Course syllabi are reviewed each year and are often revised to reflect new literature and improved approaches regarding the effective preparation of administrators.
Instructors

Specialty faculty who have significant experience in administrative roles teach the majority of classes. Their major responsibility is to provide linkages between theory and practice – in the literature, this is known as a field-practitioner preparation model. Specialty Faculty are selected and retained on the basis of their experience and teaching skills.

Internship

This year-long, 540 clock-hour experiences is designed to assist each certificate candidate in applying knowledge and skills acquired in course work and elsewhere to administrative practice (both leadership and management) of a school. The internship experience follows a structured 40 clock-hour observation in which the prospective intern observes a principal performing in each of the ISLLC Standards’ strand areas in which the intern will develop competence. This observation usually takes place the year before the prospective intern’s administrative internship, with the goal of allowing the prospective intern to see a mentor principal at work.

Based on 1992 legislation, interns have been subsidized a state grant to support release days during the internship year. Although funding for this program is not guaranteed from year-to-year, Washington Legislature has continued to approve funding for interns.

Graduates and Placement

Western graduates a consistent number of M.Ed. in School Administration/Residency Principal Certificate students. Recently (from 2008 to 2013), the annual number of graduates has varied between 26 and 51 with an average of 43 graduates.

Based on the program’s long history, the overall placement rate for our administrator candidates who are actively seeking administrative positions and are not place-bound is approximately 90%. More specifically, it is estimated that over 70% of those who complete the program become administrators; another 10-15% decide after the internship that they do not want a position in administration or they do not want to make the necessary geographic move. Another 5-10% does not obtain an administrative position for a variety of reasons.

Program Evaluation

The program is subject to constant formative assessment, including:

- Student evaluations of every professional course taught by an adjunct instructor or specialty faculty member via the WWU evaluation process
- Annual course syllabi review by senior faculty
- Student evaluations immediately following completion of the internship experience, regarding their performance across specific outcome strands as well as feedback about the program (the current report)
- Follow up of first-year administrators through parallel questionnaires completed by program graduates and their supervisors, regarding their performance in specific outcome strands
• Follow up of third-year administrators through parallel questionnaires completed by program graduates and their supervisors, compared to data from when these administrators were first-year administrators

Program Policy, Review, and Analysis

The program’s Professional Education Advisory Board (PEAB) works cooperatively with university staff – under the provisions of WAC – in (a) making recommendations for program policy, (b) conducting program review, and (c) analyzing current program practice. These recommendations, reviews, and analysis are made in light of national policies and research as well as local school district priorities and realities. The WAC charges PEAB with specific annual review functions associated with Program Approval Standards. This report represents one aspect of that review function.

Summary of Findings

Response Rates

• 26 out of 26 graduates responded

Quantitative Assessment Results

This section will describe the quantitative assessment results, including graduates’ overall ratings, as well as ratings within specific ISSLC Standards.

Ratings Across the ISSLC Standards

Program graduates were asked to rate the degree to which they felt prepared to demonstrate successful outcomes across the six ISLLC Standards (38 total strands) and four additional outcome strands. Graduates rated themselves on a five-point scale of excellent, very good, good, fair, and poor. The results are reported on the following pages.

Highest Scoring Standards: For Graduates

The following ISLLC standard is ranked as being the highest scoring standard based on the highest average score given by graduates. The highest average score based on a five point scale:

• ISSLC Standard 5: Ethical Leader- average score: 4.51
• ISSLC Standard 6: Advocate for Public Policy- average score: 4.26

Highest Scoring Strands: For Graduates

• ISSLC Standard 5: Ethical Leader - Ethics – average score: 4.67
• ISSLC Standard 5: Ethical Leader – Interpersonal relationships – average score: 4.63

Lowest Scoring Standards: For Graduates
For graduates, the following ISLLC standard had the lowest average score based on a five point scale:

- ISSLC Standard 4: Community Leader – average score: 4.05
- ISSLC Standard 3: Organizational Manager – average score: 4.08

Lowest Scoring Strands: For Graduates

- ISSLC Standard 3: Organizational Manager – Food Services – average score: 3.63
- ISSLC Standard 3: Organizational Manager- Student Transportation – average score: 3.83

Qualitative Assessment Results

Verbatim Comments:

*Question/Prompt One:* Please describe any internship activities you would have liked to have engaged in more frequently or more in depth.

- Budget knowledge
- More time working with the director of teaching and learning specifically with TPEP.
- Budget and scheduling
- Taking a leadership/staff development initiative from start to finish
- Supervision and discipline
- My job helped a lot in my prep, but more interaction between classmates would have helped
- Budget decision. Teacher observation
- Be in charge
- Professional development to the staff
- Observation and student discipline
- Informed meetings for mending or support system as well as build that network/cohort
- Budget, community partnerships, large/collaborative decision making
- Additional sessions on interviewing and applications
- More personal supervision
- More budget nitty gritty from my principal
- Group discussions about real situations
- Lunch duty
- More observing teachers
- Teacher evaluation, budget supervision
- Budget, evaluations
- More training in student discipline
**Question/Prompt Two:** Please describe any internship activities you would have liked to have engaged in less frequently or less in depth.

- Less time subbing and more time learning with my supervising principals
- Supervision
- Bus duty
- Student supervision
- None
- Student discipline, supervision
- Maybe a little less supervision
- Work with WIAA
- Supervision-lunch, sporting events
- None.

**Question/Prompt Three:** Please provide any additional comments/suggestions regarding your educational administration course work and administrative internship.

- It was a great year and I received a lot of real life experience!
- Course work-excellent. Internship-needed more gradual release of responsibility felt I was on my own to find opportunities and received no feedback
- Loved it
- Loved and benefitted from it all. Thank you!
- Thank you
- None.