PRESENT: Mary Allen (WSCA), Warren Aller (WWU), Tim Bruce (WWU), Steve Clarke (WASA), Aaron Darragh (AWSP), James Everett (AWSP), Joseph Hunter (WWU), Kevin Kaemingk (WFIS), Tod Klundt (AWSP), Donald Larsen (WWU), Joshua Meese (WEA), Erica Rasmussen (WWU/EDAD student), Ron Spanjer (WASA)

ABSENT: Laurel Browning (WASA), Gail Coulter (SPEL-WWU – ex-officio), Francisco Rios (WCE-WWU – ex-officio), Wayne Robertson (WWU), Fredrika Smith (WASA)

SUPPPORT: Kimberly Caulfield (WWU/EDAD) and PEAB Support Staff

SUMMARY:

1. Welcome and Introductions
2. Approval of November 3, 2016 PEAB Minutes Action
3. Student Admissions Report (Ron Spanjer)
4. Director’s Report (Joseph Hunter)
   - Report on Standard Three: Governance and Resources Action
     - Program leadership, authority, and budget
     - Personnel
     - Program facilities and resource.
   - Adopt a New Five-Year Evaluation Plan Action
   - Update on Online Program Progress
5. Additional Reports
   - Enrollment and Recruiting Report (Warren Aller)
   - Superintendent Program (Wayne Robertson)
   - Highline (Don Larsen)
   - TOSA (Warren Aller, Tim Bruce)
6. Suggestions or Items for Discussion by the Board
7. Reminder of Remaining Meeting Date for 2017 (Joseph Hunter)
   - Thursday, May 11, 2017, Viking Union Room 462B
8. PEAB Satisfaction Question (distributed each meeting) Action
9. Adjournment

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The PEAB meeting of February 16, 2017 was chaired by Ron Spanjer.

1. Welcome and Introductions

Members briefly introduced themselves (name, current position, and which association/organization they are representing).
2. Approval of November 3, 2016 PEAB Minutes

**MOTION:** It was moved by Kevin Kaemingk and seconded by Tod Klundt to approve the November 3, 2016, minutes as accepted. Motion passed unanimously.

3. Admissions Report (*Ron Spanjer*)

The PEAB reviewed the number of students admitted from February 2016 to February 2017. Ron Spanjer asked if we see site trends. Warren Aller reported we currently have 21 new enrollees, and as far as particular site it is general. We have 52 interns this year, and we expect 42 next year. Joseph Hunter noted that we may have new students from Highline and Olympia in the fall at the Tacoma site.

4. Director’s Report (*Joseph Hunter*)


Joseph provided PEAB with a written report (attached) on each area. The main topics are:

- Program leadership, authority and budget
- Personnel
- Program facilities and resources

**MOTION:** It was moved by Kevin Kaemingk and seconded by Steve Clarke to approve the report on Standard Three, acknowledging the comprehensive report for both the principal and superintendent programs. Motion passed unanimously.

- Adopt a new PEAB Five-year Evaluation Plan (attached)

This is the last year of the current rotation. The new rotation is from 2017 to 2022.

**MOTION:** It was moved by Aaron Darragh and seconded by Mary Allen to approve the 2018–2023 PEAB Five-year Evaluation Plan for both the principal and superintendent programs. Motion passed unanimously.

- Update on Online Program Progress

We hope to launch British Columbia and other sites as online programs. Online is considered a site and we have to have some kind of formal approval. We should know soon as to what extent that will be. We may or may not have to apply to NWCCU. Some of the information has not been available to us on the implementation process. We are the second program at the university to implement online – the first one is no longer running. We will report on this at the next PEAB meeting. If we implement the B.C. program in the fall, we expect another fifteen students to enroll.
5. Additional Reports

- **Enrollment and Recruiting Report (Warren Aller)**

PEAB reviewed the enrollment report (attached). We will mail 1,000 letters with each containing three recruitment cards. We then contact nominated students. We hope to recruit 15-20 new students.

Ron Spanjer offered a thought about the enrollment report. As Superintendent for the Blaine School District for eleven years, less than ten of his employees have enrolled in the WWU program (other than the TOSAs this year). There are six TOSAs this year, and five of them are moving on in the principal program. The TOSA program (4 classes) gets people in the door, and then they can decide if they want to pursue the principal program. Erica Rasmussen noted that seven out of eight of the Arlington and Marysville TOSAs moved on in the program.

- **Superintendent Program (Warren Aller for Wayne Robertson)**

We just admitted a new student. One student is graduating this quarter. Six more will graduate in the spring. The superintendent cohort is well represented in search pools. Ron Spanjer has noticed that several superintendent graduates don’t want to be a superintendent, but rather go into central office roles. He also noted that there has been a lull in superintendent postings. Joseph Hunter noted that half of his EDAD 644 superintendent students were going into central office positions.

- **Highline (Don Larsen)**

We are pursuing conversations with the Highline, Kent, Auburn, and Renton school districts about their teachers enrolling in our principal program. They want administrators who can speak a second language. In the Highline S.D., 40% of their schools will be dual language by 2020, and 49% of their students speak Spanish. To make Highline a site would require NWCCU and DOE approval. Last night, Don and Tim went to Highline and we had twelve teachers attend. We are going to meet with the Olympia S.D. on Feb. 27. We propose to tailor our course content. A cultural dual language component can be added to our classes. We need a minimum of ten students to run a class. The classes would start in Tacoma. South Seattle to Tacoma is underserved by educational administration programs. Tim Bruce said we are looking at working with these school districts and then tailor our courses to meet their needs. Tim said if we add twelve to fifteen students from Highline, this may require additional staff support for the EDAD program.

- **TOSA (Warren Aller, Tim Bruce)**

Warren reported we have partnerships with school districts for our TOSA program. He and Tim met with Kris McDuffy, Superintendent of the Edmonds S.D., and Deca Smith, Superintendent of the Monroe S.D. They asked us to do a survey on what the schools have
in place for their TOSA’s. Mt. Vernon has the most TOSAs – they have 27. The larger districts have a plan for TOSAs. The smaller districts have few or none. There is not a systematic program.

Ron Spanjer addressed the difference between the TOSA role and the Teacher Leader role. Joseph Hunter noted that the UW has a Teacher Leader Program that has different content from TOSA. There are nationwide Teacher Leader standards.

Joseph Hunter reported that the first cohort of TOSAs were supported by WWU grant scholarships, but now the program is self-sustaining.

6. Suggestions or Items for Discussion by the Board

Don Larsen had previously brought up that Educational Administration used to have an additional half-time staff support position which was eliminated a few years ago due to university budget cuts. The Educational Administration faculty would like to have this position reinstated. If all the initiatives reported on today go through, we would need a full-time staff support (1.0). It was suggested to PEAB to make a recommendation for a 1.0 staff support for future programs with the caveat that there is an immediate need for a half-time staff support for existing programs.

**MOTION:** It was moved by James Everett and seconded by Joseph Hunter to propose to add additional staff support for at least half-time for the Educational Administration program, with the potential of a full-time staff support for projected growth. Motion passed unanimously.

7. Reminder of Remaining Meeting Date for 2017 (Joseph Hunter)
   - Thursday, May 11, 2017, Noon, Viking Union Room 462B

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

The survey was distributed and collected from the PEAB.

9. Adjournment

**MOTION:** Kevin Kaemingk moved and Steve Clarke seconded to adjourn. Motion passed unanimously.

Respectively submitted,

Kimberly Caulfield
WAC 181-78A-261

Approval standard—Program resources and governance.

Building on the mission to prepare educators who demonstrate a positive impact on student learning, the unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet state standards. The following evidence shall be evaluated to determine whether each preparation program is in compliance with the resources program approval standard of WAC 181-78A-220(3):

- **Program leadership, authority and budget**
  1. A separate administrative unit is responsible for the composition and organization of the preparation program.
     1. An officially designated administrator is responsible for the management of operations and resources for the preparation program.
        
        **The EDAD Program Director:** Joseph Hunter
        
        Ultimately, the Dean of Woodring College is responsible for allocating resources for the faculty and staff of the Educational Administration Program. In coordination with the Chairperson of the Special Education and Education Leadership Department, and supervisors in Extended Education, the Dean reviews and approves the composition and organization of the program, including:
        
        **Budget**
        Course offerings both on campus and off campus, including tenure, tenure-track, non-tenure track instructors, and adjuncts
        Program expansion and maintenance efforts by faculty which impact fiscal realities
        
        2. Budgetary allocations are sufficient for the program to assure that candidates meet state standards.
           
           **Current funding allows us to provide programing to the following sites:**
           (State Supported) Bellingham
           (Self-Sustaining through E.E.) Everette Community College
           (Superintendent Program) North Seattle College, Bremerton, and Tacoma (Residency Principal Program and M.Ed. Program)

- **Personnel**
  1. The program has adequate personnel to promote teaching and learning.
     1. Workload policies allow program personnel to effectively perform their assigned responsibilities within the program.
        
        **Tenure and Tenure-Track faculty:** 3.0 FTE
        **Non-Tenure-Track faculty:** 1.0
        **Adjuncts and Extra Contract Agreements:** Nine Summer Courses-equivalent to 1.0 FTE, and .75 FTE Adjunctions during the academic year.
        **Staff (Program Manager):** 1.0
        This currently covers our basic needs, but an additional 1.0 Tenure-track
faculty member and a .5 support staff member would serve us better, and the enrollment numbers justify it. Additionally, should enrollement continue to expand, the need will become more than needed, moving toward crucial for smooth and efficient functioning. Although we can use adjuncts for courses, and there are benefits in having field-based professionals provide some coverage, the need for guaranteed curriculum and instructional alignment makes the need for core faculty who can work on vertical and horizontal alignment on a continuous improvement cycle reinforces the need to look for a permanent solution.

(b) Specific program personnel are assigned the responsibility of advising applicants for certification and endorsements and for maintaining certification records.

(c) The program has adequate field supervisors and other support personnel. Each of the five core faculty (Don, Tim, Joseph, Warren and Wayne) provide advising to students, including the supervision of course placement, and internship activities that result in each advisor reviewing and approving students for certification.

We use Canvas, a technology-based student instruction and informational platform, to maintain certification records, which are reviewed by Woodring staff members who facilitate certification recommendations to OSPI.

• **Faculty qualifications and professional practices**
  (3) Faculty are qualified and exemplify professional practices.
  (a) Faculty are qualified for their assignments by virtue of education, experience and current understanding of research and best practices.
  Each of the core faculty members have extensive backgrounds in K-12 education, including teaching and school administration. All five have experience as school principals, and three have extensive experience as district superintendents. All faculty members hold the required educational credentials and background in research and best practice necessary for their professional responsibilities.
  (c) Faculty exemplify professional practices in teaching.
  Faculty members consistently exhibit teaching practices that result in our students completing the program leading to certification, with about 85-95% of students moving into administrative or other leadership roles shortly after program completion.

• **Faculty performance and professional development**
  (4) The program systematically and comprehensively evaluates faculty performance and supports professional development.
  (a) The faculty evaluate their own effectiveness in achieving program goals.
  On a regular basis, as controlled by the Unit Evaluation Plan, faculty engage in professional reflection related to their core instructional responsibilities. For non-tenured faculty, this is yearly, for tenured and senior faculty, this is every year leading to a comprehensive five-year review.
  (b) The program evaluates faculty effectiveness in teaching and learning. Each faculty member uses a university approved evaluation instrument at the end of every course to collect student feedback on teaching and learning.
(d) The program provides opportunity for faculty to engage in professional development.

Woodring College provides professional development funds to core faculty every year. For the last few years this has been approximately $2400 a year for tenure-track faculty and $1200 a year for non-tenure track faculty. In addition to these professional development funds, core faculty have opportunities for professional development that the university makes available to all faculty and staff. For instance, the university regularly provided workshops and professional development classes on the use of technology, and instructional strategies appropriate for cyber learning and millennial as well as adult learners.

- **Program facilities and resources**
  (5) The program has adequate facilities and resources to promote teaching and learning.
  (a) The program has the necessary classrooms, lab space, office space, and/or other facilities.
    **Yes. Including the space at off-campus sites.**
  (b) The program has technology, library, curricular, and electronic information resources.
    **Yes.**
  (c) The facilities support faculty and candidate use of technology.
    **Yes, including the devices necessary for professional responsibilities.**
### PEAB FIVE-YEAR PROGRAM EVALUATION PLAN

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*Annual Review
The professional education advisory board has reviewed annually follow-up studies and placement records.

**Five-Year Review
The professional education advisory board has reviewed all program approval standards at least once every five years (this review process was implemented by OSPI/SBE September 23, 1996).
## Educational Administration Enrollment History

(updated 2-1-17)

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**TOTAL** | 110   | 149   | 167   | 133   | 130   | 116   | 112   | 83    | 87    | 91    | 88    | 115      | 110      | 47               |

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*Interns are already included in the enrollment count (Und = undeclared non-matriculated student not admitted yet)