

**Center for Teaching and Learning
Office of Research, Evaluation and Assessment
Principal and Program Administer
Unit Report**

Information found in the Principal and Program Administer Preparation program report was summarized to produce this unit report. This summary demonstrates how the CTL uses Principals and Program Administrators program data to provide feedback relative to the program's effectiveness.

1. Discuss: (a) the program assessment process and standards used for measuring knowledge (content, pedagogy and professional), skills (professional and pedagogical) and dispositions; (b) whether the system is course based, end of program based, or both; and (c) faculty involvement in the developing the program assessment process.

- (a) The Principal and Program Administrator Preparation program measures Washington State standards for school administrators and the national Interstate School Leaders Licensure Consortium (ISLLC) standards.
- (b) The Principal and Program Administrator Preparation program have chosen to implement an assessment system that is course-based and standards-based. As evident from the analysis of fluency, the program cites CTL, Washington State Standards, and ISLLC standards in artifacts, rubrics, and reports. Standards are distributed evenly and redundant throughout program courses. The redundancy supports the unit's conceptual framework in that candidates are allowed numerous meaningful experiences to practice and demonstrate competence.
- (c) The Principal and Program Administrator Preparation program involved program faculty, alumni, and members of the Professional Education Advisory Board in designing the assessment system, reviewing program data, and determining potential changes that need to occur to better illustrate candidates are meeting standards. Since there are three tenured or tenure-track faculty assigned to the program, larger discussions concerning on-going data collection and program improvement occur quarterly at PEAB meetings.

2. Discuss the Pre-Autumn Self-Evaluation.

The self-evaluation inventory is designed to provide a personal profile of candidate school leadership assets based on the ISLLC Standards for School Leaders. During the pre-Autumn internship orientation, an inventory is conducted to measure candidate baseline knowledge and skill. The inventory consists of 179 statements that describe the knowledge, dispositions, and

performances contained within the ISLLC Standards for School Leaders. Candidates respond to each statement by reflecting on what they already know, what they believe and value, and what skills they are gaining as a school leader. On a scale of 1.0 to 4.0 (with 4. being the highest), aggregated summaries of candidate inventories demonstrate that, at the beginning of the internships, candidates rate themselves between 2.0 (some knowledge and skills) and 3.0 (sufficient knowledge and skills).

Further analysis was done on the responses and a complete report of the findings is located in the Assessment System. A sample of findings include:

- *ISSLC Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

While the majority of candidates rated themselves in the average range, 64% demonstrate deficiency in information sources, data collection, and data analysis strategies. Sixty-four percent also rated themselves high on the educability of all children

- *ISSLC Standard 2: A advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Again, the majority of respondents were in the average to mastery range on inventory items, except for knowledge and skills relating to adult learning and professional development models and low performance indicators in the area of diversity.

- *ISSLC Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment*

All items in this portion of the inventory are in the average range.

- *ISSLC Standard 4: collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Areas in need of strengthening include emerging issues and trends that potentially impact the school community, working with families and communities, and collaborating with communities, businesses, religious and political organizations, and service agencies. Data show that 40-50% of the candidates have had little experience in these areas.

- *ISSLC Standard 5: acting with integrity, fairness, and in an ethical manner.*

The majority of respondents were in the average to mastery range on inventory items.

- *ISSLC Standard 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*

Again, the majority of respondents were in the average to mastery range on inventory items. An area to strengthen has been identified in experiences with the families and communities representing diverse and underrepresented populations.

The purpose of the self-evaluation is to provide school leaders with the

opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC Standards. Furthermore, the self-examination of the prospective school leader seems to produce a greater familiarity with the standards and provides a starting point to assist the candidate in identifying potential areas of focus for professional development planning. Analysis of the inventory resulted in the following recommendations:

1. Knowledge indicators

- a) Candidates need to have more experience in information sources, data collection, and data analysis strategies.
- b) Candidates need more experience in adult learning and professional development models, the conditions and dynamics of the diverse school community.
- c) More emphasis is needed relative to the organization, operations, and resources for ensuring safe, efficient, and effective learning environments.
- d) Improvements in promoting the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context is needed.

2. Disposition indicators

- a) Although the candidates demonstrated some mastery on the disposition indicators, more attention to diverse perspectives is needed.

3. Performance indicators

- a) Candidates need to engage in ongoing dialogues with representatives of diverse community groups.
- b) Candidates need to improve on applying the laws and procedures fairly, wisely and considerately. That is, candidates need more practice in procedural and substantive due process decision-making.

3. Consider information gathered from the Mid-Quarter Measurement of Knowledge and Skills

The Mid-Quarter Measurement of Knowledge and Skills encompasses the six elements of Standard V for the Principal and Program Administrator Preparation program. The measurement is a self-report assessment that asks candidates to rate their own knowledge and skills in relation to specific standards.

Summarized and aggregated data reveal that candidates are performing above average on all elements. On a scale of 1.0 to 4.0 (with 4.0 being the highest), Elements A, B, C, D and E have means of 3.08 to 3.92. Two elements have scores of 2.0 for several candidates: D, family and community; and F, the larger context of the internship. A recommendations, which is supported by program faculty and PEAB members is to strengthen

these two elements by having candidates attend school board meetings, Parent-Teacher Association (PTA) meetings, and community meetings.

4. Reflect on data from the ISSLC Standards Quarterly Assessment.

The Quarterly Assessment form is aligned with ISSLC standards 1 through 6. A copy of the assessment instrument is provided to mentors of the CWU interns on a quarterly basis. Mentors are asked to read each of the indicators carefully and, using a scale of 1.0 to 4.0 (1.0 represents “little extent” and 4.0 represents “exemplary extent”) to indicate the extent of acceptable performance during a particular quarter of their internship. This assessment instrument is also used to demonstrate growth throughout the internship, as well as providing a focus for intern, mentor, and supervisor discussions of performance.

Results from the Fall 2007 quarterly assessment reveal identified performances as needing improvement.

- *ISSLC Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*
The majority of ratings were in the sufficient (3.0) to exemplary (4.0) range.
- *ISSLC Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*
Again, the majority of respondents scored between 3.0 to 4.0 on all assessment items. Two items scoring between 1.0 to 2.0, had to do with nurturing and sustaining student learning and nurturing and sustaining professional development.
- *ISSLC Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*
All items in this portion of the inventory are in the average range.
- *ISSLC Standard 4: collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.*
All items in this portion of the inventory are in the average range.
- *ISSLC Standard 5: acting with integrity, fairness, and in an ethical manner.*
All items in this portion of the inventory are in the average range.
- *ISSLC Standard 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.*
Again, the majority of respondents were in the average to mastery range on inventory items. An area to strengthen is demonstrated knowledge of the legislative agenda regarding schools.

5. Discuss information gathered from the Candidate Follow-up Survey.

A follow-up questionnaire for the 2006-07 candidates was distributed that solicited program feedback. Twelve candidates were surveyed and six candidates responded (50% return rate). The survey was resent and the same six candidates failed to respond a second time. Improvement must be made in the response rate of candidates. Data received from the program graduates who responded include several items having to do with program satisfaction. Percentages are:

- Satisfaction with instruction in the Administrator Preparation Program
 - Average 50%
 - High 50%
- Satisfaction with instruction in the School Administrator Preparation Program
 - Low 16%
 - Average 16%
 - Above Average 50%
 - High 18%
- Satisfaction with the Administrative Internship Experience
 - Above Average 33%
 - High 68%
- Satisfaction with overall program preparation
 - Neutral 50%
 - Average 17%
 - Above Average 17%
 - High 17%
- Would you recommend this program to others?
 - Yes 90%
 - No 10%

Based on feedback from candidates who completed the survey, the following actions have been taken to strengthen the program;

- Hiring a new faculty member with previous building and district administrative experience to add a different perspective to the preparation program.
- Increasing opportunities for internal and external department communications, among faculty, candidates, PK-12 personnel, and constituents.
- Clarifying the process of data collection and identifying appropriate artifacts that demonstrate candidates are meeting standards.
- Collecting, summarizing, and using data more consistently to inform the program and facilitate changes, as needed.

- 6. Examine all of the program LiveText exhibit area and discuss the accuracy, consistency, and fairness of the data, as well as what improvements could be made in the program assessment rubrics, courses, artifacts, or reporting. Include your interpretations relative how**

Data in the LiveText Exhibit Room within the *School Administration* folder contains course-based data on Principal and Program Administrator Preparation program candidates. The LiveText rubrics were developed with a three-point scale – Target, Acceptable, and Unacceptable. Data in the exhibit room demonstrate that 37% of candidates are meeting standards at the target level while 62% are at the acceptable level. Having this evidence in the LiveText exhibit room is a significant improvement over the 2006 evidence provided.

7. Examine the Principal placement Report Data from the Association of Washington School Principals database and report any discussions your program has regarding the reported results.

When reviewing placement rates for the most recent graduates (2000-2005), seventy-five respondents are currently working in Washington State. Placements are almost equal for assistant principals (47%) and principals (53%). As expected, 72% of the candidates who graduated in 2000 through 2002 are now principals. Only 34% of those who graduated in 2003 through 2005 are principals, while 64% are currently in assistant principal positions.

The data demonstrate that many CWU Principal and Program Administrator graduates are hired as building administrators in various school districts in Washington State – from the Olympic Peninsula to Spokane. In fact, a recent recipient of the Washington State Principal of the Year award is a CWU graduate.

Summary

The Principal and Program Administrator Preparation program, under the leadership of the new coordinator and new faculty have created a collegial professional culture in which the measurement of standards through the collection, aggregation, summation, and reporting of data is now a regular part of the program. Faculty, PEAB members, and candidates have commented on how the assessment system and systematic sharing of data have enriched instruction. Because standards are examined redundantly using multiple measurements and reported using a variety of summarized perspectives, the coordinator is better able to accurately articulate improvements in the program. It is clear from examining the data that this program is confident of its candidates constructivist preparation. It is also evident that improvements made to the program assessment protocols beginning summer 2007 have provided the unit with a better lens, with which to examine performance, and to suggest specified areas for improvement.