

# **School Administration**

# **Program Review**

# **Self Study**

Department of Advanced Programs  
College of Education & Professional Studies

Title page

# Central Washington University

College of Education & Professional Studies

Department of Advanced Studies

Date: 2/24/10

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Department Chair

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College Dean

# Table of Contents

Introduction to Department/Program(s) -----	6
Transition I. Program Full Admission and How the Criteria are Assessed-----	7
Diversity-----	11
Center for teaching and Learning-----	12
Organizational Chart for Program -----	12
Department & Program Goals-----	13
Data use to Measure Goal Attainment-----	15
Diversity Matrix-----	26
Certificate Program-----	34
Description of Degree Program and Curricula-----	36
Courses, Contributions, Locations-----	37
Number of Institutional Staff-----	38
Currency of Curricula in Discipline-----	39
Assessments and Standards Matrix-----	40
Educational Administrative Program Minutes-----	42
Five-Years SEOI Comparison-----	43
Administrator Certification Program Follow up study Results-----	44
Effectiveness of Instructional Methods-----	48
Assessment of program and Student learning-----	50
Alumni Survey-----	51
Program Goal to Relevant College and University Strategic Goals-----	52
Results of each Student Learning Outcome-----	53
Administrator Certification Program Follow up study Results 2007-08-----	57
Pre and post self-inventory-----	58
Principal's Quarterly Evaluation on the ISLLC Standards-----	60
Mid-Quarter Assessment 07-08-----	60

Sample Table 5 (Section III) Tenured and Tenure-track Faculty Profile-----	63
Students – For five years-----	64
Facilities & Equipment by Location-----	65
Library and Technological Resources by Location-----	68
Analysis of the Review Period-----	70
Future Directions-----	73
Suggestions for the program review process or contents of the self-study?-----	75
Appendix: Faculty Vitae & College Promotion & Tenure document -----	76

## **Program Review Self Study Contents Year 2009-2010**

The self-study is prepared through the leadership of the department chair by the faculty of the department and is both descriptive and evaluative; it provides basic information on the nature of the department's programs and gives the faculty's assessment of the program's strengths and weaknesses. A program of self-study is the faculty's opportunity to scrutinize itself, to publicize its accomplishments and examine its shortcomings.

With the beginning of the 2009-2010 academic program review process, we begin year number two of the second five year cycle. Established through a pilot program in 2002-2003, the academic program review process and self-study document has improved with each iteration. The foundation of the program review process is to provide staff and faculty with an opportunity to describe, analyze and reflect upon the role, goals, and contributions of the department to the college and university's missions. It is meant to be a flexible process that can be adapted to meet particular departmental or programmatic concerns or idiosyncrasies.

The single most important goal is that the results of the process be used by faculty and administration in making decisions that affect such topics as personnel, resource allocation, and curriculum. With the initiation of the second five year cycle, emphasis will be placed on how the administration and faculty have used the results of the previous program review to inform decisions. Additionally, the department will be asked to analyze previous program review documents and compare to their current situation. What actions have occurred in the intervening years based upon the results of the program review? What on-going recommendations remain? What new challenges have emerged since the previous self-study document was completed? This self-analysis will provide the context for the long-term improvement in academic programs at CWU.

The following outline for the contents of the self-study combines elements from academic norms, accreditation standards, and performance-based budgeting issues. The contents of the outline were compiled from a variety of sources and have been modified based upon feedback from previous program review documents.

Departments are asked to fill out each category concisely, with appropriate supporting data for each item. Evidence may be included in the appendices.

### **I. Introduction to Department/Program(s)**

#### **A. Department/unit mission statement**

##### **Mission Statement**

Our mission is to prepare outstanding candidates as visionary and exemplary school leaders for K-12 schools, and who will be facilitators for a high level of student learning based on ethical standards and democratic principles for a diverse, global and democratic society.

- B. Brief description of department and program contexts including date of last review

The Education Administration Program has been housed in the Department of Education since 1950. The Master in Education School Administration program prepares teachers for the residency principal's certificate. Students complete 56 credits in an approved course of study developed in consultation with the graduate advisor. This program offers students options for several internships, but does not necessarily qualify the student for the Residency Principal's Certificate, which requires an applicant to complete an application and be accepted to the Administrator Certification Program. Then candidates complete required coursework in addition to a 16 credit, year-long internship. See transition below.

### **Transition 1. Program Full Admission and How the Criteria Are Assessed**

- A. Admission Requirements.

Graduate School admission is required for M.Ed. The Professional Education Advisory Board (PEAB) approves candidate documentation for admission to pursue Residency Principal/Program Administrator certificate.

- B. Dispositional Assessment – Data to be gathered, aggregated, and analyzed by department.

Data gathered, aggregated, and analyzed produced the following results:

ISSLC Standard 1: On the **Disposition indicators**, 64% rated themselves high on the educability of all children (concept 4 & 12). Results for concept 11 and 13 need to be worked on due to low ratings of candidates themselves.

On the **Disposition indicators** for ISSLC standard 2, concepts 39 through 46, it can be concluded that the candidates' mastery of the concepts are average.

ISSLC Standard 3: On the **Disposition indicators**, 64% of the candidates show sufficient mastery of taking risks to improve schools (concept 76). Concepts 75, 77, 78, 79, 80, and 81 show average results of the candidates' disposition.

On the **Disposition indicators** of ISSLC standard 4, the candidates' results show a considerable weakness. Concepts 110 through 117 percentages are below expected average, which is 60%

On the **Disposition indicators** of ISSLC 5 standard, the candidates' results show some weakness in their mastery of the concepts. However, on concept 146 (examines personal and professional values), 64% of the candidates show sufficient mastery of the concept.

## Transition 2A. Completion of Core Courses

List the core standards, objectives, or competencies faculty require candidates to acquire. All candidates are required by faculty to meet the ISSLC Standards 1 through 6. Identify the assessment used for each standard, objective, or competency. Use the table below.

Standards, Objectives, Competencies	Assessment of Candidate Performance
Standard 1: Articulate, implement, and steward a vision of learning	<p>The school leader demonstrates clear, convincing, and consistent evidence that the vision of the school is effectively communicated throughout the school year and in a variety of ways, and that the communication supports the success of all students.</p> <p>The school leader communicates effectively with all stakeholders on the implementation of the vision.</p>
Standard 2: Maintains school culture and instructional Programs	The school leader uses principles of effective instruction, research methods, and evaluation of curriculum that fully accommodate the diverse needs of individual learners, and reports the successes both in and outside the school, throughout the school year.
Standard 3; Management of organization and operations	<p>The school leader uses knowledge of learning, teaching, student-development, and organizational development to optimize learning for all students.</p> <p>The school leader involves stakeholders in operations and setting priorities.</p>
Standard 4: Collaborates with families and community.	<p>The school leader maintains high visibility and active involvement with the community.</p> <p>The school leader capitalizes on the diversity of the school community to improve school programs and meet the diverse needs of all students.</p>
Standard 5: Acts with integrity, fairness and in an ethical manner	<p>The school leader understands how one’s office can be used in the service of all students and families to create a caring school community.</p> <p>The school leader demonstrates honesty in all professional and personal endeavors and expects honesty in others.</p>
Standard 6: Understands political, social, economic, legal, and cultural context	<p>The school leader knows the impact that political and policy-making decisions have on teaching and learning.</p> <p>The school leader understands the impact of economic conditions on the availability of resources and on teaching and learning.</p> <p>The school leader understands the importance of operating the organization within the law and how the law can be used to provide for the success of all students.</p>

## Transition 2B. Completion of Content Courses

List the content standards, objectives, or competencies faculty require candidates to acquire. Identify the assessment used for each standard, objective, or competency. Use the table below.

Standards, Objectives, Competencies	Assessment of Candidate Performance
<p>EDF 507            Demonstrate knowledge of state education reform efforts. WAC 181-78A-270 (1)(a); (2)</p> <p>Describe the foundations of Multicultural Education and culturally responsive pedagogy. WAC 181-78A-270 (1)(c); (2)(R); (4) (b)(i)-(iii,vi); (6) (a) (viii)</p>	<p>Using the Diversity in Unity Evaluative Checklist, analyze your real K-12 school environment and your own practice, to determine its responsiveness to: 1.) the values, lifestyles, history and cultural contributions of various identifiable subgroups of society. 2.) different approaches to learning, creating Instructional opportunities adapted to learners from diverse cultural and linguistic backgrounds. 3.) the recognition of the dehumanizing biases of racism, sexism, ageism, prejudice and discrimination, and the impact of such biases on students, education and interpersonal relations. 4.) the impact or lack there</p>
<p>EDF 510 Educational Research: This assessment is used to evaluate advanced level teacher/specialist scholars' knowledge, skills, and dispositions relative to professional inquiry, critical analysis, and synthesis of research for the purpose of impacting their professional development and the students they will affect.</p>	<p>Proficient performance is evidenced by writing that is organized clear, non-technical and avoids jargon. I can tell what the problem is before reading the statement. No Typos are evident. APA style was used.</p> <p>Proficient performance is evidenced by careful integration of the current theory, relevant, research, and research support of current practice. Seven or more articles are referenced.</p>



### Transition 3A. Completion of Internship or Practicum

List the internship or practicum standards, objectives, or competencies faculty require candidates to acquire. Identify the assessment used for each standard, objective, or competency. Use the table below.

Standards, Objectives, Competencies	Assessment of Candidate Performance
<p>STANDARD: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1- 6 through substantial, sustained, standards- based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.</p>	<p>The school leader reviews the campus vision. In the log, discuss awareness and strategies that could be used to implement the vision.</p> <p>The school leader assists in planning the campus master schedule, and review the use of technology as an instructional tool.</p> <p>Participate and provide leadership with planning, implementation, or supervision of curriculum, and participate in campus co-curricular and extracurricular programs.</p>
	<p>The school leader reviews the hiring process and participates in the selection of staff. Provides leadership regarding staff development planning or delivery for your campus.</p> <p>The school leader observes classroom teachers and provides feedback in a post-observation conference. Supervises a school event</p> <p>The school leader organizes and participates in campus administrative team activities, participates in planning or managing the campus budget, and review custodial services, maintenance, or food services on your campus.</p> <p>Follow the purchasing process at the campus level from the initial request to completion of the transaction and plan and submit a timeline of intern activities to the university supervisor.</p>
	<p>The school leader reviews the process for collecting community feedback as it relates to school improvement, and prepares written communication for internal and external constituents.</p>
	<p>The school leader assists in student discipline by working with actual student discipline cases, and provides leadership for assembly programs, graduation, new student orientation programs, or other student programs.</p> <p>The school leader reviews the process for selection and distribution of textbooks or other instructional materials, and evaluates one of the following: instructional program, an instructional practice, a delivery method.</p>

## Transition 3B. Completion of Program

List the (capstone) thesis, project, and/or examination standards, objectives, or competencies faculty require candidates to acquire. Identify the assessment used for each standard, objective, or competency. Use the table below.

Standards, Objectives, Competencies	Assessment of Candidate Performance
EDF 700: The candidate may demonstrate competence by one of the following options: 1. A research study culminating in a written thesis report. 2. An educational development project together with a written project report. 3. Extensive guided reading in the area of specialization culminating in a written comprehensive examination.	Candidates undergo an oral comprehensive examination after completing their thesis, project, or written examination. The oral examination includes the defense of the thesis, project, or written examination, as well as coursework, and the candidate performance has to be satisfactory.

Residency Principal and Program Administrator candidate must have a satisfactory performance on all the standards of the ISLLC before she/he can be recommended for a Residency or Program administrator certificate.

## Diversity

All students admitted in the School Administration Program are required to take EDF 507 - "Studies/Problems in Intercultural Education," with infusion of the constructivist/socio-cultural model of learning designed to develop pedagogical abilities and skills and analytic understanding, interpreting, and communication, in settings with diverse populations, and consistent with WAC 181-78A-270.

In April 2007, the Educational Administration was reviewed by NCATE and OSPI. Due to the lack of aggregated data and a plan for diversity, the program was placed on probation.

The Education Administration program was revisited in April 2008 by the Professional Education Advisory Board, and successfully passed with two recommendations from the state visit team. The recommendations were:

- The Educational Administration faculty and PEAB should collaboratively and more deeply analyze the aggregated data and respond accordingly in the program report.
- The Educational Administration program should ensure greater alignment between standards, course activities, candidate assessment/products, and data aggregation.

For specific actions taken since the visit, see section F. on page 21.

- C. Describe departmental governance system and provide organizational chart for department.

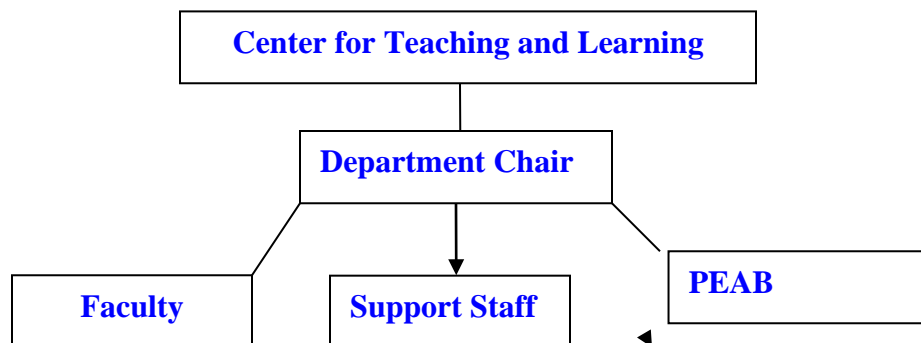
The educational administration program is housed in the Department of Advanced Programs and supervised by the department chair. In 2007, a program coordinator was appointed to supervise the accountability aspect of the program. That is, course assignments, need assessment, data collection, and reporting to the appropriate authorities.

**Center for Teaching and Learning:** The Center for Teaching and Learning (CTL) was formed to promote collaboration within the higher education faculty, public schools, and other members of the professional community. The CTL serves as the unit of all the professional preparation programs at CWU, as required by state and NCATE standards. For the past years, the framework has been modified to reflect multicultural and global perspectives in all aspects of the program. The theme also was extended to emphasize our genuine desire to be and to prepare facilitators of learning in a diverse world. The theme is intended to remind all of us –educator candidates, cooperating professionals, university faculty, and administrators in the field – of that to which we subscribe:

- A focus on learning is the most important result of teaching and the teacher’s role is to facilitate learning; and
- Individual differences and racial, cultural, gender, linguistic, and socio-economic diversity of children impact how we facilitate learning.

The CWU School Administrator Professional Education Advisory Board (PEAB): Standards for certification of school administrators in the State of Washington, adopted by the State Board of Education (SBE), require that every program preparing educational professionals be developed by a Professional Education Advisory Board (PEAB). The PEAB is a collaborative partnership made up of representatives from school districts, specialized professional organizations, and colleges/universities. The Central Washington University School Administration PEAB advises the university regarding the development, implementation, and revision of the professional preparation program for school administrators, and includes representation from the Washington Association of School Administrators, the Association of Washington State School Principals, the Washington Education Association, the Washington State School Director’s Association, other specialized professional education organizations, and CWU. The Department of Education at Central Washington University has management responsibility for the School Administrator Certification Program. The support staff handles the daily activities of the office of the program.

**Organizational Chart for Program**



D. Department/Program(s)

1. List department/program goals (be sure to include goals for each degree program).

**Department Goals:**

**Goal 1:** Prepare knowledgeable school leaders who demonstrate depth and breadth in informational literacy, instructional and organizational leadership.

**Goal 2:** Prepare school leaders who demonstrate awareness of and appreciation for the communities in which they work.

**Goal 3:** Develop resourceful school leaders who utilize effective instructional tools, assessments, and community resources.

**Goal 4:** Identify opportunities for partnerships with K-12 schools, professional organization, and the communities.

**Goal 5:** Increase the level of involvement of faculty and students in research and service to the profession.

**Goal 6:** Maintain an accredited status from national and state agencies.

2. Describe the relationship of each department/program(s) goal to relevant college and University strategic goals. Explain how each relevant strategic goal(s) for the University and college are being met within the department.

Central Washington University School Administration Program is designed to prepare school leaders to demonstrate strategic, instructional, organizational, political, and community leadership. Candidates in the program have the opportunity to participate in a process that is structured to: a) meet the professional development needs of educational leaders; b) focus on student centered success; c) provide a schedule that meets the needs of educational professionals; d) prepare candidates for the challenging new directions in education; and e) provide an experience in which the best practice of practical, policy, personnel and political (legal and social) aspects of school administration and instructional leadership are experienced, understood and practiced.

Consistent with the conceptual framework's constructivist philosophy and university goals, the School Administration Program assessment system has dynamically evolved over the past decade as a result of relevant and meaningful experiences, which include constituent and community feedback. The latest edition of the system is comprehensively designed to purposely measure the standards, and is flexible enough to meet specific program requirements, and robust enough to provide unit-wide analyses for the purpose of improving unit operations, including the evaluation of the system. **See Table below.**

Department/Program Goal to Relevant College and University Strategic Goals  
CWU Student Learning Outcome Assessment Plan Preparation Form

Department: Education

Program: School Administration

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. ISLLC Standards 1-6	Goals I & 2	Goals I, II & VI	Candidates will be evaluated by professors and lecturers using program approved electronic rubrics ISLLC standards class activities.	All candidates will create and utilize an electronic portfolio that addresses their professional growth plan	Fall, Winter, and Spring terms	All candidates' performance outcomes are measured by the ISLLC standard rubrics.
2. ISLLC Standards 1-6	Goal 1 & 2	Goals I, II, and VI	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	Fall, Winter, and Spring terms	All candidates will earn a "B" grade or higher to assure successful completion of the program.
3. ISLLC Standards 1-6	Goal 5	Goals II & V	Faculty participation in local, state, regional, professional conferences and workshops.  Contribution to publications as reflected in the annual activities report.	All faculty will be evaluated	Academic Year Activities Report	All faculty members will have at least attended one professional conference/workshop during the academic year.
4. ISLLC Standards 1-6	Goal 5	Goal IV & V	Student evaluation of instructor, and faculty recommendation for promotion and tenure	All faculty will be evaluated at the end of the quarter using University-Diagnostic Feedback for Instructor	Fall, winter, and Spring	All faculty members will maintain an average score of 4.00 or higher on the SEOI.

3. Identify what data was used to measure (assess) goal attainment

Multiple assessment measures are collected using a yearlong transitional timeline. Data are collected, aggregated, and reported at both the program level and unit level for both initial and advanced programs using CTL, state, and national standards as criteria for the measurements. Listed below are the multiple measurements carried out.

All candidates in the Principal Residency/Program Administrator Certificate must complete the following:

- 1) Pre-Autumn Self Evaluation
- 2) Professional Growth Plan
- 3) Mid-Quarter Measurement of Knowledge & Skills
- 4) ISSLC Standards Quarterly Assessment
- 5) Follow-up Survey
- 6) Intern Evaluation Sheet/Seminar
- 7) Livetext Portfolio (M.Ed. & Residency Certificate)

4. Describe the criterion of achievement (standard of mastery) for each goal.

A pre-assessment seminar involving faculty is held during (Pre-Autumn) where interns completed a self-evaluation inventory and turned it in for data analysis. Interns meet with their CWU supervisors and principal supervisors at their school of assignment to review the professional growth plan to be implemented during the quarter (WAC 181-78A-010 (10) (b).

The individual professional growth plan is designed to assess the intern's ability to demonstrate the six standards at the professional certificate benchmark level (WAC 181-78A-270 (2), (b) (ISLLC standards), performance evaluation data and an analysis of the administrative context and assignment. The disposition assessment of interns is embedded in the self-evaluation inventory.

In consultation with Educational Administration faculty, an instrument was designed to measure interns' knowledge and skills (Standard V). The instrument is titled "mid-quarter assessment". The purpose is to verify whether the intern is achieving acceptable knowledge, skill and performance at the professional certificate benchmark level, on all standards as defined in (WAC 181-78A-270), (ISLLC standards 1-6).

ISSLC Standards Quarterly Assessment – This instrument is used to determine the intern's performance during their quarterly internship experience.

Follow up study - In compliance with WAC 181-78A-400(3) a follow up study of the 2006-07 interns in the Administrator Certification Program is conducted. The aggregated data of the study is linked.

Intern Evaluation Sheet/Seminar – This instrument is for the interns to determine to what degree he/she is the meeting/seminar worthwhile experience, and to provide feedback for future seminars.

LiveText portfolios of documentation are reviewed by all educational administration faculty members, summarized, and discussed at staff meetings. Aggregated data is on LiveText.

5. Describe the major activities that enabled goal attainment.

To provide school leaders with opportunities to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC Standards and CTL goals, candidates are required to attend a pre-autumn orientation. At the orientation, a self-inventory designed to provide a personal profile of the school leadership assets based on the ISLLC Standards for School Leaders is administered to the candidates. Candidates are asked to respond to each statement by reflecting on what they have learned, what they believe and value, and what they are accomplishing as a school leader. Results are shared with candidates, PEAB members, College Dean, Department chair, and School Administration faculty. A post self-evaluation is also completed at the end of the internship to compare candidates' mastery of the standards.

Based on rubrics created for each of the courses, the numbers on the chart show the average repeated times each ISLLC standard was evaluated during the quarters. It can be concluded from the table above that faculty members are closely reviewing candidates' performances on the ISLLC standards and adjusting the curriculum. It demonstrates that candidates are allowed numerous opportunities to demonstrate competences in each of the ISLLC standards and that they were measured numerous times.

To demonstrate how candidates are meeting the goals of Standard V Knowledge and Skills, each component of the standard is addressed in the courses. The components are addressed in assignments and experiences aligned with ISLLC Standards, as well as in the following coursework: EDAD 580, EDAD 581, EDAD 582, EDAD 583, EDAD 584, EDAD 586, EDSE 512, and EDAD 692/693. Syllabi are found in the assessment system under programs and syllabi and rubrics are found in The LiveText Exhibit Room.

Principal interns meet the ISLLC standards through preparation and assessment of a professional growth plan found in the syllabi, rubric assessments, and reports on LiveText. Candidates are required to produce artifacts demonstrating competencies in the ISLLC standards.

For the implementation of the principal interns professional growth plans, university supervisors, building supervisors and interns meet quarterly to review intern's School Improvement Plan (SIP), School Action Plan (SAP), Teaching and Learning (TAL), Resource Alignment Plan (RAP), Community Action Plan (CAP), and Political Analysis Map (PAM) aimed at improving instruction. Please see evidence of interns' plans in portfolios on LiveText. Artifacts in candidates' portfolio are assessed on the course rubric on LiveText, and summarized by individual faculty members for review at a bi-weekly Education Administration program meeting. During meetings, recommendations for improvement are made and shared with candidates. It is expected that candidates implement and demonstrate credible results.

E. List results for each department/program goal.

1. Provide results in specific quantitative or qualitative terms for each department/program(s).

Below is an analysis of the frequency with which the program cites WA State Standards/Competencies, and/or national standards within the LiveText artifacts, rubrics, and reports in Table 1 for 2006-2008. Tables 2 to 10 are performance assessments of the candidates on the ISLLC standards.

Table 1

	EDAD 580	EDAD 581	EDAD 582	EDAD 583	EDAD 584	EDAD 586	EDAD 589	EDAD Intern
ISLLC 1	3	4	3	4	4	4	3	4
ISLLC 2	3	3	3	3	3	4	3	4
ISLLC 3	5	3	3	2	4	4	4	4
ISLLC4	3	3	3	4	2	4	3	4
ISLLC 5	3	3	2	3	3	3	2	4
ISLLC 6	3	3	4	1	3	2	4	4

Based on rubrics created for each course, the numbers on the chart show repeated times each ISLLC standard is evaluated during fall, winter, and spring quarters. It can be concluded from the tables above that faculty members are closely reviewing candidates' performances on the ISLLC standards and adjusting the curriculum. The charts show that students are allowed many opportunities to demonstrate competence in each of the ISLLC standards and that they are measured repeatedly.

Table 2

EDAD 692/693 - Ed Admin Internship (Fall 2007-2008)

**Rubric: Performance Assessment**

	Target (0 pts)	Acceptable (0 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Ethical Leadership	<u>69</u>	<u>101</u>	<u>1</u>	0.00	0	0.00
Learner-Centered Leadership	<u>64</u>	<u>98</u>	<u>1</u>	0.00	0	0.00
Human Resource and Management	<u>61</u>	<u>100</u>	<u>1</u>	0.00	0	0.00
Communication and community Relations	<u>63</u>	<u>99</u>	<u>1</u>	0.00	0	0.00
Instructional Leadership	<u>62</u>	<u>100</u>	<u>1</u>	0.00	0	0.00
Ethical Leadership <i>ISLLC.7</i>	69 (40%)	101 (59%)	1 (0%)			
Learner-Centered Leadership <i>ISLLC.7</i>	64 (39%)	98 (60%)	1 (0%)			
Human Resource and Management <i>ISLLC.7</i>	61 (37%)	100 (61%)	1 (0%)			
Communication and community Relations <i>ISLLC.7</i>	63 (38%)	99 (60%)	1 (0%)			
Instructional Leadership <i>ISLLC.7</i>	62 (38%)	100 (61%)	1 (0%)			



Table 3

Report Title: EDAD 580 – School Administration (Fall 2007)

Rubric: Performance Assessment

	Target (0 pts)	Acceptable (0 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Leadership	<u>25</u>	<u>22</u>	<u>2</u>	0.00	0	0.00
Decision Making	<u>27</u>	<u>16</u>	<u>2</u>	0.00	0	0.00
Communication & Written Expression	<u>27</u>	<u>16</u>	<u>2</u>	0.00	0	0.00
Philosophical and Cultural Values	<u>27</u>	<u>16</u>	<u>2</u>	0.00	0	0.00
Policy and Political Influence	<u>14</u>	<u>10</u>	<u>1</u>	0.00	0	0.00
<b>Leadership</b>	25 (51%)		22 (44%)		2 (4%)	
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
<b>Decision Making</b>	27 (60%)		16 (35%)		2 (4%)	
<i>ISLLC.2, ISLLC.5, ISLLC.6</i>						
<b>Communication &amp; Written Expression</b>	27 (60%)		16 (35%)		2 (4%)	
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.6</i>						
<b>Philosophical and Cultural Values</b>	27 (60%)		16 (35%)		2 (4%)	
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
<b>Policy and Political Influence</b>	14 (56%)		10 (40%)		1 (4%)	
<i>ISLLC.2, ISLLC.5, ISLLC.6</i>						

Target
  Acceptable
  Unacceptable

Table 4

Report Title: EDAD 581- Public School Finance (Spring 2007)

Rubric: Performance Assessment

	Target (0 pts)	Acceptable (0 pts)	Unacceptable (0 pts)	Mean	Mode	Stdev
Leadership and Student Learning	<u>20</u>	<u>4</u>	<u>0</u>	0.00	0	0.00
Management and Effective learning Environment	<u>21</u>	<u>3</u>	<u>0</u>	0.00	0	0.00
Collaborating and mobilizing Community Resources	<u>21</u>	<u>3</u>	<u>0</u>	0.00	0	0.00
Demonstration of Integrity and Ethics	<u>24</u>	<u>0</u>	<u>0</u>	0.00	0	0.00
<b>Leadership and Student Learning</b>	20 (83%)		4 (16%)			
<i>ISLLC.1, ISLLC.2, ISLLC.6</i>						
<b>Management and Effective learning Environment</b>	21 (87%)		3 (12%)			
<i>ISLLC.3, ISLLC.4</i>						
<b>Collaborating and mobilizing Community Resources</b>	21 (87%)		3 (12%)			
<i>ISLLC.1, ISLLC.4</i>						
<b>Demonstration of Integrity and Ethics</b>	24 (100%)					
<i>ISLLC.1, ISLLC.5, ISLLC.6</i>						

Target
  Acceptable

Table 5

Report Title: EDAD 582 – School Curriculum (Spring 2007)

Rubric: Performance Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Leadership	<u>31</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Information Collection and Problem Analysis	<u>31</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Curriculum Design	<u>31</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Measurement and Evaluation	<u>31</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
<b>Leadership</b>	31 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
<b>Information Collection and Problem Analysis</b>	31 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
<b>Curriculum Design</b>	31 (100%)					
<i>ISLLC.1, ISLLC.3, ISLLC.6</i>						
<b>Measurement and Evaluation</b>	31 (100%)					
<i>ISLLC.2, ISLLC.4, ISLLC.6</i>						

Target
  Acceptable
  Unacceptable

Table 6

Report Title: EDAD 583 – School and Community (Fall 2006)

Rubric: Performance Assessment

	Target (3 pts)	Acceptable (2 pts)	Unacceptable (1 pts)	Mean	Mode	Stdev
Leadership	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Volunteering	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Decision making	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Extended Learning Opportunities	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
<b>Leadership</b>	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.4, ISLLC.5</i>						
<b>Volunteering</b>	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>						
<b>Decision making</b>	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.4, ISLLC.5, ISLLC.6</i>						
<b>Extended Learning Opportunities</b>	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5</i>						

Target
  Acceptable
  Unacceptable

Table 7

Report Title: EDAD 583 – School and Community (Fall 2007)

Rubric: Performance Assessment

	<b>Target</b> (0 pts)	<b>Acceptable</b> (0 pts)	<b>Unacceptable</b> (0 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Leadership	<u>41</u>	<u>38</u>	<u>0</u>	0.00	0	0.00
Volunteering	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Decision making	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Extended Learning Opportunities	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Leadership	41 (51%)	38 (48%)				
<i>ISLLC.1, ISLLC.4, ISLLC.5</i>						
Volunteering	42 (53%)	37 (46%)				
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>						
Decision making	42 (53%)	37 (46%)				
<i>ISLLC.1, ISLLC.2, ISLLC.4, ISLLC.5, ISLLC.6</i>						
Extended Learning Opportunities	42 (53%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5</i>						

Table 8

Report Title: EDAD 586 – Principalship (Fall 2007)

Rubric: Performance Assessment

	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
A Vision for Success	12 (80%)		3 (20%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
Culture of Teaching and Learning	12 (80%)		3 (20%)			
<i>ISLLC.1, ISLLC.2</i>						
Management of Learning	12 (80%)		3 (20%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3</i>						
Relationships with the Broader Community to foster Learning	12 (80%)		3 (20%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>						
Integrity, Fairness, and Ethics of Learning	12 (80%)		3 (20%)			
<i>ISLLC.3, ISLLC.4, ISLLC.5</i>						
The political, Social, Economic, Legal and Cultural Context of Learning	12 (80%)		3 (20%)			
<i>ISLLC.4, ISLLC.5, ISLLC.6</i>						

Table 9  
 Report Title: EDAD 589 – School Law (Summer 2007)  
 Rubric: Performance Assessment







	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
State and Federal	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Organization Oversight	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
School policies and procedures	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Legal Regulatory Application	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
State and Federal	1 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
Organization Oversight	1 (100%)					
<i>ISLLC.1, ISLLC.3, ISLLC.6</i>						
School policies and procedures	1 (100%)					
<i>ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.6</i>						
Legal Regulatory Application	1 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
	 Target	 Acceptable	 Unacceptable			
	 Target	 Acceptable	 Unacceptable			

Table 10  
 Report Title: EDAD 583 – School and Community (Fall 2006)  
 Rubric: Performance Assessment




	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Leadership	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Volunteering	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Decision making	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Extended Learning Opportunities	<u>28</u>	<u>6</u>	<u>0</u>	2.82	3	0.38
Leadership	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.4, ISLLC.5</i>						
Volunteering	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>						
Decision making	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.4, ISLLC.5, ISLLC.6</i>						
Extended Learning Opportunities	28 (82%)		6 (17%)			
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5</i>						
	 Target	 Acceptable	 Unacceptable			

Table 11

Report Title: EDAD 583 – School and Community (Fall 2007)

Rubric: Performance Assessment

	<b>Target</b> (0 pts)	<b>Acceptable</b> (0 pts)	<b>Unacceptable</b> (0 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
Leadership	<u>41</u>	<u>38</u>	<u>0</u>	0.00	0	0.00
Volunteering	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Decision making	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Extended Learning Opportunities	<u>42</u>	<u>37</u>	<u>0</u>	0.00	0	0.00
Leadership <i>ISLLC.1, ISLLC.4, ISLLC.5</i>	41 (51%)	38 (48%)				
Volunteering <i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>	42 (53%)	37 (46%)				
Decision making <i>ISLLC.1, ISLLC.2, ISLLC.4, ISLLC.5, ISLLC.6</i>	42 (53%)	37 (46%)				
Extended Learning Opportunities <i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5</i>	42 (53%)					

Table 12

Report Title: EDAD 586 – Principalship (Fall 2007)

Rubric: Performance Assessment

	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
A Vision for Success <i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>	12 (80%)		3 (20%)			
Culture of Teaching and Learning <i>ISLLC.1, ISLLC.2</i>	12 (80%)		3 (20%)			
Management of Learning <i>ISLLC.1, ISLLC.2, ISLLC.3</i>	12 (80%)		3 (20%)			
Relationships with the Broader Community to foster Learning <i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4</i>	12 (80%)		3 (20%)			
Integrity, Fairness, and Ethics of Learning <i>ISLLC.3, ISLLC.4, ISLLC.5</i>	12 (80%)		3 (20%)			
The political, Social, Economic, Legal and Cultural Context of Learning <i>ISLLC.4, ISLLC.5, ISLLC.6</i>	12 (80%)		3 (20%)			

Table 13

Report Title: EDAD 589 – School Law (Summer 2007)

Rubric: Performance Assessment

	<b>Target</b> (3 pts)	<b>Acceptable</b> (2 pts)	<b>Unacceptable</b> (1 pts)	<i>Mean</i>	<i>Mode</i>	<i>Stdev</i>
State and Federal	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Organization Oversight	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
School policies and procedures	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
Legal Regulatory Application	<u>1</u>	<u>0</u>	<u>0</u>	3.00	3	0.00
State and Federal	1 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						
Organization Oversight	1 (100%)					
<i>ISLLC.1, ISLLC.3, ISLLC.6</i>						
School policies and procedures	1 (100%)					
<i>ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.6</i>						
Legal Regulatory Application	1 (100%)					
<i>ISLLC.1, ISLLC.2, ISLLC.3, ISLLC.4, ISLLC.5, ISLLC.6</i>						

Target
  Acceptable
  Unacceptable

Table 14

**Quarterly Average Group Performance of interns on the ISLLC standards**

07-08	ISLLC 1	ISLLC 2	ISLLC 3	ISLLC 4	ISLLC 5	ISLLC 6
Fall	3.30	3.47	3.45	3.64	3.79	2.8
Winter	3.83	3.80	3.79	3.82	3.91	3.55
Spring	3.63	3.57	3.58	3.72	3.79	3.44

08-09	ISLLC 1	ISLLC 2	ISLLC 3	ISLLC 4	ISLLC 5	ISLLC 6
Fall	3.08	2.76	2.83	2.94	3.09	2.73
winter	3.32	3.11	3.08	3.32	3.42	3.05
Spring	3.00	3.27	3.60	3.65	3.66	3.21

2. Compare results to standards of mastery listed above

As for students in the M.Ed. program, 99% of those enrolled in the EDAD courses are meeting state benchmarks. It can be concluded that the students are working to attain both the national and state standards.

For the residency principal Certificate, 37% of the interns are meeting target and 62% are at the acceptable level. In conclusion, 99% of our interns are meeting the Washington State benchmarks.

Based on the principal’s quarterly evaluation, interns in 07-08 performed above average on the ISLLC standards; 2008-09 candidates’ performance for the fall quarter was average. However,

there was a significant improvement of their performance in winter. Please note: the scale is 1 to 4 and 4 is the highest. See Chart above.

3. Provide a concise interpretation of results.

Based on the 2007-08, and 2008-09 results of the analysis of past candidates' portfolios, assessment of interns' performance by their building supervisors, mid-quarter measurement of knowledge and skills, and feedback from PEAB members, candidates, and university supervisors, it can be concluded that our candidates met ISLLC Standards 1 through 6. This conclusion is supported by the OSPI review of the program in 2008, and granting approval to continue with it. (See evidence in Dean's office)

F. Based on the results for each department/program(s) listed above describe:

1. Specific changes to your department as they affect program(s) (e.g., curriculum, teaching methods).

Based upon the feedback received from the candidates who completed their internship program during the 2007-08 and 08-09 academic years, actions, such as revision all syllabi, developing a standard professional growth form, have been adopted to build upon noted strengths and address issues pertinent to our candidates and the program. The use of LiveText, ISLLC standards, and PGPs in all the courses is non-negotiable. Syllabi are revised every year to meet current trends in the program. Faculty continue to work on consistency of grading criteria.

2. Specific changes related to the assessment process.

For the implementation of the principal interns professional growth plans, university supervisors, building supervisors and interns meet quarterly to review intern's School Improvement Plan (SIP), School Action Plan (SAP), Teaching and Learning (TAL), Resource Alignment Plan (RAP), Community Action Plan (CAP), and Political Analysis Map (PAM) aimed at improving instruction.

Evidence of interns' plans is on LiveText. Artifacts in candidates' portfolio are assessed on the course rubric on LiveText, and summarized by individual faculty members for review at a bi-weekly Education Administration program meeting. During meetings recommendations for improvement, if any, are made and shared with candidates for feedback.

3. Provide documentation of continuing program(s) needs including reference to the statewide & regional needs assessment See diversity matrix on pages 24-31.

## Diversity Matrix

<b>Element 4a</b>	<b>Program Information</b>	<b>Courses</b>	<b>Field Experiences</b>	<b>Measures of Assessment</b>	<b>Aggregated Data</b>	<b>Interpretation Report &amp; Impact for Program Change</b>
<p>1. Candidate proficiencies related to diversity are articulated by the unit</p>	<p>Multicultural competencies are addressed in the school administration conceptual framework, mission statement, coursework, and internships.</p>	<p>EDF 507 Intercultural Education EDAD 580 Educational Administration EDAD 581 Public School Finance EDAD 582 School Curriculum EDAD 583 School and Community EDAD 584 School Personnel EDAD 586 Principalship EDAD 589 School Law EDAD 692/693 Internship in School Administration</p>	<p>EDAD 692/693 Internship in School Administration. Both practica classes' address multicultural/diversity issues – especially ISLLC standards 2 and 4. Candidates are required to develop a Professional Growth Plans demonstrating how they collaborate with families and community to improve student learning.</p>	<p>Pre and post Self-inventory assessment based on the ISSLC standards.  Principal/supervisor quarterly assessment of candidate based on the ISLLC standards.  Survey of candidate mastery of Washington State Standard 5 - Knowledge and Skills  Candidates' Professional Growth Plans reviewed by University and Building supervisors for evidence of diversity activities.</p>	<p>Two years of aggregated data on all the surveys on LiveText.  Two years of aggregated data on all the surveys on LiveText.</p>	<p>The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to diversity. Candidate's disposition related to diversity is having a positive impact on student learning.  Faculty and Professional Education Advisory Board continued to stress more exposure of candidates to diverse pupils.  The data interns awareness of diversity issues in our public school and how is being addressed (See interns PGPs on LiveText)</p>



Element 4a	Program Information	Courses	Field Experiences	Measures of Assessment	Aggregated Data	Interpretation Report & Impact for Program Change
2. Candidates understand diversity, including English language learners (ELL) and students with exceptionalities	The quarterly seminars and internship experience support the development of interns to apply their knowledge and skills of diversity, including exceptionalities to improve student learning. (ISSLC 2 and 4)	EDF 507 Intercultural Education; EDAD 580 Educational Administration; EDAD 581 Public School Finance; EDAD 582 School Curriculum, EDAD 583 School and Community; EDAD 584 School Personnel; EDAD 586 Principalship; EDAD 589 School Law; EDAD 692/693 Internship in School Administration	EDAD 692/693 Internship in School Administration. Both practica classes' address multicultural/diversity issues – especially ISLLC standards 2 and 4.  Faculty and Professional Education Advisory Board emphasize intern's knowledge, skills, and sensitivity in working with diverse students.	Candidates' Professional Growth Plans reviewed by University and Building supervisors for evidence of diversity activities.	For the past years candidates have earned a 3.5 average on ISLLC 2 and 4.	The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to diversity. Candidate's disposition related to diversity is having a positive impact on student learning.  Faculty and Professional Education Advisory Board continued to stress more exposure of candidates to diverse pupils.  The program emphasized that every child has a right to a good education without regard to social and economic status.
3. Candidates develop and teach lessons that incorporate diversity	In EDAD 581 Public School Finance candidates are required to write a school budget for a diversity setting; EDAD 692/693 Internship in School Administration candidates are required to develop a professional growth plan on ISLLC 4.	EDAD 581 Public School Finance EDAD 692/693 Internship in School Administration	Candidates have opportunity to learn with a diverse representation of pupils in a P-12 setting. (CTL.1.9)  Candidates are required to analyze and reflect on their experiences that will lead to a positive impact on student learning.	Principal/supervisor quarterly assessment of candidate based on the ISLLC standards.  Survey of candidate mastery of WA State Standard 5 – Knowledge and Skills  Candidates' Professional Growth Plans reviewed by CWU and building supervisors for evidence of positive impact on student learning.	Two years of aggregated data on LiveText.	The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to diversity. Candidate's disposition related to diversity is having a positive impact on student learning.  Faculty and Professional Education Advisory Board continued to stress more exposure of candidates to diverse pupils. No changes recommended.

<b>Element 4a</b>	<b>Program Information</b>	<b>Courses</b>	<b>Field Experiences</b>	<b>Measures of Assessment</b>	<b>Aggregated Data</b>	<b>Interpretation Report &amp; Impact for Program Change</b>
4. Candidates connect instruction & services to students' experiences & culture	All aspect of our program connects instruction to positive impact on student learning in a diverse community. In addition to the courses, diversity issue is strongly addressed in the internship (ISLLC s 2 and 4)	EDF 507 Intercultural Education; EDAD 580 Educational Administration; EDAD 581 Public School Finance; EDAD 582 School Curriculum; EDAD 583 School and Community; EDAD 584 School Personnel; EDAD 586 Principalship; EDAD 589 School Law; EDAD 692/693 Internship in School Administration	EDAD 692/693 Internship in School Administration  Candidates are required to develop a professional growth plan, and write Self-Reflection on how they have met ISLLC 2, 4 and 5.	Principal/supervisor quarterly assessment of candidate based on the ISLLC standards.  Review of candidates' professional growth plan.  Candidates are evaluated by professors using program approved electronic rubrics, ISLLC standards, and class activities.	Two years of aggregated data on electronic rubric on LiveText  Internship evaluation based the on the ISLLC standards	All aspect of our program connect instruction to positive impact on student learning in a diverse community.  All candidates' performance outcomes are measured by the ISLLC standard rubrics.
5. Candidates demonstrate sensitivity to culture and gender differences	Sensitivity to cultural and gender are discussed at length in EDF 507, quarterly internship seminars, addressed in the courses.	Educational Administration EDAD 581 Public School Finance; EDAD 582 School Curriculum; EDAD 583 School and Community; EDAD 584 School Personnel; EDAD 586 Principalship; EDAD 589 School Law; EDAD 692/693 Internship in School Administration	EDAD 692/693 Internship in School Administration Candidates frequently work with school personnel, students and other building administrators to enhance the cultural climate of the school.	Candidates are evaluated by professors and supervisors using program approved electronic rubrics of the ISLLC standards.  Review of candidates' professional growth plan.	Two years of aggregated data on LiveText.  Internship evaluation based on the ISLLC standards	Based on the mean scores of the data, the interns are performing above average on the State's Standard 5 – Knowledge and Skills and the ISLLC standards. See LiveText.

<b>Element 4a</b>	<b>Program Information</b>	<b>Courses</b>	<b>Field Experiences</b>	<b>Measures of Assessment</b>	<b>Aggregated Data</b>	<b>Interpretation Report &amp; Impact for Program Change</b>
6. Candidates incorporate multiple perspectives in their instruction (could be only student teaching)	The candidates in our program work in a supervisory role with teachers and students, addressing multiple issues.	Educational Administration EDAD 581 Public School Finance EDAD 582 School Curriculum EDAD 583 School and Community EDAD 584 School Personnel EDAD 586 Principalship EDAD 589 School Law EDAD 692/693 Internship in School Administration	EDAD 692/693 Internship in School Administration  Understands theories of how student learning is structured for understanding, learning experiences are designed to engage and support all students in learning, assessment is used to direct learning, effective learning environments are maintained, and students are prepared to live and work in our changing world.	All candidates are required to create and utilize an electronic portfolio that addresses their professional growth plan on ISLLC standards 1-6.	See LiveText	The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to diversity.  Candidate's disposition related to diversity is having a positive impact on the whole organization.

Element 4a	Program Information	Courses	Field Experiences	Measures of Assessment	Aggregated Data	Interpretation Report & Impact for Program Change
7. Candidates develop classroom/school climate that value diversity (could be only student teaching)	One of the functions of our candidates is to demonstrate understanding of the importance of all students having opportunities to participate in extra- and co-curricular activities that are congruent with the academic and interpersonal goals of the school.	Educational Administration EDAD 581 Public School Finance; EDAD 582 School Curriculum; EDAD 583 School and Community; EDAD 584 School Personnel; EDAD 586 Principalship; EDAD 589 School Law; EDAD 692/693 Internship in School Administration	The candidates demonstrate understanding of the importance of all students having opportunities to participate in extra- and co-curricular activities that are congruent with the academic and interpersonal goals of the school.	All candidates are required to create and utilize an electronic portfolio that addresses their professional growth plan on ISLLC standards 1-6.	See LiveText	The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to diversity.  Candidate's disposition related to diversity is having a positive impact on the whole organization.
8. Candidates understand teaching and learning styles and can adapt instruction	Our program requires candidates to assist in planning the campus master schedule, and review use of technology as an instructional tool.  Participate and provide leadership with planning, implementation, or supervision of curriculum, and participate in campus co-curricular and extracurricular programs.	EDAD 582 School Curriculum EDAD 583 School and Community EDAD 584 School Personnel EDAD 586 Principalship EDAD 589 School Law EDAD 692/693 Internship in School Administration	During the internship experience, the candidates use knowledge of learning, teaching, student-development, and organizational development to optimize learning for all students.		See LiveText	The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to all students learning.  Candidate's disposition related to diversity is having a positive impact on the whole organization.

<b>Element 4a</b>	<b>Program Information</b>	<b>Courses</b>	<b>Field Experiences</b>	<b>Measures of Assessment</b>	<b>Aggregated Data</b>	<b>Interpretation Report &amp; Impact for Program Change</b>
<p>9. Candidates demonstrate dispositions valuing fairness and learning by all (one assessment is the initial disposition inventory; at the advanced level, this does not need to be course based).</p>	<p>The program provides interns with the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC School Leader Standards.</p> <p>This self-examination should lead to greater familiarity with the Standards and provide a starting point to assist the candidate in identifying potential areas of focus for professional development planning.</p>	<p>EDF 507 Intercultural Education  EDAD 580 Educational Administration  EDAD 581 Public School Finance  EDAD 582 School Curriculum  EDAD 583 School and Community Personnel  EDAD 586 Principalship  EDAD 589 School Law  EDAD 692/693 Internship in School Administration</p>	<p>Students deal directly with issues during their internship experience</p>	<p>A pre and post self-inventory designed to provide a personal profile of the school leadership assets based on the ISLLC Standards for School Leaders was given to the candidates. The self-inventory consists of statements that describe the knowledge, dispositions, and performances contained within the ISLLC Standards for School Leaders.</p>	<p>On the <b>Disposition indicators</b> on the ISLLCs 1-6 candidates rated themselves high on the educability of all children, and valuing fairness and learning by all. See LiveText</p>	<p>The data show that the curriculum is promoting candidate's development of knowledge, skills, and professional disposition related to all students learning.</p> <p>Candidate's disposition related to diversity is having a positive impact on the whole organization.</p> <p>No changes at this time.</p>

Element 4a	Program Information	Courses	Field Experiences	Measures of Assessment	Aggregated Data	Interpretation Report & Impact for Program Change
<p>10. Assessments provide data on candidate ability to help students from diverse populations learn (could be only student teaching)</p>	<p>In the portfolio, candidates are required to:  Show evidence of encouraging and developing tools to monitor commitment to diversity among all faculty, staff, and students in the public schools; (ISLLC 4)  Model strategies that challenge learners to employ best practices; (ISLLC 2)  <b>Encourage and develop collaborative partnerships that promote the welfare of individuals, families, and the community; (ISLLC 4)</b>  Show evidence of creating inclusive working and learning environments: A Passion for Equity; (ISLLC 4)  Create an assessment system to evaluate for continual cultural and program improvement. (ISLLC 4)</p>	<p>EDAD 692/693  Internship in School Administration</p>	<p>EDAD 692/693  Internship in School Administration</p>	<p>All candidates are required to create and utilize an electronic portfolio that addresses their professional growth plan on ISLLC standards 1-6. – See LiveText</p>	<p>See LiveText</p>	<p>Candidate’s disposition related to diversity is show a positive impact on the whole organization.</p> <p>No changes at this time.</p>

Element 4a	Program Information	Courses	Field Experiences	Measures of Assessment	Aggregated Data	Interpretation Report & Impact for Program Change
11. Assessment data are used for feedback to candidates	Candidates receive feedback on quarterly seminars, pre and post evaluations, principal quarterly evaluation, Washington State standard V- Knowledge & Skills, Professional Growth Plan and Electronic portfolio.	EDAD 692/693 Internship in School Administration	EDAD 692/693 Internship in School Administration	Internship assessments	See LiveText	The Educational Administration program has taken action to review all course syllabi, rubrics to be aligned with the ISLLC standards. Data from interns' self-assessment inventory are analyzed and shared with PEAB members, interns, and faculty for review and recommendations for program improvement.

NCATE definition of Diversity = Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

WA State definition of cultural competency (from EHB 2261 & ESSB 5973) = “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instructions’ experiences and identifying cultural contexts for individual students.

\*Attach updated departmental/ programmatic assessment plans for the future (i.e., next five year period) (See Sample Table below).

Department/Program Goal to Relevant College and University Strategic Goals  
CWU Student Learning Outcome Assessment Plan Preparation Form

Department: Education

Program: School Administration

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. ISLLC Standards 1-6	Goals I & 2	Goals I, II & VI	Candidates will be evaluated by professors and lecturers using program approved electronic rubrics ISLLC standards class activities.	All candidates will create and utilize an electronic portfolio that addresses their professional growth plan	Fall, Winter, and Spring terms	All candidates' performance outcomes are measured by the ISLLC standard rubrics.
2. ISLLC Standards 1-6	Goal 1 & 2	Goals I, II, and VI	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	Fall, Winter, and Spring terms	All candidates will earn a "B" grade or higher to assure successful completion of the program.
3. ISLLC Standards 1-6	Goal 5	Goals II & V	Faculty participation in local, state, regional, professional conferences and workshops.  Contribution to publications as reflected in the annual activities report.	All faculty will be evaluated	Academic Year Activities Report	All faculty members will have at least attended one professional conference/workshop during the academic year.
4. ISLLC Standards 1-6	Goal 5	Goal IV & V	Student evaluation of instructor, and faculty recommendation for promotion and tenure	All faculty will be evaluated at the end of the quarter using University-Diagnostic Feedback for Instructor	Fall, winter, and Spring	All faculty members will maintain an average score of 4.00 or higher on the SEOL.



**Master of Education and Administrator Certificate Program  
School Administration**

Report Date	Teaching Program Name	Courses	Artifact	Assessment	Data Report on LiveText	CTL Standards Assessed	State Standard Assessed	Professional Standards Assessed	Program Improvement Minutes
	Med/ACP in School Administration	EDF 507 Intercultural Education		EDF 507 Self Reflection Paper Assessment Rubric/Livetext		CTL 1.1; 1.2; 1.3; 1.4; 1.5; 1.8; 1.10, 1.11	WAC 181-78A-270 (2) (a,c,f,i,l,m,o,p,r-(i,ii),,s,t,v,u,w); (2) (a)(i)-(A, B, C, D, E,F,H,I,K,N,O,Q, R); (4) (b)(i)-(iii, vi) (6) (a)(viii, x)	ISLLC Standard 1-6	
	Med/ACP in School Administration	EDF 510 Educational Research		EDF 510 Research Paper Assessment Rubric/Livetext		CTL 1.1;1.3; 1.4	WAC 181-78A-270 (2)(a,f,i, l,p,w)	ISLLC 1-6	
	Med/ACP in School Administration	EDAD 580 Educational Administration	<b>Weekly research topics (e.g., management theory) Professional Leadership Plan (e.g., vision of leadership)</b>	EDAD 580 Weekly Research based on Assignment Rubric/Livetext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270(2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 581 Public School Finance	Weekly assignments Group presentations Group project	EDAD 581 Weekly Assignment Rubric/Livetext Written budget proposal and presentation		CTL 1.5	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (S) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 582 School Curriculum	Research Critiques , Group Project & Presentation	EDAD 582 Self Reflection Assignment Rubric/LiveText Curriculum project		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (O) (P) (Q) ® (S)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 583 School and Community	Research articles, note book	EDAD 583 Self Reflection Assignment Rubric/Livetext		CTL 1.4, 1.5, 1.6, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (O) (P) (O) (P) (Q) ® (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 584 School Personnel	<b>Research article, project</b>	EDAD 584 Self Reflection Assignment Rubric/Livetext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (H) (K) (N) (O) (P) (Q) (S)	ISLLC Standards 1-6	

	Med/ACP in School Administration	EDAD 586 Principalship	Classroom Responsibility, Livetext Submissions, Final Exam	EDAD 586 Self Reflection Assignment Rubric/Livetext Culminating project		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 589 School Law	Case briefs, Research paper, case presentation	EDAD 589 Self Reflection Assignment Rubric/Livetext Final exam		CTL 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) ® (D) (E) (F) (H) (I) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
Report Date	Teaching Program Name	Courses	Artifact	Assessment	Data Report in Exhibit Room	CTL Standards Assessed	State Standard Assessed	Professional Standards Assessed	Program Improvement Minutes
	Med/ACP in School Administration	EDAD 700 Thesis or option		Exam/project/thesis				ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 692/693 Internship in School Administration		EDAD 692/693 Self Reflection Assignment Rubric/Livetext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	

**II. Description of degree programs and curricula**

- A. List each degree program (undergraduate and graduate) offered in department by location, regardless of state or self support. Include minor and undergraduate certificate program(s).

**Sample Table  
Programs Offered in Department**

Degree Program	Delivery Location(s)	# Students in Major					# Degrees Awarded				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
M.Ed. School Administration	Ellensburg, CWU Des Moines	65	47	72	58	42	31	26	18	21	21
Minor Programs	Delivery Location(s)	# Students in Minor					#Minors Completed				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Certificate Programs	Delivery Location(s)	# Students in Program					# Cert. Completed				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Principal/Program Administrator Certificate		47	29	46	38	34	31	26	15	15	12

**Sample Table**  
**Courses, Contributions, Locations**

Contributing area	Delivery Location	# Students				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
General Education Courses	Location(s)					
Professional Education Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
School Administration EDADs	Ellensburg/CWU Des Moines	65	47	72	58	42
Service Courses	Location(s)	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5

- C. Required measures of efficiency for each department for the last five years
1. Number of Instructional staff in department (see Sample Table)

**Sample Table 3 B**  
**Number of Institutional Staff in Department**

<b>Degree Program Instructional Staff</b>	<b># Staff each year</b>				
	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Faculty FTE Tenure Track	3	3	3	3	3
Faculty FTE Non-Tenure Track					
Grad Assist. FTE					1

- D. Describe currency of curricula in discipline. How does the curriculum compare to recognized standards promulgated by professionals in the discipline (e.g., state, national, and professional association standards)?

Standards regarding content knowledge or knowledge and skills are assessed throughout the school administration program. Multiple measures are taken to ensure that candidates have the expected level of competencies. When remedial action is deemed necessary, the faculty will work individually with the candidate in order for them to meet the content expectations. Examples of these measures include, but are not limited to, self-evaluations, surveys, PGPs, LiveText portfolios, quarterly evaluations, and end-of-program assessments.

The Principal and Program Administrator Preparation curricula measure Washington State standards for school administrators and the national Interstate School Leaders Licensure Consortium (ISLLC) standards.

The Principal and Program Administrator Preparation program have chosen to implement an assessment system that is course-based and standards-based. The evidence of currency of the curricula cites CTL, Washington State Standards, and ISLLC standards in artifacts, rubrics, and reports (See LiveText). 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.

The Principal and Program Administrator Preparation program involved program faculty, alumni, and members of the Professional Education Advisory Board. The group designs the assessment system, reviews program data, and determines potential changes that need to occur to better illustrate candidates are meeting standards. Since there are two tenured and a tenure-track faculty assigned to the program, larger discussions concerning on-going data collection and program improvement occur regularly at faculty and PEAB meetings. See Table below and a sample of minutes on file (pg. 38-39).

**Assessments and Standards Matrix  
Master of Education and Administrator Certificate Program  
School Administration**

Report Date	Teaching Program Name	Courses	Artifact	Assessment	Data Report in Exhibit Room	CTL Standards Assessed	State Standard Assessed	Professional Standards Assessed	Program Improvement Minutes
	Med/ACP in School Administration	EDF 507 Intercultural Education		EDF 507 Self Reflection Paper Assessment Rubric/Livertext		CTL 1.1; 1.2; 1.3; 1.4; 1.5; 1.8; 1.10, 1.11	WAC 181-78A-270 (2) (a,c,f,i,l,m,o,p,r-(i,ii),s,t,v,u,w); (2) (a)(i)-(A, B, C, D, E,F,H,I,K,N,O,Q, R); (4) (b)(i)-(iii, vi) (6) (a)(viii, x)	ISLLC Standard 1-6	On file
	Med/ACP in School Administration	EDF 510 Educational Research		EDF 510 Research Paper Assessment Rubric/Livertext		CTL 1.1;1.3; 1.4	WAC 181-78A-270 (2)(a,f,i, l,p,w)		
	Med/ACP in School Administration	EDAD 580 Educational Administration	<b>Weekly research topics (e.g., management theory) Professional Leadership Plan (e.g., vision of leadership)</b>	EDAD 580 Weekly Research based on Assignment Rubric/Livertext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270(2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 581 Public School Finance	Weekly assignments	EDAD 581 Weekly Assignment Rubric/Livertext		CTL 1.5	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (S) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 582 School Curriculum	Research Critiques , Group Project & Presentation	EDAD 582 Self Reflection Assignment Rubric/LiveText		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (O) (P) (Q) ® (S)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 583 School and Community	Research articles, note book	EDAD 583 Self Reflection Assignment Rubric/Livertext		CTL 1.4, 1.5, 1.6, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (O) (P) (O) (P) (Q) ® (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 584 School Personnel	Research article, project	EDAD 584 Self Reflection Assignment Rubric/Livertext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (H) (K) (N) (O) (P) (Q) (S)	ISLLC Standards 1-6	

	Med/ACP in School Administration	EDAD 586 Principalship	Classroom Responsibility, Livetext Submissions, Final Exam	EDAD 586 Self Reflection Assignment Rubric/Livetext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 589 School Law	Case briefs, Research paper, case presentation	EDAD 589 Self Reflection Assignment Rubric/Livetext		CTL 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (2) ® (D) (E) (F) (H) (I) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 700 Thesis or option						ISLLC Standards 1-6	
	Med/ACP in School Administration	EDAD 692/693 Internship in School Administration		EDAD 692/693 Self Reflection Assignment Rubric/Livetext		CTL 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11	WAC 181-78A-270 (A) (B) (C) (D) (E) (F) (G) (H) (I) (J) (K) (L) (M) (N) (O) (P) (Q) ® (S) (T) (U)	ISLLC Standards 1-6	



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## Educational Administrative Program

### Minutes

**Tuesday, October 2, 2008**

**9:00 AM – Black Hall 101-12**

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**ATTENDING:** James Pappas, Dennis Szal (apologized for his tardiness), and Henry Williams

The dates and times for the next two program meetings were scheduled for Tuesday, October 16 and 30<sup>th</sup> at 2:00 PM in Black Hall, Room 101-12.

It was discussed that the first page of the syllabus should list the standards, the second page how the course is graded and what the requirements are (rubrics), and the third page the course matrixes. Henry Williams asked for feedback on the matrix form and the PEAB by laws at the next meeting.

There was discussion on having the pre/post self evaluations on LiveText for students to complete and then provide this data to Mark Lundgren to complete an analysis thru SPSS for our assessment piece. Reviewed the pre-evaluation tables completed on the 179 questions with six standards. Henry Williams has received permission from Purdue to look at their 20 question evaluation survey to see if we would want to adopt this survey for the next academic year. Henry will also call OSPI to request copies of examples they may have from other universities surveys. We will keep the current evaluation format for this year's interns. Since this qualitative pre-evaluation survey has been assessed we can now measure how are students are doing in the program. We can provide this feedback to the interns at our October 12<sup>th</sup> interns meeting and then at the PEAB October 26<sup>th</sup> meeting as well.

Pre-Autumn intern meeting summary was reviewed. One way to justify the purchase of LiveText to our interns is by having the pre/post self evaluations completed within LiveText. Ian Loverro will complete a LiveText DVD for training that can be presented in our individual courses. Henry Williams is willing to meet with Jim Pappas and Dennis Szal for training on LiveText. If students submit their work on the LiveText templates you cannot make changes to the documents. But if they submit a WORD attachment you can make changes. It was recommended that the interns submit a rough draft in WORD to the instructor. The instructor will make any changes or comments to the document and then return the documents to the intern to make any changes and submit on LiveText.

Henry Williams met with Connie Lambert to discuss all the different programs within the Ed Admin masters and certification program. Please review these in the catalog and provide feedback at the next meeting on any changes/deletions that should be made to the programs for next year.

The members of the Ed Admin program would like Alberta Thyfault to be in attendance at these meetings to share her knowledge and expertise with the program.

One of Jim Pappas' intern's pre-self evaluation and two of Alberta Thyfault's interns pre-evaluations were missing from the assessment piece. Jim Pappas will provide his missing evaluation today. Alberta Thyfault will provide one evaluation today and one is being sent in by the student.

- E. Effectiveness of instruction – Describe how the department addresses the scholarship of teaching with specific supporting documentation including each of the following:
1. Departmental teaching effectiveness – report a five-year history of the “teaching effectiveness” department means as reported on SEOIs, indexed to the university mean on a quarter-by-quarter basis.

See Table below.

Table  
Five –Year SEOI Comparison

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		
Course as a whole											Total
Department	4.20	4.33	4.04	4.17	4.25	4.20	4.00	4.32	4.06	4.36	4.19
College	4.20	4.25	4.26	4.26	4.33	4.38	4.26	4.40	4.26	4.34	4.29
University	4.20	4.24	4.20	4.22	4.30	4.30	4.23	4.25	4.22	4.24	4.24
Instructors teaching effectiveness was:											
Department	4.42	4.40	4.36	4.29	4.30	4.40	4.34	4.47	4.40	4.45	4.38
College	4.40	4.36	4.39	4.40	4.41	4.47	4.43	4.47	4.37	4.43	4.41
University	4.32	4.35	4.33	4.32	4.40	4.37	4.42	4.40	4.33	4.33	4.36

2. What evidence other than Student Evaluation of Instruction (SEOI) is gathered and used in the department to evaluate the effectiveness of instruction?

School Administration faculty is evaluated every quarter during the academic year. The evaluation is shared with faculty. A written narrative evaluation from all candidates with whom the faculty member has worked is requested at the end of the year. During quarterly and yearly evaluation conferences, faculty is expected to facilitate a conversation in which both the candidates and the faculty member share information about strengths and areas for potential growth on student learning.

Faculty maintains professional portfolios that are reviewed for reappointment, promotion and tenure, and it contains all evaluations the faculty member receives from candidates and colleagues. All evaluations written by colleagues and candidates about the faculty member's work; a reflection about the work accomplished and any challenges, and plans for professional development are later reviewed by the Dean of the college. See sample evidences below.

### **Administrator Certification Program Follow up study Results 2006-07**

In compliance with WAC 181-78A-400(3) a follow up study of the 2006-07 interns in the Administrator Certification Program was conducted. Twelve students completed their internship in 2006-07 academic year and were mailed questionnaires soliciting feedback on their experience in the Administrator Certification Program. Of the 12 students whom the questionnaires were sent to, 50% responded. A follow up questionnaire was sent to the students who did not respond at first. Again, no response was received.

As to the question, "Which program did you complete," 83% completed the principal and 17% completed the Program Administrator. Fifty percent of the students who participated in the survey are males and 50% are females. In reference to the question "What job position did you hold upon entering the School Administrator Preparation Program," 67% were teachers and 33% were others (School Counselor, TOSA). The question on "What position did they hold upon completion of the School Administrator Preparation Program," 33% are still teachers, 16% full time administrator, and 50% others (Instructional coach, Dean of students, school counselor, and special education director).

The question on "What is your current job position," 33% are teachers and 68% are others (Instructional coach, Dean of students, school counselor, and special education director). In response to the question "What was most influential in your choice of CWU for the School Administrator Preparation Program," 17% said colleague, another 17% said personal inquiry, and 68% said others (personalization, familiarity).

The subjects of the follow up study were asked to circle the number which represents their level of satisfaction of the school Administrator Preparation Program. Fifty percent said average, and 50% said high. The subjects were asked to circle the number which represents their level of satisfaction of instruction in the School Administrator Preparation Program. 16% said it was low, another 16% said average, 50% said above average, and 18% said high. The subjects were asked to rate their Administrative Internship Experience by circling the most appropriate number. 33% of the subject rated their internship experience as above average and 68% rated their internship experience as high.

In response to the question "If you are currently employed in an administrative position, how well did the program prepare you", 50% were neutral, 17% average, another 17% above average, and 17% high.

As for the strengths of the Administrator Program, these are specific comments from the follow up study:

- The hands-on work of working each day with the Principal and his roles.
- Buck Evans was phenomenal.
- Meeting with him monthly gave me the support necessary to have a successful internship. His passion for his students is unparalleled.
- Great opportunities to learn by hearing from those in the field. My mentor was amazing!
- Flexible for busy working folks. High quality instructors.
- Personalization - Ability to self design with-in.”

Suggestions for strengthening the Administrator Preparation Program are:

- Nothing, it worked great for me.
- Coursework that is grounded in preparation for being a principal - rigid, research-based, practical.
- Increased communication between university and interns. More mentor time - great year!”

Further comments:

- “Not employed as an administrator.
- I reference very little of what I learned at CWU.
- Just hired into Sp Ed. Admin. position.
- Summer school Principal.”

Would you recommend this School Administration Program to others? Yes- 90%; No – 10%.

Other comments you wish to share regarding CWU Administration Preparation Program?

- Thanks to Nancy and Dr. Pappas for all the support.
- Update your program and get more student-centered. I would like to see more mentor meetings to collaborate.

### **Actions Taken**

Based upon the feedback received from the students who completed their internship program during the 2006-07 academic work, the following actions have been adopted to build upon noted strengths and address issues pertinent to our students and program.

The department scrutinized the feedback provided from the students.

During the spring of 2007 an aggressive effort was launched to restructure the faculty within the department.

A new full time faculty member with previous building and district administrative service was hired to replace adjunct members of the department. The intent of this move was to increase the opportunities for total department communications, streamline continuity and adding perspective to the department and experiences for our students.

A recommitment to the use of accumulating and using hard data to drive the decisions of the department members was enacted.

Department meetings held during the summer of 2007 were used to clarify process and product concerns within the department.

These steps enabled the Educational Administration instructors to share concerns, voice opinions, indoctrinate new members, and to begin the new school year with an esprit de corps lending itself to a feeling of being proactive rather than reactive

## 2007-2008 Student follow up study

In compliance with WAC 181-78A-400(3) a follow up study of the 2007-08 interns in the Administrator Certification Program was conducted. Sixteen candidates participated in the internship and 15 candidates completed. One did not finish due to health reasons. The 15 students that completed their internship in 2007-08 academic year, and were given a questionnaire soliciting feedback on their experience in the Administrator Certification Program. Of the 15 candidates whom the questionnaires were given, 100% responded.

The question on “What is your current job position,” 60% are teachers and 40% are others (Instructional coach, part-time teachers, Dean of students, school counselor, and special education director.) In response to the question “What was most influential in your choice of CWU for the School Administrator Preparation Program,” 33% said convenience, 13% said colleague, 7% said personal inquiry, and 40% said others (personalization, familiarity, distance, CWU history etc.).

The candidates of the follow up study were asked to circle the number which represents their level of satisfaction of the school Administrator Preparation Program. Seventy three percent were between average and high. 27% rated their satisfaction between low and average. The candidates were asked to circle the number which represents their level of satisfaction of instruction in the School Administrator Preparation Program. 20% said it was low, another 13% said average, 47% said above average, and 20% said high. The subjects were asked to rate their Administrative Internship Experience by circling the most appropriate number. 27% of the candidates rated their internship experience as average, 33% as above average, and 40% rated their internship experience as high.

Candidates were asked to describe the strengths of the Administrator Program. Below is a list of descriptors stated by the participants about the strength of the program.

- Convenience,
- Personal relationships with professors/advisors; feeling appreciated
- Knowledge of ISSLC standards and how they pertain to the principalship
- Walking the talk
- I think the program is strong and getting better
- Commitment of staff; The internship with in the school
- Dedicated staff and instructors
- Convenient and taught by highly qualified instructors
- My coursework was excellent.
- School law and personnel class were most beneficial; Instruction

Suggestions from participants for strengthening the Administrator Preparation Program are:

- Create a specific focus on program admin if you are going to offer the cert
- Please organize course offerings to be consistent and certain
- More consistency among grading criteria; Instructions on the process
- More focused meetings and assignments with templates
- Meetings need to be meaningful – not just to meet – not well used – more input
- Communication;
- Clarity! Too many things were confusing (i.e., LiveText, what we needed to keep track of)
- Stability; Improving the LiveText portion
- The portfolio was confusing and hard to use
- Little feedback was given about my LiveText portfolio
- Clarity of expectations for documentation.

### **2008-2009 follow up study**

In compliance with WAC 181-78A-400(3) a follow up study of the 2008-09 interns in the Administrator Certification Program was conducted. Sixteen candidates participated in the internship and 14 candidates completed. One did not finish due to health reasons. The 14 students that completed their internship in 2008-09 academic year were given a questionnaire soliciting feedback on their experience in the Administrator Certification Program. Of the 14 candidates whom the questionnaires were given, 100% responded. The frequency tables show a summary of response to the questions.

The question on “What is your current job position,” 57% are teachers and 40% are others (Instructional coach, part-time teachers, Dean of students, school counselor, and special education director. In response to the question “What was most influential in your choice of CWU for the School Administrator Preparation Program”, 50% said convenience, 14% said colleague, and 35% said others personalization, familiarity, distance, CWU history etc.)

The candidates of the follow up study were asked to circle the number which represents their level of satisfaction of the school Administrator Preparation Program. Fifty percent were above average, 21% rated their satisfaction as high, 28% rated their satisfaction as low. The candidates were asked to circle the number which represents their level of satisfaction of instruction in the School Administrator Preparation Program. 21% said it was average, another 14% said high, 64% said above average. The subjects were asked to rate their Administrative Internship Experience by circling the most appropriate number. 21% of the candidates rated their internship experience as average, 21% as above average, and 57% rated their internship experience as high. The candidates were asked “If you are currently employed in an administrative position, how well did the program prepare you?” Forty two percent of the candidates responded to the question ranging from average to high.

Candidates were asked to describe the strengths of the Administrator Program. Below is a list of descriptors stated by the participants about the strength of the program.

- The internship
- Willingness of staff to work with students
- Strengths of this program include a well rounded perspective of public education
- Cycle of program/predictability/relationships with cohort and professors
- Internship requirements
- Personal attention, small class size
- Professor’s investment in individuals and enthusiasm
- I like the student-driven aspect to the program
- Core Admin classes
- Flexibility; Connections with instructors.

Suggestions for strengthening the Administrator Preparation Program are:

- Clear expectations from early on and more support from advisors
- Improve communications – both internal and external finding out what I need to complete program difficult.
- Frequently a communication breakdown happened with Ed Dept; Ask past interns what they wish they would have gotten from the program.
- More meetings with our peers to discuss issues or problem solve.
- Quit DEing and teach two classes;
- Get rid of LiveText;
- Organization; More focus on program for central office administrators;
- Nothing.

3. Effectiveness of instructional methods to produce student learning based upon programmatic goals including innovative and traditional methods – examples include:

- a. Collaborative research between student and faculty

In collaboration with faculty, administrator candidates are expected to choose a specific need topic, and conduct research. The research/project is presented to a group of faculty members and a graduate studies office representative. Evidences of sample work are in the Educational technology Center. This activity is embedded in EDAD 700.

- b. Inquiry-based, open ended learning

The inquiry-based, open ended learning focused on candidates' professional growth plans. The individual professional growth plan is designed to assess the intern's ability to demonstrate the six ISLLC standards at the professional certificate benchmark level.

In the course work, both large and small-group class sessions are held. On some occasions, in order to promote a more in-depth analysis and discussion of selected problems and/or studies, candidates will work in small groups. When information needs to be presented or discussed that is of value to the entire class, the class may meet as a whole, and then break into smaller groups for further discussion and application.

- c. Use of field experiences

The internship is the culminating experience in the preparation program leading to the residency certification as a school administrator. This field-based activity facilitates careful observation of the candidate's administrative behavior, and helps the intern develop skills in diagnosing problems and developing strategies to resolve them.

The purpose of the administrative internship is to provide wide exposure and experience at the anticipated job entry-level, and to provide the candidate with an integrated understanding of the entire school system. To accomplish this purpose, candidates are encouraged to pursue not only a diverse experience in an educational setting, but to participate in other, wide-ranging internship options/activities. These may include seminars, clinics, and work conferences, and/or visitations to governmental or social agencies. A diverse internship experience provides the candidate an opportunity to see images created and the consequences of administrative interventions in a broad range of educational situations. Thus, the internship requires an extensive time allocation by the intern, and by the school district and university supervisors.

It is through the internship that the prospective school administrator learns best how to turn theory into practice. Candidates are provided an opportunity to apply past experience along with new knowledge and skills, in areas where he/she must demonstrate competency in a future administrative position. Candidates should also profit from the direct, immediate feedback and on-the-job supervision provided by experienced staff members in administrative positions. The internship experience provides a significant laboratory in which classroom learning can be explored, integrated, and demonstrated as part of a total administrator preparation program.

- d. Classic lectures

When appropriate, information is delivered through classic lectures. Instruction in the program is commonly constructive based.

e. Lecture and inquiry based guided discussions

In the lecture and inquiry based guided discussions, candidates are presented with scenarios or case studies to brainstorm. The discussion tasks are an effective learning tool that promote creativity, as well as generate meaningful interaction and understanding for the learner. Well-designed discussion tasks lead to progressive knowledge-seeking inquiry (Scardamalia & Bereiter, 1994) or expansive learning (Engeström, 1999) where learners are actively synthesizing new information with prior knowledge and experiences in the process of creating not only new knowledge but also new understanding of the learning process.

f. Service learning or civic engagement

The faculty in the Department of Education, as well as the university, have been active in Service-Learning (called Academic Service-Learning or AS-L) activities. There have been over 45 faculty in the past five years participating professional development seminars once every month for nine months. The Education faculty including Educational Administration has been represented for the past nine years and has involved more than 300 students in AS-L activities, many at CWU and K-12 schools. The AS-L FF (FF = Faculty Fellow) supports the concept that civic engagement includes taking actions related to American democratic principles and community and social responsibilities. On the CWU campus this includes becoming involved in educational, environmental, government agencies, public health and social concerns. The university's commitment to become involved as advocates, observers, and listeners and to study the above listed concerns, as they relate to community, strengthens opportunities for the campus community to serve and assist others. Becoming involved in AS-L and Civic Engagement activities provides both faculty and students the ability to better understand democratic values, community issues and improve tolerance and appreciate various points of view related to social imperatives in American society.

The pedagogy of academic service-learning and the encouragement, by the AS-L FF, to advance campus and community wide civic engagement are consistent with CWU's mission and goals. The qualitative and quantitative results and data from student AS-L projects indicate that positive strides have been made to meet civic engagement goals. The AS-L FF encourage students to have direct involvement with authentic projects outside the classroom where they can apply course content knowledge and become involved in issues that need problem solving in "situated learning." Through their service-learning activities students develop positive citizenship characteristics that enable them to contribute to an improved sense of community. In the process of doing this, students also acquire career related work experience.

g. Other innovative methods (e.g., online integration)

The use of online resources varies widely among faculty. School Administration uses Blackboard and online course management system. Thirty three percent of the faculty in the School Administration uses Blackboard for instruction and other services. The program is offering one online course a quarter. On the other hand, the majority of the courses in the school administration are taught through distance education by professors. Likewise, LiveText, which is our e-portfolio and assessment system, is heavily used in the program to assess candidate's work with immediate feedback. The movement to online courses is being emphasized by the university administration and we are gradually making the transition.



F. Degree to which distance education technology is used for instruction.

1. ITV

The Central Washington University School Administration Program has a strong presence in Des Moines Center, and our courses are all delivered by full time faculty members. The most commonly used technology delivery system in the program is interactive television (ITV). ITV is used every quarter to teach graduate courses either from the main campus or CWU Des Moines Center. In addition, we use Blackboard course-based management system.

2. Online

The use of online courses is at its initial stage in the program. Currently, the program offers one online course in fall and another in winter.

G. Assessment of programs and student learning

1. List student learner outcomes for each graduate and or undergraduate degree program and note how the outcomes are linked to department, college and university mission and goals.

- a. Describe the specific method used in assessing each student learning outcome. Also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, list survey or questionnaire response rate from total population (e.g., alumni, employers served).

The school administration program is designed to prepare school leaders to demonstrate strategic, instructional, organizational, political, and community leadership. Candidates in the program have the opportunity to participate in a process that is structured to: a) meet the professional development needs of educational leaders; b) focus on student centered success; c) provide a schedule that meets the needs of educational professionals; d) prepare candidates for the challenging new directions in education; and e) provide an experience in which the best practice of practical, policy, personnel and political (legal and social) aspects of school administration and instructional leadership are experienced, understood and practiced.

The school administration program is further designed to provide school leaders the knowledge and skills based on the Interstate School Leadership Licensure Consortium standards (ISLLC) which are aligned with the Washington standards for administrator preparation in Washington State.

School leaders were provided the opportunity to examine their own school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC Standards, during the Pre-Autumn internship orientations. At the orientation, a self-inventory designed to provide a personal profile of the school leadership assets based on the ISLLC Standards for School Leaders was administered to the candidates. The candidates are asked to respond to each statement by reflecting on what they have learned, what they believe and value, and what they are accomplishing as a school leader. The results of the self-evaluation are shared with candidates showing mastery of the ISSLC standards. The results are also shared with PEAB members, Department chair, and School administration faculty. A post self-evaluation will be completed in June to compare interns' mastery of the standards.

To demonstrate how candidates are meeting the goals of Standard V Knowledge and Skills, each component of the standard is addressed in matrix on page 37. The components are addressed in assignments and experiences aligned with ISLLC Standards, as well as in the following coursework: EDAD 580, EDAD 581, EDAD 582, EDAD 583, EDAD 584, EDAD 586, EDSE 512, and EDAD 692/693. Syllabi are found in the assessment system under programs and syllabi and rubrics are found in The LiveText Exhibit Room.

Principal interns meet the ISLLC standards through the preparation and assessment of a professional growth plan found in the syllabi, rubric assessments, and reports on LiveText (See program matrix). The artifacts that are produced to demonstrate these competencies includes weekly research topics, (e.g., management theory) Professional Leadership Plan, (e.g., vision of leadership) and such as developing a mission and vision statements as evidence in LiveText system and aggregated (See evidence in Livetext).

In May 2009, a questionnaire was mailed to 300 alumni assessing the competencies learned from the school administration program. Below is the result of the survey.

**How important are each of the following competencies to your career?**

	Not at all prepared	Not prepared	Somewhat prepared	Very important	Critical	Rating Average	Response Count
<b>A.</b> Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc	0.6%	0.0%	4.3%	46%	49%	4.43	161
<b>B.</b> Communications - use appropriate oral, written, and visual means for each audience; listen effectively	0.6% (1)	0.0% (0)	0.0% (0)	24.1% (39)	75%	4.73	162
<b>C.</b> Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	0.6%	4.4%	35%	48%	12%	3.67	159
<b>D.</b> Information literacy - critically evaluate data sources as I gather relevant information	0.6%	0.6%	14%	53%	32%	4.16	161

**How well did Education Administration prepare you for each of these competencies?**

	Not at all prepared	Not prepared	Somewhat prepared	Prepared	Very prepared	Rating Average	Response Count
<b>A.</b> Thinking critically - check your and others' assumptions; consider multiple perspectives from various sources, etc.	0.6%	5%	31%	49%	15%	3.72	162
<b>B.</b> Communications - use appropriate oral, written, and visual means for each audience; listen effectively	3%	2%	25%	44%	27%	3.91	162
<b>C.</b> Quantitative reasoning - apply quantitative tools and computer skills to solve problems; comprehend symbolic representations	8%	21%	31%	34%	6%	3.09	161
<b>D.</b> Information literacy - critically evaluate data sources as I gather relevant information	2%	8%	31%	42%	15%	3.63	162

Below is a matrix on how individual students are assessed in the school administration program.

Department/Program Goal to Relevant College and University Strategic Goals  
CWU Student Learning Outcome Assessment Plan Preparation Form

Department: Education

Program: School Administration

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
1. ISLLC Standards 1-6	Goals I & 2	Goals I, II & VI	Candidates will be evaluated by professors and lecturers using program approved electronic rubrics ISLLC standards class activities.	All candidates will create and utilize an electronic portfolio that addresses their professional growth plan	Fall, Winter, and Spring terms	All candidates' performance outcomes are measured by the ISLLC standard rubrics.
2. ISLLC Standards 1-6	Goal 1 & 2	Goals I, II, and VI	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	All candidates will be assessed during the quarter using the Livetext rubric and multiple classroom activities	Fall, Winter, and Spring terms	All candidates will earn a "B" grade or higher to assure successful completion of the program.
3. ISLLC Standards 1-6	Goal 5	Goals II & V	Faculty participation in local, state, regional, professional conferences and workshops.  Contribution to publications as reflected in the annual activities report.	All faculty will be evaluated	Academic Year Activities Report	All faculty members will have at least attended one professional conference/workshop during the academic year.
4. ISLLC Standards 1-6	Goal 5	Goal IV & V	Student evaluation of instructor, and faculty recommendation for promotion and tenure	All faculty will be evaluated at the end of the quarter using University-Diagnostic Feedback for Instructor	Fall, winter, and Spring	All faculty members will maintain an average score of 4.00 or higher on the SEOI.

Below is an analysis of the frequency with which the program cites WA State Standards/Competencies, and/or national standards within the LiveText artifacts, rubrics, as reported in the Table.

Table 1

	EDAD 580	EDAD 581	EDAD 582	EDAD 583	EDAD 584	EDAD 586	EDAD 589	EDAD Intern
ISLLC 1	3	4	3	4	4	4	3	4
ISLLC 2	3	3	3	3	3	4	3	4
ISLLC 3	5	3	3	2	4	4	4	4
ISLLC4	3	3	3	4	2	4	3	4
ISLLC 5	3	3	2	3	3	3	2	4
ISLLC 6	3	3	4	1	3	2	4	4

Based on the rubrics created for each of the courses, the numbers on the chart show repeated times each of the ISLLC standard was evaluated during fall, winter, and spring quarters. It can be concluded from the table above that faculty members are closely reviewing candidates' performances on the ISLLC standards and adjusting the curriculum. It demonstrates that students are allowed numerous opportunities to demonstrate competence in each of the ISLLC standards and that they are measured numerous times.

2. List the results for each student learning outcome.

The Principal and Program Administrator Preparation Program measures Washington State standards for school administrators and the national Interstate School Leaders Licensure Consortium (ISLLC) standards.

All principal and program administrator candidates, in order to support student achievement of the state learning goals and essential academic learning requirements, complete formalized learning opportunities, including an internship, in an approved program that includes:

A. Successful demonstration of standards. A school administrator is an educational leader who promotes the success of all students by:

- 1) facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;
- 2) advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;
- 3) ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

- 4) collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;
- 5) acting with integrity, fairness, and in an ethical manner; and
- 6) understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

- a. Provide results in specific quantitative or qualitative terms for each learning outcome.

1) All candidates in the Principal Residency/Program Administrator Certificate were assessed based on the methods listed below.

a) **Pre-Autumn Self Evaluation:** A pre-assessment seminar involving faculty was held during (Pre-Autumn) which the interns completed a self-evaluation inventory and turned in for data analysis. The interns met with their CWU supervisors and principal supervisors at their school of assignment to review the professional growth plan to be implemented during the quarter (WAC 181-78A-010 (10) (b)). The individual professional growth plan is designed to assess the intern's ability to demonstrate the six ISLLC standards at the professional certificate benchmark level (WAC 181-78A-270 (2)(b) (ISLLC standards).

b) **Professional Growth Plan:** Professional growth is a meaningful engagement in study and related activities with the purpose of maintaining and increasing the high standard of the intern's performance resulting in an increase of student achievement. It is designed to encourage interns to gain increased knowledge, skills and understanding in the internship's assignment, provide a basis for consideration for advancement to new positions and provide the intern with an increased awareness of the importance of increased efficiency needed to fulfill his/her role in the total education of students in Washington State.

c) **Mid-Quarter Measurement of Knowledge & Skills:** In consultation with Educational Administration faculty, an instrument was adapted from the state's Standard V to measure interns' knowledge and skills. The instrument is titled mid-quarter assessment. The purpose is to verify whether the intern is achieving acceptable knowledge, skill, and performance at the professional certificate benchmark level, on all standards as defined in (WAC 181-78A-270) (ISLLC standards 1-6).

d) **ISSLC Standards Quarterly Assessment:** ISSLC Standards Quarterly Assessment – The assessment is completed every quarter by the intern's building supervisor. The purpose of this instrument is to determine the intern's performance during their quarterly internship experience.

e) **Follow-up Survey:** In compliance with WAC 181-78A-400(3) a follow up study of the interns in the Administrator Certification Program was conducted.

f) **Livertext Portfolio (M.Ed. & Residency Certificate):** LiveText portfolios were reviewed by all educational administration faculty members, summarized, and discussed at staff meetings.

g) **Post Self Evaluation:** This self-inventory is designed to provide a personal profile of your school leadership assets based on the ISLLC Standards for school leaders. The inventory consists of

statements that describe the knowledge, dispositions, and performances contained within the ISLLC Standards for school leaders. The intern is asked to respond to each statement by reflecting on what he/she has learned, what he/she believes and values, and what he/she has accomplished as a school leader.

Below is an analysis of the frequency with which the program cites WA State Standards/Competencies, and/or national standards within the LiveText artifacts, rubrics, and reports in Table 1 for 2006-2008.

Table 1

	EDAD 580	EDAD 581	EDAD 582	EDAD 583	EDAD 584	EDAD 586	EDAD 589	EDAD Intern
ISLLC 1	3	4	3	4	4	4	3	4
ISLLC 2	3	3	3	3	3	4	3	4
ISLLC 3	5	3	3	2	4	4	4	4
ISLLC4	3	3	3	4	2	4	3	4
ISLLC 5	3	3	2	3	3	3	2	4
ISLLC 6	3	3	4	1	3	2	4	4

Based on the rubrics created for each of the courses, the numbers on the chart show repeated times each of the ISLLC standards was evaluated during fall, winter, and spring quarters. It can be concluded from the tables above that faculty members are closely reviewing candidates' performances on the ISLLC standards and adjusting the curriculum.

**Program’s Dispositional standards.** Candidates are expected to work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators. See chart below.

**Standard 4: Collaborates with families and community ( 07-08 academic year)**

*A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members in order to respond to diverse interests and needs to mobilize community resources.*

Below is a descriptive statistics and frequency analysis of principal intern’s evaluation by their supervisors on how the program is meeting the program’s Dispositional standard for 07-08 academic year.

<i>Strand 1: Collaborating with families</i>	<b>Extent of Performance</b> 1 2 3 4	<b>Evidence/Comments:</b>
Understands that parental support affects student success in school.	Q25	100% of the interns are meeting this requirement.
Understands that sustaining successful partnerships with parents is not easy, knows the critical partnership issues that must be addressed, the barriers to success, and ways, including technology, to overcome them.	Q26	100% of the interns are meeting this requirement.
Demonstrates collaboration and partnership skills with diverse students and families in support of student academic performance.	Q27	100% of the interns are meeting this requirement.
<b><i>Strand 2: Collaborating and responding to diverse communities</i></b>		
Recognizes the diversity within the community.	Q28	100% of the interns are meeting this requirement.
Understands the complex characteristics of U.S. ethnic, racial, and cultural groups.	Q29	94% of the interns are meeting this requirement.
Understands that knowledge is socially constructed and reflects the personal experiences and the social, political, and economic contexts in which students live and work.	Q30	100% of the interns are meeting this requirement.
Demonstrates understanding of the importance of all students having opportunities to participate in extra-and co-curricular activities that are congruent with the academic and interpersonal goals of the school.	Q31	100% of the interns are meeting this requirement.
<b><i>Strand 3: Mobilizing community resources</i></b>		
Recognizes the importance of funding and distribution of resources, including technology, to ensure that all students have equal opportunities to access learning.	Q32	100% of the interns are meeting this requirement
Engages in the creation or implementation of a School Improvement Plan to obtain adequate resources.	Q33	93% of the interns are meeting this requirement
Investigates potential community resources appropriate to the furthering of the Plan.	Q34	86% of the interns are meeting this requirement

**Administrator Certification Program**  
**Follow up study Results**  
**2007-08**

In compliance with WAC 181-78A-400(3) a follow up study of the 2007-08 interns in the Administrator Certification Program was conducted. Sixteen candidates participated in the internship and 15 candidates completed. One did not finish due to health reasons. The 15 students that completed their internship in 2007-08 academic year were given a questionnaire soliciting feedback on their experience in the Administrator Certification Program. Of the 15 candidates whom the questionnaires were given, 100% responded. The frequency tables show a summary of response to the questions.

As to the question, "Which program did you complete?" 88% completed the principal and 13% completed the Program Administrator. Sixty eight percent of the students who participated in the survey are males and 27% are females. In reference to the question, "What job position did you hold upon entering the School Administrator Preparation Program," 73% were teachers and 13% were others (School Counselor, TOSA). The question on "What position did you hold upon completion of the School Administrator Preparation Program," 60% are still teachers, 20% full time administrator, and 20% others (Instructional coach, Dean of students, school counselor, and special education director.)

The question on what is your current job position, 60% are teachers and 40% are others (Instructional coach, part-time teachers, Dean of students, school counselor, and special education director. In response to the question "What was most influential in your choice of CWU for the School Administrator Preparation Program," 33% said convenience, 13% said colleague, 7% said personal inquiry, and 40% said others (personalization, familiarity, distance, CWU history etc.).

The candidates of the follow up study were asked to circle the number which represents their level of satisfaction of the school Administrator Preparation Program. Seventy three percent were between average and high. 27% rated their satisfaction between low and average. The candidates were asked to circle the number which represents their level of satisfaction of instruction in the School Administrator Preparation Program. 20% said it was low, another 13% said average, 47% said above average, and 20% said high. The subjects were asked to rate their Administrative Internship Experience by circling the most appropriate number. 27% of the candidates rated their internship experience as average, 33% as above average, and 40% rated their internship experience as high.

Based upon the feedback received from the candidates who completed their internship program during the 2007-08 academic year, 73% of our students are satisfied with their education from CWU. About 91% of our candidates are satisfied with the instruction of the school administration program. In reference to the candidates' internship experiences, the score ranged from average to high.

Results show the stability and consistency of the program. Students are meeting the standards and getting a full understanding of the program.

Faculty will continue to work on the issue of satisfaction with the program. For example, faculty will review expectations about the program, and more support from advisors. Improved communications with students will be addressed.



## Pre and Post Self-Inventory Survey Results

The purpose of the post self-evaluation was to provide interns the opportunity to examine their school leadership practices with respect to the knowledge, dispositions, and performances contained within the ISLLC standards.

At the beginning of 07-08 academic year, the principal and program administrator candidates were asked to evaluate themselves on a self-inventory that consists of ISLLC statements that describe the knowledge, dispositions, and performance for school leaders. The data of the pre self-inventory was collected and analyzed. There were 179 items on the self inventory. Below are scores of the candidates on the pre self evaluation. One of the candidates did not complete the self inventory evaluation therefore, was not included. See Table I below.

In spring of 08, the self-inventory (same instrument) was administered again to the principal and program administrator candidate interns to determine if there is a significant difference in their mean pre and post scores based on their knowledge, disposition, and performance. Below is the average self evaluation data of the 14 principal and 1 program administrator candidates on the 179 items on the self inventory. One of the candidates did not complete the self-evaluation due to illness. See Table 2 below.

**Table 1:** Pre Self Evaluation

<b>Id</b>	<b>Average</b>
1	2.723757
2	2.640884
3	2.743094
4	2.894444
5	2.883978
6	2.569061
7	2.879747
8	2.502762
9	3.116022
10	2.917127
11	2.320442
12	2.346821
13	2.099448
14	2.093923
15	2.038674
16	3.022099

**Table II:** Post Self-Evaluation

id	Average
1	3.837989
2	2.832402
3	3.910615
4	3.854749
5	3.608939
6	3.843575
7	3.621951
8	4.000000
9	3.877095
10	3.430168
11	3.960894
12	3.301676
13	3.363128
14	3.402235
15	3.530726

To determine whether there is a significant difference between the pre self-evaluation and post self-evaluation on the knowledge, dispositions, and performances on the ISSLC standards, a paired-sample t test was used to compare the means of the scores from the related samples. The assumption for using the paired-sample t test is that both variables are the interval levels and are normally distributed. The pre and post self-evaluations mean scores were entered in a SPSS data format for analysis.

Reading the output

The output for the paired-samples t test consists of three components. The first part gave the basic descriptive statistics for the paired variables. The Pre self-evaluation mean was 2.6 with a standard deviation of .34. The Post self evaluation mean was 3.63, with a standard deviation of .32. See Table 3 below.

**Table III**

**Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 preeval	2.5847	15	.34025	.08785
posteval	3.6251	15	.32100	.08288

Conclusion

A paired-samples t test was calculated to compare the mean pre self-evaluation score to the mean post self-evaluation score. The mean on the pre self-evaluation was 2.6 (sd = .34), and the mean on the post self-evaluation 3.6 (sd = .32). A significant increase from pre self evaluation to post self-evaluation was found ( $t(14) = -10.052, p < .001$ ). It can be concluded that there was positive impact on interns' learning.

## Principal's Quarterly Evaluation on the ISLLC standards

In 07-08 academic year, 15 candidates enrolled in the internship program. Fourteen of the candidates completed the program. Thirteen of the candidates' evaluations were analyzed; one was incomplete and not used. Based on the principal's quarterly evaluation, the interns performed above average on the ISLLC standards. See Table below.

### Quarterly Average Group Performance of interns on the ISLLC standards

07-08	ISLLC 1	ISLLC 2	ISLLC 3	ISLLC 4	ISLLC 5	ISLLC 6
Fall	3.30	3.47	3.45	3.64	3.79	2.8
Winter	3.83	3.80	3.79	3.82	3.91	3.55
Spring	3.63	3.57	3.58	3.72	3.79	3.44

In 08-09 academic year, 15 candidates entered the internship program. All of the candidates completed the program. Based on the principal's quarterly evaluation, the interns performed above average on the ISLLC standards. See Table below.

08-09	ISLLC 1	ISLLC 2	ISLLC 3	ISLLC 4	ISLLC 5	ISLLC 6
Fall	3.08	2.76	2.83	2.94	3.09	2.73
winter	3.32	3.11	3.08	3.32	3.42	3.05
Spring	3.00	3.27	3.60	3.65	3.66	3.21

## Mid-Quarter Assessment 07-08

Effective school leadership has been the focus of intense interest, controversy, and speculation for years. The success and failure of schools are attributed to the dispositions, characteristics, and values of school leaders. Society's concerns for educational excellence and demand for accountability have highlighted the quality of leadership in our schools (Williams, 1990, p.1). To determine whether the 2007-08 interns are having a positive impact on students learning, we adopted Standard V Knowledge and Skills to assess their internship experience. The instrument was distributed to the interns at the winter 07-08 seminar to be filled out and collected for data analysis. Below is the summary of the data analysis and charts.

### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	12	3.00	4.00	3.2500	.45227
Q2	12	3.00	4.00	3.2500	.45227
Q3	12	3.00	4.00	3.5833	.51493
Q4	12	2.00	4.00	3.0833	.79296
Q5	12	3.00	4.00	3.9167	.28868
Q6	12	2.00	4.00	2.7500	.75378

The report reveals the final assessment of elements found in state standards V. Candidates are generally performing above average. On Q6 which relates to "understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context," candidates score is average. Due to the organizational structure of the school districts, candidates are given limited opportunity to act. This data was shared and discussed at meetings with PEAB members, interns, and faculty for program improvement.

b. Compare results to standards of mastery listed above.

As for students in the M.Ed. program, 99% of them enrolled in the EDAD courses are meeting state benchmarks. It can be concluded that the students are working hard to attain both the national and state standards.

For the residency principal Certificate, 37% of the interns are meeting target and 62% are at the acceptable level. In conclusion, 99% of our interns are meeting the Washington State benchmarks.

The quarterly evaluation of the candidates by their building supervisors show a satisfactory performance of candidates having a positive impact on student learning. Examination of the ISLLC standard elements addressed by candidates indicates agreement with results provided in the mid quarterly survey and building supervisors' evaluation.

c. Provide a concise interpretation of results.

Educational Administration candidates work on ISLLC standards during the 2007-09 year.

The following information is gleaned from student intern's reflections. This information reflects accomplishments of our interns. The focus of this information is results of their efforts more than inputs of their efforts.

Our students have worked on the development, articulation and implementation of their district's vision. Their work has resulted in; alignment outcomes for students supported by their communities, working with new teachers and the schools new teacher induction program, development of a viable decision making model, and focusing on effective instructional leadership.

Our interns have taken advantage of their district's in-service trainings by attending and implementing instructional supervision practices, documentation of teaching episodes followed by feedback conferences. Our interns have also conducted district wide in-service training for teachers in classroom based assessment training for specific disciplines, and introduced the "walk-through" process for teachers to observe other teachers teaching.

Our interns have reached out to families and the communities by collaborating, and conducting community meetings focusing on remediation strategies and sharing information concerning new program delivery mechanisms. Many of these efforts have proved to be successful based upon feedback and interest generated by the efforts and measured by the numbers of contacts their schools have received from parents.

Our interns have worked hard to study and disaggregate WASL data. They are using this data to focus on strengths and weaknesses of their respective systems and students' with in their districts. Through this work, specific programs have been initiated to remediate student deficiencies.

Our students have also been actively involved in the democratic, political, social, economic, legal and cultural considerations of their districts by being involved in a levy majority initiative, and leading meetings to determine a student's qualification for help through the 504 program.

3. Based upon the results for each outcome listed above describe:
  - a. Specific changes to your program as they affect student learning (e.g., curriculum, teaching methods).

Standards regarding content knowledge or knowledge and skills are assessed throughout the school administration program. Multiple measures have been taken to ensure that candidates have the expected level of competencies. For example, all candidates are required to use the Professional Growth Plan (PGP) template. When remedial action is deemed necessary, the faculty members work individually with the candidate in order for them to meet the content expectations. Examples of these measures include, but are not limited to, self-evaluations, entry and exit surveys, LiveText portfolios, quarterly evaluations, and end-of-program assessments. Program faculty meet on a regular basis to review the information gathered from these measures to validate assessment processes and discuss improvements needed both to the program and the assessment system. Through CWU PEAB recommendation, we have applied and received Professional Certificate for school administrators. We have further incorporated recommendation from PEAB such as data driven decision making.

- b. List specific changes related to assessment process if any.

The program has adopted multiple measures to ensure that candidates have the expected level of competencies. Specific changes related to assessment process include self-evaluations, knowledge and skills surveys, LiveText portfolios, principal quarterly evaluations, professional growth plans evaluation, and end-of program assessments. We have aligned all the course rubrics with the ISLLC standards. The comprehensive examination for the master's degree was rewritten to reflect the trends and issues in education. Also, a diversity matrix has been developed for all the courses to measure candidate's competency in working with diverse population. The outcomes are linked to the department, college, and university mission and goals.

\*Attach an updated programmatic student outcome assessment plan for the future (i.e., next five year period) (See pages 32-34)

### **III. Faculty**

- A. Faculty profile – Using attached chart show faculty participation for mentoring student research, professional service activities, scholarly activities including grant writing and teaching? (Designate graduate or undergraduate publications or creative activities.)

The program has three faculty members, consequently, not much data is generated (See Table below).

**Sample Table 5 (Section III)**  
**Tenured and Tenure-track Faculty Profile**

	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		5-yr total	Annual avg	% of faculty
	# faculty TT – T	% of faculty	# faculty TT – T	% of faculty	# faculty TT – T	% of faculty	# faculty TT – T	% of faculty	# faculty TT – T	% of faculty			
<b>* Scholarship Measures: (Use categories applicable to your departmental &amp; college criteria)</b>													
(e.g. peer reviewed articles)	2	66%	2	66%	1	33%	2	66%	1	33%	8	2.7%	52%
(e.g. abstracts/conference proceedings)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
(e.g. conference presentation)	2	66%	2	66%	2	66%	2	66%	3	100%	11	2.2%	72.8%
Other, etc.													
<b>* Grants: (Use categories applicable to your departmental &amp; college criteria)</b>													
External	1	33%	1	33%	1	33%	1	33%	N/A	N/A	4	1%	33%
Funded / Unfunded	2	66%	1	33%	1	33%	1	33%	N/A	N/A	5	1.25%	41.25%
Internal													
Funded / Unfunded													
<b>* Service measures: (Use categories applicable to your departmental &amp; college criteria)</b>													
CWU Committees	2	66%	2	66%	2	66%	3	100%	3	100%	12	2.4%	79.6%
State Committees	2	66%	2	66%	2	66%	2	66%	2	66%	10	5%	66%
Leadership & Service – Professional Organizations	2	66%	2	66%	2	66%	2	66%	2	66%	10	5%	66%
Community Service	2	66%	2	66%	3	100%	3	100%	3	100%	13	2.6%	84%
Other													
<b>* Faculty Mentored Research: (Use categories applicable to your departmental &amp; college criteria)</b>													
Undergrad projects / SOURCE													
Graduate Committees – Supervising thesis/projects	2	66%	2	66%	2	66%	2	66%	2	66%	10	5%	66%
Graduate Committees – Participation thesis/projects	2	66%	2	66%	3	100%	3	100%	3	100%	13	2.6%	86.4%
Other													

A response to all four main categories is mandatory.  
The details to support each category should be applicable to your department & college criteria.

- B. Copies of all faculty vitae. (Appendix 1)
- C. Faculty awards for distinction: instruction, scholarship, and service  
(See vitae in appendix 1)  
Excellence in Service  
2008 – James Pappas
- D. Include in appendices performance standards by department, college and university.

**IV. Students – For five years**

- A. Student accomplishments (include SOURCE, career placement information, etc.). List students working in field; students placed in master's or doctoral programs.

Central Washington Interns who are now building administrators. The list was provided this year by Association Washington School principal (AWSP). See chart below.

2004-Present

Name	Title	School/ District
Bowman, Robert	Principal	Outlook Elementary Sunnyside SD
Carter, Elizabeth R.	E.C. Transition Facilitator	Valley View Early Learning Center Highline SD
Cecil, Brian C.	Assistant Principal	Colville High Colville SD
Coe, Joni M.	Assistant Principal	Lewis & Clark Middle Yakima SD
Cravy, Jeffrey L.	Principal	Tonasket Elementary Tonasket SD
Davis, Laura A.	Principal	Reedsport Jr/Sr High School
Davison, Mary K.	CTE Specialist	Ballard High Seattle Public Schools
Greene, Trevor L.	Principal	Toppenish High Toppenish SD
Harrington, M. Karen	Assistant Principal	Wapato High Wapato SD
Holmes, Kate B.	Instructional Coach	Covington Elementary Kent SD
Iniguez, Ricardo	Assistant Principal	Wenatchee High Wenatchee SD
Jordison, Stacy A.	Assistant Principal	Auburn High Auburn SD
Lakin, Lisa D.	Principal/Technical Director	Grand Coulee Dam Middle Grand Coulee Dam SD
Lapp, Douglas L.	Intervention Specialist	Cedar Valley Elementary Kent SD
Leatherwood, Shannon G.	4/5 Multiage Teacher	Ptarmigan Ridge Elementary Orting SD
Linman, Kyle L.	Dean of Students	Sylvester Middle Highline SD
Linse, Gordon	Assistant Executive Director	Puget Sound ESD
Low, Amy Lynn	Assistant Principal	Graham-Kapowsin High Bethel SD
McDonald, John N.	Assistant Principal	Madison Middle Seattle Public Schools
McKenzie, Pearl	Title I/Lap Coordinator	Cle Elum-Roslyn SD Cle Elum-Roslyn SD
McNabb, Annette L.	Assistant Principal	Sorenson Early Childhood Ctr Northshore SD
Moffat, Robert J.	Assistant Principal	Ellensburg High Ellensburg SD
Myers, David	Principal	Yelm Middle Yelm Community Schools
Nelson, Sally A.	Student Support/Discipline	Thorp SD Thorp SD
Nott, Cynthia L.	Assistant Principal	Wilson Middle Yakima SD
Palsha, Zakariya Salim	Assistant Principal	Cascade View Elementary Tukwila SD
Pointer, Melissa	Assistant Principal	Redmond High Lake Washington SD
Regnard, Patrick	Assistant Principal	Panther Lake Elementary Kent SD
Richards, Eric	Principal	Park Lodge Elementary Clover Park SD



Sarett, Will H.	Assistant Principal	Tahoma High Tahoma SD
Schultz, Mindy	Assistant Principal	Highland High & Junior High Highland SD
Scott, Iva	Principal	Kopachuck Middle Peninsula SD
Sita, Michael T.	Principal	TEC High Highline SD
Smith, Kevin R.	Assistant Principal	Enumclaw High Enumclaw SD
Talbert, Robert L.	Assistant Principal	Cedar River Middle Tahoma SD
Turner, Gerald A.	AD/Campus Director	Tyee Educational Complex Highline SD
Van Haalen, Caspar W.	Assistant Principal	Pocotello High School, Idaho
Watson, Tracie	Educational Assistant	Jenkins Creek Elementary Kent SD
Wojtala, Janet J.	Administrative Intern	John R. Rogers High Puyallup SD
York, Kelli	District Office	Yakima School District

- B. Provide one masters project (if applicable); two will be randomly selected during site visit. It is available in either the library or through the departmental office.

Available for review in Department’s Office.

- C. Describe departmental policies, services, initiatives, and documented results for successful student advising.

Candidates who are enrolled in the school administration program are under the auspices of the Center for Teaching and Learning (CTL). School administration is housed in the Department of Advanced Programs. The CTL is the CWU governance unit for all professional education, and including administration of faculty. For detailed information on policies etc., see the School Administration Handbook at [www.cwu.edu~ap](http://www.cwu.edu~ap). Information in regard to Livetext Help Desk, Education Technology Center and advising is offered upon entry into the program. Candidates are advised throughout their masters. See attached sample chart below of committee advising assignment.

Sample Advising Chart

Title	First	Last	specialization	Chair	Com1	Com2	Qtr	Yr
Mr.	Christian	Baker	Master Teacher	Hughes, C.	Fitch, L.	Williams, H.	Fall	2008
Ms.	Kara	Crum	School Admin	Williams, H.	Schmitz, S.	Briggs, K.	Spring	2009
Mr.	Jason	Ihde	School Admin	Williams, H.	Pappas, J.	Szal, D.	Spring	2009
Mr.	Jesse	Snyder	School Admin	Williams, H.	Pappas, J.	Szal, D.	Spring	2009
Ms.	Jeanne	Cunningham	School Admin	Williams, H.	Pappas, J.	Szal, D.	Summer	2009
Ms.	Kate	Holmes	School Admin	Williams, H.	Pappas, J.	Szal, D.	Summer	2009
Ms.	Janel	LeMieux	School Admin	Williams, H.	Szal, D	Plourde, L.	Summer	2009
Ms.	Pearl	McKenzie	School Admin	Pappas, J.	Williams, H.	Szal, D.	Summer	2009
Mr.	Mitchell	Richards	School Admin	Pappas, J.	Williams, H.	Szal, D.	Summer	2009

- D. Describe other student services offered through the department including any professional societies or faculty-led clubs or organizations and their activities.

Since the majority of the students in the school administration program are teachers, and all classes are offered in the evenings, candidates’ participations in clubs are limited. However, we offer club activities like Phi Delta Kappa (PDK) to join.

**V. Facilities & Equipment by location**

- A. Describe facilities available to department and their adequacy (program delivery location, size, functionality, adjacencies, lighting, ventilation, finishes, plumbing, electrical outlets, etc.). Describe anticipated needs in the next three to five years.

Overall, the facilities used by the School Administration are well planned and developed. Black Hall, where the majority of courses taught by the education faculty are located, was developed with an understanding of the constructivist approach to education. Consequently the classrooms are structured to facilitate that type of interaction needed. The technology in Black Hall is adequate in all aspects. Efforts have been made to assure that the computers in the classrooms are current and that the needed applications are available.

The School Administration Program uses facilities at six university centers. All of the center facilities are new. They have been equipped with the technology needed at the centers, as well the technology needed to interact with other centers.

For now, it is just a matter of the facilities being maintained and kept up to date. With such updating and maintenance occurring, there should be no need for drastic improvements.

- B. Describe equipment available to department include program delivery location and its adequacy (office furniture, instructional fixtures, lab equipment, storage cabinets, specialty items, etc.) Describe anticipated needs in the next three to five years.

The Department of Education has long used its self-support funding to supplement equipment needs. Consequently, students, faculty, and staff have access to equipment needed. The anticipated needs in the future will be updating the computers to meet current standards.

- C. Describe technology available to department include program delivery location and its adequacy (computers, telecommunications, network systems, multi-media, distance education, security systems, etc.). Describe anticipated needs in the next three to five years.

The anticipated needs for the next five years are summarized best by the statement of maintaining program needs. As we proceed forward with online courses and programs, we will need the technology required to support such efforts. We will also need to maintain state-of-the-art technology for classrooms and faculty offices.

## **VI. Library and Technological Resources by location**

- A. Describe general and specific requirements for library resources by program and location that assist in meeting educational and research objectives. Indicate ways in which the present library resources satisfy and

do not satisfy these needs. Describe anticipated needs as to the next 5 year period.

For students on the Main campus in Ellensburg, research material is housed in the Brooks Library. Many of the holdings/resources specific to education are outdated. In the last few years, there has been input and more recent resources have become available. This pattern of acquiring recent and recommended materials must continue. The DOE Library Representative has provided opportunities for faculty input to suggest new holdings as they become available. Often times, for research purposes, students must utilize other sources such as SUMMIT because adequate recent resources on the topics are just not available at the CWU library.

Brooks' library has very adequate online resources to electronic data-bases which represent best practice journals in special education. Continuing access to the full spectrum of journals is necessary for our students to have access to current evidence-based practices in education.

Another significant need of our graduate candidates is access to curricular materials and resources. Curricular materials, necessary to support prospective educators, such as textbooks, instructional materials, curricular and educational assessments, and educator curricular resource books are housed within the Curriculum Library at the Educational Technology Center housed in Black Hall. Because of the lack of a budget to obtain materials and adequately develop the curriculum library, this collection is not comprehensive, is very dated and not reflective or supportive of best-practices for students soon to be school administrators in the field. The collection is dependent on donations and faculty who are able to write publishers to obtain donations. Current materials supporting statewide education curriculum, such as a comprehensive library of recent recommended curricular materials supporting evidenced-based practices across all core curriculum served by the DOE and that supports the unique learning of all students is necessary. An adequate budget, faculty input and stewardship, and adequate resources such as staff to catalog newly acquired materials within a timely manner would benefit graduate students and faculty.

For our graduate students located at the centers, access to quality materials is much more limited. The students have access to the libraries at the community colleges, but the holdings by these libraries are minimal in regards to education. For the students, electronic resources have even greater importance. Having access to electronic journals and training on how to access them is paramount.

Another resource consistently used by our students at the centers is the interlibrary loan system. Through the use of these two systems, interlibrary loan and SUMMIT, students can access materials needed for their coursework in their individual studies.

The vast majority of our graduate students are full-time practicing teachers. Consequently, they have limited time to access the Brooks Library in Ellensburg or the libraries at their community colleges. For them, electronic access is greatly

needed.

- B. Describe the information technologies faculty regularly and actively utilize in the classroom. Describe anticipated needs as to the next five year period.

The use of technology is tightly integrated into the instruction provided by the Department of Education. Classroom use of technological tools such as Internet, PowerPoint, and video/DVD occurs on a regular basis. In addition to the use of technology in the delivery of curriculum, all faculty members use electronic resources for record-keeping purposes. All programs have developed electronic formats for gathering and analyzing program specific data used for program improvement. Educational facilities used by the department of education at the Ellensburg campus and the different centers located around the state are all very current in regards to technology. Central Washington University has made a concerted effort to remain as up-to-date as possible. The one outcome that would be needed for the next five years would be that Central Washington University maintains this vision as financial hardships appear.

- C. Describe technology available to department and its adequacy. Describe anticipated needs as to the next five year period.

The School Administration Program has set aside a significant portion of their self support monies to ensure that the technological needs of faculty and students are met. Newly hired faculty members are awarded a substantial fund to be used for the purchasing of technological needs. The School Administration program itself has purchased and maintains items such as laptop computers, projectors, digital cameras, and video recorders that are available as needed by faculty and students.

In anticipation of the restructuring of the Department of Education many of the more recent electronic acquisitions were transferred to the Educational Technology Center. This will allow for faculty and students from each of the new departments to have access to equipment.

The restructuring of the Department of Education into four distinct departments has had an impact on the future needs of technology. Each of these departments will need to evaluate their electronic and technological needs as well as their access to the needed resources.

**Once the department has completed the above sections, there will be a planned departmental retreat where the last three sections will be discussed. The results of that discussion will be added to the self-study document. These sections are among the most important and will be the basis for academic planning by the department.**

## **VII. Analysis of the Review Period**

The program retreat occurred on Thursday, November 4, 2009.

A. What has gone well in the department and each degree program(s)?

1. Explain accomplishments of the past five years.

For the past five years, the program hired a new tenure track faculty. This action led to the elimination of adjuncts to teach the courses in the program. The school administration passed the state review and was taken off probation.

All the course syllabi were reviewed and aligned with the assessment rubrics.

Two years ago, the school administration was placed on probation by NCATE due to the lack of an assessment system. The National Council for Accreditation (NCATE) revisited the program in October, 2009, and recommended that corrections have been made to the program. In other words, the program was given a passing grade.

The program now offers two online course including ED learning.

The program has a strong Professional Education Advisory Board. They review the curricula and the assessment system, and make recommendations for program improvement.

The alumni survey results show that the school administration program have well prepared them to be effective school administrators in the K-12 settings.

Faculty members in the program are actively engaged in scholarship activities including service to the community. See faculty vitae in appendix 1.

2. How have accomplishments been supported though external and internal resources?

Internal and external support for the accomplishments of the Educational Administration Program has come from several different resources. The major source of the support has come from internal resources. That is, the hiring of new faculty. Another example is the appointment of a program coordinator. The program coordinator was funded through internal sources, as the individual was reassigned from instructional time to service time. Additional external funding has included funded grants from the state of Washington for service learning.

B. What challenges exist for the department and for each degree program?

1. Explain major challenges of the past five years.

Changes in the demographics of the people we are serving in the K-12 system are occurring at a rapid rate. Research has shown that by 2015, the majority of pupils in our K-12 system are going to be minority. Consequently, the need for the program to recruit minorities into the school administration program to work with diverse population cannot

go unaided.

Program curriculum changes: The School Administration program has been granted the authority by Professional Education Advisory Board (PEAB) to prepare future school administrators. To maintain this status, the program must always demonstrate that the candidates are meeting the ISLLC standards. The need to prepare candidates to demonstrate positive impact on student learning is a challenge since the program requirement is gradually moving from performance based to evidence based education.

2. List likely causes of each challenge as supported by documented evidence.

Challenges related to specific programs cannot be adequately addressed at this time since the College of Education and Professional Studies is in the process of reorganization. Once this has been completed, the program will examine the perceived challenges and how to best address them (See LiveText documentations).

C. What past recommendations from the previous program review have been implemented?

Areas for improvement from State and NCATE last Visit, 2007.

(1)The unit does not systematically collect, aggregate, and analyze data from performance assessments to provide comprehensive information for improving candidate performance, program quality and unit operations.

(2)The unit's assessment system does not include a fully implemented process to ensure that all performance assessments are systematically evaluated for bias and fairness.

(3)Not all programs provide curriculum and field experiences designed to prepare candidates to work effectively with diverse populations.

(4)The unit does not ensure that all candidates participate in field experiences or clinical practices with students with exceptionalities and with students from diverse ethnic, racial, gender, and socioeconomic groups.

1. How has each recommendation been implemented and how have the department and degree programs been impacted?

Based on NCATE exit visit in October, 2009, the following have been corrected:

(a) Outcomes are written in clear, measurable terms and include knowledge, skills, and attitudes. All outcomes are linked to department, college and university mission and goals.

(b) A variety of methods, both direct and indirect are used for assessing each outcome. Reporting of assessment methods includes population assessed, number assessed, and

when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed.

(c) Results are presented in specific quantitative and/or qualitative terms. Results are explicitly linked to outcomes and compared to the established standards of mastery. Reporting of results includes interpretation and conclusions about the results.

2. Which recommendations were not implemented and why?

Based on State and NCATE reports, all recommendations have been implemented as mentioned below.

D. Make a comparison between the last program review and where the department is now.

During the state and NCATE visit in 2007, the program was placed on probation, and the state did not allow us to admit students into the program. In 2009, the program was revisited by state reviewers and NCATE, and concluded that the program has corrected the deficiencies cited in 2007. Today, we are admitting candidates into the program.

The program assessment system is well planned out. The assessment system is heavily used by all candidates and faculty. Assessment results are analyzed and discussed at faculty and PEAB meetings with feedback to candidates in the program.

1. How have the advances been supported (e.g., internal and external resources)?

Internal and external support for the accomplishments of the Department of Education has come from several different resources. The majority of the support has come from internal resources. For example, the hiring of a new tenure track faculty has allowed us not to use adjuncts to teach courses.

2. Are there still outstanding, unmet needs/challenges from the last program review? What has the department done to meet these challenges?

One of the challenges for the program is recruitment. When the program was placed on probation by the state, many of our students dropped and went to other institutions. Since we have corrected the unmet needs cited by the state, we have been allowed to readmit candidates. We have created posters and brochures for recruitment purposes and sent out to various school districts.

**Category VIII. Is the single most important category in the self-study document.**

**VIII. Future directions**

A. Describe the department's aspirations for the next three to five years.



Preparation of candidates to deal with diversity in the classroom is a major aspiration for the program. The demographics of students in the K -12 school system demonstrate a higher level of diversity than previous generations. Although the candidates demonstrated some mastery on the disposition indicators as reflected in their professional growth plans, the faculty concluded that more work is needed on cultural diversity. Currently, the diversity issue is addressed in ISLLC standard IV. The program will require that all candidates successfully complete a project based on ISLLC IV.

The program also aspires to a data driven model internship. While candidates talk about data analysis, the practical knowledge, application of methods and techniques needed to successfully address assessment that will have a positive impact on student learning is limited. Consequently, the program will analyze and implement changes needed to ensure that all candidates receive adequate preparation in evidence based outcomes.

To maintain currency with professional standards, it is important that our faculty be prepared to address the different components of the professional standards. The availability of resources for professional development and research is paramount to the program.

Advances in the area technology are occurring at a rapid pace. Such trends have an impact on future school leaders. Candidates need to take EDAD 516 in their training programs since the internship is aspiring to a data model.

The development of an Instructional Technology Center would assist in facilitating faculty development in this area. Such a center would need the latest technologies and the associated software programs. It would also need to be staffed by those who could comfortably assist education professors in developing the ability to use and apply such training in their classroom settings.

The program is looking at e-learning. No single e-learning method is best for every learning need. The program needs to use several e-learning technologies as well as traditional learning methods. A blended learning program combines e-learning and traditional learning methods. Blended learning can provide the convenience, speed and cost effectiveness to candidates with the personal touch of traditional learning.

Faculty will annually review the curriculum and align it with the ISLLC standards, and work on developing new courses to improve candidate's learning.

- B. In this context, describe ways the department or unit plans to increase quality, quantity, productivity, and efficiency as a whole and for each program. Provide evidence that supports the promise for outstanding performance.

The College of Education and Professional Studies is in the process of reorganization. Once the reorganization is complete, the department will then need to examine its program issues and how to best address them.

However, the quality of the program has increased since it was taken off probation on 2007 after the state and NCATE reviews. To see evidence of reviews for PESB documentation, go to [http://www.pesb.wa.gov/Program Review/documents/cwu\\_administration.pdf](http://www.pesb.wa.gov/Program%20Review/documents/cwu_administration.pdf).

C. What specific resources would the department need to pursue these future directions?

Research funding for program improvement is needed. For example, the program would like to invite building administrators who are supervising interns to come on campus for training regarding their role and responsibilities. Some of our building supervisors are not familiar with the ISLLC standards; therefore, staff development is necessary for their professional growth which may have an impact on candidate's success. Resources are needed for marketing and recruitment to increase enrollment.

D. What do you want us know that is not included in this self-study.

Based on the means scores of the data analysis for the past two years, the candidates are performing above average on Standard V –Knowledge and Skills. The candidates' performances are having a positive impact on student learning as reported by the principals' quarterly evaluation. However, candidates show some weakness on ISLLC Standard VI, which deals with the political issue. The report was shared with candidates and PEAB. The recommendation was to have candidates attend school board meeting, PTA meetings, community meetings, and report their observations for discussion.

**IX. Suggestions for the program review process or contents of the self-study?**

The self-study should be integrated in the national accreditation visits. That is, the self-study should use the state and national accreditation visit results to satisfy its requirements.

## Appendix

## Vita

**Dr. Dennis Michael Szal**  
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**509-962-1455**  
**szald@cwu.edu**

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### Professional Background

2003-Doctor of Education from the University of Wyoming  
Dissertation Title: The Relationship of Administrative Behaviors and Characteristics with Teachers' General and Professional Efficacy.

1999-Oregon State Standard Administrative License from Portland State University

1990-Arizona State Administrative License from the University of Phoenix

1986-88-Advanced Learning Theory and Classroom Management classes from Seattle Pacific University

1983-Masters of Education from the State University of New York at Buffalo, emphasis on curriculum and instruction

1983-New York State Permanent Teacher Certification in Language Arts 7-12

1979-Wyoming State Teacher Certification in Language Arts grades 7-12

1974-Bachelor of Arts Degree in English from the State University of New York at Plattsburgh

1972-Associates Degree from Hudson Valley Community College

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### Professional Experience

2007- present- Assistant Professor of Educational Administration at Central Washington University in Ellensburg, Washington. Granted Associate Graduate Status in fall of 2007

2003-06- Director of Programs and Operations for Klamath Falls Public Schools

1998-03- Principal of Mazama High School, Klamath Falls City Schools, Klamath Falls, Oregon

1996-98-Associate Principal of Campbell County High School, Gillette, Wyoming  
1993-96-Principal of Riverton High School, Riverton, Wyoming  
1989-93-Principal of Casa Grande Union High School, Casa Grande, Arizona  
1986-89-Associate Principal at Green River High School, Green River, Wyoming  
1985-86-Language Arts Teacher at Green River high School, Green River, Wyoming  
1979-85-Language Arts Teacher and wrestling coach at Worland High School, Worland, Wyoming

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### **Professional Organizations**

Association of Supervision and Curriculum Development (ASCD)  
National Association of Secondary School Principals (NASSP)  
Washington Association of School Administrators (WASA)  
Professional Educational Advisory Board (PEAB)  
Phi Delta Kappa

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### **Service**

I serve as alternate member to the faculty senate representing the Advanced Programs Department.

I am a non-voting member of the Personnel Committee for the Advanced Programs Department.

I have volunteered to serve on the Central Washington University Library Review Board.

I represented our department at the President's Parent Receptions in the spring of 2009.

I volunteered and worked this annual CWU graduation part in the spring of 2009.

I addressed Professor Bobby Cummings Language Arts Methodology class in the fall of 2009. The topic of my discussion was Principal's Expectations for Beginning Teachers'.

I have worked closely with the Ellensburg School District's Discovery Program located on the campus of Central Washington University. In January of 2008 I was invited to serve on Discovery Program Planning Team.

I have continued to work with Mr. John Graf on planning for the Discovery Program for the 2008-09 school year. Our focus has been on fathering data from last year, and adding rigor to the academics of the Discovery program.

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### **Publications**

I received acceptance for publication for my article, The Relationship of Administrative Behaviors and Characteristics with Teachers' General and Personal Efficacy, in the juried National Social Science Digest for fall of 2009.

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### **Selected Honors/Achievements**

I have presented at the annual National Association of Social Sciences in Las Vegas for the last 2 years at their annual conference.

I was invited to present at the University of Wyoming Law Conference, Topic: The Student is My Subject.

In 2003, I presented at Klamath Falls City Schools' administrative retreat. Topic: The relationship of administrative behaviors and characteristics with teachers' general and personal efficacy.

I was a member of the Klamath Falls City Schools Strategic Planning Committee since 1998.

I was selected to present at 1991 Arizona State University 34<sup>th</sup> Annual Principals Conference, Topic: Change is Chaos.

In 1990-91, I hosted Arizona University Partnership visitation.

1987-Hosted Dr. Richard Andrews, Dean of the School of Education at the University of Wyoming in Green, River, Wyoming.

I was an original member of the Wyoming Teacher Education Task Force (Goodlad Project). This was the School/University Partnership.

I taught classes for the University of Wyoming in 1987-89. These classes were for the first student teaching cohort in the state. Classes included Instructional Theory In to Practice and Classroom Management.

I helped to co-host the Wyoming Effective Schools Coalition Conferences in Jackson Hole, Wyoming.

In 1989 I was named a Sallie Mae Teacher Tribute Award Recipient.

In 1985 I was named Teacher of the year at Worland High School in Worland, Wyoming.

### **Community Involvement**

I volunteered and worked the Bite of the Burg welcoming activity for the city of Ellensburg in fall of 2009.

I was a member of the Board of Directors for the Klamath Open Door Clinic

I have been a Special Olympics Volunteer

United Way Volunteer

## References

Dr. Suzanne Young  
Interim Department Head/Associate Professor  
McWhinnie Hall  
1000 E. University Avenue  
University of Wyoming  
Laramie, Wyoming 82701  
Phone: (307) 766-6229  
Email: syoung@uwyo.edu

Dr. William G. Berube  
Department Head/Professor  
Educational Leadership Department  
McWhinnie Hall  
1000 E. University Avenue  
University of Wyoming  
Laramie, Wyoming 82701  
Phone: (307) 766 6825  
Email: berube@uwyo.edu

Mr. Ted Adams  
Superintendent of  
Laramie County School District  
Cheyenne, Wyoming  
Phone: (307) 287-2776

Dr. Larry Rowedder  
Educational Consultant  
5701 Sycamore Road  
Cheyenne, Wyoming  
Phone (513) 254-7346

Dr. Larry Heslep  
Assistant Superintendent  
Campbell County School District #1  
1000 West Eighth Street  
Gillette, Wyoming 82717  
Phone (307) 682-5171



**James G. Pappas**  
**Professor of Education**  
**Director of Academic Service-Learning**  
**Central Washington University**

**PROFESSIONAL MEMBERSHIPS**

Alpha Lambda Delta  
Phi Delta Kappa, the National Professional Society of Education  
The National Honor Society of Phi Kappa Phi

**UNIVERSITY EXPERIENCE**

**Academic Positions Held:**

**Faculty Representation to the Council of Faculty in Olympia 2008-10**

Professor of Education, Educational Administration, CWU (tenured). 1997 to present  
Director of Academic Service-Learning, CWU, 2001 to present  
Director of the Individual Studies Program, CWU, 1992-1998.  
Faculty Member of the William O. Douglas Honors College, CWU, 1989-2003.  
Assistant Professor, Department of Psychology, CSU, 1976-1979.  
Instructor, Department of History, CSU 1968-1972 and Psychology, 1972-1976, CSU.  
Director, Urban Studies Program at Barat College's Upward Bound Program, Lake Forest, IL.  
History Instructor and Counselor for Adult and Continuing Educ Program (in the Community College and High School Evening Division) of the Chicago Board of Education, 1964-1971.

**Administrative Positions Held:**

Interim Vice President for Student Affairs and Enrollment Management, 2000-01, CWU  
Vice President for Enrollment Management and Marketing, 1998-2000, CWU  
Dean of Academic Services. 1992-1998, CWU  
Interim President. 1992, CWU  
Dean of Admissions and Records. 1980-1991, CWU  
Director of Admissions. 1976-1979, Chicago State University (CSU)  
Acting Vice President for Student Affairs. 1975-1976 CSU  
Director of Admissions and Career Planning. 1971-1975, CSU  
Special Assistant to the Vice President for Student Affairs. 1970-1971, CSU  
**Director of Career Planning and Placement. 1969-1971, CSU**  
Admissions and Placement Counselor. 1968-1969, CSU  
H S History Teacher, Counselor and Admin/Asst. Principal Hyde Park HS Chicago IL. 1962-68.

**College Courses Taught:**

Wrote and organized an International Study Abroad Faculty Led Program: An Excursion to Nine Archeological Sites and Five Museums in Greece March 2007-10 Humanities 398;  
Education Administration 581, Grant Management and School Finance; Educational Foundations  
History of Education 502; Education 309 and 509 Academic Service-Learning; University 101  
Douglas Honors College (DHC), Great Books of Civilization; Program Director-Individual  
Studies Major (ID 487, End of Program Assessment), Individual Studies Courses; DHC Senior  
Thesis Advisor; at CWU. Education, History, and Psychology Departments; Educational and  
Occupational Information 347 (grad student prerequisite course); Psychology 123, Psychology of  
Adjustment; Career Seminars, and U.S. History at CSU. Chicago Community College System.  
U. S. History and Urban Issues at Barat College.  
DHC Annual Lectures (Continuous from 1992 to Present at CWU):

"Zorba the Greek" and The Philosophy of Nikos Kazantzakis."  
"Thucydides, His Principles of Historiography," and "The History of the Peloponnesian Wars."  
"An Explanation of Michel de Montaigne's Essays."  
"An Analysis of Sir Thomas More's Utopia."

**Consultations:**

As a consultant provided Academic Service-Learning Planning and Development Strategies for Regional Faculty July 22, 2009.

Providing Academic Service-Learning Planning and Development Strategies for Faculty at Lewis and Clark State College, Lewiston Idaho October 9-10, 2006.

"Connecting Learning and Service in the classroom: Reflection and Assessment" a Campus Compact Presentation for faculty from EWU, Whitworth, WSU, LC State, Spokane CC and Gonzaga U, at Eastern Washington University, Cheney, WA. March 10, 2006.

Evaluation of: Marketing, Enrollment Management Functions, Campus Organization and Administrative Units at five different institutions in California, Tennessee, Washington 1989 to the present.

Member of a CWU Evaluation and Review Team of the Programs of Study, for CWU, at Central Mexicana International, Morelia, Mexico, August 1996.

**Professional Presentations, Scholarly Papers and Conferences Attended:**

- CWU Center for Teaching and Learning Presentation on Academic Service Learning October 2009
- Workshop for New faculty Interested in coordinating a Faculty Led Study Abroad Trip May 2009
- Annual Continuums of Service Conference, "An Engaged Faculty is Primary to Developing a Model for Engaged Students", Co-Presentation, Portland Oregon, April 12, 2008.
- "Academic Service-Learning In and Out of the Classroom" Engaging Leadership Conference, Co-Presented with students (Erika Sanchez, Karla Viveros) Bellevue, WA. April 20, 2006.
- "Writing a HECB Work Study Grant: Some Planning Ideas," North Bend, WA, April 12, 2006. Presentation, Eastern Washington University, Cheney, WA. March 10, 2006.
- "Planning and Developing a HECB Work Study Grant," November 4, 2005, Ellensburg WA.
- "Grant Writing Preparation and Ideas," Youth Services Organizations of Washington State, Central Washington University, Ellensburg, WA. October 3, 2005,
- The Importance and Relevance of Service-Learning in Higher Educ, Campus Compact May, 2004 Las Vegas
- "Reflection Journals: Easy to Assign Yet Difficult to Grade" Continuums of Service Conference Service Learning in Challenging Times; Co-Presented with students, (Cyprien Lokko and Tessa Waterbury) Bellevue Washington, April 10, 2003.
- Eight Annual Continuums of Service Conference, "Bridging the Gap Between Theory and Practice: Programs to Build Faculty Finesse" Co-Presentation, Portland Oregon, April 12, 2005
- Seventh Annual Continuums of Service Conference, Campus Community Bridge Building Co presented and Portland, Oregon April 12, 2005.
- Sixth Annual Continuums of Service Conference. "Combining Resources to Institutionalize Service Learning" (chair and participant of a panel presentation) Bellevue Washington, April 2003.

- Sixth Annual Continuums of Service Conference “Reflective Commentaries: Easy to Assign Difficult to Grade” Bellevue Washington April, 2003.
- “Secrets to Marketing Your Institution” Institutional Effectiveness Conference, Las Vegas, NV 2003
- Higher Education Assessment Conference, “Assessing Reflective Thinking, Basic to the Pedagogy of Academic Service” Co-Presented with a student (Kristy Walker) Spokane Washington May 2003.
- "An Exploding Pedagogy AS-L," Institutional Effectiveness Conference (IEC), Las Vegas, NV May 2002
- CWU Academic Service-Learning Faculty Fellows Seminar (s), CWU, January 2002 to the present
- CWU Faculty Professional Development Seminar Academic Service-Learning, CWU, December 2001
- CWU Faculty Professional Development Seminar Academic Service-Learning, CWU, December 2001
- ACRAO National Conf. 'Role of the Registrar in Enrollment Management"(Co-Presented), Seattle WA. April 2001
- "How Data Helps Managers Make Informed Marketing Decisions" IEC, Las Vegas, NV, May 2001
- “Marketing Your College or University: How and What to Do," IEC, Las Vegas, May 2001
- Panelist at the Michael Dolence Workshop entitled, "The Transformation of Higher Education," CWU, March 2001.
- "Planning an Effective Marketing Program," IEC, Las Vegas, NV, May 1999.
- "Service Learning Instruction and Opportunities," Washington College Compact Conference, CWU, October 1998.
- Annual I. E. Conference, "An Integrated Enrollment Support System For New Freshmen," Las Vegas, May 1998.
- Twelfth Annual Enrollment Planners Conference, "Transitioning New Students: An Integrated Academic Student Support System" (co-presentation), Chicago, IL, July 1997.
- National Association of Academic Advisors Regional Meeting, "CWU's Integrated Support System" (co-presentation), Parksville, Vancouver Island, Canada, April 1997.
- Presentation to the CWU Foundation and Alumni, "Multi-Media Presentation of the Changing Faces, Traditions, and History of CWU From 1891 to 1996," at Homecoming Dinner, October 1996.
- American Association of Collegiate Registrars and Admissions Officers (AACRAO) Meeting, "Consideration for Ethical Decision Making" (co-presentation), Reno, NV, April 1996.
- Pacific Association of College Registrars and Admissions Officers (PACRAO) Meeting, "Managing Information Systems for Student and University Reporting, Irvine, CA, November 1995.
- AACRAO National Conference, "Student Enrollment Data: Centralized Input and Decentralized Output," Indianapolis, IN, April 1995.
- PACRAO Annual Conference, "Market Trends for the Future," Spokane, WA, November 1994.
- AACRAO National Conference, "Variables, Analyses, and Methodologies to Predict Fall Enrollment, Boston, MA, April 1994.
- PACRAO Annual Conference, "The Art of Professional Juggling," panel chair and presenter, Phoenix, AZ, November 1992.

- Phi Kappa Phi Presentation: "A Liberal Arts Education: An Enduring Bridge from the Past to the Future," CWU, and June 1992.
- PACRAO Annual Conference, "Enrollment Planning Action Plan," Salt Lake City, October 1991.
- Pacific Northwest Association of College Admissions Counselors (PNACAC) Annual Conference, "Ethics in Admissions in the 1990s," Olympia, WA, June 1990.
- AACRAO National Conference, "A Complete Recruitment Package: From the first Cold Contact to the Final Warm Welcome," New Orleans, LA, April 1990.
- The College Board, "Ethics in Education: On-The-Job Ethics," Denver, CO, February 1990

### **Graduate School Faculty and Committees**

Member of the CWU graduate faculty, 2001 to present

Chair of Educational Administration theses and graduate projects 2001 to present

Member of numerous graduate oral committees 2001 to present

### **Professional Development Workshops Coordinated:**

Director of Academic Service-Learning at CWU plan and coordinate monthly professional development seminars for over 23 faculty. 2001 to the present.

Moderator and Panelist for a K-16 Educ Symposium Westin Hotel Seattle Wash. March 2002  
Washington ACT Council, Summer Counselor's Professional Development Workshops/CWU; taught seminars on Admissions and Diversity, 1990, 1993, and 1994.

The Washington Council on High School-College Relations, Presenter and Coordinator. Five workshops presented at Spokane, Wenatchee Valley, Yakima Valley, Columbia Basin, and Clark Colleges, September 1988.

Summer Success Seminar, "Implementing a Vendor Purchased Student Information System - The Management Process," (co presentation with my staff), Coeur d'Alene, ID, August 1987.

Washington Council on High School College Relations, Presenter and Coordinator. Five workshops presented at Lower Columbia, Pierce, Olympic, and North Seattle Community College, as well as Western Washington University, Sept. 1987.

Automated Information Seminar (AIMS), "Computerizing an Admissions Recruitment Support System, Vendor Purchase Option," (co-chair). Paper presented to Admissions and Registrars and Academic Support Administrators in Washington State, Ellensburg, WA, March 1985.

Regional IACAC Workshop, The Planning and Effectiveness of College Day/Night Programs," Chicago, IL, 1979.

### **Legislative Testimony (some examples, not an inclusive list):**

Numerous Legislative testimonies as Faculty Legislative Representative in Olympia 2009

Panel discussion of Measuring Up 2000, Report Card for Higher Education, House and Senate Higher Education Committees, Olympia, 2001.

Panel presentation to HEC Board on Admissions and Standardized Testing, 2000.

Presentations and discussions with Legislators and HECB on: faculty salary issues, New Music Building for CWU, 1999.

Time Toward Degree Presentation to Washington State Legislature, April 1998.

Testimony to House Higher Education Committee on Tuition and Fee Waivers, February 1997.

As Chair of the Diversity Committee, presented the CWU Diversity Action Plan to the Higher Education Coordinating Board, April 1993.

As CWU President testified about budget reduction proposals, major legislative and funding bills to the House Higher Education and Senate Ways and Means Committees throughout Legislative Session of 1992.

CWU President's report to the Higher Education Coordinating Board, "Recommendations for Planning and the Revision of the Master Plan in Washington State," January 1992.

"The Need for the Restoration of the Essential Requirements Level and Additional FTE For CWU 1991-93 Biennium," testimony to the House Higher Education Committee, March 1991. House Higher Education Committee, "Comments in Support of CWU's Enrollment and Budget Increase," Olympia, WA 1991.

Senate Higher Education Committee, "Comments and Reactions to The Higher Education Coordinating Board's (HECB) Master Plan," Seattle, WA 1985.

Council for Post-Secondary Education and House Higher Education Committee, "In Defense of Not Closing CWU and The Evergreen State College," Olympia 1982.

**Banquet and Award Dinner Speaker or Master of Ceremonies:**

Kittitas Valley Community Hospital Foundation Fund Raising Magical Evening, April 29, 2006 and April 28, 2007 and April ,2008

Banquet Honoring the Firefighters of Kittitas County 2002

Keynote Speaker at the United Way of Kittitas County Annual Banquets 1991, 1995, 2002

Ellensburg Rotary Club New Morning Club Ceremony, 2002

Numerous CWU Foundation Fund Raising Events 1985-2000

Kittitas Valley Community Hospital Foundation Board Annual Golf Tournaments, 1994-2000

Central Investment Fund (CWU Foundation) Award Dinners, 1980-1997

**Grants Written and/or Proposals Supervised:**

Higher Education Coordinating Board, Identifying Undeclared majors for Jobs in Math, Science and Special Education. \$35,000 in 2009. Funded

Higher Education Coordinating Board, "Expanding CWU Student Participation to Environmental, Educational, Community Health and Social Service Non Profit Agencies" \$35,000 in 2006 and 2007 Funded

Higher Education Coordinating Board, "Community, Campus Connections" \$70,000 in 2004 and 2006 Funded

Higher Education Coordinating Board, "Multidisciplinary Approach to Service-Learning \$70,000, 2002-2004 Funded

FIPSE Preliminary Proposal for a Sustained Civic Engagement Center pending for \$174,000. 2003 not funded

US Department of State Grant for Pakistan Administrators Who Train Educators several sections and authors, pending for \$120,000, 2003 not funded

Numerous CWU Thayer Small Grant proposals-many funded totaling over one hundred thousand dollars. Department of Education Grants: Student Support Services (SSS) funded and renewed Partner in Service Grants: Service -Learning Professional Development & Training Seminars 2002, funded for five thousand dollars.

1998; Campus Assisted Migrant Workers (CAMP) funded 2001, HEP Grant, funded 2001. All total over 2 million dollars in a four year period.

Learn and Serve National Community Service Grant \$125,000 not funded.

FIPSE Grant Proposal: "An Access Program for Rural, Place-Bound, Hispanic, Bilingual Paraprofessionals," 1990-1991, not funded.

**Written Papers, Recommendations, and Proposals:**

Several University Marketing and Promotion Plans/Recommendations for Cal State Pomona 1993, Fisk University 2001, Cal State San Luis Obispo 2003-04

"CWU Enrollment Management and Marketing Plan," CWU, 1999-2001.

"A Proposal for a Humanities Program at CWU," December 1995.

"A Liberal Arts Education: An Enduring Bridge from the Past to the Future," Submitted for the National Forum Phi Kappa Phi Quarterly, June 1992.

"A Proposal to Convert to an Early Semester Plan at CWU," presented to Strategic Planning Committee, Oct., 1992.

"Hard Times, Hard Decisions: Managing and Planning for Enrollment Changes. Submitted to The Chronicle of Higher Education for a "point of View Essay," 1990.

"An Enrollment Action Management Plan: What to Look for and How to Do it," presented to Creative Management in Higher Education Conference, December 1989.

"Academic and Strategic Planning Papers, submitted to the CWU Academic Planning Committee:

"A Discussion of Faculty Development and the Improvement of teaching," 1989. "A Discussion Paper of Program Evaluation and Review," 1988. "An Enrollment Management Plan for CWU, 1986, 1987, 1988, 1989, 1990 and 1994." "A Proposal for Institutional Assessment," Discussion Paper for the Academic Planning Committee, 1988.

"Looking Back to See How Far We Have Come," a report to the CWU Campus Community, 1987.

"Some Thoughts and Information from the Dean of Admissions and Records: Are We On The Cutting Edge?" a report to the CWU Campus Community, 1987.

"A Proposal for a Comprehensive Admissions Recruitment Plan for Chicago State University," a presentation to the Board of Governors, Illinois State College and Universities, November 1974.

#### **Published Papers, Professional Newsletter, and Bulletins:**

"A Practitioner's Thoughts and Authentic Stories about Service Learning and Civic Engagement Projects," *Journal of Civic Engagement* 5<sup>th</sup> edition Spring 2005

"College Employment Outlook," a series of bulletins distributed at CSU from 1969 to 1974 with many published in local Chicago newspapers and professional newsletters.

"The Hiring of Teachers in the Chicago Area," published in the GLASCUS Newsletter, Fall 1971.

"Surveys of Fees Charged by Forty Illinois Colleges and University Placement Offices," published in IASCUS Newsletter, Spring 1969.

#### **Book Reviews:**

*Killing The Spirit -Higher Education In America* by Page Smith, 1990. College and University, Summer issue, 1992.

*A Complete Guide To Customer Service* by Linda Lash, 1991, College and University, Spring Issue, 1991.

#### **UNIVERSITIES ATTENDED AND DEGREES EARNED**

Ed.D. Nova Southeastern University, Fort Lauderdale, FL. Major area: Educational Administration. A student in the Chicago II Cluster from 1973 to graduation in 1977; Major Applied Science Project (Doctoral Dissertation), "How They Fared: A Comparative Study of a University Graduating Class."

M.A. Latin American History, Loyola University, Chicago, IL. From 1963 to graduation in 1966; Thesis, "A Discussion of the British-Mexican Treaty of Amity, Commerce, and Navigation of December 26, 1826."

B.S. History, Loyola University, Chicago, 1962. Also, attended the University of Illinois-Chicago, 1959 and the Universidad Nacional Automo de Mexico, Summer, 1960.

**Additional Graduate Work:** University of Chicago, NDA History Fellowship, Sept. 1965 to Dec. 1966. DePaul University, NDA Education Fellowship, Summer of 1965, The Universidad Nacional Automa de Mexico, 1960

#### **AWARDS, HONORS, AND FELLOWSHIPS:**

**Alpha Lambda Delta five Year Award for Service 2009**

**HopeSource and Rotary Award for Community Service 2008**

Washington State Association Student Employment Administration April 2006

Rotary Distinguished Community Service Award, January 2006

Award for the CWU Distinguished University Professor for Public Service, 2003.

CWU Silver Service Award 2001

American Legion and Auxiliary Boys and Girls State Program Recognition Award, 1998-99

Award from the Associated Students of CWU- Outstanding Administrator, 1998

Washington State Campus Compact Leadership Award, 1995

Award from The Associated Students of CWU- Outstanding Service and Leadership, 1995

Nominated for the Thomas Jefferson Award for Public Service, Seattle Post Intelligencer, 1995

United Ways of Washington Leadership and Service Award, 1990, 1991, 1992, 1993, and 1994.

Honored (my wife and I) as "Local Heroes" in Kittitas County United Way, 1993.

Phi Kappa Phi, CWU Chapter, "Recognition for Outstanding Contributions to Scholarship and Teaching as an Administrator," 1992

Diamond Award, United to Serve America: "Outstanding Service and Shining Example of Leadership for Community Service," 1992.

Governors Booth Gardner and Mike Lowry and Gary Locke, Recognition for Service as Deputy Director, 1989, 1990, 1991, 1992, 1993 (Gubernatorial Appointment for the Combined Fund Drive)

American College Testing Program (ACT) National Corporation Award, 1979 (Illinois)

Illinois High School Association Distinguished Service Award, 1978

NDA Scholarship Fellow, "Studies in Alcoholism," DePaul University, 1966

NDA Scholarship Fellow, "World History Institute-The Rise of the West," University of Chicago, 1965-66

Pi Gamma Mu, National Social Science Honor Society, 1962.

#### **INTRA-UNIVERSITY ACTIVITIES:**

**Member of the Department of Advance Programs Personnel Committee 2009-10**

Member of the Education Dept Personnel Committee 2002 to 2009

CWU Accreditation Sub Committee member for NCATE campus visit May 2007

CWU Salary Compensation Committee 2005-06

[Alpha Lambda Delta Freshmen Advisor 2002-07](#)

The National Honor Society of Phi Kappa Phi Central Committee 2001-07

CWU Service Learning Advisory Committee, 2001.

Kluckhohn Committee, composed of Faculty, Administrators, Staff and Civil Service that studied, surveyed and reported on campus attitudes and values, 1998-2000.

Chair, CWU Marketing Committee, 1998-2000.

Community Building, Faculty and Staff Group, 1999-2000.

Accreditation Sub-committees at CSU and CWU for the North Central Association and Northwest Association of Schools and Colleges (NASC), NCATE, AACSB, and ABET visits.



Several presentations to CWU employees and supervisors on customer/student service and "Service to Students" as part of two professional development workshops, 1987, 1991, 1996 and 1997. Presented programs on Leadership and Professional Development to CWU students at the Annual Leadership Conference, 1992-97 and 1999. Chair, Washington Campus Compact, Service Learning Committee, 1992-1995. Chair, CWU Presidential Inauguration Committee for Dr. Ivory V. Nelson, 1992. Chair, President's Advisory Council as Interim President, 1992. Member of the Academic Affairs Council at CWU, 1980 to 2000. Chair, CWU Computer Student Information System (SIS) Policy and Procedures Committee, 1985-95. Chair, Diversity Action Committee, 1991-93. Member, All University Computer Committee, CWU, 1988-92. Member, Undergraduate Council, CWU, 1980-92. Chair of Enrollment Management Committee, CWU, 1980-2001. CWU Association of Administrators, Professional Development Committee, CWU, 1982-88 and 1993-95. Budget Committee that advised the President during financial exigency, CWU, 1981-82. Advisory and Budgetary Council, Academic Affairs Council and Council of Student Affairs at CSU, 1969-75.

## **EXTRA-UNIVERSITY ACTIVITIES**

### **National Activity:**

Member of the Board of Trustees of the ACT, Inc. a 15 member national policy-making board composed of members from business, education and national foundations, 1996-2002. Member of the BOT Finance Committee, 1998 and 1999, Personnel Committee 1999-2000, Planning and Development Committee, 1996-98. Higher Education Coordinating Board of Washington State. Member of Study and Briefing Sessions: 1) Higher Education Leadership; 2) Admissions Action Standards Committee; and 3) Higher Education and High School Faculty, Olympia, WA, June 1997. Member of the BOT Trustee Selection Committee, ACT, Inc., 1996. Member of the BOT National Committee for Corporate Development, ACT, Inc., 1995. Washington State Representative to the American College Testing Program (ACT, Inc.), Iowa, 1991-2001. This is a 37-member Corporate Board of Directors. National Committee to monitor "Student Right To Know:" Legislation, 1993. National Committee (of AACRAO) on Admissions and Institutional Research and Enrollment Planning, 1991-94. Post-secondary National Advisory Council for ACT, Inc., Iowa, March 1988. Illinois State representative to the ACT Corporation, Iowa, 1977-80. North Central Accreditation Association Team Evaluating the Community College of the Air Force, San Antonio, TX, 1976.

### **State and Regional:**

[Puget Sound Energy: Member of the Pioneer Award Selection Committee, April 26, 2006.](#) Member of the Executive Committee of the Washington ACT Council, 1988 to 2003. Higher Education Coordinating Board Committees and Task Forces, such as Admissions and Competency Standards, Branch Campuses, and several other academic and student service topics, 1986 to 2001. Strategic Planning Committee of the Ellensburg School District, 1995-96. Washington Higher Education Coordinating Board (HECB) Education Summit Action Committee, 1994-96.



Inter-College Relations Council (ICRC), 1992-98.  
 Chair, Inter-institutional Committee of Registrars and Admissions Officers (ICORA) in Washington, 1982-83 and 1988-89.  
 State of Washington Community College Task Force, 1987.  
 Member of the Executive Committee of the Washington Council on High School-College Relations, 1984-86.  
 Ellensburg School District K-12 Curriculum Revision Committee, 1983-84.  
 Member of the Executive Committee of the Illinois ACT Council, 1976-80.  
 Member of Illinois and Washington High School Accreditation Teams.  
 Chair of the Illinois Joint Council of State Colleges and Universities Committee on Admissions and Records, 1975-77.  
 Chair of the Illinois University Articulation Committee, Chicago Conferences in 1975-76.  
 Chicago Public Schools Teacher Placement and Certification Advisory Committee, 1969-75.  
 Member of the State of Illinois Civil Service Job Evaluation Committee that reviewed Civil Service positions state wide, 1973-74.  
 Illinois Board of Higher Education's Task Force Committee for Admissions, 1973-74.

### **SCHOLARSHIP SELECTION COMMITTEES**

Washington State Scholars Selection Committee of the HEC Board, Olympia, 1984 to 2001.  
 Supervision of scholarship committees, such as Central Investment Fund, President's Scholars, Diversity Merit Scholars, and other academic awards, 1980 to 2001  
 Advisor to the Central District YMCA's Black Achievers Program (Seattle), 1991-96.  
 Seafirst Bank Merit Scholarship Selection Committee (Seattle), 1983-87.  
 Montgomery Wards' Martin Luther King Scholarship Selection Committee (Chicago), 1976-79.

### **VOLUNTEER FUND RAISING AND COMMUNITY SERVICE ACTIVITIES**

President of the Board, Kittitas Valley Hospital Foundation, 2006, and 1995-96; member of the Board of Directors 1991 to the present.

Chair of Kittitas County Hospital Foundation Board Finance Committee 2002 to 2005  
 Vice Chair and BOD member of HopeSource 2003 to present

KCAC Finance Committee and Chair of Search Committee for Executive Director 2004

Committee Member of the Finance Committee of Gallery One Art Gallery 2000 to 2003

March of Dimes Community Campaign Drive: 1999 and 2001

CWU liaison to the Ellensburg Chamber of Commerce, 1983-5 and 2000-01

Member, Gold Buckle Club, Ellensburg Rodeo, 1999-2001

Vice Chair of the CWU Foundation Board of Directors, October 1999-01

Executive Committee of the CWU Foundation Board of Directors, 1995-01

**Member, Corporate Development Committee, CWU Foundation Board, 1998-2001.**

Co-Chair, President's Associates Committee, CWU Foundation, 1995-98.

Paul Harris Fellow of the Rotary Foundation of Rotary International.

Appointed by Governors Booth Gardner and by Governor Michael Lowry as Deputy Chair of the Washington Combined Fund Drive (for five counties in central Washington), 1989-90, 1990-91, 1991-92, 1992-93, 1993-94, 1994-95, 1995-96.

President and Chair of the Board, United Ways of Washington (Seattle), 1990-91 and 1991-92.

Vice President for Government Relations, Executive Committee of the United Ways of Washington Board of Directors, 1987-90.

Board of Directors of the Kittitas County United Way, 1983-86, 1986-89 and 1990-94.

Campaign Chair of the Kittitas County United Way Drive, 1988.

Chair of CWU's Combined Giving Fund Drive, 1985 and 1986.

President, Rotary Ellensburg Club, 1985-86, and member of the Board of Directors, 1982-87.

Co-President (with my wife) of the Ellensburg High School Booster Club, 1983-84.

**SPECIAL INTERESTS AND ACTIVITIES**

Appreciate and enjoy art, cultural events, athletics, and music. I am a life-long community service volunteer and enjoy gardening, fishing, reading, hiking, mountain climbing and traveling

Revised: October, 2009

Henry S. Williams  
Department of Education  
Black Hall #214-20  
Central Washington University  
Ellensburg, WA 98928  
Ph: (509) 963-1415

### **EDUCATION**

East Tennessee State University, Ed. D. 1990.  
Washington Continuing Teaching Certificate 4-12, 1993.  
Washington Continuing Administrator Certificate P-12, 1993.  
Technology and Teacher Education Certificate, 2001 (Iowa State University).  
William Howard Taft University, One year of Law School, 2004-05.

### **RECOGNITION AWARD**

Excellence in Scholarship, CEPS, 2002 (Central Washington University).

### **TEACHING EXPERIENCE**

Chair, Department of Advanced Programs, Spring 2009  
Professor, Central Washington University, Ellensburg, Washington, 1990 - present.  
Program Coordinator, School Administration Program, 2007-present.  
Director, CWU School Administration Professional Education Advisory Board 2007-present.

#### **Graduate courses taught at CWU:**

EDAD 580 Educational Administration 2006-present  
EDCS 598 Issues and Policies in Public Schools - fall 2000  
EDF 510 Educational Research- summer, 2000 -2003  
EDCS 546 Advanced Laboratory Experience - fall 1999.  
EDF 507 Intercultural Education, fall 1997 and 1998  
EDAD 583 School and Community 2008-present  
EDAD 589 School Law 2006-present

#### **Undergraduate Courses taught at CWU:**

EDCS 316 Educational Technology Spring, 2002  
EDF 301 Introduction to Education - Fall 99 -2000.  
EDCS 444 Law and Issues in Education - Fall 90 to Summer 2007.  
EDCS 431 Multicultural Education - Fall 92 - 97.

Coordinator, School Administration Program, Fall 2006-2008.

Coordinator, Professional Sequence Task Force, 2006-07.

Instructor, Field Experiences, East Tennessee State University, Johnson City, Tennessee, 1987- 1990.

Coordinator, Doctoral Prospectus Presentations, East Tennessee State University. 1989 - 1990 academic year.

Teacher Assistant, University High School, Seventh Grade, Johnson City, Tennessee, 1986- 87.

Office Supervisor, Computing and Information Resources, East Tennessee State University, Summer, 1985-86.

### **Book**

Williams, Henry. S. (2005). Foundational Legal Issues for Pre-Service Teachers. Kendall/Hunt Publishing Co. 4050 Westmark Drive, Dubuque, Iowa.

### **PUBLICATION**

Alawiye, O., Williams, H. (in press) Disposition Profile Inventory: An Assessment of a Tool for Measuring the Professional Attitudes and Behaviors of Teacher Candidates.

Williams, H. (2009). Superintendent's Responsiveness to School District Culture. National Forum of Educational Administration and Supervision Journal, Volume 26(3) 36-45.

Williams, H. (2009). Leadership Capacity – A Key to Sustaining Lasting Improvement. Education, 130, n1, 30-41.

Williams, H. (2009). An Evaluation of Principal Interns Performance on the Interstate School Leaders Licensure Consortium Standards. National Forum of Educational Administration and Supervision Journal – OnLine 26(4) 2009.

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Williams, H. (2005). Teachers' Disposition toward Standardized Testing. *National Social Science Journal*, 24, n.2, 199.

Williams, H., Kingham, Mel. (2003) Infusion of Technology into the Curriculum. *Journal of Instructional Psychology*, 30, n3, 178-183.

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Williams, H. (2000) Teachers' Perceptions of Principal Effectiveness in Selected Secondary Schools in Tennessee. *Education*. 212. 264-275.

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Williams, H. (2000). Effectiveness of pre-autumn experience as a prerequisite for student teaching. *College Student Journal*. 34. 479-480.

Wallace, R.R., Shorr, D. N., and Williams, H. S. (1995). Spelling: Can different testing procedures improve scores? *Reading Improvement*, 32. 247-252.

Williams, H. (1995). Maltreatment of children in the United States. *The African News Forum*, Vol. 2, No.13 August Issue.

William, H. (1994) Reflection on Politics in Liberia. *The African News Forum*, Vol. 5 No. 12. September Issue.

### **WORK IN PROGRESS**

Williams, H. & Shoemaker, C. The Effects of Strategic Planning on School Change.

### **PRESENTATIONS/WORKSHOPS**

Williams, H. (2009). Leadership Capacity - Creating Conditions within the School to Sustain Improvement. NSSA, Las Vegas, April, 2009.

Williams, H. & Szal, Dennis (2008). Preparing Principal Interns for Leadership Role in Schools. National Social Science Association, Las Vegas April, 2008

Williams, H. (2007). Strategies for Dropout Prevention in Our Public Schools. Presented at the National Technology and Social Science Conference, April 15-17, 2007, in Las Vegas.

Williams, Henry (2006). Child Abuse: What K-12 Teachers Need to Know. Presented at the National Technology and Social Science Conference, April 5-7, 2006, in Las Vega.

Williams, H. & Alawiye, O. (2005). Using Four Sub-Constructs to Assess the Disposition of Pre-Service Teachers. Presented at the National Technology and Social Science Conference, April 6-8, 2005, in Las Vegas.

Woodcock, D. & Williams, H. (2005). Practitioner's Perceptions of K-12 Commitment to Transformation for Diversity. Presented at the National Technology and Social Science Conference, April 6-8, 2005, in Las Vegas.

Williams, H. (2003). Authentic Technology Integration: Is it working for most Teachers?, National Social Science Association, Las Vegas, Nevada.

Williams, H. & Alawiye, O. (April 2001) *Assessment: Lessons learned from a year-long Teacher Education pilot program*. Northwest Association of Teacher Education Conference, Spokane, WA.

MacGregor, J., Monson, L., Williams, H., et al. (April, 2000). *Eavesdropping on Dialogue between Partners in a First Year Professional Partnership Program*. Northwest Association of Teacher Education Conference, Coeur d'Alene Resort, Idaho.

Williams, H. (August, 1996). *Curriculum: The Far Right influence of Power*. Presented at the 1996 Seattle Summer Seminar of the National Social Science Association, Seattle, WA.

Williams, H. (March, 1993). *The Eradication of Mis-Education: Instructional Methods to Improve the Performance of African American Youths*. Annual conference of the Washington Alliance of Black School Educators, Seattle, Washington.

Williams, H. (March, 1990). *Teachers' Perceptions of Principal Effectiveness in Selected Secondary Schools in Tennessee*. Annual conference of the National Association of Social Science, Portland, Oregon.

Williams, H. (February, 1990). *The Economic Geography of West Africa*. Presentation for Redmond Junior High School, Redmond, WA.

Williams, H. (June 12, 1989). *Comparative Graduate Education: The US and Liberia*. International Graduate Conference at East Tennessee State University, Johnson City, Tennessee.

Williams, S. R., Williams, H. (November, 1989). *Curriculum: Unpredictable Entry of Power Sources from the Outside*. Paper presented at the MSERA Conference, Little Rock, Arkansas.

Williams,H. (November, 1989). *The Aged Among the Mende Tribes in Liberia*. Paper presented at the MSERA Annual Conference, Little Rock, Arkansas.

Williams, H. (October 27, 1989). *Strategies in Teacher Motivation for Principals*. Upper East Tennessee Educational Cooperative 10th Annual Educators' In-service Program.

Williams, H. (April, 1988). *Cultural Diversity in the Liberian Society*. Teacher's workshop, Holston High School, Damascus, Virginia.

### **FACULTY DEVELOPMENT**

Attended Professional Certificate for Administrators Assessment Panel Training. Seattle University, Jan. 9, 2009.

Attended Federal Funding Symposium, YVCC, Yakima, November 14, 2008.

Attended Professional Education Advisory Board Workshop in Seattle, September, 29, 2008.

Attended WASA/AWSP Summer Conference in Spokane, June 24, 2007.

Participated in the Association for Supervision and Curriculum Development inservice. awarded certificate of completion: "Contemporary School Leadership" and Designing Performance Assessment." January 2007

Presider, History and Education, National Social Science Association, April 15, 2007.

Presider, Technology Integration in Education Program. International Society for Technology in Education, June 29 – July 2, 2003, Seattle, WA.

Attended a workshop Titled "*How to Troubleshoot, Tune Up and Maintain PCs*. Sponsored by CompuMaster, at the Double Tree Hotel, Yakima, April 12, 2001.

Attended "*The Pacific Northwest Regional Forum on Developing a Competitive Information Technology Workforce*" sponsored by the U.S. Department of Education, August 18, 1998, at Bellevue Community College.

Attended in the Sixth Annual Conference of Washington Alliance of Black School Educators, March 1998, at the Bellevue Hilton Hotel.

Attended a workshop on *School Law Issues in Washington State* in June 1998.

Attended an institute on *Constructivism*, sponsored by the Association of Supervision and Curriculum Development, April 23 to April 24, 1998, in Seattle.

Attended workshop on *School Law Issues in Washington State* in July 1996 and April 1997.

Participated in the Fifth Annual Conference of Washington Alliance of Black School Educators, March 1997.

Attended the First Annual Faculty and Staff of Color in Higher Education, 1996.

Participated in an in-service on *Integrating Technology into the Classroom, Intermediate Internet*. February, 1995, in Seattle.

Participated in a conference on *Research and Assessment Issued in Bilingual and Multicultural Education*. Sponsored by Washington Educational Research Association on March 25-26, 1993, at the Holiday Inn, Yakima.

Participated in a two-week training session of the *People's Law School*. Sponsored by Washington Education Association, May 1993.

Participated in a workshop on *Developmentally Appropriate Practices in the Classroom*. Sponsored by Horizons in Learning, 1700 SW Austin Street, Seattle. October 29, 1993.

Participated in training *HIV/AIDS Education for Schools*. Sponsored by the Health Information Network. December 1993, Seattle, Washington.

Participated in the National Council for Excellence in Critical Thinking Instruction, Seattle, June, 1992.

Participated in a workshop on *Technology 2001*. Sponsored by the Lake Washington School District. April 7, 1991.

### **SERVICE TO THE PROFESSION**

Panel member – Reviewed candidates for Professional Certification for Administrator: OSPI; Help at Red Lion, Yakima, 2009.

Chair panel – Reviewed candidates for Professional Certification for Administrators: OSPI; Held at City University, 2009.

Committee member, State-funded intern program selection, Profession Development Center (PDC), Tacoma. March 31, 2009.

Member – Worked on revision of Washington State Educational Standards 1 for all programs, Standard 5 for School Administration and Program Administrators and Superintendents 2008.

Member, Washington Council for Educational Administration Program, 2007 - present

Advisor, SWEA Student Organization, 1999 to present.



Board Member, National Social Science Association, 2003 to present.

Presentation Facilitator, *"The Year 2000 and Beyond. Helping our Children Reach the Benchmarks of the 21st Century."* Annual conference of Washington Alliance of Black School Educators. Bellevue Hilton, Bellevue, March 18-20, 1999.

Coordinator, Master of Education, Master Teacher Program, Central Washington University, SeaTac, 1998-2002..

Planning Committee Member, Faculty and Staff of Color in Higher Education, 1998.

Planning Committee Member, Faculty and Staff of Color in Higher Education, 1997.

Member, Phi Delta Kappa since 1986-1999.

Member, Association of Supervision and Curriculum Development since 1989-present

American Educational Research Association Member, 1989.

Washington Educational Research Association - Member, 1994-present.

Washington Alliance of Black School Educators - Member, 1993-present.

Faculty and Staff of Color in Higher Education, Member 1996-present Conference planning 1996, 1997.

### **SERVICE TO THE UNIVERSITY**

Member, Academic Planning Task Force, 2009.

Member, Search for Interim Dean for Graduate Studies, May, 2008.

Member, Search Committee for Interim Dean – College of Educ. and Professional Studies, 2007.

Member, Graduate Council, 2003 to present.

Member, Equal Opportunity Grievance Committee, 2000 to present.

Member, Technology Committee, 2003 to present.

Member, Faculty Senate 2002-2004

Member, CWU Community Building Program 1999-2000.

Regular Member, Graduate faculty, 2000 to present.

Member, Search Committee for West-side Administrator, 1997.

### **SERVICE TO COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES**

Member, Assessment Committee, 2008 to present.

Co-chair, NCATE committee on Governance, 2006.

Chair, CEPS grant award Committee, 2001 to 2002.

Member, Black Hall Ad Hoc Building Committee, 2001.

Member, CEPS Distance Education Committee, 2001.

Member, Search Committee for Associate Dean for the College of Education and Professional Studies, 2001.

### **SERVICE TO THE DEPARTMENT**

Member, Search Committee, Aviation Faculty, May, 2008.

Member, Search Committee, C&I Faculty, May, 2008.

Volunteered to review School Administration Program curriculum and post courses and assessment rubrics on LiveText. 2007.

Chair, Search Committee, School Administration, 2007.

Chaired Anne Chapman's thesis committee and successfully completed in 2006

Chaired Daina Oltman thesis committee and successfully completed in 2005.

Member, Search Committee, Educational Administration Faculty, 2000.

Member, Search Committee, Early Childhood Education - Faculty, Seattle, Summer of 1999.

Mentor to first year employee, 1999.

Advisor, Thesis/Project Committee, SeaTac Master Teacher Program, 1999-present.

Advisor, Secondary Undergraduate Students, 1999-present.

Coordinator, Master Teacher Program, CWU/SeaTac, 1998-2006

Chair, Personnel Committee, 1997-2000.

Member, Undergraduate Committee, 1994-96, & Spring 99.

Member, Faculty Development Committee, 1990-92.

Member, Search Committee for Field Faculty positions in Seattle and Ellensburg, summer 1999.

Chair, Search Committee for Field Faculty position in Seattle and Yakima, 1998.

Chair, Search Committee to select a chair for the Department of Curriculum and Supervision, 1997.

Chair, Search Committee for Field faculty, Seattle Center, Department of Curriculum and Supervision, 1997.

Responsible to direct C&S undergraduate programs at SeaTac, 1997-99.

Member, Committee to Revise the Student Teaching Evaluation Form, 1997.

Member, Search Committee, Early Childhood Education - Faculty, Seattle, Summer of 1993.

### **SERVICE TO LOCAL SCHOOL DISTRICTS**

Adopted 4<sup>th</sup> grade students at Scenic Hill Elementary School, Kent, 2010.

Volunteer to supervise Students at Bumble and Brown Contest at Garfield, 2007.

Guest Speaker, "Teaching children about each others culture." Business Education Department, Garfield High School, December 1999.

Guest Speaker, "Educational Opportunities for ESL students" Garfield High School, June 1999.

Presented "Economic Geography of West Africa" to students at Redmond Junior High School, April 1995

Worked with students in the after school lab at Redmond Junior High School. The purpose of the lab was to help students from dysfunctional homes work on school assignments, 1993.

## Appendix II

**College of Education and Professional Studies**  
**Faculty Performance Standard**  
**For Reappointment, Tenure, Promotion, and Post-Tenure Review**

College of Education and Professional Studies faculty members contribute to the mission of the college in the preparation of competent professionals and enlightened leaders who, in turn, contribute to and influence their respective professions. Both the University and the CEPS recognize the accomplishments of tenured and tenure-track faculty members in the areas of teaching, scholarship and service. Faculty work is guided by the missions of the University and CEPS, professional standards in ones expertise field, and University and specific program accreditation standards (CBA Article 11). Faculty members conduct their work as colleagues and professionals in a shared governance environment. The College of Education and Professional Studies criteria for faculty performance is presented in the following sections of this document. Department criteria for faculty performance will align with the disciplinary standards for the department and with the University and CEPS criteria and standards (CBA Article 20).

**Reappointment:**

To achieve tenure and promotion, the faculty member will establish a positive and cumulative performance record in teaching, scholarship, and service. The faculty member's work must reflect the missions of the University, Academic Affairs, and CEPS, along with demonstration of enhanced professional development.

**Tenure and/or Promotion in Rank:**

“Tenure is the right to continuous appointment at the University with an assignment to a specific department in accordance with the provisions of CBA Article 9.2” (University Faculty Performance Standard, April 25, 2006). Therefore, a positive tenure decision is based upon faculty performance in meeting the criteria established by the department, college, and university. Tenure is awarded when a pattern of expected performance is demonstrated in teaching, scholarship, and service. In addition, various levels of evaluation indicate that the faculty member's performance in the three areas will continue in the individual's on-going career at Central Washington University. The expectation is that the faculty member will continuously positively contribute to and comply with the missions of the University, Academic Affairs, and CEPS. The University, Academic Affairs, and CEPS will support and recognize the faculty member's professional work where there is mutual benefit.

Tenure and Promotion to Associate Professor. Tenure and promotion to associate professor occur at the same time. Both tenure and promotion to associate professor require that the faculty member has a demonstrated positive performance record of: (a) effective teaching; (b) an established scholarship record that includes peer-reviewed publications; and (c) significant service to the university, engagement with ones professional organizations, and increasing professional contributions to the community.

Promotion to Professor: Promotion to the rank of Professor recognizes the following:

- (a) Exemplary performance in teaching, with demonstrated respect from faculty colleagues, administrators, and students. Exemplars in teaching include substantial evidence that the faculty member makes ongoing enhancements of his or her courses and instruction, stays up-to-date in the field and the pedagogy related to the specific field, makes substantive positive contributions to and enhances programmatic quality, and positively contributes to University, CEPS, CTL (if applicable), and program accreditation work. The faculty member also uses multiple assessment strategies to assess and promote student learning. Performance well exceeds the minimum requirements.
- (b) Exemplary performance in scholarship, with an exemplary accumulated record of peer-reviewed publications or juried exhibitions/performances, and substantive scholarly contributions to the profession. Excellence in scholarship demonstrates that the faculty member well exceeds the minimum university and college criteria.
- (c) Exemplary performance in service, with a record of sustained positive contributions to the University and CEPS, as well as to ones profession and the community. Performance well exceeds the minimum requirements.

**Post-tenure Review:**

Post-tenure review assesses if the faculty member is sustaining a level of performance that is expected at his/her rank in teaching, scholarship, and service. The faculty member's work must reflect the University, Academic Affairs, and CEPS missions, as well as the University, CEPS, and program accreditation standards. Post-tenure review is conducted three years following a faculty member's most recent tenure and/or promotion and will continue every third year for the duration of an individual's career at Central Washington University (CBA Article 20.3).

**Early Tenure and Promotion:**

A faculty member may seek tenure and promotion prior to the expiration of the minimum probationary period or "time in rank" (CBA Article 20.3.3). To be considered for early tenure and promotion, the period of service must be in the initial appointment letter ("letter of hire"). In extraordinary situations with justification and with exemplary performance in teaching, scholarship, and service, faculty may be considered for early tenure and promotion.

**Performance Criteria:**

The following College of Education and Professional Studies criteria for Teaching, Scholarship, and Service are the minimum Faculty Performance Standards.

# College of Education and Professional Studies

## Teaching Policy

### **Introduction**

We believe that the Teacher-Scholar is critical to our mission, which is:

To prepare competent professional and enlightened leaders who will contribute to and influence their respective professions; professionals and leaders who will commit themselves to socially responsible citizenship in a diverse global society.

Therefore, CEPS considers teaching in the following way:

The Teacher-Scholar embraces the construct that quality teaching, curriculum development and delivery, and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.

### **Preamble**

Teaching is a noble enterprise in that we prepare students for life beyond the university. Teaching encompasses our content and engages students in investigation, problem resolution, critical thinking, information literacy, diversity of knowledge and thought, and responsible citizenship. When student learns with enthusiasm and are enticed by our teaching, the faculty member's work in discovery, integration, and application is significant and far-reaching.

### **Merits of Teaching**

In judging the merits of teaching, the following primary question must be considered:

#### **Syllabi**

1. Does each course syllabus include course content, teaching methods, course outcomes, assessment strategies/measures, schedule of topics, and student requirements?

#### **Curriculum**

2. Does the faculty member frequently review and, when appropriate, revise his/her courses?
3. Has the faculty member developed and/or worked with other faculty members to develop new courses that improve the overall curriculum?
4. Has the faculty member been involved in a significant way with program review and, when appropriate, revision?
5. Has the faculty member made significant contributions to program development?
6. Does the faculty member frequently consult with other faculty members in both his/her own department and other departments concerning programs and/or courses to ensure curriculum coordination and quality?

### **Instruction**

7. Does the faculty member use varied instructional strategies to enhance student learning?
8. Does the faculty member appropriately use information technologies in courses?
9. Does the faculty member delivery courses through distance education?
10. Does the faculty member teach at CWU sites beyond his or her “home base” to teach courses? (Example: “Home base” is Ellensburg; faculty member teaches a course at CWU-Wenatchee.)

### **Assessment**

11. Does the faculty member use SEOI data, including student comments, for teaching improvement or enhancement?
12. Does the faculty member ask for peer review of his/her courses and teaching?  
Does the faculty member use peer review for teaching enhancement?
13. Does the faculty member use data from student practica, internships, and other field experiences to enhance his or her courses?
14. Is the faculty member involved in state, regional, and national professional societies, which provide standards for curriculum in the discipline? Does the faculty member use state, regional, and national standards to ensure that the curriculum is up-to-date and meeting student and employer (or graduate school) requirements?
15. Does the faculty member collaborate with colleagues to assess student program entry standards and exit criteria?
16. Does the faculty member have evidence that students have learned and have the knowledge and skills that are intended for the program/course?

### **Student Engagement**

17. Does the faculty member involve students in undergraduate research and dissemination opportunities, such as SOURCE?
18. Does the faculty member involve graduate students in research and dissemination opportunities, such as conference presentations?
19. Does the faculty member provide quality course-related advising or mentoring to students?
20. Is the faculty member involved in student practica and internships?

### **Student Advising and Mentoring**

21. Does the faculty member advise students in the major or minor? How many students? What evidence do you have that your advising is high quality and meets students’ academic needs?
22. Is the faculty member available to advise students who are enrolled in his/her courses? How many students does the faculty member see during an academic year (estimate)? What evidence do you have that your course-related student advising meets students’ academic needs?
23. Do you mentor students? What evidence do you have to show that your mentorship contributes to the students’ academic and personal development?



**Faculty Engagement**

- 24. Does the faculty member seek and participate in professional development activities, which enhance his or her curriculum and instruction?
- 25. Does the faculty member positively contribute to the curriculum of the program by collaborating with his or her colleagues?

**Assessment of Teaching**

The assessment of a faculty member’s teaching is based upon quantitative and qualitative data. Exemplary teaching includes all of the elements list below. Minimum expectations are indicated with the symbol \*\*. **Please note that this table is not to be submitted.** It is for you to use for your own assessment of your teaching.

Component	Assessment			
<b>Syllabi</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
	Course content**			
	Teaching methods**			
	Course Outcomes**			
	Assessment Strategies**			
	Schedule of Topics**			
	Requirements**			
<b>Curriculum</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
	Course review and revision – evidence**			
	New course development – evidence			
	Program review and revision – evidence			
	Contributions to program development – evidence			
	Consultation with other faculty members to ensure coordination and quality - evidence**			
<b>Instruction</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>	
	Varied instructional strategies - evidence**			
	Information technologies in courses – evidence			
	Distance Education – evidence			
	Teach at varied sites - evidence			
<b>Assessment</b>	SEOI data ** Above dept., college, university average = 3 Average with dept., college, university = 2 Below dept., college, university average = 1	<b>3</b>	<b>2</b>	<b>1</b>
		<b>Yes</b>	<b>No</b>	<b>N/A</b>
	SEOI data used for improvement or enhancement – evidence**			
	Peer review of teaching			
	Field experience data used to enhance curriculum and instruction –evidence			

	Curriculum aligned with state, regional, national standards - evidence**			
	Program entry and exit assessments conducted with colleagues – evidence			
	Alumni data used			
<b>Student Advising and Mentoring</b>				
	Number of students advised in the major			
	Estimated number of course-related students			
	Number of students mentored			
<b>Student Engagement</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
	Faculty mentored research – UGrad			
	Faculty mentored research – Grad			
	Student advising			
	Field experience supervision			
<b>Faculty Engagement</b>		<b>Yes</b>	<b>No</b>	<b>N/A</b>
	Professional development related to teaching**			
	Collaborative contribution to curriculum**			

## **College of Education and Professional Studies Scholarship Policy**

### **Introduction**

We believe that the Teacher/Scholar Balance in the College of Education and Professional Studies is adaptable to our scholarly activities and pursuits. Therefore, CEPS considers scholarship in the following ways that are based on the Boyer Model:

- The Scholarship of Teaching is encompassed in the construct that quality teaching and scholarship are inseparable and, to that end, ensures continuity, as well as the continuance of teaching excellence and knowledge creation and acquisition.
- The Scholarship of Discovery is a commitment to create new knowledge, thus contributing to and enhancing the knowledge base in one's field or related fields. The results include broadening our students', as well as own, knowledge acquisition, critical thinking and resolution skills, and professional development.
- The Scholarship of Integration seeks the synthesis or new and different understandings and/or methodologies. Integration may result in the examination of the relevance of knowledge, technologies, or applications, as well as to contributing to the fusion and refinement of related fields.
- The Scholarship of Application focuses on a practical problem identification and resolution endeavor. Application is intended to promote invention, development of new approaches, or new ways to apply established approaches. The hallmark of Application lies in opportunities to contribute to community-based groups.
- The Scholarship of Artistic Creativity leads to the interpretation of human activity(ies). Artistic Creativity promotes our sense of aesthetics and provides insight into the world around us. Our Artistic Creativity contributions may result in an enhancement of our quality of life.

### **Preamble**

Scholarship encompasses a broad range of study, has deliberate focus, and makes a contribution in a field or related field, as well as to our students. The scholarly contribution is measurable and accessible.

### **Merits of Scholarship**

In judging the merits of the scholarship, the following primary question must be considered:

- Did the teacher/scholar contribute to the body of knowledge in the his/her field or related field? Did the teacher/scholar contribute to his/her students' knowledge acquisition, critical thinking and resolution skills, professional development, and/or quality of life enhancement? Did the teacher/scholar contribute directly or indirectly to the community at-large?

The following set of subsidiary questions should guide scholarship activities:

- Is there a field-related set(s) of questions, problems, or issues?
- Did the candidate develop a plan to address questions, problems, or issues?
- Did the candidate implement the plan(s) he/she developed?
- Did the candidate evaluate/analyze/synthesize the outcome(s)?
- Did the candidate address application(s) related to outcome(s)?
- Did the candidate share the results of the scholarship activity(ies)?

### **Dissemination**

The dissemination of scholarship should be based on the following principles:

- The scholarship activity(ies) is(are) documented.
- The scholarship has an impact on the body of knowledge in the teacher/scholar's field or related field.
- The scholarship has an influence on a number of people in the same or related field.
- The scholarship undergoes a review process; that is, peer review, editorial review, or other appropriate professional review process.
- The composition of the audience is a criterion in the dissemination of the scholarship; that is, the audience should be scholars, practitioners, or preparing practitioners in the field or related field.
- The medium through which the scholarship is disseminated should have permanence; that is, electronic, hard-copy, presentation, products of creativity, and others.

### **Qualitative Assessment of Scholarship**

The minimum requirement for scholarship is that it is documented. Other qualitative assessments include:

- dissemination medium: print, presentation, electronic, other;
- review process: peer; non-peer; invited; and
- audience: international/national; regional/state; local (generally considered service; if the teacher/scholar considers the local audience dissemination as scholarship, he/ she must provide a rationale to the departmental personnel committee for approval).

### **Dissemination of Scholarship**

Certain scholarship dissemination methods listed below may be more highly valued than others. The categories are ranked in order of relative significance (beginning with the most important) in the consideration for reappointment, tenure, and promotion.

A teacher/scholar is encouraged to demonstrate scholarship dissemination in a variety of categories.

### **Categories of Dissemination**

- Publications (books, monographs, book chapters, peer-reviewed journals, non-peer-reviewed journals, technical reports) [may include traditional print media, electronic media, other means as noted above under Dissemination of Scholarship]
- Presentations (international, national, regional, state, local professional conferences) Curriculum products for K-12 school districts and/or local/state/national curriculum development
- External/Internal Funding
- Creative Endeavors

### **Two Levels of Scholarship Dissemination**

**Note: All items of scholarship are 1) to be university-external published or disseminated, unless otherwise indicated, 2) have clearly attributable authorship on the item, and 3) related to the individuals unit of assignment (field or related field).**

**Peer reviewed publication(s) in professional journal(s) is/are required.**

#### **Category A**

- Refereed professional journal
- Research monographs
- Scholarly books and chapters
- Textbooks
- Juried exhibitions and performances
- Peer-reviewed external grant (for the lead investigator)
- Other peer refereed works such as, but not limited to:
  - State/national adopted curricula
  - State/national adopted accreditation standards

#### **Category B**

- Regional, national, or international peer-reviewed conference proceedings
- Proposal submission for peer-reviewed external grant
- Serving as co-investigator or co-principal investigator on funded external peer-reviewed grant
- Principal investigator on other grants and contracts
- Authoring publicly available research and technical papers and reports
- Scholarly conference presentations (international, national, regional, state, local)
- Textbook chapters
- Externally published study guides
- Published book reviews
- Manuscript available through National Clearinghouse (e.g., ERIC or other electronic non peer-reviewed publications)
- Editor of book or special issue of journal
- Book/magazine article for juvenile audience

- Instructional/professional software
- Editor of published conference proceedings
- Reviewer/discussant/chair conference symposium
- Editorially reviewed publications
- CEPS Symposium, SOURCE, or other university-wide research dissemination events
- Major technical reports (grant-related reports, accreditation self-studies, etc.)

### **For Reappointment, Promotion, and Tenure**

During the most recent six-year period, faculty members are expected to achieve a minimum of 5 items: at least 2 from Category A above and 3 from Category A or B. At least one item from category A must be a peer-reviewed publication in a professional journal related to ones teaching assignment at CWU.

### **For Post-tenure Review**

Beginning with the most recent substantive review (tenure, promotion, and post tenure review), tenured faculty will be reviewed every three years. To meet the scholarship standard for CEPS, tenured faculty members are expected to complete at least three items from Category A or B during the previous 3 year review period. During a six year period, tenured faculty members are expected to complete at least one item from Category A and 4 from Category B.

# College of Education and Professional Studies

## Service Policy

### Introduction

Service includes faculty contributions to department, college, and university activities, as well as to agencies, businesses, industries, schools, communities, and professional associations. Service activities should be consistent with the university, college, and department's missions and goals. In most cases, service should be directly related to a faculty member's teaching assignment and scholarship interests.

### Preamble

Service focuses on the application of one's expertise. Faculty service is intended to promote collaboration and collegiality in the development of new approaches and policy, new ways to apply established approaches, and enhance the shared governance of the institution. The hallmark of service lies in opportunities to contribute to students, colleagues, academic department, college, university, community-based groups, and professional societies and organizations.

### Merits of Service

In judging the merits of service, the following questions should be considered:

#### University, College, and/or Department

1. Is the faculty member contributing to the following divisions as a result of a committee appointment?
  - a. university
  - b. college
  - c. department
  - d. program
  
2. Is the faculty member making a contribution in the shared governance of the university, college, and/or department?

#### Professional

3. Is the faculty member active in professional societies or organizations?
  - a. national
  - b. regional
  - c. state
  - d. local
  
4. Is the professional service making a positive contribution to the faculty member's professional development and service to the department, college, or university?

#### Public

5. Is the faculty member active in communities by using his/her expertise to assist community groups?

- a. international
- b. national
- c. regional
- d. state
- e. local

6. Is the faculty member contributing to his or her profession?
7. What other ways is the faculty member involved in service to/with students, colleagues, communities, and professional societies?

**Assessment of Service**

The assessment of a faculty member’s service is based upon the level of responsibilities and performance. Service should never be equated with quantity; that is, the number of committees on which an individual sits. Examples of service include:

- University, college, department membership
- Professional society active membership
- Professional agency officer
- Consultant to a community group
- Contributor to media (TV, radio, newspaper, periodical, etc.)
- Sponsorship of student club
- Fund raising development activities
- Alumni related activities
- Student advising in majors and minors
- Others

Please note that this table is not to be submitted. It is for you to use for your own assessment of your service.

Service Type and Name (Such as Committee Name)	Assessment		
Program	Position and activity		
Department Committee(s)	Chair	Member	Other
College Committee(s)	Chair	Member	Other
University Committee(s)	Chair	Member	Other
Local Community	Position and activity		
State	Position and activity		
Regional	Position and activity		



National	Position and activity
International	Position and activity
Professional Societies/Groups: local	Position and activity
Professional Societies/Groups: state	Position and activity
Professional Societies/Groups: regional	Position and activity
Professional Societies/Groups: national	Position and activity
Professional Societies/Groups: International	Position and activity
Reviewer or Editor to Professional Publications	Evidence
Other service activities	Evidence

**College of Education and Professional Studies  
Faculty Performance Standard  
For Reappointment, Tenure, Promotion, and Post-Tenure Review**

Reviewed and Recommended by CEPS Executive Council: September 28, 2006

Approved by: Rebecca S. Bowers, Dean, College of Education and Professional Studies

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Dean's Signature

September 29, 2006  
Date