

**City University of Seattle Site Visit  
February 9-13, 2008  
Administrator Preparation Program**

**STANDARD I: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)**

*Operation Procedures, Membership, Meeting Times*

The Educational Leadership PEAB Professional Education Advisory Board was found to be in full compliance with WAC 181-78A-209 in regards to membership, operating procedures, and number of meetings held each year. Adopted bylaws have been established which guide the PEAB. Attendance records evidenced by both the minutes and annual report were adequate with board vacancies being filled in a timely manner.

***Recommended rating: Met***

*Collaborative Function*

City University of Seattle's Educational Leadership Professional Education Advisory Board has been actively involved in program refinement and development over the past five years. Both the annual reports and minutes demonstrate an active role in evaluating the start up of new cohorts in the Olympic and Kitsap Peninsulas, reviewing course syllabi and the development of the electronic portfolios. Strong collaborative work was also evident in the redesign of the Ed Leadership program to meet all ISLLC standards. The members have also been involved in the development, improvement, and re-design of the pre-internship performance criteria, portfolio rubrics, and candidate selection process for internship. The PEAB also put significant work into the design of the new Superintendent Certification Program including the formation of numerous focus groups.

Strong collaboration between the board and program is evident. Recommendations from the PEAB that have been accepted include proposed changes to the Assessment and Portfolio (P-12 Program Administrator and Principal/Program Administrator), offering an M. Ed. a portfolio option, initiation of the development of a principal and program administrator professional certification program, and the evaluation and revision of current Ed Leadership E-folio Assessments. Meeting minutes and the board interview confirmed the PEAB's input in the design of the Superintendent Certification Program's summer-school year-summer format. Multiple forms of data are presented to the board to inform possible recommendations for program revisions including results for the alumni survey by the Association of Washington School Principals.

Attending the state's PEAB Conference is encouraged and supported for the board not only as an orientation for new members but for continuing education for its members. Faculty involvement with the board was widespread according to the meeting minutes

which the board explained during interviews has played an important role in the strong communication that exists between the board and program. Minutes from PEAB meetings and annual reports confirm a high level of collaboration.

***Recommended rating: Exemplary***

## **STANDARD 2: ACCOUNTABILITY**

### *Learner Expectations*

The principal program was approved August 2004; the program administrator program was approved March 2005.

In the principal and program administrator programs, the program handbook and course syllabi articulate the program expectations, including their alignment with ISLLC and WAC standards.

None of the programs addressed the six Institutional Learning Outcomes (ILO) for all students. Although the ILOs are listed in the City University Catalog, no program articulated the alignment of program expectations with the ILO.

Repeated measures of principal and program administrator candidates' proficiency relative to the ISLLC standards clearly demonstrate that they progress during the course of the program and exit the program having reached proficiency on all standards. Course grades, assessment of their ISLLC-based portfolios, and letters of recommendation from mentors are examples of other measures of their competence.

***Recommended rating: Met***

### *The Assessment System*

The principal and program administrator programs conduct a comprehensive assessment of qualifications for admission to the programs. The handbook lists a comprehensive set of assessments, clearly aligned with state standards, and rubrics accompany the assessments, where appropriate. The Education Administration Assessment Plan lists the assessments used to evaluate programs.

For all programs, the program assessments listed in the respective program Assessment Plans did not appear to match what is actually used to evaluate program quality. The programs need to more clearly delineate, communicate, and utilize the key assessments used for this purpose, and assure that the faculty understands the system.

The principal and program administrator programs utilize the annual survey of alumni conducted by the Association of Washington School Principals. The report from this survey includes longitudinal data on the program. The programs also conduct an annual survey of employers of its graduates. While formal assessments are not used to collect program-related input from field supervisors and adjuncts, these parties appear satisfied with using informal means to provide input, such as during meetings with faculty members.

In all programs, assessments are clearly aligned with state standards. However, while all programs informed candidates about the conceptual framework, there was no clear alignment of conceptual framework elements with the assessments. It should be noted, however, that although the conceptual framework was included in handbooks and other materials, candidates and the adjunct faculty could not, in many cases, articulate the conceptual framework. While some conceptual framework elements clearly relate to state standards, which are aligned with assessments, these connections were not provided in program documents. None of the programs informed candidates of the Institutional Learning Outcomes, or aligned them with the assessments.

In terms of fairness, all programs communicate expectations to candidates and how their performance relative to these expectations will be assessed. But, there was no evidence that the faculty, adjunct faculty, supervisors, and mentors are trained in the use of assessments in order to assure consistent and accurate assessment of candidates. Also, there was no evidence that reliability studies were conducted to help assure consistency of assessment; although it was stated that educational leadership examines inter-rater agreement on the scoring of the capstone presentation. There was no investigation of assessment bias.

The Assessment Plans for most programs show that multiple assessments are used for admission to program, quarterly review, and admission to the internship, and end of program evaluation. Although no studies were conducted to relate the assessments to candidate success, the high rate of program completion and the positive feedback from graduates and their employers suggest that the various assessments serve their purpose of graduating quality professionals.

The MIT program was a model for the university in the electronic collection and reporting of data. For example, candidate (e.g., PPA), supervisor, and mentor data are collected via a web portal and reports can be generated in aggregated and disaggregated forms. Other programs will be expanding their use of electronic data collection and maintenance of data with the help of the MIT experience. The administrator program utilizes computer databases to maintain data and generate reports. The upcoming (year 2010) NWCCU accreditation visit is an incentive to continue the development of the electronically-based data system.

***Recommended rating: Met***

#### *Use of Data for Program Improvement*

The principal and program administrator programs regularly review course evaluations, candidate performance data (e.g., self assessments on the ISLLC standards), and follow-up data. While documentation of change resulting from data analysis was limited, the faculty was able to articulate changes that resulted from these efforts.

The program regularly shares assessment data with senior faculty at all locations. Changes are communicated to the adjunct faculty and supervisors by the senior faculty at each site.

Minutes of the November 2007 PEAB meeting show that the principal and program administrator PEAB reviewed data from course evaluations and the assessment of candidates on the portfolio and ISLLC standards.

The principal and program administrator programs maintain their own records of program placement.

PEAB minutes confirm that all programs share placement data with their respective PEABs on a regular basis.

There was no evidence that recommendations for program changes were made based on the placement data. However, this might be expected given the high placement rates.

***Recommended rating: Met***

*Positive Impact on Student Learning*

Candidates, faculty, and adjunct faculty could articulate the means by which a positive impact on student learning was assessed.

The program clearly communicates the expectation that candidates will document a positive impact on student learning and maintains examples of student work that indicate that all candidates assess their impact on student learning and document a positive impact on student learning.

***Recommended rating: Met***

### **STANDARD 3: UNIT GOVERNANCE AND RESOURCES**

#### *Unit Leadership and Authority*

City University of Seattle is accredited by the Northwest Commission on Colleges and Universities. The Albright School of Education (ASOE) is one of two schools within the City University of Seattle. The composition and organizational leadership of the unit are clearly organized as evidenced by university policy, procedures, and organizational chart(s), university catalog, and Academic Model. The Washington Professional Educator Standards Board has authorized City University of Seattle to offer residency and professional teacher certification programs, as well as counselor, principal, program administrator, and superintendent certification programs.

The Dean serves as the key leader of the unit responsible for the management of operations and resources for all preparation programs. Operating Principles and Guidelines (2007-2008) have been established that guide personal and professional decision making and communication in the School. This document also provides a framework for reimbursement, compensation, and textbook adoption.

The School employs faculty and program coordinator(s) and/or support personnel at multiple sites (i.e. Bellevue, Everett, Tacoma, Vancouver, Centralia College, Peninsula College, and Skagit Valley College) to provide accessibility for candidates. These regional coordinators are responsible for the academic management of programs, quality assurance, student support, curriculum and course development, and academic governance across their assigned site.

Lead program coordinators, within the school, currently guide the planning and development of key programs and initiatives. The Dean meets twice a month with a Leadership Team comprised of the lead program coordinators and program directors. These meetings focus on program development, strategic planning, decision making, faculty training, and development, and communications.

Members of School of Education serve on a number of committees, groups, task forces, and advisory boards. Examples include policy and initiatives relative to leadership, strategic planning, accreditation, academic affairs, curriculum quality, international study, assessment, faculty standards, partnerships and field experience, faculty development, scholastic honesty, grade grievance, online delivery, technology, library advisory, and marketing.

***Recommended rating: Met***

### Qualified Faculty and Modeling Best Practices in Teaching

All ASOE faculty and adjunct faculty are expected to hold a master's degree with a terminal degree preferred with demonstrated success in P-12 schools and certification in their area of responsibility. Of the fulltime faculty employed in Washington (N=34 or 24.6 FTE) 14% have doctoral degrees. Among adjunct faculty, approximately 10% have terminal degrees with more than five holding National Board certification.

Reviews of available resumes show faculty have contemporary experience in school settings and at the levels they supervise. All clinical faculty have significant experience in their field of preparation and assignment.

The conceptual framework drives program and course curriculum, instruction, field experiences, assessment, evaluation, and candidate support. Course syllabi reference the conceptual framework. Faculty and candidate interviews confirm some alignment of teaching and assessment strategies to the five essential principles.

The roles and responsibilities for faculty and adjunct faculty have been clearly outlined by the Faculty Development and Standards Committee. Faculty are expected to foster and promote teaching excellence, participate in curriculum development and participate in unit governance, scholarship, and service, and support student and adjunct faculty development.

The university has recently implemented (fall 2007) a well defined professional development model for faculty/adjuncts, including a component for inducting new faculty. The training consists of four parts: Blackboard basics, introduction to the university, exposure to mentors, coaching and feedback. Resources are allocated to support participation in professional organizations, presentations at conferences, and other travel.

***Recommended rating: Met***

### Modeling Best Practices in Scholarship

The university employs a *practitioner faculty* model that promotes instruction both current and relevant to the workplace. Faculty are expected to be reflective practitioners, deliver quality instruction, and continually develop themselves as facilitators of learning. The university provides support for scholarship through sabbatical release time, financial support for travel, faculty development grants, and university sponsored academic conferences.

Following the 2003 site visit, the university adopted an institutional definition and expectation for faculty scholarship. The School of Education is making a focused effort to support faculty attendance at local, state, and national conferences to remain current with professional issues and trends. Several faculty members have presented at

workshops, with a larger number engaged in committee work at the university, school, and district levels.

While the ASOE has formulated a definition of scholarship, it is inconsistent with the program approval standard. Scholarship examples provided in writing and through interviews were more in the category of professional service and teaching. Although the state standard does allow for different types of scholarly work aligned to the mission of the institution, the unit's definition limits the rich potential to build and share professional knowledge. The nature of the program provides ample opportunity to engage in a wider range of scholarship opportunities.

***Recommended rating: Unmet***

*Modeling Best Practices in Service*

Faculty are engaged in service to the university, school, and professional service as found in resumes, committee, task force, and leadership assignments. Several have served in leadership roles in schools, professional organizations, and in the university.

***Recommended rating: Met***

*Experience working with Diverse Faculty*

The unit reports that of the current 34 fulltime faculty in Washington, 18 are female and 16 are male. In terms of ethnicity, two of the 34 are persons of color. Approximately 13.5% of the adjunct faculty are persons of color.

The university and school of education have demonstrated commitment to achieving greater faculty diversity since the 2003 site visit. The administrator preparation program faculty (2.0 FTE) is represented by 50% ethnic minority, with 50% male and 50% female. A number of diverse faculty are employed as adjuncts.

***Recommended rating: Met***

*Experience Working with Diverse Candidates*

The university and the School of Education recognize that the percentage of candidates does not represent the diversity found in Washington schools. The unit has made a strong commitment to recruitment and diverse candidates through the establishment of their Diversity Committee. Plans implemented by this committee have resulted in more candidates of color. A number of candidates are supported with through reduced tuition scholarships.

Interested students and candidates of color are mentored through a formal process to enhance recruitment and retention. Recruitment activities continue throughout the Academic Year and include a number of visits to high schools, community colleges, and other recruitment events, which target students of color. A Citizens Advisory Council makes recommendations concerning recruitment and retention of diverse candidates.

When possible, course instructors provide opportunities for all candidates to interact with each other with a focus of learning about each other's contributions to diversity.

***Recommended rating: Met***

#### *Experience Working with Diverse Students in P-12 Schools*

All candidates are required to document and reflect on their diverse experiences as part of their program requirements.

A concerted effort is made to provide experience working with diverse students during their internship. "If a candidate does not meet the minimum level of diversity in their own school, they must meet their 80 hour internship requirement by spending scheduled days and weeks in schools that meet the diversity requirement (Addendum to Institutional Report, 2008). Conversely, candidates who intern in significantly diverse environments are encouraged to seek experiences in schools and communities that are different than their own.

***Recommended rating: Met***

#### *Collaboration*

The ASOE faculty collaborate both informally and formally with colleagues in other schools across the university and with P-12 colleagues to improve programs, teaching, and learning. Examples include participation in school district strategic planning, coordination of OSPI training, leadership in Phi Delta Kappa, partnership development work in several districts, trainer for True Colors International, and NCATE Board of Examiners.

The school of education maintains a portfolio of informal and formal partnerships with public and private schools, community colleges, school districts, OSPI, and private agencies to support candidates and programs. Faculty, school administrators, and mentor teachers cooperate in the field placement of candidates. This occurs at the time of initial placement and at those times when intervention is needed for success.

The Professional Education Advisory Board (PEAB) works with faculty on program design, implementation of the program, assessment of candidates, and evaluation of the

program. Minutes of meetings show evidence that the PEAB meets the required four times per year and responds to recommendations from PEAB members.

***Recommended rating: Met***

### Unit Budget

The university is implementing a zero based budgeting process. Interviews and budget reports confirmed the School of Education budget is adequate to support curriculum, instruction and clinical work. Faculty is allocated funds through the Dean to support attendance at professional meetings, workshops, and other professional work.

Individuals interviewed indicated that the budget allocated to the school of education is proportional to the other units on campus. The Interim Dean confirmed she had sufficient resources to meet their goals.

The budget for curriculum instruction, faculty, and clinical work supports high quality work within the unit and its school partners. Faculty is provided funds each year for faculty development, including attendance at regional and state conferences.

***Recommended rating: Met***

### Personnel

Faculty is engaged in a range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service. Workload assignments encourage faculty to be engaged in a wide range of professional activities, including teaching, assessment, advisement, and work in schools. In addition, they contribute professionally on a community, state, regional, or national basis as well as develop personal goals for development/improvement of teaching. Faculty must specifically address the integration of diversity issues and responsive teaching.

The school of education's use of adjunct faculty is purposeful and employed to strengthen programs. The university has recently (fall 2007) employed a Faculty Recruiter to coordinate efforts to attract quality personnel. Adequate administrative support, supervised by the operation manager, is available to support the work of the unit at all Washington locations.

School of education faculty are seen as valued colleagues on University committees.

***Recommended rating: Met***

### Unit Facilities

The main campus, located in Bellevue is currently undergoing a significant facilities remodel. Plans call strategic positioning of offices and student services to support programs and candidates. Facilities at the regional sites provide ample space and support systems that adequately meet the demands of the faculty and students.

Facilities at all locations also support the instructional use of technology by faculty and candidate access to computer labs and/or individual stations.

The library services demonstrate total commitment in providing services to faculty and education candidate professionals as demonstrated to their support for sites and participation on several school of education and university committees.

***Recommended rating: Met***

### Unit Resources Including Technology

The use of technology for teaching and learning was confirmed through syllabi review, portfolio analysis, and interviews with faculty and candidates. The unit allocates IT resources across programs to prepare candidates to meet standards for their fields.

Faculty and students have access to technology at all locations in Washington and know how to use it to enhance teaching and learning. Blackboard is used extensively for teaching and faculty professional development. Some candidates report some concern about consistent access to the Blackboard site and/or web site. The university has a plan to review needs and upgrade technology consistent with K-12 standards.

Access to numerous online data bases, e-journals, and other online resources supports the mission of the institution and teacher candidates. The curriculum library, housed in the university library, has a large work space and positive atmosphere for study. The curriculum library is updated on a regular basis and made available to regional students as needed.

***Recommended rating: Met***

### Unit Evaluation of Professional Education Faculty Performance

Professional Education faculty are systematically evaluated on their teaching performance. Faculty completes a self assessment, and students complete a course assessment that presents feed back to faculty on their teaching performance. Additionally, the dean evaluated faculty on a regular basis to assess teaching effectiveness, scholarship, service, and leadership.

The dean has established a goal to conduct faculty meetings at regional locations and utilizes “learning walks” with specific “look fors” to monitor faculty performance and provide feedback. She also engages programs leaders in conversations about adjunct faculty performance and needs.

***Recommended rating: Met***

## **STANDARD 4: PROGRAM DESIGN**

### *The Conceptual Framework*

The conceptual framework of City University of Seattle is undergoing change. The goal stated in the document titled “Albright School of Education Conceptual Framework for Professional Education Program” claims that by spring of 2008 the transformation from the old “4 P’s” conceptual framework to the new “5 Principle” conceptual framework will be complete. According to this document, posters throughout the sites, brochures, and course descriptions, the framework is as follows:

1. Reflective Practitioners
2. Understanding, Knowledge, skills and dispositions
3. Meeting the needs of all students
4. Meeting the needs of the profession
5. Meeting the needs of local or global communities

The conceptual framework is evident in all of the university publications, syllabi, and field experiences. For example, Educational leadership orientation meetings in the fall of 2007 show evidence that the university intentionally presented the conceptual framework to candidates.

The candidate work embodies the spirit and idea of the conceptual framework. The students use reflection as a way to focus their learning and instruction. Candidates repeatedly show they use the conceptual frameworks. Proof of this is in the candidate’s portfolios and work examples.

Candidates are unable, however, to articulate either the “old” conceptual framework or the new 5 Principle conceptual framework. When asked about the conceptual framework, Education Leadership alumni felt confident that the ISLLC standards were the conceptual framework of the university. When asked about the old 4 P’s or the 5 Principles, the candidates were unfamiliar with these terms. The university is trying to make the candidates and faculty aware of the framework with items such as the “Conceptual Framework Awareness Kit”, but there is no evidence that the candidates understand and can articulate the framework.

***Recommended rating: Unmet***

### *Recruitment, Admission, and Retention*

City University of Seattle’s recruiting, admission, and exit practices are clearly and consistently stated in multiple forms of media. School brochures, handbook and online services all provide candidates with the necessary information.

Admission officers provide information of what courses are needed for admission to certification programs. These officers are readily available to candidates and through face to face meetings provide candidates with the information that will enable them to enter the school.

Candidates are assessed multiple times to make sure they are meeting standards and to aid in retention. Candidates meet with their coach at least once a quarter to ensure that all candidates are making the necessary progress. The students are also broken into cohorts. The cohort system also provides the candidates with convenient access to advisors and the students believe that this cohort advising system is a reason for their success at this institution.

The diversity plan of the university represents a serious, prolonged effort by the university to make sure they recruit and retain students from underrepresented groups. Evidence of this effort takes the form of, recruiting by admissions staff, recruiting by educational leadership staff, targeted field experience to work with diverse students, and general awareness of diversity as an important part of this university.

***Recommended rating: Met***

#### *Learner Expectations*

The university's hand books and program guides are very clear as to what is expected. Candidates, advisors, and faculty have a clear knowledge of what is expected of the candidates. Course syllabi are written in a consistent manner with clear expectations. Candidates are able to explain the expectations in all courses.

***Recommended rating: Met***

#### *Field Experiences and Clinical Practices*

Candidates are required to complete 720 hours of internship for administration and another 300 hours of internship if candidates want to become program administrators. Evidence in the Educational Leadership handbook shows that each candidate is given a coach and a mentor. The role of mentor and coach is clearly laid out in handbook material.

Candidate internships and field experiences are throughout the program as evidenced by reflection form and candidate portfolios. There is also evidence in the candidate portfolios of a clear attempt to make sure that candidates have experiences with diverse populations. For instance, one graduate of the educational leadership program talked about how the university made sure that he/she had a specific placement to ensure that he/she had experience with diverse candidates. Candidate portfolios document

demographic data of all placements and show that reflection is being used to improve the candidates.

Interviews with alumni are evidence that the program is preparing administrators to be successful. Candidates felt that the field experience, coaching and mentoring enabled them to immediately take over a building and be successful.

***Recommended rating: Met***

#### *Entry and Exit Criteria*

Entry and exit Criteria are well documented and clear. The information is presented in a variety of methods such as program handbooks, brochures, and course syllabi.

The university admissions department makes it clear to students in one-on-one meetings what is expected of them in their degree programs. In interviews with candidates, the candidates stated that they felt they had a clear understanding of university's admission policies, expectations and graduation requirements.

***Recommended rating: Met***

#### *Collaboration with P-12 Schools*

The educational leadership programs network with local school districts in both recruiting and indentifying candidates for the Educational Leadership programs. Collaboration with P-12 schools is evident with the placement of candidates. More evidence of collaboration with P-12 schools is found in candidate portfolios, and discussion with alumni.

***Recommended rating: Met***

#### *Regionally Accredited Degrees*

All candidates for the Education Administration programs hold degrees from regionally accredited universities on admission.

***Recommended rating: Met***

## STANDARD 5: KNOWLEDGE AND SKILLS

*Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community*

Documentation and interviews indicate development, articulation, implementation, and stewardship of a vision of learning. The vision is shared and supported by the school community – City University of Seattle and the P-12 schools.

Principal and Program Administrator candidates develop and articulate the vision in coursework assignments; implement and share the vision during internships. Assignments and internships provide the theory and practice to apply and implement the vision which is supported by the school community.

The formation of the vision of learning is developed through products completed in various program courses and internships based on the 6 ISLLC Standards (1-6) and 4 City University Domains (a-d):

1. Leadership and Vision
2. Instructional Leadership and Supervision
3. Effective/Safe Learning Environment
4. Home-School-Community Partnerships
5. Moral and Ethical Leadership
6. Political, Social, Economic, Legal, and Cultural Leadership
  - a. Leadership Capacity
  - b. Cultural Competency
  - c. Oral Expression
  - d. Written Expression

Products completed in the courses and internships Mentors, Field Supervisors, and the intern evaluates progress towards mastery of the ISLLC Standards and City University Domains at the end of each internship. Candidates self-assess their own strengths and needs on a regular basis. All of the common indicators developed by the Washington Council of Educational Administration Programs (WCEAP) (as indicated in each section of this report) are included in candidate course and internship products and the final portfolios.

WCEAP Products and program courses/internships for this section of the report include:

- The *School Improvement Plan* and *School Action Plan* are included in EEA533 Supervision Matrix and Plan based on the Nine Characteristics of High Performing Schools, EEA 526 Change Initiative Action Plan and Toolbox.
- The *School Improvement Plan* and *Teaching and Learning Plan* are included in EEA533 Analysis of Assessment Practices and AYP Plan

The Principal and Program Administrator Certification Program Student Handbook provide detailed overview and requirements for the program. It includes Portfolio rubrics (evaluation criteria) and a detailed description of ISSLC Standards, outcomes, and portfolio documentation. A rubric for each of the pre-internship and internship I, II, and III document development of the products.

***Recommended rating: Met***

*Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth*

WCEAP Products and program courses/internships for this section of the report include:

- The *Professional Development Plan* and *Personal Professional Growth Plan* are in EEA521 Ed Leadership. Professional development begins in EEA521 and is culminated in the Portfolio and Presentation in EEA622 and 607
- The *School Improvement Plan* and *Teaching and Learning Plan* are included in EEA533 Analysis of Assessment Practices and AYP Plan

Review of documentation materials and interviews with candidates, alumni, and faculty indicate the candidates learn strategies to advocate and sustain a school culture and instructional program conducive to student learning and staff professional growth and possess the nurturing disposition to support the culture. Candidates develop professional products and participate in field experiences to support this goal.

***Recommended rating: Met***

*Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment*

WCEAP Products and program courses/internships for this section of the report include:

- *Learning Environment Profile* is included in EE521 in the Equity Analysis Plan and in EEA533 in the Analysis of Assessment Practices and the AYP Plan. The School Leadership Matrix and Plan also include criteria in this product.

Interviews with adjuncts and field supervisors reveal that leadership candidates are highly engaged in providing a strong and safe environment for student learning in their internships and through their coursework.

Candidates utilize appropriate technology; reflect on progress on products, and self-assessment course assignments and internship requirements to maximize knowledge and skills to ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

***Recommended rating: Met***

*Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources*

WCEAP Products and program courses/internships for this section of the report include:

- The *Community Action Plan* is included in EEA521 in the Equity Analysis Plan and EEA526 Change Initiative Action Plan.
- *Resource Alignment Plan* is included in EEA525 School Finance, review of Student Improvement Plan and development of a process for allocation of resources aligned with Student Learning Improvement Goals. EEA621 Internship II includes a Resource Alignment Plan. EEA527 includes the Human Resources Management Matrix and Plan.

Candidates collaborate with peers throughout their program. Applications of these skills are continued with families and community member in the schools. Adjuncts and supervisors mentor leadership candidates in the appropriate dispositions, Leadership candidates document knowledge/skills/dispositions for integration of families into the school program. Candidates learn strategies for working with families and community resource access and allocation. Candidates apply the skills to meet the needs of a diverse community, and locate and access resources in the internships.

***Recommended rating: Met***

*Thorough professional leadership by acting with integrity, fairness and in an ethical manner*

WCEAP Products and program courses/internships for this section of the report include:

- The *Professional Development Plan* and *Personal Professional Growth Plan* are in EEA521 Ed Leadership. Professional development begins in EEA521 and is culminated in the Portfolio and Presentation in EEA622 and 607.

Candidates reflect on products, dispositions, and professional leadership knowledge/skills to develop a personal leadership of integrity, fairness, and ethical practice. Each candidate develops a *Personal Professional Growth Plan* which incorporates these qualities. Supervisors and Mentors review the *Personal Professional Growth Plan* and *Professional Development Plan* and evaluate candidates on a quarterly basis to support development/growth of these leadership dispositions.

***Recommended rating: Met***

Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context

WCEAP Products and program courses/internships for this section of the report include:

- The *Political Analysis Map* is included in EEA-537 Conflict Resolution and Analysis.

Candidates learn to document an analysis of the culture of the school/district/community, be involved in district decision making processes, complete a case study to access legal information, involve the community in supporting school initiatives, attend school board meetings; and complete an analyses of policies/programs and supervision of political, social, economic legal, and cultural context.

***Recommended rating: Met***