

Self-Study Form- Candidate Enrollment: Race-ethnicity or Gender

This is PESB's Self-study Form required for programs flagged on the Candidate:Institution Enrollment by race-ethnicity and gender. These indicators are intended to identify programs in which candidates of self-identified racial-ethnic or gender groups represent smaller proportions of the candidate group than they do in the population of the institution at large. If for example, female students represent 40% of the institution but 20% of the program's candidates, or if students of color represent 40% of the institution but 20% of the program's candidates, this indicator calls for reflective examination. It is clear that not all preparation programs are housed in institutions; the PESB has approved new, more inclusive calculations for this indicator to be used in the Spring of 2022.

The flag on this indicator does not necessarily signify a problem with the program's practice or performance. Rather, the presence of a flag on this indicator suggests a trend that may be important to focus on as part of the program's continuous quality improvement efforts. This self-study form is intended to support and further that work, as well as to aid in understanding the system of preparation programs, and to identify statewide trends in the educator workforce to inform the decisions of the PESB.

These are the PESB standards most associated with this indicator:

- 1A - Providers conduct strategic and ongoing outreach to identify, recruit, admit, support, and transition educator candidates.
- 1B - Providers of educator preparation programs use strategies to recruit, admit, and prepare a greater number of candidates from underrepresented groups including, but not limited to, candidates of color in effort to prepare an educator workforce that mirrors the characteristics of the student population in Washington State public schools.
- 2A - Providers demonstrate effective, culturally responsive pedagogy using multiple instructional methods, formats, and assessments.
- 2D - Providers ensure that candidates are well prepared to exhibit the knowledge and skills of culturally responsive educators.
- 6A - Providers establish and maintain field placement practices, relationships, and agreements with all school districts in which candidates are placed for field experiences leading to certification or endorsement per WAC 181-78A-125 and WAC 181-78A-300.

To fill out this required form, respond to each question below. No artifacts, data, or evidence are requested at this time, only responses to these questions are necessary. It is advisable to

draft responses in a word processing program, then paste them into this form. Please note character / word limits on each question, which are intended to ensure this reflective exercise does not propose an undue burden, but rather serves the continuous improvement already happening in the program.

Submit using this form by 8/1/21. If there are challenges related to the use of Google Forms, please use this Microsoft Word template.

Contact Nicholas Gillon at the PESB office for more information (nicholas.gillon@k12.wa.us)

Email:	
bondj@spu.edu	
Are you responding to indicators about a teacher or principal preparation program? <i>Check all that apply</i>	
☐ Teacher ☒ Principal ☐ Other Click or tap here to enter text.	
Where do you offer programming? <i>Check all that apply</i>	
☐ Antioch University of Seattle ☐ Central Washington University ☐ Centralia College ☐ City University of Seattle ☐ Eastern Washington University ☐ Educational Service District 112 ☐ Gonzaga University ☐ Grays Harbor College ☐ Heritage University ☐ Highline College ☐ Lower Columbia College ☐ Northwest Educational Development ☐ Northwest University ☐ Pacific Lutheran University ☐ Pierce College	☐ Saint Martin's University ☒ Seattle Pacific University ☐ Seattle University ☐ The Evergreen State College ☐ University of Puget Sound ☐ University of Washington – Seattle ☐ University of Washington – Bothell ☐ University of Washington – Tacoma ☐ Walla Walla University ☐ Washington State University ☐ Western Governors University ☐ Western Washington University ☐ Whitworth University ☐ Yakima Valley College
Please provide the name(s) and title(s) of key contributor to this response form.	
Click or tap here to enter text.	
Dr. John B. Bond	

Professor and Chair, Educational Leadership

After reviewing the indicator and the data from your program, what may explain why this indicator flagged this program? Limit - 3000 characters, about 1 page.

Completion on time rate difference—gender (2018-19).

The SPU program is not a strict cohort model. Students are able to enroll any quarter and progress through the coursework and internship. The internship is typically completed in the second year after most of the required courses have been completed. After reviewing the enrollment data, there does not appear to be problem related to gender. Both male and female students progressed satisfactorily through the program during this school year.

Completion on time rate difference—race ethnicity (2018-19).

The SPU principal program is not based on a strict cohort model. While most students enroll during Autumn Quarter, they are able to begin coursework any quarter. The principal internship is usually completed during the second year of the program.

There were only two persons of color among students who completed the program in 2018-19. Both of these students completed the program on time.

Candidate: Institution enrollment—race-ethnicity (2017-18; 2018-19; 2019-20).

During these three years the enrollment by race-ethnicity was as follows:

2017-18: Total enrollment 35; 4 students of color (2 Hispanic; 1 Asian American; 1 African American)

2018-19: Total enrollment 29; 1 student of color (African American)

2019-20: Total enrollment 18; 3 students of color (1 Hispanic; 1 African American; 1 Asian American)

Data submission timelines and requirements

2017-18: During the 17-18 school year we experienced some transitions in responsibilities due to faculty retirements.

What may explain why this indicator flagged this program?

It is probable that this indicator was flagged due to the low enrollment of students of color. The enrollment in the SPU program for these three years did not reflect the population of public-school students that we serve. It is an issue that we are focused on in our program delivery, recruitment of students, and support of enrollees.

What questions about your program do these indicator data prompt? Limit - 1500 characters, about 1/2 page.

The data indicators raise questions that we must carefully examine. We need to reach out to leaders, graduates, and current students to better understand this enrollment data and how to respond to it. Unfortunately, the COVID crisis has complicated this issue as we changed from in-person to online course delivery. We have experienced an enrollment decline of about 50% over the last year and a half. Interestingly, of the 10 interns we have enrolled for 21-22, all are female and three are of color. This data is too small to base judgments on, but we need to try to understand it.

After reviewing the indicator data from your program and reflecting, what steps, if any, are you considering regarding continuous improvement? Limit - 3000 characters, about 1 page.

The indicator data from 2017 through 2019 identify two issues that we have identified as of high importance. First of all is gender balance among our enrollees. We want to prepare school leaders who reflect those they serve. Most of our enrollees and program completers are female. Recruiting both male and female students for principal certification must be a continued priority. Regarding the race/ethnicity of our enrollees, our efforts must continue and improve. This includes recruitment of students of color and support of them as they complete the program. A first step must be to understand why students choose to enroll or not enroll at SPU. We need to be proactive in reaching out to school leaders, graduates, and current students to better understand how we can better serve students of color.

What else would you like the board to know about your program as it relates to these indicator data? Limit - 6000 characters, about 2 pages.

The SPU principal and program administrator programs are closely aligned. The coursework is similar and tailored to the work and responsibilities of practicing principals and program administrators. The internships, however, are much different. Principal interns focus on school-level leadership and program administrator interns focus on district-level experiences. We typically have only 3 or 4 students completing program administrator internships each year, most of whom do not hold a teacher certificate.

SPU students are able to complete principal or program administrator certification as part of a master's degree or as a certification-only program. The certification-only program typically takes two-years and the master's takes three years. For those who have a Master's, the certification credits can serve as a specialty area in our Doctor of Education Program.

As we recruit and enroll students, we are highly aware of the desire to increase the enrollment of students of color. This is primarily led by our Graduate Admissions Office, which is directed by Jason Chivers, an African American administrator, and a graduate of our program administrator program.

The Graduate Admissions office closely monitors how our tuition compares to other universities and we strive keep it competitive.

As mentioned above, the upheaval caused by the COVID pandemic has impacted both enrollment and program delivery. As we look to the future, we will need to carefully assess what we have learned and how it should be applied to improve the program. Understanding how we can better serve students of color needs to be a continued high priority.

What strategies and practices are used to conduct outreach and develop partnerships in ways that enable program personnel to recruit, admit, and support educator candidates? (see PESB program standard 1a) Limit - 3000 characters, about 1 page.

Our Graduate Admissions Office leads an extensive recruiting process. Much of this relies on sophisticated online marketing. As this has grown over the last few years, we have experienced increased interest in our programs from applicants across Washington State and beyond.

We also maintain relationships with alumni of our programs, including those from the superintendent certification program. It is common that new enrollees have a relationship with someone who completed an SPU program.

Faculty members are regular participants in events sponsored by AWSP, WASA, and WCEAP. This includes participation at professional conferences where we are able to engage with prospective students. We are also highly involved in collaborative efforts and stay closely connected with professors from other universities.

How has the program developed, implemented, and improved the strategies and practices used to recruit and retain candidates from underrepresented groups? (see PESB program standard 1b) Limit - 3000 characters, about 1 page.

Most of our enrollees from underrepresented groups have been referred by a graduate of one of our programs. Maintaining relationships with SPU alumni-- practicing principals, administrators, and superintendents—is a high priority and a key factor in our recruitment efforts. We hire alumni to serve as adjunct professors, guest speakers, and project participants. It is common that those who continue to be engaged refer students to our programs. Specifically, we often reach out to alumni who are members of underrepresented groups.

Retaining candidates from underrepresented groups is a high priority. Professors are proactive in providing support through courses and internships.

In what ways do program instructors use strategies, pedagogies, and assessments in ways that model high-quality and effective teaching and learning? (see PESB program standard 2a) Limit - 3000 characters, about 1 page.

All of our faculty members are former school administrators. This includes service as principals and central office administrators. We also rely on adjunct professors to teach courses, all of whom are practicing principals or central office administrators. This staffing model is purposeful in that it ensures credibility when principalship courses are taught by those who have successfully served in the role.

A frame of reference that is commonly used in our principalship courses is how a principal leads a school faculty and staff. Class sessions are not lecture-based, but rather model how a principal might lead such events as staff meetings, problem-solving, conflict resolution, student discipline, or parent interactions.

Both formal and informal assessments are used so we can monitor student reaction and progress. Students are invited to complete anonymous online course evaluations each quarter and at the end of the program. During courses professors invite anonymous feedback which helps guide course planning, and importantly, models a strategy students can use when they are principals.

How are professional learning opportunities and evaluations used to support instructors' ongoing improvement as educators? (see PESB program standard 2a) Limit - 3000 characters, about 1 page.

Faculty members participate in professional development opportunities offered by SPU. Over the last year most of this has had to do with online instruction—strategies, technology, software, etc. We have also participated in a series of DEI (diversity, equity, inclusion) trainings offered for faculty members. During the 20-21 school year the educational leadership faculty served on a planning committee that led to an online conference focusing on issues of inclusion and equity. Another major project is currently being planned to engage and support educators of color who currently serve in Washington State schools. Each year faculty members develop a professional development plan (PDP), which is submitted to the School of Education Dean. This plan is focused upon for professional development and employee evaluation. Peer evaluations are also conducted each year, which are also submitted to the Dean as part of a faculty member's evaluation. Students also contribute to evaluations through completion of anonymous faculty evaluations at the end of each course.

In what ways do instructors' work with curriculum, methods, community relationships, and field experiences ensure each candidate exhibits the knowledge and skills of culturally responsive educators? (see PESB program standard 2d) Limit - 3000 characters, about 1 page.

Cultural responsiveness is focused on in each of our leadership courses. In addition to it being included in the planning and delivery of all courses, we implemented two new courses in the 19-20 school year that focus specially on this area. EDAD 6583 (Culturally Sustaining Practice) is offered in the principal program and EDAD 7583 (Leading Diverse Communities) is offered in the superintendent program. Professors are involved in the supervision of interns, which keeps them closely engaged with the real experiences of leaders in the field. Educational Leadership professors are all former principals and central office administrators who are able to offer support for both interns and their principals. internship experiences that focus on cultural responsiveness are required and are included on internship logs and evaluations.

How do program leaders, instructors, and field supervisors collaborate with school partners to cooperatively design, implement, and evaluate field experiences, and clinical practices aligned with standards for the role? (see PESB program standard 6a) Limit - 3000 characters, about 1 page.

Faculty members serve as university internship supervisors. This involves supporting both the interns and the administrators with whom they are interning. As mentioned above, as experienced principals and central office administrators, educational administration faculty typically have credibility in this role. Faculty supervisors typically check in with both interns and their principals monthly through the internship year. These have been ZOOM meetings over the last 18 months, but ideally should be in-person meetings. Developing a relationship of trust and respect with the principals who supervise interns is a high priority. It enriches the experience for the interns and cultivates a relationship that serves all involved.

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