

**Planning NOI for a UW Bothell Master of Education in Educational Leadership**

Program Information

Program Name: **Educational Leadership**

Institution Name: **University of Washington Bothell**

Degree Granting Unit: **University of Washington Bothell, Education Program**

*(e.g. College of Arts and Science)*

Degree: **Educational Leadership** Level: **Master's** Type: **Professional**

*(e.g. B.S. Chemistry) (e.g. Bachelor) (e.g. Science)*

Major: **Educational Leadership** CIP Code: **130401**

*(e.g. Chemistry)*

Minor: \_\_\_\_\_

Concentration(s):

*(if applicable)*

Proposed Start Date: **January 2009**

Projected Enrollment (FTE) in Year One: **4** At Full Enrollment by Year: **2010-2011: 22**

*(# FTE) (# FTE)*

Proposed New Funding: \_\_\_\_\_

Funding Source: **State FTE** Self Support Other

Mode of Delivery

Single Campus Delivery **Bothell**

*(enter locations)*

Off-site \_\_\_\_\_

*(enter locations)*

Distance Learning (**Mixed model, 1/3 on line, 1/3 in campus, 1/3 clinical experience; In-class portion initially located at UW Bothell but possible to offer elsewhere as need is identified.**)

Substantive Statement of Need

*Attach Sheet*

Contact Information (Academic Department Representative)

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\_\_\_\_\_  
Endorsement by Chief Academic Officer

\_\_\_\_\_  
Date

**Supplementary Information for Planning Notice of Intent  
Master of Education (M.Ed.) in Educational Leadership  
University of Washington Bothell**

**I. Background and Program Description**

The Master of Education in Educational Leadership (EDL) at UW Bothell integrates scholarly study of schooling and leadership with skill development for the practical professional challenges of leading Pre-K-12 schools. As a fully integrated program, EDL includes all requirements for Washington's residency principal certification as well as the requirements for the M.Ed. degree.

The curriculum is grounded in a conceptualization of the principalship that is responsive to policies that hold principals accountable for school-wide student learning while also emphasizing the principal's stewardship for the democratic purposes of public education and each school's role as a local democratic institution where various values and priorities are negotiated. The responsibilities through which principals fulfill this challenging role serve as the organizing framework for the proposed program, with theoretical, empirical, foundational, and practical knowledge organized around five major responsibilities, or leadership domains.

The program involves a unique partnership with school districts and professional support organizations in order to integrate preparation for the principalship with emerging programs to support teacher instructional leaders. With support of this partnership, candidates will be admitted provisionally to Phase 1 of the EDL program while they are in a position to demonstrate accomplishments as a teacher instructional leader and progress at their own pace until full admission to Phase 2, a three-quarter capstone experience that is structured to serve candidates in cohorts of about 20 students.

The total program of study requires a minimum of 40 credit hours culminating in a dossier of products from sixteen structured performance tasks. With this dossier, candidates demonstrate that they have met all state standards for certification as well as the scholarly accomplishments expected in the M.Ed. in Educational Leadership.

**II. Statement of Need**

*Need for a continuing supply of new principals.* The typical career pathway for principals means that a continuing supply of new principals is needed to staff schools, even when the student population is stable or declining. Because most individuals prepare for and move to the principalship after a successful career in teaching, many principals begin their roles at mid-career or even later. This ensures that a significant portion of principals will always be nearing eligibility for retirement, and that continuous attention is needed to preparing the next generation of leaders. In Washington, the Office of the State Superintendent for Public Instruction (OSPI, 2004) reports that about 300-330 principal vacancies are expected each year. Anecdotal reports supports the ongoing need for new principals: Writing in *The Olympian* on May 21, 2007, Heather Woodward

pointed to a string of new principal recruitment efforts in an article headlined, “School Leaders Hard to Hold: High School Principal Turnover Increasing.”

For the past several years, state and national surveys of school district administrators have confirmed the need for principal preparation programs, indicated great concern about the declining number of qualified candidates for vacant principal positions (Cusick, 2002; Education Research Service, 1998; Roza, Celio, Harvey, & Wishon, 2003). For example, over three-fourths of the district superintendents surveyed in the Roza et al. (2003) national study of selected school systems expressed concern about the principal candidate pool. The data from Washington are similar, if not expressed in such dire terms. OSPI (2004) reports statewide shortages in both middle and high school principals, with supply and demand at the elementary level being more balanced. In the two Educational Service Districts primarily served by the proposed program, shortages are reported in principal positions at *all* levels.

*Need for alternative approaches in programs that prepare school principals.* An important aspect of the results of these supply and demand studies is the discrepancy between perceptions of district administrators responsible for hiring new principals and the data on actual supply of individuals with the principal certification. While supply varies across locations, the overall number of vacant principal positions has remained relatively constant, and the actual number of applicants for vacancies is fairly stable. University preparation programs continue to produce graduates in sufficient numbers to fill projected vacancies, and most states have large “reserve pools” of teachers who hold principal certification, but who are not actively applying for principal positions. (Principals’ Executive Program, 2006).

Simply stated, the crisis that so many school district leaders see in the principal pipeline is less a matter of quantity, although this is an issue in some locations, and more one of perceived quality and fit with the rapidly changing requirements of the school principal position. Roza and colleagues (2003) put it this way: “With stricter accountability plans now in place, district leaders ... need to think in terms of a school’s potential results with each new principal hired. In this context the stakes in hiring each new principal are much higher today than they were seven years ago.” (p. 24) The critical need, then, is not simply for expanded capacity in the graduate programs that prepare prospective principals for certification; also needed are alternative program models that align more closely with the demands of the evolving principal position.

This view of need in terms of fit with changing job demands rather than quantity of applicants matches well with the Washington Higher Education Coordinating Board’s (2006a) assessment of needs in Washington. While noting reported shortages in most PK-12 administrative and support positions in the state, the HECB study focuses primarily on the needs that must be addressed in order to increase higher education participation rate in the state, so that overall educational attainment is better aligned with employment trends. The regions most directly served by the proposed program include some of those requiring the greatest growth in college participation rates: To meet the HECB goals, Northwest Washington needs to increase its college participation rate by

over 30%; Snohomish County is not far behind, requiring an increase of 20%, while King County will need a 9% increase.

Meeting these goals for higher education participation will require improvements in the PK-12 schools where students develop the academic preparation and aspiration for college. With research continuing to show that principal leadership is critical to supporting ambitious student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003), the HECB's assessment points to exactly the same need for quality and innovation in principal preparation that is highlighted in other studies. Further, since the proposed program is designed to serve some of the areas requiring the greatest increases in college participation rates, the regional need for highly qualified principals that the program will address seems particularly acute.

***Need for preparation programs that serve geographically dispersed areas in Northwest Washington.*** The Higher Education Coordinating Board's (2006b) assessment of higher education needs in Snohomish, Island, and Skagit Counties emphasized the difficulty of serving this region's needs through campus-based programs in any single location. As the study noted, dispersed population centers and long commuting distances create significant barriers to individuals who wish to pursue higher education. These barriers are particularly acute for prospective students in principal preparation programs. Principal preparation occurs at mid-career for most individuals, and participants typically continue their full-time employment as teachers or in other school-related positions. So, even when classes are scheduled in evenings and weekends, the demands of professional employment, extensive commuting, and a rigorous principal preparation program can severely limit opportunities for leadership development in more rural school districts.

As noted above, OSPI's supply and demand study reinforces this view. Perceived shortages for principals at all levels in the two regions addressed here (Snohomish and Northwest Washington) are greater than those reported for the state at large. Principal preparation programs are needed that make greater use of distance learning technologies in preparation of principals for these communities that are located at greater distance from university campuses.

***Confirming needs with local constituents.*** To assess the extent to which the results of research on principal supply and demand is consistent with experiences in the immediate region served by UW Bothell, faculty have conducted interviews with administrators in several regional school districts, two independent professional development organizations serving teachers and principals, graduates of the institution's teacher education program, and participants in our professional certification program for new teachers. Among teachers, responses indicated a strong interest in locally available options for principal preparation as they planned for their career progression in education. District respondents were much more specific in their concerns, noting the importance of instructional leadership as a core competency for new principals and the difficulty in finding new principals who have the knowledge and skill for this aspect of their roles. Districts more distant from the campus confirmed the results of the HECB regional study,

indicating that more accessible programs would make it possible for more of their local teacher leaders to pursue principal certification.

***A responsive program design.*** The proposed Masters in Education in Educational Leadership degree responds to these needs with two specific program features. First, the program is designed so that initial courses can be integrated with the training related to instructional leadership that is provided by many school districts and professional development organizations that support teacher instructional leaders. Districts' increasing use instructional coaching and mentoring roles—by assigning teachers to leadership roles in their buildings—offers a special opportunity for new university program to build leadership development in partnership with school districts. To implement this feature, the program is structured in two phases. During Phase 1, teacher instructional leaders participate in a series of short classes offered by the university and other organizations as they work toward specific learning goals that are important in both teacher leader and principal positions. Phase 2 begins after candidates demonstrate significant progress in these areas and involves a series of graduate seminars that are integrated with the clinical practice experience required by the state. Performance tasks from both phases are compiled into a professional dossier that serves as the culminating project for the M.Ed. Degree.

A second program feature that responds to regional needs is the design of the program for delivery in a mixed model that integrates in-class, on-line, and clinical practice components in roughly equal parts, all organized around a set of performance tasks through which candidates develop and demonstrate competence in relation to the program's conceptual framework and the state's certification standards. While our initial plan is to offer the in-class portion of the program on the UW Bothell campus, relocating this to other sites can be readily accomplished when needs are identified.

We expect the combination of these program elements to result in demand for the program from (a) those who see a closer link between the program requirements and expectations of administrators who hire new principals; (b) individuals who live at such distance from universities in the region that commuting to regular classes is difficult; and (c) teachers in instructional leadership roles who are able to combine their on-the-job learning with university courses in new ways.

### **III. Congruence with the UWB Mission and Plans**

The EDL program responds to and supports the statutory responsibilities of the University of Washington Bothell in four ways. First, the program strengthens the UW Bothell's partnerships with its primary service region by creating stronger linkages with the PK-12 schools. Since practically all students in the program will be current teachers, and since the program is intended to prepare highly qualified school principals, the program will result in stronger personal and professional networks that connect the university faculty with school leaders in the area. Because of the high visibility of school leaders in the community, these relationships can increase awareness of Bothell's

programs in the region and lead to greater opportunities for collaborative projects and greater visibility for the campus in the region.

Second, the program helps UW Bothell meet its statutory responsibility to support economic development in the region. As the recent *Washington Learns* (2006) report emphasized, the quality of PK-12 schools is a central ingredient in economic development. A university effort to lead innovations in preparation of school leaders could make important contributions to ongoing local efforts to improve PK-12 schools.

Third, with its more recent responsibility to serve freshmen, UW Bothell depends on strong relationships with PK-12 schools in the region to help inform prospective students of educational opportunities provided on the campus and to join the university in helping elementary and high school students prepare for and aspire to attend college. A growing cadre of school leaders who received their administrative preparation at UW Bothell could strengthen the campus's outreach to potential students.

Fourth, while it is uncertain exactly how the Washington Legislature will frame UW Bothell's role in outreach to the greater North Puget Sound Region, at least a portion of that area has always been considered by UW Bothell to be within its service region. As studies of that region show (Washington Higher Education Board, 2006a), transportation barriers and distances between communities in the region create barriers for many students who wish to pursue degree programs. With its design for partial on-line delivery, the EDL program extends opportunities to a significantly larger part of this underserved area.

#### **IV. Source of Funding**

Because the University of Washington Libraries already fully supports other principal certification programs and related masters degrees, the primary cost of program implementation are for faculty and advising staff. These costs will be fully supported through state-funded FTE currently allocated to UW-Bothell and the associated student fees. Additional grant funding will be sought to increase access to principal preparation programs in remote areas of the region.

#### **V. Year One Enrollment and Full Enrollment Targets**

Because the program involves a partnership with school districts to support teacher leaders in the early stages of preparation for the principalship, phase-in to full enrollment will require three years. As Table 1 shows, the first year of the program will focus exclusively on Phase 1 classes and programs; Phase 2 will be initiated on a pilot basis in year 2, with full enrollment not expected until year 3. At full capacity, the program will enroll cohorts of 18-22 students in a three-quarter cohort program, while an estimated 50 teacher leaders will be enrolled in Phase 1 classes or labs. Our intent is to keep the program at a small and stable size in order to ensure highest quality. If demand were to increase beyond expectation, growth would occur only by adding full cohorts of students with the additional faculty FTE to support the growth.

*Table 1. Projected Headcount and FTE in EDL Program by Year*

	Year 1 (2008-2009)	Year 2 (2009-2010)	Year 3 (2010-2011)
Phase 1 Classes			
• Headcount	20	35	50
• FTE	4	5	6
Phase 2 Classes			
• Headcount	0	8	20
• FTE	0	6	16
Total			
• Headcount	20	43	70
• FTE	4	11	22

## References

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- Office of the State Superintendent of Public Instruction. (2004). Report on Educator Supply and Demand in Washington State. Olympia, WA: Author. Retrieved January 24, 2008, from <http://www.k12.wa.us/certification/pubdocs/supplydemand2004.pdf>
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