

Launch Retreat for the New M.Ed. in Educational Leadership

\$1,500.00 Honoraria Honorarium for keynote speaker for the retreat
\$750.00 Transportation Estimated travel costs for keynote speaker
\$1,775.00 Food/Refreshments Meals for one day (breakfast, lunch, and dinner) for 15 students, seven district administrators and 3 faculty at Seattle per diem rates (25*\$71=\$1775)
\$600.00 Facility Rentals and Set-Up Estimated total cost for facility rental and set up
\$0.00 Salary/Wages
TOTAL: \$4625

General Information Campus Department or Organization: Education Program

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Description of Program

The Education Program proposes to launch the first cohort in its new Masters Degree in Educational Leadership with a one-day retreat that includes the students in the first pilot cohort, one administrator from each partner school district, each of whom serve as an extended faculty member in the program, and the university faculty. After a keynote address that highlights how our program implements the best of current recommendations for improvement in principal preparation, the retreat will focus on helping students build building professional connections with each other and with the district administrators. This is important both for performance in the program and as an investment in future employment, since many of these administrators are also responsible for hiring new principals for their districts. Since the program uses a unique combination of internship, e-learning, and face-to-face seminars, we will also use the retreat to make sure that all students have the needed equipment, training, and practice for full participation in the networking sites that connect various parts of the program.

Program/Service Need

The proposed retreat will launch the new Master's degree in Educational Leadership with a strong learning community among students and support from district administrators who supervise internships and regular university faculty. The one-day retreat is critical to this effort for three reasons: (a) it will create professional connections among students and district administrators that will help bridge large geographic separation (student inquiries range from Bremerton to Bellingham and Tacoma); (b) the retreat will solidify support from the extended faculty (one administrator from each partner school district); and (c) it will give extended time to prepare for new program delivery model that relies on one third in-class work, one third e-learning, and one-third internship assignments. Since this is the program's first cohort of students, the retreat is a critical investment in the student enthusiasm, district support, and visibility that will make the program successful over the long term.

Assessment

The immediate impact of the retreat will be assessed by surveying students and district administrators about the experience (for example, what was most valuable, what should be dropped or revised in future retreats, what continuing questions exist about the program, what is the one learning that each participant will be able to use immediately). The long-term impact will be assessed by monitoring the progress of the initial cohort, keeping track of issues, questions, and misunderstandings, in order to determine how well the retreat anticipated information needs. Since all students and faculty will be linked through a professional networking site, we will also

be able to evaluate the success of our effort to establish strong initial connections among students, district administrators, and faculty by assessing the extent of participation in the cohort's learning community.

Scope of Program

The Program Launch Retreat will immediately benefit an estimated 15 students in the program's first cohort, and nine district administrators who are long-term partners in the program.

Extended benefits are significantly greater, since the quality of the first cohort and the reputation that the program gains among its first students will be very influential in the program's success in attracting highly qualified applicants to future cohorts. This is important for many current UW Bothell students in the Education Program, since the Master's in Educational Leadership opens an important avenue for professional and academic advancement after completion of the initial teacher certification.

Additional Financial Support for the retreat will be provided by the Education Program and by a personal donation from the lead faculty member.

Benefits

Students will:

- Begin developing a professional identity as a school administrator through modeling by presenters/faculty and discussions of key responsibilities.
- Develop professional relationships with school administrators outside student's own districts who can provide mentoring and assist with future job searches
- Develop strong relationships with other students in the program that will support collaborative on-line learning during the program.

The quality of student experiences will be enhanced as faculty and district administrators:

- Get to know each student well enough to customize learning experiences to individual needs and goals.
- Identify and address questions and concerns that students might have at the outset of the program
- Learn more about the operations of all partner school districts, in order to better support student internships and coordinate these with courses.
- Discuss with students how courses, internships, and e learning are coordinated to create a coherent program.

21st Century Campus Initiative

As a new program, the Master's in Educational Leadership is a direct product of the 21st century initiative's focus on program growth and the development of new degrees. The program reflects many of the initiative components in its design and delivery: (a) Launched with this retreat, the program's cohort structure is designed specifically to create an inclusive and supportive community of learning. (b) With relationships strengthened by this retreat, the faculty and school district administrators will work together to identify and support emerging leaders from underrepresented groups who might develop interests in school leadership. (c) The program makes extensive use of community engagement through required internships that are initially coordinated in this retreat. (d) The program uses technology for an extensive e-learning component, which allows students from a wide geographic area to participate.

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