

1. A statement stating the date on which you verified your residency within Director District #4 on the official map at the Administration Building.

I met with Lorraine Morton and verified my residency within Director District #4 on the official map at the Administration Building on October 7, 2008.

2. Three short letters of references, other than from board members or from administrators within the Issaquah School District.

Received – re: Lorraine Morton

3. A 750 word (maximum) explanation of why you want to serve on the school board and how your experience, training, and interest can contribute to effective District governance.

Attached

4. A biographical statement, not more than two pages, including: education, training, interests, experience on boards, particularly policy boards, and community and/or school activities.

Resume - Attached

5. Brief responses to the nine questions on the Questions for School Board candidates page.

Attached

Questions for candidates

1. What is your view of the role of public education in our society?

Public education is the foundation of democracy. Society has the expectation that everyone involved in the educational system will do everything possible to maximize each student's potential. While that is a lofty goal, it is one that each person who serves in the educational community should strive to achieve. Our economy is totally dependent on an educated workforce, and the ability of our citizens to govern themselves depends on their ability to process information.

2. What skills and abilities will students need in the future:

The skills and abilities that students will need in the future to be successful at work, responsible citizens and to lead satisfying and productive lives are the same skills they need now. They need good basic skills and the ability to thrive in a diverse and changing society. These skills are reflected in the Issaquah School District Board's policies, "Ends for Students."

The pace of change is accelerating. Students must be able to do more than cope with change. They need to embrace it. Good problem solving and critical thinking skills are essential.

3. Do you think that a public school district can have all of its students graduate on time? Why or why not?

Students learn in different ways and come to school with different challenges and academic readiness. Some will be in the Issaquah District from the time they enter kindergarten to the time they graduate. Others will change districts several times or enter without English fluency. Not recognizing differences in students is to not recognize and value the diversity in our society. If students all graduate from high school at the same time, they will not graduate with the same level of preparation. Deciding the criteria for "graduation" is very difficult and sometimes controversial. It is an area where I have opinions but an open mind.

4. Do you think that high school graduation requirements should be such that all students graduate with sufficient credits to attend an in-state four-year college, if they so choose?

Trying to force all students onto a single pathway is not in the students' best interest and will adversely affect retention. All students who are capable need to achieve at least a minimum level of competency in those areas that form the basis for future learning and they should understand how to reenter the educational system should they choose to in the future. Everyone for example

should have good basic math skills. However the four-year colleges want all students to have passed “intermediate algebra.” One problem is that there is no agreement on what constitutes “intermediate algebra.” Another problem is that unless a student is entering a four year college within one or two years of graduation, too much of the knowledge and skills will be lost and have to be relearned.

5. What experiences have you had working in groups, particularly community or school groups?

Over the years I have worked with many groups including PTA, TLC, several councils and commissions within the community and technical college system, and of course groups within my college including tenure committees and policy and procedure development committees. I have also served on committees with my local Chamber of Commerce and I work with CASA (Court Appointed Special Advocate) for children in dependency. I really enjoy working with groups that have a strong sense of purpose.

6. Give examples of how you have shown leadership within those groups.

I have shown leadership within groups by accepting leadership positions, by helping to generate solutions to problems and by supporting group decisions. I have served as the President of PTA, and held office within my work groups. However, leadership is more than a title. Helping a group function as a team is an example of leadership that can come from any member of the group.

7. Give an example of a time when you had to enlarge or set aside your own personal view to serve the interests of the larger group.

Sometimes organizations within the state two-year college system can have agendas that are in opposition. I am a member in two such councils. One has a vocational focus and one an academic focus. There is a proposal by the academic group to initiate “academic certificates.” The vocational group opposes the use of the word “certificate.” While I agree with the vocational view, I am president-elect of the academic group and must represent their view to others.

8. What is your view of the Policy Governance model? Do you have any concerns about your role as an individual board member working with Policy Governance?

Having a clear set of guidelines makes for good, consistent decision making, and clearly differentiates the role of the board from the school administrative staff. I have read the policies and have no concerns about my ability fulfill my role. I am applying for this position without an agenda other than to contribute to education and my community.

9. How would you reach out to members of our community that do not ordinarily come to public meetings?

The board is doing an excellent job of making information available to the community through its web site. Electronic access has become a way of life, and one that meets the needs of many people in our community. Continuing to investigate ways to improve electronic access and to publicize that access should help all our residents feel that they have a voice. A blog or threaded discussion board might build participation and dialogue.

An explanation of why I want to serve on the school board and how my experience, training, and interest can contribute to effective District governance.

I want to serve on the school board because I have a passion for education, I believe I have something to contribute, and I am in a time of life when I can devote the time and effort the position requires. I have lived in Issaquah since 1982. My two sons went to Issaquah schools from kindergarten to high school and graduated from Liberty High School. My step-son spent five years in school here and also graduated from Liberty. I have always been very proud of this school district and I would like to give back in a way that utilizes my training and experience.

My passion for education has been life-long, influenced by grandmothers who both started teaching at age 18 on the prairies of Montana and North Dakota. Along with my bachelor's degree, I got a teaching certificate. I did my student teaching at Roosevelt High School and really loved it. My life took me in other directions but I was always interested in the process of education. I have visited schools all over the world and tutored and taught as opportunities presented themselves. While in business, I taught occasional night classes at Spokane Falls Community College.

After my children were born and my step-son lived with us full-time, I became involved in their education. I served as President of the PTA for the Nine Mile School District when my step-son was attending the one of the two schools in the district. When we moved to Issaquah, I became involved in the PTA at Issaquah Junior High School where my step-son attended eighth grade before the Junior High became a middle school. The TLC program gave me the opportunity to be very engaged in my sons' education. I was involved with the organization of the program but I also worked in the classroom, teaching science for the 10 years we were a part of the program.

Getting my MBA gave me the opportunity to reflect again on the process of education. The typical university is far behind the K-12 system in the art and science of education. Innovation tends to start in elementary schools and work its way up. When I went back into the workplace, after 15 years as a "stay at home mom," I decided to go into education. I taught in the very diverse environment of Seattle Central Community College. Although my foremost love was teaching, full-time employment first opened up in administration. I became involved in writing and administering grants, including for program development, community outreach and skill standards development.

Over the years, I have been involved in many additional grants and creative projects. I have had the good fortune to be a part of many of the most exciting initiatives at the community college level, including The Learning College (League for Innovation), and Achieving the Dream (Lumina Foundation).

While I have never served on a policy board, I have worked with policy boards for the past ten years of my professional life. I worked particularly closely with the Board of Trustees when I was at Cascadia Community College. I went to the college a year

before it opened, as one of a handful of employees who worked with the board to create a new college. We literally spent hundreds of hours together discussing policy and procedures, including travelling, learning and presenting at conferences, workshops and meetings.

For the past sixteen years, I have been employed in community and technical college education. At Cascadia we had mainly the younger and very well prepared student. At Renton Technical College, we have a much wider diversity of academic preparation. In either case, two-year colleges are a part of a continuum that begins in the K-12 system. My experience in higher education allows me to have a particular perspective of the big picture that will provide a good fit with the expertise of the existing members of the board.

PEGGY (MARGARET S.) MOE

SUMMARY OF QUALIFICATIONS: Visionary, collegial, customer focused administrator with experience in developing innovative, outcomes-based programs and assessments

EXPERIENCE & SKILLS:

Developed and directed programs in:

- Student Success and Achievement- Co-leader in the development and implementation of initiatives to improve student success and retention – Renton Technical College 2006-2008
- Professional and technical education – Cascadia Community College 1999-2000
- Distance Education - Cascadia Community College 2002-2003
- Workforce Development – North Seattle Community College, Cascadia Community College, Renton Technical College
- International Education – North Seattle Community College 1993-1996 and Cascadia Community College – 2002-2003
- General Education (transfer) – Renton Technical College 2003-2008

Skilled project manager

- Team player with good collaborative skills
- Experienced grant writer and administrator of both federal and state grants

Experience developing learning and learner focused curriculum that includes:

- Skills standards
- Authentic assessment
- Work-based learning

Capable Administrator

- Excellent budget management skills
- Focused facilitator of faculty development

EMPLOYMENT HISTORY:

Dean, Renton Technical College, Renton, WA 980156, September 2003 - Present

Supervise three areas, Business Technology, Education and Human Services, and General Education. Manage, and evaluate the assigned instructional offerings and people in order to meet goals and improve the quality of full-time instructional programs, part-time classes, and related services and activities. Evaluate and modify existing programs and courses to increase student learning and congruence with the needs of business.

- Manage 17 full-time and 50+ part-time faculty
- Lead team to create a developmental education program in math and English
- Assisted faculty in developing outcomes based, authentic summative assessments
- Facilitate redesign of courses and programs
- Co-leader of Achieving the Dream grant

Associate Dean, Cascadia Community College, Bothell, WA 98011, July 2000 – September 2003

Responsible for leading the development of high quality and effective professional/technical and workforce programs, e-learning, including distance education, the instructional use of electronic portfolios, and international programs. Duties included the planning, coordinating, promoting, executing and assessing of instructional programs that meet student and community needs. The Associate Dean also serves as the College's vocational director.

- Created highly successful distance education program
- Developed business plan for international education and implemented the first year
- Designed alternative delivery strategies
- Managed professional/technical program

Director, Cascadia Community College, Bothell, WA 98011, July 1999 - June 2000

Responsible for developing professional/technical programs that fit within a vision of a new college that would open in September 2000. As part of an advance team, worked to develop and implement the philosophy of a learning college.

- Developed all Professional/Technical Programs
- Directed the creation of the curriculum
- Chaired the hiring of professional/technical faculty.
- Initiated all grant funded workforce programs including WorkFirst, Worker Retraining, and Perkins.

Project Manager, *North Seattle Community College*, Seattle, WA 98103 , June 1997 - June 1999 - Developed and managed new programs and projects including grant-funded, contract and self-support courses. Duties included grant writing, budget management and collaboration with internal and external stake holders.

Consultant, *Interactive Communication*, Issaquah, WA 98027 , August 1996 - June 1997 - Designed and implemented projects within the public and private sectors, including business plan assistance, information dissemination (Web and print), research, information compilation, and summative reporting.

Special Projects Manager, *North Seattle Community College*, Seattle, WA 98103 September 1992 to August 1996 - Developed new initiatives for the Continuing Education including grant funded programs, self-support classes, and short-term training courses. Wrote and managed a grant to provide business outreach in the newly independent Slovakia.

Instructor, *Seattle Central Community College*, Seattle, WA 98101 September 1992 to December 1994 - Taught college level courses in business and information technology

Other Employment:

Consultant, AVES, (Self-employed)

Learning Link/ITV Coordinator, KCTS/9, 401 Mercer, Seattle, WA 98109

Substitute Teacher, ISSAQUAH SCHOOL DISTRICT, Issaquah, 98027;
SNOQUALMIE SCHOOL DISTRICT, Snoqualmie, 98065;

Adjunct Instructor, SPOKANE FALLS COMMUNITY COLLEGE;

Buyer and Downtown Department Manager,
Training Director,
THE CRESCENT, Spokane, Washington 99210;

EDUCATION:

Western Washington University

Certificate in Community College Education

University of Washington, Seattle WA 98105

Masters in Business Administration

Bachelors of Arts, Sociology, Secondary Teaching Certificate