

**School of Education
Program Personnel Standards**

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Introduction

Faculty in the School of Education (SOE) are committed to developing and implementing programs that are characterized by integrity, respect, innovation, and diversity of professional perspectives. The Education faculty dedicate resources to producing educators who are at the forefront of teaching and the administration of educational programs in the 21st century. The focus of the SOE is to prepare educators and administrators who are knowledgeable and responsive to the needs of all children from multicultural, multilingual, and multi-ability backgrounds. The faculty strive for the highest standards in their teaching, scholarly and creative activities, and service. As such, faculty serve as role models of excellence and professionalism. These activities are in concert with the mission of the university and the purpose and goals of the SOE. The SOE offers courses toward bachelor's degrees and teaching and administrative credentials and programs at the undergraduate, post-baccalaureate, and graduate degree level.

A scholar-practitioner philosophy permeates the SOE, including individual course content and assignments, clinical supervision of fieldwork, and expectations for professional practice. The integration of theory and research into practice is promoted throughout the SOE.

Given the nature of the SOE, "teaching" is understood to include not only classroom instruction, but also other instructional processes, such as clinical supervision of students' teaching and other relevant field-based work. Mentoring of students' professional development, relevant to the professional career of the student, is a high priority and one that involves "educating" in the fullest sense of the word.

Scholarship and creative activities may include conceptual, empirical, and applied works, using a variety of methodological approaches. In terms of the dissemination of research and publications, quality and impact are more important than quantity. Even more, scholarship informs teaching and professional service activities and characterizes the program environment, where faculty seek to create and maintain a supportive community of scholar-practitioners.

Service may include professional leadership in educational organizations, and also academic citizenship. Commitment to faculty members' individual career goals is balanced by a commitment to the SOE, University-wide responsibilities, and the community at large. Activities required for state and national accreditation and program coordination that are beyond the usual work of a professor are also included within service.

This document describes the standards and procedures by which SOE faculty are evaluated for retention, tenure and promotion. It will be reviewed every five years and amended as necessary by a majority vote of all tenured and probationary faculty in the SOE. If a majority of the SOE faculty determine that changes need to be made earlier than the five year cycle, then revisions to this document will be considered.

The Professional Development Plan in the School of Education

As stated in the current RTP Policy (SP 10-10, section I.1): "The Professional Development Plan (PDP) is the faculty member's agenda for achieving the professional growth necessary to qualify for retention, tenure, and promotion. The plan, which is required and shall be prepared, reviewed, and approved by the end of the faculty member's first year of appointment, except for a faculty member hired as a tenured full professor, shall describe the activities and intended outcomes that the faculty member expects to achieve during the period of review for tenure and/or promotion eventually to full professor. While more focus and specificity will be given to planning for the first two years, the plan will address the entire period of review."

The Plan is developed by the faculty member with advice from the Program Chair and the individual Program Personnel Committees.

School of Education Personnel Committee (PPC) Selection

During the first semester at CI, the new faculty member will meet with their chair, and other Education faculty as invited, to begin to develop a professional development plan (PDP) which will be reviewed and feedback provided by the end of the first full academic year of service. This group will assist the new faculty member with the initial stages of the RTP process at CI. One step in that process is selecting a Program Personnel Committee (PPC).

1. The PPCs shall have a minimum of three and maximum of five tenured faculty members from CI, at least two of whom must be tenured Education faculty. As needed, Education tenured and probationary faculty will compile and vote on a list of tenured CI faculty to be possible PPC members.
2. The individual faculty member under review will determine the composition of their PPC based upon the approved list and in consultation with their chair.
3. The chair may either serve on the PPC or write an evaluation as chair.
4. The longest-tenured Education Faculty PPC member will convene the first PPC meeting for the faculty member under review.
5. For promotion, all faculty on the PPC shall have a higher rank than the faculty member seeking promotion.
6. Between review cycles the faculty member under review may choose to change the composition of their PPC. Notification should be made to the faculty being replaced, to the chair, and to the faculty's Personnel Action File (PAF).

Expectations for Retention, Promotion and Tenure

The SOE recognizes three tenure and promotion categories: (1) Teaching, (2) Scholarly and Creative Activity, and (3) Service. The faculty member will be evaluated in each category and assigned a rating of "significantly exceeds the standard", "exceeds the standard", "meets the standard", "does not meet all standards of achievement", or "does not meet minimum standards of achievement" (from SP 10-10, C.1) by evaluators throughout the RTP process.

Yearly reappointment or retention requires that the faculty member receive at least two "3-Meets Standards of Achievement" evaluations, one of which is in Teaching. (SP 10-10, Section O.4).

Tenure and promotion requires that performance in two areas be rated at "4—Exceeds Standards of Achievement," one of these must be in Teaching; and one category rated at least a "3—Meets Standards of Achievement". (SP 10-10, Section P.2) The SOE faculty are expected to be "excellent" teachers throughout their career.

The following sections articulate the expectations of SOE faculty members at various stages in the RTP Process and throughout their professional career at CI.

Retention, Tenure, and Promotion Program Personnel Criteria and Standards

1.0 Teaching

Faculty in the SOE are expected to be effective teachers and to participate in professional development activities that further develop their own teaching. Faculty members will provide a concise self-assessment narrative of teaching accomplishments not to exceed 1000 words (from Senate Policy 10-10 section L.1.h) The Teaching Narrative shall address each of the following:

1.1 Teaching Philosophy: Brief summary or overview of philosophy of teaching. (A full philosophy may be included in the appendix).

1.2. Teaching and/or Supervision Assignments –teaching and/or field experience assignments.

Course number	Title	Section	Units	Number of students enrolled	Notes
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Examples of supporting appendices materials:

- Syllabi for courses under period of review
- Lesson plans/class outline/agendas
- Lecture notes from one class period
- Assessments (rubrics, assignment descriptions, quizzes, exams)
- Informal student feedback
- Reflection on teaching
- Examples of changes or improvements to teaching

1.3 Evaluations of Teaching – Summary and analysis of teaching evaluation data from these sources:

- Student Ratings of Teaching (SRTs) (this will be included in the PAF)
- A minimum of one peer review of classroom teaching per academic year (L.1.k.—will be included in the PAF)
- Evaluations of field supervision or student teaching supervision (may be included in the PAF)

1.4 Incorporating SOE Conceptual Framework into Teaching (included in Appendix of this PPS document)– Demonstrate the integration of the SOE Conceptual Framework through use of technology, integration of teaching strategies for diverse learners, differentiated instruction, assessment, and/or other effective teaching practices.

Types of Evidence

- Use of technology, such as Blackboard, Electronic course pack, Online materials, other electronic materials
- Incorporating methods and strategies for teaching diverse learners such as English learners
- Student-centered methods, such as modeling, problem based learning, case studies, service learning
- Incorporating student learning performance-based assessment, such as portfolio, peer review
- Description of team teaching or interdisciplinary teaching
- Clinical Teaching Model

1.5 Professional Development - List and descriptions of conferences, workshops, or on-line activities attended or other related activities

Standard for Teaching for Retention

Meets the standard	<ul style="list-style-type: none"> • Narrative discusses evidence of effective activity in the five required teaching categories (1.1-1.5)
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Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria.

Standard for Teaching for Promotion and Tenure

Exceeds the standard	<ul style="list-style-type: none"> • Narrative discusses evidence of effective activity in the five required teaching categories (1.1-1.5) • Philosophy is clear and makes connections to teaching and the SOE the conceptual framework (1.1) • Includes multiple evaluation of teaching elements that indicate a record of effective teaching in a majority of teaching assignments (1.2 & 1.3) • Effectively integrates two or more program hallmarks into teaching (1.4) • Participates in at least one professional development activity per year (1.5)
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Faculty under review may "significantly exceed" the standard when the work presented goes beyond "exceeds the standard" criteria.

2.0 Scholarly and Creative Activities

Faculty members develop a written rationale for on-going scholarly activities, describe progress on scholarly and creative activities and how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words (from Senate Policy 10-10 section L.1.I). Additionally, the rationale should include how the scholarly activities relate to teaching and whether students are involved and in what capacity. The scope of acceptable scholarly research includes empirical, integrative, and/or applied research for example primary research on topics of interest to educators, scholarship of teaching, evaluation of school or community-based projects, and/or applied research/scholarship in schools and/or communities.

2.1 Dissemination of Scholarly and Creative Work in Publications: Evidence of scholarly and creative activities that are peer reviewed and widely disseminated. Equal value is given to print, electronic and non-print formats.

Types of Acceptable Tier One Evidence

- Peer reviewed journal article
- Book—counts as two works
- Book chapter
- Conference paper in published proceedings
- Publication in-press – book, journal, or contributor to edited book

Types of Acceptable Tier Two Evidence

- ERIC publication
- Publication in-review – book, journal, or contributor to edited book

2.2 Dissemination of Scholarly and Creative Work through Presentations: Evidence of presentations of scholarly and creative work

Types of Acceptable Tier One Evidence

- Peer reviewed presentation at international, national, regional, state, or local conferences of original, integrative, and/or applied research
- Speaker, discussant, or workshop presenter at international, national, regional, state, or local conferences or P-16+ schools.

Types of Acceptable Tier Two Evidence

- Presentation or workshop proposal in review

2.3 Grants: Evidence of grant activity

Types of Acceptable Tier One Evidence

- Grant received from external funding agency
- Grant proposals submitted to external funding agency
- Role on grant such as Principal Investigator

Types of Acceptable Tier Two

- Grant received from internal funding agency
- Grant proposals submitted to external funding agency
- Role on grant such as consultant or contractor

2.4 Dissemination of Scholarly and Creative Work through Multimedia Formats: Evidence of scholarly or creative work that is reviewed and widely disseminated through web-based or other electronic formats

Types of Acceptable Tier Two Evidence

- Publication (or in-press) of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Evaluation of multimedia materials
- Number of hits on multimedia web pages
- Innovative teaching & learning products
- Multimedia projects in review

2.5 Peer Reviewer: Evidence of role as editor or peer reviewer

Types of Acceptable Tier One Evidence

- Editor of book, journal, or special edition journal

Types of Acceptable Tier Two Evidence

- Editorial review board member
- Peer-reviewer of journal, book, newsletter, monograph, conference proposal, grants

2.6 Other Disseminated Scholarly or Creative Work: Evidence of authorship of non-peer reviewed scholarly work. (Documents received from accrediting agencies regarding the quality of the work or report may be submitted as supporting evidence.)

Types of Acceptable Tier One Evidence

- Submissions for all licensing and accreditation reports, documents, and reviews (CCTC)
- External Grant reports
- Monographs

Type of Acceptable Tier Two Evidence

- Licensing and accreditation revision documents or subsequent submissions
- Program evaluation reports (biennial reports, Program review reports)
- Non-peer reviewed articles
- Program evaluations (internal or external)
- Citations of, requests for, research presentation & publication
- Internal State Grant reports

Type of Acceptable Tier Three Evidence

- Internal CI grant reports
- Faculty development reports
- Sabbatical reports and presentation

2.7 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress

(e.g., IRB submissions, Data collected, Research conducted or in-progress, Manuscripts in review, Manuscripts in progress)

Standard for Scholarly and Creative Activities for Retention

Meets the standard	<ul style="list-style-type: none"> • Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Evidence of scholarly works in progress in Tier One and/or Tier Two Activities that lead toward "Meets the Standard" for Tenure and Promotion
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Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria.

Standard for Scholarly and Creative Activities for Tenure and Promotion

Meets the standard	<ul style="list-style-type: none"> • Narrative describes scholarly and creative activities and how each activity is related to a scholarly agenda and to teaching. (2.0) • Dissemination of at least three Tier One scholarly and creative works that are peer reviewed (2.1, 2.2); two of which must be publications from 2.1 • Two activities in other scholarly areas (2.3, 2.4, 2.5, 2.6) • Evidence of scholarly work in progress (2.7)
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Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meets the standard" criteria. This will include scholarly work in multiple tiers and multiple criteria categories.

3.0 Service

The concept of service embraces service and leadership activities that may operate on many levels from within the University to the broadest possible external arenas from service to the program, university, community, and profession. The faculty member prepares a written narrative that describes a concise self-assessment of accomplishments in performance of Service, not to exceed 1000 words (from Senate Policy 10-10 section L.1.m). The service narrative will include a discussion of the consistency of select service commitments and the impact of that service.

The School of Education recognizes service in three (3) broad areas:

- Service to the School of Education;
- Service to the University; and
- Service to the Community.

3.1 Service to the School of Education

Types of Acceptable Tier One Activities

- SOE Standing Committees
- Leading Accreditation Efforts
- New Program Development

Types of Tier Two Activities

- SOE Short-term Taskforces
- Participating in Accreditation efforts
- Continuous Program Assessment
- New Course Development
- Student Research Advising

Types of Tier Three Activities

- Peer mentoring
- Participation in Admission and Recruitment Activities
- Student Advising
- Peer Evaluation

3.2 Service to the University

Types of Tier One Activities

- Senate Standing Committees (Senate Executive, Curriculum Committee, Faculty Affairs, Fiscal Policies, General Education, Student Academic Policies and Procedures, Search Coordinating Committee)

Types of Tier Two Activities

- Senate Standing Committees (Committee on Centers and Institutes, Committee on Committees, Professional Leaves)
- Senate Advisory Committees
- Attending Academic Senate
- Senate Taskforces
- University-wide Committees and Initiatives

3.3 Service to the Community

Types of Tier One Activities

- Officer of a state, regional, national, or international organization
- Participating in school, county, state or federal agencies to develop programs or policies

Types of Tier Two Activities

- Presenting to schools, community groups, or the State
- Providing professional development to schools and community groups
- Participation in a regional, state, national or international committee

3.4 Directed Professional Activities (Optional)

A unique aspect of the SOE is the required curriculum and program development and maintenance required to address state and national standards and accreditation. While all faculty participate in the process, a few faculty take leadership for coordinating these activities and invest considerable time and effort in them. These efforts are recognized in workload assignments.

Types of Tier One Activities

- **Program Chairing, Coordination, and Advising that includes** scheduling classes, recommending temporary faculty for hiring, coordinating field placements, identifying new field sites and cooperating teachers, and using assessment data to make programmatic changes.
- **Coordinating Teacher Performance Assessment that includes** designing program evaluation systems, overseeing implementation of program and student evaluation, developing student portfolios and rubrics, managing and implementing portfolio systems, collecting and analyzing data, and preparing evaluation reports.

Standard for Service for Retention

Meets the standard	<ul style="list-style-type: none"> • Narrative describes a concise self-assessment of accomplishments in performance of Service and the impact of that service • Consistently participates in Tier Two activities in at least two service categories • Consistently participates in School of Education Tier Three activities
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Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meet the standard" criteria.

Standard for Service for Promotion and Tenure

Meets the standard	<ul style="list-style-type: none"> • Narrative describes a concise self-assessment of accomplishments in performance of Service and the impact of that service • Actively participates in Tier One activities in more than one service category • Actively participates in Tier Two activities across all service categories • Actively participates in School of Education Tier Three activities
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Faculty under review may "exceed" or "significantly exceed" the standard when the work presented goes beyond "meet the standard" criteria.

Yearly Portfolio Template and Content Organizer (SP 10-10 Appendix A)

1. Evaluation and Recommendation forms (leave empty, provided by reviewers)
2. Checklist
3. Table of contents of the portfolio, initialed and dated by the faculty member
4. Table of contents of the appendix to the portfolio, initialed and dated
5. A copy of the approved School of Education PPS
6. An approved Professional Development Plan for the faculty member
7. A current curriculum vita that covers the entire academic and professional employment history
8. A narrative summary that shall contain a concise self-assessment of accomplishments in the areas of performance in teaching (not to exceed 1000 words) [1.0]
9. Teaching assignments for period under review—list of classes with briefly described relevant information, including new preparations, etc. [1.2]
10. A minimum of one peer review of classroom teaching for each probationary year [1.3]
11. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in scholarly and creative activities (not to exceed 1000 words) [2.0]
12. A narrative that shall contain a concise self-assessment of accomplishments in the areas of performance in Professional, University, and Community Service (not to exceed 1000 words) [3.0]

Portfolio Appendix Contents and Order (SP 10-10 Appendix A)

A copy of the table of contents of the appendix

Supporting materials directly relevant to the presentation in the portfolio and limited to the period under review as specified in SP10-10, section K. See SP10-10 for abbreviated portfolio appendix contents for probationary years 1, 2, and 3.

1.0 School of Education faculty should include the following evidence for the Teaching Category:

- 1.1 Teaching Philosophy
- 1.2 Teaching and/or Supervision Assignments, include syllabi for all courses taught during the period under review (1.2.c.3)
- 1.3 Evaluations of Teaching
- 1.4 Incorporating SOE Conceptual Framework into Teaching
- 1.5 Professional Development

2.0 School of Education faculty should include evidence organized by PPS categorization for the Scholarly and Creative Activities Category

- 2.1 Scholarly and Creative Work in Publications
- 2.2 Scholarly and Creative Work through Presentation
- 2.3 Grants
- 2.4 Scholarly and Creative Work through Multimedia Formats
- 2.5 Peer Reviewer
- 2.6 Other Scholarly or Creative Work
- 2.7 Scholarly Works in Progress

3.0 School of Education faculty should include evidence organized by PPS categorization for the Service Category

- 3.1 Service to the School of Education
- 3.2 Service to the University
- 3.3 Service to the Community
- 3.4 Directed Professional Activities