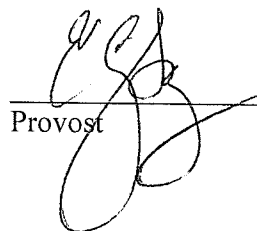PROGRAM PERSONNEL STANDARDS

APPROVAL FORM

Discipline: School of Education

_____ 12-06-19
RTP Committee Chair   Date

_____ 12-10-19
Provost   Date

School of Education

Program Personnel Standards

April 14, 2006
Revised October 14, 2011
Revised January 30, 2012
Revised October 1, 2019

Table of Contents

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

The PDP shall be completed according to the campus RTP Policy. "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 Program Personnel Committee.

Program Personnel Committee (PPC) Selection

For the School of Education, a three-member Program Personnel Committee (PPC) shall be elected in the first full month of the fall semester of each year. The PPC shall consist of at least three tenured members of the SOE faculty. Members of the PPC shall be elected by simple majority vote of the full-time, tenure-track School of Education faculty as a whole. In promotion considerations, SOE PPC members shall have a higher rank than those being considered for promotion. SOE PPC members will serve three-year staggered terms. Should 3 SOE tenured faculty not be available to serve on the PPC, tenured faculty outside of the SOE may be nominated and elected to serve.

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" 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.

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". 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. The Teaching Portfolio shall include a philosophy of teaching, the teaching and supervision assigned, evaluations of teaching, incorporation of the SOE conceptual framework, and professional development activities.

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

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) (included in the PAF)
- A minimum of one peer review of classroom teaching per academic year (included in the PAF)
- Evaluations of field supervision or student teaching supervision (may be included in the PAF)

1.4 Culturally-Responsive and Equity-Minded Pedagogy: Incorporating use of technology, integration of teaching strategies for diverse learners, differentiated instruction and assessment, and other effective teaching practices.

Types of Acceptable Evidence
- Use of technology, such as LMS, 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
- Other high-impact pedagogy

1.5 Professional Development: Describe the impact of conferences, workshops, or on-line activities attended or other related activities and how this informs your teaching.

Standards for Teaching for Tenure and Promotion

Faculty under review may "significantly exceed" the standard when the work presented goes beyond "exceeds the standard" criteria.

Meets the standard (for retention only)	- Philosophy is clearly stated (1.1) - Teaching/Supervision Assignments are present with syllabi and reflections of teaching (1.2) - Includes evaluation of teaching elements that indicate effective teaching or improvement in one or more teaching assignments (1.3) - Narrative demonstrates the integration of Culturally-Responsive and Equity-Minded Pedagogy (1.4) - Participates in at least one professional development activity per year (1.5)
Exceeds the standard	- Philosophy is clear and makes multiple connections to teaching (1.1) - Teaching/Supervision Assignments are present with majority of the components indicated in the chart (1.2) - Includes multiple evaluation of teaching elements that indicate a record of effective teaching in a majority of teaching assignments (1.3) - Narrative clearly demonstrates the integration of Culturally-Responsive and Equity-Minded Pedagogy through use of technology, integration of teaching strategies for diverse learners, differentiated instruction, assessment, and/or other effective teaching practices (1.4) - Participates in several professional development activities (1.5)

2.0 Scholarly and Creative Activities

Faculty members develop a written rationale for ongoing scholarly activities, describe progress on scholarly and creative activities and explain how each activity relates to and is connected with their overall scholarly agenda, not to exceed 1000 words. Additionally, the rationale should include how the scholarly activities relate to teaching and education, 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. Evidence of appropriate scholarly and creative activities is ranked in the following manner.

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 academic journal article
- Book (counts as two works)
- Book chapter
- Conference paper in published proceedings (peer reviewed)
- Publication in-press (book, journal, or contributor to edited book)

Types of Acceptable Tier Two Evidence
- Manuscript in-review (peer reviewed book, journal, or contributor to edited book)
- Peer reviewed articles in community-based publications

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 local, state, regional, national or international conferences of original, integrative, and/or applied research
- Speaker, discussant, or workshop presenter at local (including P-16+ schools), state, regional, national or international conferences

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 Evidence
- Grant received from internal funding agency
- Grant proposals submitted to internal 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 One Evidence
- Publication of original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Development of innovative teaching & learning products

Types of Acceptable Tier Two Evidence
- In-production original, integrative, or applicative materials in non-print formats (e.g., digital, video, software, etc.)
- Evaluation of multimedia materials
- Multimedia projects in review
- Websites and blogs

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, publication awards

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
- External Grant reports
- Program evaluations (internal or external)

Types of Acceptable Tier Two Evidence
- Non-peer reviewed articles
- Internal grant reports

Types of Acceptable Tier Three Evidence
- Citations of, requests for, research presentation & publication
- Sabbatical reports and presentation

2.7 Scholarly Works in Progress: Evidence of scholarly or creative works that are in progress (e.g, IRB submission, data collected, research conducted or in-progress.)

Standard for Scholarly and Creative Activities for Tenure and Promotion

Faculty under review may "significantly exceed" the standard when the work presented goes beyond "exceeds the standard" criteria.

Meets the standard	- Narrative describes how scholarly and creative activities are related to a scholarly agenda (2.0) - Dissemination of at least five scholarly and creative works that are peer reviewed (2.1, 2.2), two of which must be publications from 2.1, Tier One - Two activities in other scholarly areas (2.3, 2.4, 2.5, 2.6, 2.7)
Exceeds the standard	- Narrative describes how scholarly and creative activities are related to a scholarly agenda and teaching assignments (2.0) - Dissemination of at least seven scholarly and creative works that are peer reviewed (2.1, 2.2), three of which must be publications from 2.1, Tier One - Three activities in other scholarly areas (2.3, 2.4, 2.5, 2.6, 2.7)

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. 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 and Profession.

3.1 Service to the School of Education

Types of Acceptable Tier One Activities
- Chair SOE Standing Committees
- Lead Accreditation Efforts
- Develop/Modify Program(s)
- Lead Continuous Program Assessment/Evaluation
- Chair Search Committee
- Participate in Program Personnel Committee

Types of Acceptable Tier Two Activities
- SOE Short-term Taskforces
- Participate in Accreditation efforts
- Participate in Continuous Program Assessment
- New Course Development/Course Modifications
- Student Advising
- Chair Evaluation Committee
- Participate in a Search Committee

Types of Acceptable Tier Three Activities
- Peer mentoring
- Participation in Admission and Recruitment Activities
- Letters of Recommendation for Students
- Peer Evaluation
- Second Reader for Culminating Experiences

3.2   Service to the University

Types of Acceptable Tier One Activities
- Senate Standing Committees
- Student Research (non-thesis/capstone)
- Appointed University-wide Committees

Types of Acceptable Tier Two Activities
- Attending Academic Senate
- Senate Advisory Committees
- Senate Taskforces
- University-wide Committees and Initiatives
- Participate in Administrator Search Committee

3.3 Service to the Community and Profession

Types of Acceptable Tier One Activities
- Participate in school, county, state, federal or international agencies to develop programs or policies
- Officer of a regional, state, national, or international organization

Types of Acceptable Tier Two Activities
- Present to schools, community groups, or the State
- Provide professional development to schools and community groups
- Participate in a regional, state, national or international committee/board
- Organize conferences, lecture series, panels, etc.

Standard for Service for Tenure and Promotion

Faculty under review may "significantly exceed" the standard when the work presented goes beyond "exceeds the standard" criteria.

Meets the standard	- Narrative describes consistent participation in a variety of service areas (3.0) - Actively and consistently participates in at least two SOE Tier Two and three Tier Three activities (3.1) - Participates in at least two University activities (3.2) - Actively and consistently participates in Service to the Community and Professional Activities (3.3)
Exceeds the standard	- Narrative describes consistent participation in a variety of service areas and describes the signicant contributions of the service (3.0) - Participates in at least one SOE Tier One, two Tier Two and three Tier Three activities (3.1) - Participates in at least one University Tier One and/or two Tier Two activities (3.2) - Actively and consistently participates in Service to the Community and Professional Activities in a leadership role (3.3)

Yearly Portfolio Template and Content Organizer

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

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. See SP17-08 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
- 1.3   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 and Profession
3.4   Directed Professional Activities