

Standard 5

Unit ensuring the professional education faculty contributes to effective preparation of educators

All [faculty members](#) in the unit hold either a terminal degree in the academic area in which they teach or have a master's degree or educational specialist degree in addition to their many years of practical experience as teachers or administrators in the area school districts. Many faculty maintain a current [teaching license and clinical faculty](#) who teach on an adjunct basis or supervise field experiences including clinical practice and internships, also have credentials that include both appropriate degrees as well as teaching and administrative licenses.

Professional education faculty members have an in-depth understanding of their field and [integrate that knowledge](#) into their teaching. They also reflect the [proficiencies](#) (item VI in linked syllabus) outlined in professional, state, and institutional standards, integrate [diversity](#) (item VII highlighted area in linked syllabus) and [technology](#) (item VII, #s 5 and 6 of linked syllabus) throughout their coursework; and use multiple forms of [assessment](#) (item X in linked syllabi) to determine their own effectiveness, and use data to improve their practice. Many faculty members are recognized as outstanding teachers by candidates and peers across campus and in schools. For example, [Dr. Becky Cox](#) (Educational Studies) was recognized by the Tennessee Education Association as Distinguished Higher Education Teacher for 2010, [Dr. Lisa LeBleu](#) (Consumer Science Education) is the University of Tennessee Alumni Outstanding Teacher, and [Dr. Patricia Hewitt](#) (Educational Studies) is the Outstanding Advisor for the University of Tennessee at Martin for 2010.

Professional education faculty members demonstrate [scholarly](#) (item IV in faculty vita) work related to teaching, learning, and their fields of specialization. Faculty members in the teacher education unit have continued to increase the number of national and international [presentations](#) (item IV in faculty vita) and the number of [publications](#) (item IV in faculty vita)

accepted since the Fall 2004 visit. During Spring 2008, 15 [faculty members](#) presented at national or international conferences. Articles in refereed journals increased from two in 2006-2007 to seven in 2007-2008. The [research award](#) that was instituted three years ago is still being funded with one distinguished and one scholar award being held by teacher education unit faculty. Expectations for publications and presentations are reviewed each year during the [performance assessment process](#).

Service activities by faculty in the teacher education unit can be categorized by participating in [writing and managing grants](#), provision of [professional development](#) (item V in vita), and [service](#) (item VI in vita) to the department, college, and university by serving on committees and the Faculty Senate. Faculty members in the unit also [collaborate](#) with P-12 school personnel and faculty in other college or university units to improve [effectiveness](#) in teaching, candidate learning, and the preparation of educators. Faculty members are actively involved in [professional associations](#) (item VII in vita) and provide [leadership](#) (item VII in vita) and education-related services at the local, state, national, or international levels.

Faculty members are systematically evaluated once a year (early spring) in [comprehensive planning and assessment sessions](#). (item V in departmental by-laws) Goals for the previous year in teaching, scholarship, and service are evaluated by the department chair and the faculty member to verify improvement in teaching, scholarship, and service with new goals being set for the next year. Students on campus, those taking online courses, and those at the off-campus sites also have the opportunity to [evaluate](#) (item V, #1 in departmental by-laws) faculty members.

Tenure and promotion policies and procedures are listed in both the [university faculty handbook](#) and the [departmental level bylaws](#). A faculty committee in Educational Studies

developed a process for performance assessment, tenure, and promotion expectations in the areas of teaching, scholarship, and service. A detailed [rubric](#) is used to ascertain the faculty member's readiness for tenure and promotion.

Professional development opportunities provided by the unit are based on needs identified through [faculty evaluations](#), [exit interviews](#) by candidates, and [alumni](#) and [employer satisfaction surveys](#). Opportunities include [NCATE retreats](#) , [monthly departmental meetings](#), and [university level training opportunities](#). A [diversity survey](#) given to faculty members in 2007 precipitated a series of suggestions for professional development activities for faculty members. During Spring 2008, an outside speaker, [Dr. Maria Sargent](#) was brought to the campus to provide strategies to teach the “hard to reach” child. During Spring 2010, [Brooke Haycock](#), from [Education Trust](#) , was asked to participate in the [Civil Rights Conference](#) as part of the theme of [“Civil Rights in the Age of Obama.”](#) Her performances specifically related to inequities in our educational system and provoked a healthy discussion among students who attended.

Continuous Improvement

The most significant changes related to Standard 5 involve the formation of the [faculty research award](#) instituted in Fall 2006. The award is an opportunity for a faculty member to be given a workload adjustment during the academic year in order to focus on their particular research interests. Two professors in the teacher education unit are recipients of the award. One of the awards is the [Scholar award](#) and allows for the workload adjustment to be given in spring semester. That award is currently held by an early childhood professor. The second award is the [Distinguished Researcher award](#) which is currently held by a graduate Instructional Technology faculty member.

The University of Tennessee at Martin was selected by the UT system as the campus compact lead institution for [civic learning and engagement](#). Faculty members in the teacher education unit have introduced [service learning](#) into the curriculum in their classes. One of the most prominent is the focus in the social studies methods class with [Dr. Cherry Watts](#). The concept of helping future social studies teachers become cognizant of the value of helping middle and high school students learn how to be productive and active citizens in their communities is the aim of the project in Dr. Watts' class.

The unit continues to offer the opportunity for faculty members to work collaboratively with faculty members in other colleges to provide [professional development](#) for area schools. [Dr. Beverly Hearn](#) recently received a ITQ grant to provide professional development to twenty-five teachers in Jackson-Madison County schools on teaching reading to middle school students. The director of the Library and an English professor assisted with providing the orientation for the program. A [STEM center](#) was organized on the campus during the Spring 2009 in response to the national focus on science, technology, engineering, and mathematics. One of the [teacher education faculty members](#) is on the STEM center board and works closely with the director as the center moves forward to provide professional development for science and math teachers in Northwest Tennessee.

One of the most significant changes that has taken place since the last NCATE visit is the institution of a more formal and structured process to assist faculty members in the Department of Educational Studies to monitor their progress toward [tenure and promotion](#). At least four members of the faculty have moved forward for tenure, promotion, or both under the new process which is also reviewed each academic year for refinement.

The information in Standard 5 substantiates faculty qualifications, performance, and development. The relationship of the unit faculty to area school personnel is one of collaboration and partnership to provide the best theoretical and practical base for teacher education candidates as they begin a teaching career.