Educational Studies Faculty Meeting  
October 18, 2013

Present: Becky Cox, Betty Cox (Interim Chair), Texas Culver, Karen DiBella, David Dietrich, Ginny Esch, Kathy Evans, Louis Glover, Beverly Hearn, Mark Hewitt, Patricia Hewitt, Suzanne Maniss, Sandy Murray, Ramona Nelson, Tammie Patterson, Terry Silver, Michael Spaulding, Joyce Swan, Kimberly Williams, Tarica Coble, Michael Poore

I. Call to order and approval of September 20, 2013 faculty meeting minutes. Dr. Cox called October faculty meeting to order. Motion was made to approve September faculty meeting minutes as submitted.

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<th>Motion</th>
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<tr>
<td>Suzanne Maniss</td>
<td>Patricia Hewitt</td>
<td>Minutes Approved</td>
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II. Faculty celebrations, accomplishments, or activities:
A. Sandra Murray’s granddaughter’s first year to compete in gymnastics and she won first place in several events for her age group.
B. Padi and Mark Hewitt’s son just sold his second short story.

III. Michael Poore – CAEP Update: Michael attended the September CAEP meeting. The new standards have been approved. The 3.0 GPA requirements means the group of students we admit in 2014, to Teacher Education until finished are required to have a 3.0 GPA. It is fortunate for UTM that we have plenty of roll out time to get this done.

IV. Announcements:
A. Homecoming results – the College won first place in the Quad City competition and the Department won honorable mention for the office decoration contest.
B. Admission to Teacher Education interviews will be conducted October 22-October 25 in 343 Gooch. Please sign up for at least three sessions by emailing Melanie Morris at mmorris@utm.edu.
C. The fall general faculty meeting will be held October 24 at 3:15 p.m. in the Watkins Auditorium.
D. Spring textbook orders are due no later than October 25.
E. November 11-15 is advising and registration for spring 2014 semester.
F. Please be reminded that representatives from Northwest Core will present information concerning common core standards today from 1:00-3:30 p.m. in 228 Gooch (Kim Castleman, Kristy Denning, and Iris Hubbard).

V. Departmental Committee and Faculty Senate Reports:
A. Undergraduate Curriculum Committee: Padi Hewitt (chair of committee) made a recommendation to faculty from the undergraduate curriculum committee. Motion was made to approve the curriculum change for 2014 catalog.  *Attachment 1 –
B. Graduate Curriculum Committee; Sandra Murray (chair of Graduate curriculum committee) presented faculty several curricular changes for approval. A motion was made to approve these changes for fall 2014 catalog.

* Attachment 2 - Graduate Curricular Requests

There was discussion and indecision on one of the graduate curriculum changes. The discussion was on the Interdisciplinary change, stating that students must have credit in Human Learning 325 or equivalent or take Teacher Education 712 in the first semester that the course is offered after enrollment. The change would be to allow us to use COUN and EDLD classes as needed in different Interdisciplinary options. Must have advisor and chair approval, so student can’t sign up at will. We do not enforce this, if not going to enforce it must be deleted from catalog. This would have to go through admissions board. This one curriculum change was tabled for another time. Another motion was made to approve all remaining graduate curriculum requests as submitted.

Dr. Murray is on a committee to recruit graduate students. She stated that any suggestion from faculty would be appreciated.

C. Bylaws Committee: - Terry Silver and David Dietrich agreed to review the University Strategic Plan and bring recommendations back to faculty for discussion and vote pursuant to the departmental bylaws requiring a strategic plan.

D. Scholarship Committee: - Beverly Hearn gave faculty a list of scholarship opportunities for education students.

E. Technology Committee – Department has a new smart board in Gooch Hall 228. Several faculty members asked if it was possible to receive smart board training at November faculty meeting. Dr. Betty Cox will check into this.

F. P & A Rubric Committee – The Planning and Assessment committee has finalized a copy of a new P & A rubric and brought this before the faculty for discussion and vote. A motion was made to accept the new P & A rubric as submitted.

* Attachment 3 – New P & A Rubric
G. Faculty Senate Report – None

VI. Old Business:
A. NCTQ recommendation to raise admission requirement to 3.0 for graduate elementary education program: A motion was made not to approve NCTQ recommendations at this time.

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VII. New Business
A. Dr. Cox asked faculty whether anyone knew of any situation when a student is disadvantaged by a legitimate degree requirement or additional program that may result in the loss of the Hope Lottery Scholarship before finishing the degree in its entirety. Faculty was not aware of any.

B. COP database: There has been a new COP database set up. This database is to recognize faculty for their non-classroom contact with the community. Faculty members are to provide this information to Tarica so that she can enter it into the COP database.

C. Central repository for syllabi in Library: The new director of Library was requesting a syllabus per semester for every course. Faculty was not in favor of this because all syllabi are on Blackboard and it is up to the students to go on Blackboard to view the syllabi if needed. The faculty will not recommend this.

D. Classrooms where classes meet more than 15 hours per week: Dr. Cox told faculty about money being lost (5.00 per square feet) if classrooms where classes meet more than 15 hours per week are not being reported. Faculty discussed this and all agreed that all Educational Studies classrooms meeting this criteria are being reported.

E. MSIL portfolio documentation – Dr. Kathy Evans and Crystal Whitlow have recommendation changes for the MISL portfolio for faculty to consider. A handout was given to faculty with changes highlighted in red. A motion was made to approve the changes to portfolio documentation.

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<td>Ginny Esch</td>
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New portfolio documentation will be typed up with changes and distributed to faculty.

Attachment 4

VIII. Adjournment: Motion was made to adjourn October Educational Studies faculty meeting.
Attachment 1

Curricular Request
Insert (Rev 9/6/11)

CATALOG TEXT: (Give page # in current catalog for location of text. If a revision, give most recently approved wording; insert new text within brackets [ ] at appropriate places. Draw a line through portions of old text to be deleted. See accompanying instructions for more details.)
Enter Text Here… Page 189
Concentration in Business (39 [37]hours)
Accounting 201-202
Business Education 430
Business Law 201, 301
Finance 301
Information Systems 211, 212, 213, 221, 222, 223, 232, 233 [205,235], and 351
Management 300
Marketing 301
Teacher Education 380
Note: The core program certifies a student to teach accounting and basic business which includes Business Law and General Business.

JUSTIFICATION:
Enter Text Here…
211,221,232 sequences have been deleted by College of Business and Global Affairs.
IMPACT: Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.
Enter Text Here…
These changes do not require any additional funds or faculty.

ADDITIONAL EXPECTATIONS (for Graduate Students in 500-600 level courses if not specified above):
Enter Text Here if Applicable…
# Curricular Request

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**READ 700 - Foundations of Reading**

(3) An examination of various approaches and techniques in reading. Emphasis will be on advanced methodology and its theoretical basis. [Field experience required.] (as needed)

**JUSTIFICATION:**

Students must apply the methodology in the classroom for a more complete understanding of how to teach reading.

**IMPACT:** Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.

No budgetary or staffing impact on this or other units.

**ADDITIONAL EXPECTATIONS** (for Graduate Students in 500-600 level courses if not specified above):


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Page 458 2013-14 catalog

**READ 710 - Advanced Reading Diagnosis and Corrective Reading**
(3) Study of advanced diagnostic procedures for children who exhibit severe reading difficulties, followed by instruction in techniques for planning and implementing improvement in identifying problem reading behavior. [Ten (10) hours field experience required] Prereq: READ 700 or equivalent (as needed)

**JUSTIFICATION:**
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**IMPACT:** Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.

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**TESL 700 - Principles of Teaching ESL**

(3) A comprehensive survey of the second language acquisition process, including linguistic variables which affect second language learning. Federal guidelines and the legal framework for educational services for Non-English language background students will be emphasized. [Fifteen (15) hours field experience required.] *(F)*

**JUSTIFICATION:**

Students must apply the methodology in the classroom for a more complete understanding of how to teach English Language learners.

**IMPACT:** Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.

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| READ 730 - Reading as a Neurolinguistic [Neurologic] Process  
(3) The investigation of current developments in cognitive psychology and linguistics as they relate to understanding the reading act. Reading theories and models will be compared and evaluated. Prereq: READ 700. (as needed) |

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<td>Many students have taken the class without the READ 700 but with instructor approval and were successful. Prereq not needed. Changing title to use more correct and up-to-date terminology.</td>
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Sent to Dept Grad Cmte Chair 9/6/2013
### Curricular Request

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### Admission to Candidacy

Degree-seeking students are eligible to apply for admission to candidacy once they have enrolled in a minimum of 15 credit hours. Students must have satisfactorily completed Counseling 725 and Counseling 740 prior to completing application. To apply for Admission to Candidacy, students must:

1. submit online application for “Admission to Counseling Residency & Candidacy.” The application is available on the Education Graduate Program website (http://www.utm.edu/departments/edgrad/forms.php). The Education Graduate Office will verify eligibility. The application must be submitted in order to participate in the four-day residency (held biannually). Students will be notified of session they will be required to attend (January or June).

2. successfully complete a four-day residency which is required for full admission to candidacy and continuation in the Counseling program. Successful completion of residency and approval for candidacy requires favorable evaluation by faculty at the end of residency.

Students who are not admitted to candidacy may reapply for admission one additional time within one calendar year from date of notification. **NOTE:** Degree-seeking students may not complete more than 24 credit hours without successfully completing the four-day residency and admission to candidacy.

### Residency

All degree-seeking counseling majors are required to attend a four-day residency (either January or June) in order to be admitted to candidacy (and be allowed to continue) in the counseling program. At the time of application to candidacy, students will register to attend the upcoming residential meeting. The program will be held on the Martin campus. **(The Residency is completed after taking a minimum of 15 credit hours, including Counseling 725 and Counseling 740, but before completion of 24 credit hours.)**

**JUSTIFICATION:**

Because the department recommends degree-seeking AND non-degree-seeking students for licensure, the counseling faculty should be able to interview all counseling students, not only those who are degree-seeking. This interview is part of the counseling residency.

**IMPACT:** Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.

No staffing or equipment impact on this or other units. Slight increase in cost of supplies, duplication of materials, and meals for the students participating in the residency. This is paid through Education Graduate Programs and will be at most $50 per student attending (one dinner, two lunches, snacks, drinks, duplicating, supplies).

**ADDITIONAL EXPECTATIONS** (for Graduate Students in 500-600 level courses if not specified above):

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<td>Page 494-495 2013-14 catalog</td>
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<td>Applicants may be admitted as degree seeking (Unconditional, Conditional, or Unclassified) or non-degree as listed below. Degree-seeking applicants must meet the university requirements listed above under Types of Admission, have received licensure to teach (Major in Teaching – Curriculum and Instruction; Major in Educational Leadership) and must meet the following minimal GRE* General scores:</td>
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<td>GRE* Verbal plus GRE Quantitative – 770 AND</td>
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<td>GRE Writing – minimum score of 3.5.</td>
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<td>[NOTE: A student may be admitted to the Curriculum and Instruction program for one semester with the proof that the recommendation for teaching licensure has been sent to the appropriate state department of education. At the end of the add period for that semester, a Graduate Hold on that student that will prevent registration for additional semesters until verification of the actual teaching license is received.]</td>
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(online catalog)

Teaching

Applicants for a Major in Teaching (degree-seeking, non-degree, or endorsement) must meet the GPA and GRE* requirements specified above. Individuals applying for the Curriculum and Instruction concentration must have received licensure to teach and provide a copy of the teaching license to the Graduate Studies Office. A student may be admitted for one semester with the proof that the recommendation for teaching licensure has been sent to the appropriate state department of education. At the end of the add period for that semester, a Graduate Hold on that student that will prevent registration for additional semesters until verification of the actual teaching license is received.]

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<td>The recommendation for a teaching license is submitted after degree audit is done, after graduation. It takes several weeks for the recommendation to be processed at the State Department of Education and the license issued. If the proof of recommendation is not accepted, students cannot apply to the Curriculum and Instruction program in the semester just after they graduate.</td>
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TESL 710 - Strategies for Teaching English as a Second Language
(3) The application of various teaching methods in reading, writing, listening, and speaking for English language learners including cultural considerations, multiple learning modalities, and materials adaptation for content area teaching. [Fifteen (15) hours field experience required.] (Sp)

JUSTIFICATION:
Students must apply the methodology in the classroom for a more complete understanding of how to teach English Language learners.

IMPACT: Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts.

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READ 740 - Practicum in Reading
(3) A field-based experience in a school setting with children who have reading problems, focusing on observation, diagnosis, planning and implementing programs designed to bring about improvement in reading behaviors. Prereq: READ 710. [Thirty (30) hours field experience required.] (as needed)

JUSTIFICATION:
Clarify number of hours required for field-based experience.

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<tr>
<td>READ 720 - Research Based Techniques for Teaching Reading and Language Arts</td>
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<td>(3) A study of research findings in teaching composition, English grammar, handwriting, listening, literature, spelling and application of new research to effective teaching of reading. [Ten (10) hours field experience required. ] Prereq: READ 700 or instructor's approval (as needed)</td>
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| JUSTIFICATION: |
| Many students have taken the class without the READ 700 but with instructor approval and were successful. Prereq not needed. Students must apply the methodology in the classroom for a more complete understanding of how to teach reading. |

| IMPACT: | Explain any impact upon courses, degrees (including the BA and BS degrees) and/or accreditation requirements (list pages in catalog) in other units as well as yours. If a new/expanded course, how will it be taught with existing staff? Explain any funding needed for staff, equipment, etc. and identify amounts. |
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*Insert (Rev 9/6/11)*

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Students majoring in **Educational Leadership** are required to pass the Praxis School Leadership Series “School Leaders Licensure Assessment” (SLLA) test as their comprehensive exam. An official copy of the score report must be sent directly to UT Martin by the testing agency for verification. (Score is determined by the Tennessee State Department of Education.) Obtaining a passing score on the SLLA exam is required in order to graduate and to be recommended for the Instructional Leadership License—Beginning (ILL-B). For information regarding the Praxis SLLA test (registration, test dates, fees, etc.) please visit [www.ets.org](http://www.ets.org) or you may contact the Education Graduate Office in 237 Couch Hall. ETS offers the test on a limited basis—ordinarily in September, January and June. The test must be taken during the semester in which the student plans to earn their degree, therefore, for fall graduates, September administration; for spring graduates, January administration; and for summer graduates, June administration. [The test must be taken during the semester in which the student plans to earn his/her degree or late in the immediately proceeding semester.]

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<td>Although there are several “testing windows” available during the year, the “windows” are not always at appropriate times for the EDLD students to receive scores in time for graduation. Students cannot always get a test date early in the semester. Also, if they must retake the test, they would not have the opportunity prior to graduation if they take the test during their final semester. They will be encouraged to get their testing date when they register for the capstone class, EDLD 780.</td>
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(Counseling Admissions Requirements)

5. documentation of teaching experience provided by the applicant’s school system on appropriate letterhead. If applicant does not have teaching experience, Teacher Education [Counseling] 712 is required during the first semester of coursework. Applicants without teaching experience must submit a signed acknowledgment of this requirement. The “No Teaching Experience” form can be obtained at http://www.utm.edu/departments/edgrad/forms.php.

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<td>When this requirement was processed effective Fall 2010, this part of the admissions requirements was missed. Since this is the counseling program, they should take Counseling 712.</td>
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<td><strong>TCED 791 - Master Research Project, K-12</strong> [Master's Culminating Experience] (4) The culminating professional research project for the Master of Science in Education with a major in Teaching Programs. Seminar topics to include but not limited to educational reform, curriculum design, student achievement, parent involvement, cultural diversity, educational technology assessments and educators as collaborative leaders and mentors (in a K-12 setting). Topics selected in ED/P 710 reflect student interest in the area of education. That topic is expanded in TCED 791 as students explore and assess the information previously examined to develop a research proposal appropriate for an instructional setting. Approval of the Education Graduate Office is required before registering for this course. Course is repeatable but only for those seeking a subsequent degree. TCED 791 from a prior degree cannot be used to satisfy requirement in subsequent degree and therefore must be taken an additional time. <em>Prereq: EDEV 710 and ED/PN 710. Must be taken in final semester.</em> (F, S, P)</td>
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<tr>
<td><strong>JUSTIFICATION:</strong></td>
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<td>Revisions to TCED 791 will allow students to better focus, synthesize, and apply information acquired during their coursework.</td>
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<td>No budgetary or staffing impact on this or other units.</td>
</tr>
<tr>
<td><strong>ADDITIONAL EXPECTATIONS</strong> (for Graduate Students in 500-600 level courses if not specified above):</td>
</tr>
</tbody>
</table>

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**Attachment 3**

TO: Mark Kelley, Dean

FROM: Betty Cox, Interim Department Chair
RE: Faculty Annual Performance Evaluation

DATE: 09.01.14

Summary: Faculty Member Name

Performance level

Exceeds Expectations (5)

Exceeds Expectations (4)

Meets Expectations (3)

Needs Improvement (2)

Needs Improvement (1)

Teaching

Research

Service

______________________________

Department Chair’s Comments

Teaching

Research
Faculty acknowledgment: This performance evaluation is one of the factors considered in the determination of reappointment, tenure, promotion, merit pay, and other support. I have had the opportunity to discuss this evaluation with the department chair. I understand that I have the privilege of responding to this evaluation in writing and that such response will be attached to this evaluation summary.

Signature _____________________________________________________ Date
_____________________________________

Department Chair

Signature _____________________________________________________ Date
_____________________________________

Faculty
UNIVERSITY OF TENNESSEE AT MARTIN
COLLEGE OF EDUCATION, HEALTH, AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL STUDIES
FACULTY EVALUATION TOOL

The annual performance review sets minimum expectations in Teaching/Service/Scholarly activities that must be fulfilled for a faculty member to be deemed as meeting expectations. If the faculty member participates in additional activities that result in an Exceeds Expectations rating, the faculty member is eligible for merit pay when available. A wide range of activities is suggested to allow flexibility. Points will be assigned as indicated in each category. The same item may not be used more than once in the review process.

Submit supporting documentation with the planning and assessment form located below. Documentation must be in electronic form. This includes updated vita and additional documentation such as committee appointment letters, program from presentations, acceptance letter for accepted publications or manuscripts, letters for submitted publications, copy of student evaluations with comments, documentation of service activities, grant award letters, and/or other documentation for other efforts.

The following information is due to the department chair one week prior to the scheduled planning and assessment interview:

1. university vita (with annual additions highlighted).
2. completed Planning and Assessment Tool.
3. all supporting documentation in electronic format for annual accomplishments.
4. assessment of last year’s goals, indicating if each were met or unmet with comments as appropriate.
5. list of the coming year’s goals.

Guidelines for Faculty Performance for Full-Time, Tenure-Track Faculty, and Multiple-Year Lecturers/Instructors

Criteria – Meets Expectations is defined as successfully meeting all of the expectations in this section (pages 3 and 4).

• Faculty fulfilling all the following guidelines will receive a Meets Expectations rating for the performance assessment and are eligible to be considered for merit pay.
• Those that meet expectations will receive a 3 on the annual performance review for each category in which expectations are met.

• Faculty not fulfilling each of these activities will receive a Needs Improvement rating (1 or 2) for the performance assessment and will not eligible for merit pay consideration.

• A maximum score of 2 will be awarded in each category for faculty who fail to meet expectations.

• Additionally, for Teaching, a 1 will be awarded for faculty who fulfill 5 or less of the required categories.

• For Scholarly Activity and Service, a 1 will be awarded for faculty who fulfill 1 or fewer of the required categories.

Met/
Unmet

TEACHING — The faculty member

fulfilled teaching load as assigned or its equivalent.

completed all reporting requirements (no show, mid-term, final grades, etc.) by designated deadlines.

submitted all course syllabi, that meet department standards, at the beginning of each semester.

attended all class sessions, or if absent, made arrangements for class meetings.

was accessible to students.

evaluated students appropriately.

responded to students within a reasonable time.

had teaching observed by a peer or the chair once during the academic year (observation of tenured faculty is voluntary).

Met/
Unmet

was evaluated by students and earned an average of at least 3.0 on a 5 point scale (evaluation of tenured faculty will be conducted according to university policies described in the faculty handbook).
advised assigned students.

SCHOLARLY ACTIVITIES — The faculty member submitted 1 presentation for review. submitted 1 article for review.

SERVICE — The faculty member served on at least one department or college committee and/or one administrative committee as needed.

participated in one university sponsored activity per year (e.g., SOAR, Honors Day, commencement, homecoming activities).

______ Met

______ Unmet

Criteria – Exceeds Expectations is defined as successfully completing any of the following activities.

• Faculty who receive a rating of Exceeds Expectation are eligible to receive a 4 or a 5 on the annual performance review for each section (teaching, scholarly activity, and service) based on total points for that section as indicated below.

• Faculty who receive a rating of Exceeds Expectation are eligible for merit pay consideration based on total points accrued for teaching, scholarly activity, and service.

Points Per Activity Number of Activities Total Points

I. TEACHING
A. Classroom/Clinical Placements/Online Teaching

1. Creates collaborative and independent learning environments (+20 points)

2. Provides experiences for students to achieve career relevant, authentic learning (provides assignment from syllabus with outcomes; can include service learning or community involvement component)

   (+ 20 points maximum)

3. Models excellence in combining scholarship and learning (+ 20 points maximum)

4. Offers challenging and current material that affords students an opportunity to learn the information using a variety of teaching methodologies (+ 20 points maximum)

5. Evaluates students appropriately and meets professional standards (+ 10 points maximum)

6. Periodically reviews and revises program material including textbooks, syllabi, and evaluation instruments (+ 20 points maximum)

7. Provides current and approved syllabi following approved unit format (+20 points maximum)

8. Contributes to new program development and review process (+10 points maximum)

9. Public award/honor for teaching (+20 points)

10. Other: ___________________________________________ (as appropriate)

    160 points

B. Curriculum Development

1. Member of a committee to develop a new program (Chair +30 points; Co-chair +20 points; member +10 points)

2. Receipt of instructional improvement grant (+30 points)

3. Development and approval of a new course (+30 points)
C. Professional Development

1. Participates in faculty development opportunities designed to enhance teaching (+20 points maximum)

D. Advising

1. Active participation in undergraduate/graduate advising activities. Maintains up-to-date records on advisees. Communicates information to advisees in an organized and timely manner. (30 points)

2. Assists in the recruitment of students. (+30 points)

3. Formal recognition for excellence in advising. (+20 points)

4. Mentoring (formally appointed) a junior faculty member (+20 points)

5. Inclusion of students as co-authors of a published work (+15 points per item)

6. Other: ___________________________________________ (as appropriate)

205 points

In the Teaching category: 4 ≤ 60 points; a 5 > 60 points. 365 total points possible for Teaching

II. Scholarly Activity

NOTE: Points will be awarded for each separate publication/presentation/grant activity.

A. Books

1. Sole author of a book (first edition; +20 points)

2. First co-author of a book (first edition; +15 points)


5. First co-editor of an edited book (first edition: +10 points)
7. Author of a standardized test manual (+8 points)
12. Book reviewer for national/international book publisher in area of specialization (+5 points)
15. Sole author of a book chapter or monograph (+8 points)
16. First co-author of a book chapter or monograph (+6 points)
17. Second co-author of a book chapter or monograph (+4 points)
18. Book review in national journal (+3 points)
19. Other: ____________________________

159 points

B. JOURNALS
1. Sole author of a major national/international article (data-based or theoretical; refereed national journal (+20 points)
2. First co-author of a major national/international article (data-based or theoretical; refereed national journal (+10 points)
3. Co-author of a major article; sole author of an invited paper (+8 points)
4. Sole author of a book review or minor state/regional article (regional or state (+3) journal; position paper (+2 points)
5. Co-author of a state/regional article or book review (+2 points)

6. Author or co-author of non-refereed technical report; article in state/regional journal or newsletter (+2 points)

7. Member of editorial board for national/international journal (may be used here or as service +1 point for each documented review completed)

8. Editorship of publication for state/regional professional organization (+3 points)

9. Other: ________________________________ (as appropriate)

48 points

C. PROFESSIONAL PRESENTATIONS

1. National/international conference paper presentation at the top conference(s) of the discipline (faculty documents why conference qualifies (+6 points)

2. Poster presentation (international/national +4; regional+3; state +2 points)

3. Regional conference presentation (refereed +3 points)

4. State conference presentation (refereed +2 points)

5. Local conference presentation (refereed +1 point)

6. Presentation to local organization concerning area of specialization (+1 point)

7. Formal scholarly in-service presentation in area of specialization to local professionals (+1 point)

8. Recognition by national professional organizations; recognition and/or honors by local/state for scholarly work (+2 points)

9. Invited or keynote address (+5 points)

10. Other professional recognition (e.g., best research article / + 3 points)
11. Presentation that is published national conference proceedings (paper is not published elsewhere / +2 points)

12. Editorship of newsletter for national/international professional organization with a minimum of two issues annually (+3 points)

13. Other: ________________________________

31 points

D. GRANTS (PI/Co PI roles are formal and are reflected in the contract/grant. Grant activity should be aligned with the College and/or Departmental goals.)

1. Major research grant funded as PI/Co PI (< $50,000) (+15)

2. Moderate research grant funded as PI/Co PI (> $25,000) (+12)

3. Minor research grant funded as PI/Co PI (> $25,000) (+10)

4. Written contribution on a funded research contract/grant proposal (+8)

5. Written contribution on an unfunded research contract/grant proposal (+5)

6. Other: ________________________________ (as appropriate)

41 points

In the Scholarly Activity category: 4 ≤ 40 points; a 5 > 40 points. 279 total points for Scholarly Activity

III. SERVICE

A. University

1. Conducts/organizes approved activities within the university (+2 points; maximum of +4 points per year)

2. Work with SOAR, Senior Day, etc. (+1 point per activity; maximum +4 points per year)
3. Chair, major University committee, including search committee (+4 points)

4. Member of one or more University committees (+2 points per committee; maximum of +4 points per year)

5. Faculty Senate Representative (+5 points); Senate Subcommittee (+2 points)

6. Other: ____________________________________________ (as appropriate)

   9 points

B. College

1. Conducts/organizes approved activities within the College (+2 points per activity; maximum of +4 points per year)

2. Chair, major College committee, including search committee (+3 points; maximum of +3 points per year)

3. Member of one or more College committees (+2 points; maximum of +4 points per year)

4. Other: ____________________________________________ (as appropriate)

   7 points

C. Department

1. Conducts/organizes approved activities within the Department (+2 points; maximum of +4 points per year)

2. Chair, major Departmental committee, including search committee (+3 points; maximum of +3 points per year)

3. Member of one or more Departmental committees (+1 point; maximum of +3 points per year)

4. Tenure/promotion review or other equivalent service for departments at other universities (+2 points; maximum of +4 points per year)

5. Other: ____________________________________________ (as appropriate)
D. Professional Service

1. Editor-in-chief of a journal - national or international (+5 points); state or regional (+4)

2. President of national or international professional organization (+10 points)

3. Officer or board member—national or international organization; president—regional organization (+5 points); officer or board member—state organization (+3 points)

4. Committee chair of international, national, or regional organization (+5 points)

5. Associate editor of national journal; newsletter editor (+4 points)

6. Member of editorial board for a journal (+3 points; maximum of +9 points per year)

7. Book manuscript review for national/international publisher (+5 points)

8. Workshop organizer or presenter; consultant activity (+2 points per activity; maximum of +4 points each year)

9. Organized state/regional or national/international professional conference (+5 points); Program Chair (+5 points)

10. Assumes leadership role as officer in a professional organization, local (+2); state (+3); regional (+4); national (+5); international (+6 points)

11. Conducts/organizes activities in a professional organization, local (+2); state (+3); regional (+4); national (+5); international (+6 points)

12. Other: _________________________________________ (as appropriate)

48 points

E. Community (1-5 dependent upon level of participation)
1. Consultant to public schools and colleges (+5; +10 points maximum)

2. Consultant to state or federal government (+5 points)

3. Consultant to nonprofit organization (+3 points)

4. Consultant to for-profit organization (+3 points)

5. Other: ___________________________________________ (as appropriate)

6. 16 points

F. Other Indicators

1. Public honors (e.g., endowed chair or other achievement award)
   (Points awarded only in year of award; (+5 points)

2. Appointments to policy-making commissions, committees, boards, etc.
   (+2; maximum of +4 points each year)

3. Other: ___________________________________________ (as appropriate)

7 points

In the Service category: 4 ≤ 25 points; a 5 > 25 points.

95 total possible points for Service

SUMMARY

Total Points 4 or 5

TOTAL FOR TEACHING

TOTAL FOR SCHOLARLY ACTIVITY

TOTAL FOR SERVICE
Initial Licensure (MSIL) Portfolio Documentation

All students need a total of 12-15 documents in the portfolio at the completion of the educational experience. You will complete specific assignments to be included in the portfolio during your coursework. The following classes have specific assignments to be included. You will add additional documents based upon your interests and experiences. Start the notebook during the beginning class and maintain it throughout. Portfolio will be checked during your program, when your advisor signs your student teaching application and near the end of student teaching.

General Components

| Table of Contents | Professional Philosophy | Professional Goals | Resume |

Requirements for K-6

Knowledge, Skills, and Application
- Diversity - SPED 640 – Differentiated Lesson Plan
- Technology - EDST 750 – NTeQ Lesson Plan
- Assessment - EDEV 661 – Test Construction Exercise
- Other - TCED 780 – Lesson Plans

Reflective Practice
- Diversity - ELED 731 – Field Experience Critiques; TCED 780 – Field Experience
  *(Diversity Observation – Section II)*
- Technology - ELED 730 – Flashback Unit Assignment
- Assessment - TCED 705 – Management Packet

Professional & Ethical Behavior
- Diversity –
- Technology –
- Assessment - READ 638 – Reading Case Study

Minimum of 4 items from Student Teaching

Requirements for Secondary

Knowledge, Skills, and Application
- Diversity - SPED 640 – Differentiated Lesson Plan
- Technology - EDST 750 – NTeQ Lesson Plan
- Assessment - EDEV 661 – Test Construction Exercise
- Other - TCED 780 – Lesson Plans

Reflective Practice
- Diversity – TCED 780 – Field Experience *(Diversity Observation – Section II)*
- Technology - ELED 730 – Flashback Unit Assignment
- Assessment - TCED 705 – Management Packet

Professional & Ethical Behavior
- Diversity –
- Technology –
- Assessment - READ 633 – Reading in the Content Area Strategies

Select from methods (2 items from the following. Consult with faculty concerning appropriate placement in the portfolio for these two pieces of documentation.)

<table>
<thead>
<tr>
<th>SEDU 611 Science</th>
<th>SEDU 614 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEDU 612 Math</td>
<td>SEDU 615 Social Studies</td>
</tr>
<tr>
<td>SEDU 613 Modern Foreign Language</td>
<td>BUED 630 Business</td>
</tr>
</tbody>
</table>

AND choose (1 item)

| ELED 730 OR ELED 731 |

Minimum of 4 items from Student Teaching