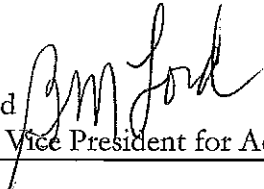


EASTERN ILLINOIS UNIVERSITY

Office of the Provost and Vice President for Academic Affairs

MEMORANDUM

Blair M. Lord
Provost and Vice President for Academic Affairs



217-581-2121
blord@eiu.edu

To: Diane Jackman, Dean, College of Education and Professional Studies

Date: December 9, 2008

Subject: DAC Revision Approval; Department of Student Teaching

Thank you for taking another look at the subject department's statement of Departmental Application of Criteria (DAC) in light of my review comments and suggestions. The further revised DAC sent via e-mail attachment on December 9, 2008, is approved consistent with Article 8.7.c. of the *2006-2010 EIU-UPI Unit A Agreement* (Agreement). As always, any reading of the DAC will be consistent with the Agreement or its successor agreement(s).

The contributions of the Department of Student Teaching are appreciated, and I continue to encourage consideration of the University's articulated academic goals in the department's deliberations.

attachments: Further Revised DAC; Department of Student Teaching

cc: Patricia Poulter, Chair, Department of Student Teaching

Approved by Department Faculty, Sept. 28, 2000
Resubmitted 12/15/00
Resubmitted 1/12/01
Draft 11/03
Submitted 12/03
Revised 4/21/2004
Approved w/Revision by VPAA 08/19/04
Revision Approved by Department Faculty January 30, 2008
Submitted
02/08
Revised 10/08

STUDENT TEACHING DEPARTMENT APPLICATION OF CRITERIA

The majority of the members of the Department of Student Teaching (Clinical Experiences) are in geographic locations other than Charleston, Illinois. Their responsibilities as a faculty member (student teaching coordinator) involve working in the public schools in assigned locations supervising student teachers. Coordinators live and supervise students in the same geographic locations where placements are located in order to provide direct supervision on a regular basis.

Primary duties are completed almost exclusively off-campus in schools as close as Charleston and Mattoon to as far north as the northern suburbs of Chicago and to as far south as Centralia, Illinois.

Due to these unique job responsibilities and the location of completion of duties the Department of Student Teaching's interpretation of the Departmental Application of Criteria must differ from the other departments at EIU.

I. Categories of Materials and Activities Considered Appropriate by Performance Area and Relative Importance of Materials/Activities

A. Teaching/Performance of Primary Duties

1. Categories of Materials and Activities

- a. Student Teaching Chair's evaluation of performance of teaching/primary duties.
- b. Materials/activities related to supervision duties (NOTE: names and other means of identifying student teachers may be blacked out on the following documentation to protect the privacy of the individual student teachers and teachers involved.).
 1. Documentation of supervision responsibilities
 2. Instrumentation used in supervision
 3. Communication tools
 4. Seminar materials
- c. Student teacher evaluations
- d. Cooperating teacher evaluations

- e. Letters of recognition/support from school district personnel in which the primary duties are performed
- f. Documentation of developed and used materials/activities if distance education was part of performance of teaching/primary duties in the evaluation year

For both student (c.) and (d.) cooperating teacher, approved Department forms will be used and Department procedures will be followed.

Relative Importance

The items in (1.) are listed in order of relative importance.

B. Service

Items listed below shall be considered illustrative and not exhaustive.

1. Categories of Materials and Activities

Group A

- Departmental service
- Partnerships with school district personnel
- Collaboration with elementary/secondary schoolteachers or University colleagues
- Professional organization office/committee position
- Public school committee membership and participation
- Department, College, University Committee participation and leadership

Group B

- Presentations to teachers, faculty or community groups
- Repeated presentations
- Workshops/in-service presentations

Group C

- Membership and/or participation in professional organizations
- Professional meetings attended
- Community service
- National, State and Local recognition

Relative Importance

The groups of items in (1.) above are not listed in order of importance. The order of items within groups does not indicate level of importance. Evaluators may determine that superior achievement in one component, or a subset of components, compensate for apparent shortcomings in other components, even if the component (Group) is greater in importance.

C. Research/Creative Activity

Items listed below shall be considered illustrative and not exhaustive.

1. Categories of Materials and Activities

Group A

- Presentations at conferences with refereed programs (national, regional, state, local)
- Collaborative inquiry projects with public schools
- Workshops/in-service presentations
- Publications (Journal articles, book chapters, newsletters, handbooks)
- Development of a school-based partnership program
- Research completed and presented in written or presentation form on a refereed program
- Grant proposals
- Reviewing proposals for a refereed program
- Reviewing articles for a journal
- Editing a newsletter, book, or journal
- Contributions to field or discipline
- National, state, or local recognition of research and/or creative activities
- Participation in professional organizations--activities that represent creative activities/research

Group B

- Research in progress exhibited
- Designing creative professional development activities for teachers and student teachers
- Courses/training sessions attended
- Workshop attendance that results in a product
- Innovative methods of supervision applied and assessed through appropriate action research

Relative Importance

Group A is of first importance versus Group B. The order of items within groups does not indicate level of importance. Evaluators may determine that superior achievement in Group B and its components compensates for apparent shortcomings in Group A or Group B.

II. Methods of Evaluation to Be Used, by Performance Area

A. Performance of Teaching/Primary Duties

1. Evaluation of Primary Duties

Evaluation of this primary area which is first in importance includes: consideration of execution of assigned

responsibilities; oral English proficiency; ability to organize; analyze and present knowledge or material; ability to encourage and interest students in the teaching/learning process; counseling and direction of individual student activities specific to pre-placement, placement, and the student teaching experience; and ability to provide an appropriate assessment of dispositions and professional responsibility to each student.

a. Chair's evaluation of Performance of Teaching/Primary Duties:

The Department Chair will consider in addition to the submitted portfolio materials: student teacher, cooperating teacher and/or school personnel input; nature and quality of all submitted and required paperwork; professionalism as displayed in professional interactions with fellow coordinators, office, staff, and others; and quality and quantity of formal observations made and feedback provided to students.

In addition, the department chair shall, for each individual in a tenured track position who is in the process of earning retention, tenure, and/or promotion, provide a written narrative based upon at least one observation of the faculty member supervising student teachers and interviews of school personnel and student teachers or written evaluations solicited from school personnel and student teachers. It is the faculty member's responsibility to ensure that at least one observation is completed.

- b. Materials/activities related to supervision duties: This area may include, but is not limited to, the following examples in each area:
- 1.) Documentation of supervision responsibilities
 - a.) Assignment of duties form
 - b.) Log/record of supervisory visits and contacts with public school personnel related to assigned duties
 - 2.) Representative samples of the following may be submitted:
 - a.) Observation log
 - b.) Feedback instruments
 - c.) Materials produced and provided to cooperating teachers to assist in their supervision
 - 3.) Communication tools
 - a.) Letters and memos to student teachers
 - b.) Letters and memos to cooperating teachers
 - c.) Letters and memos to school administrators

d.) Letters and memos to university personnel associated with the student teaching experience

4.) Seminar materials

a.) Schedules of seminars

b.) Materials produced and provided to students to further their knowledge of some aspect of teaching

5.) Student evaluations:

Faculty members shall provide the chair with student teacher evaluation summaries for both semesters of the evaluation year. These summaries must represent student teacher evaluations based on the approved departmental evaluation form. Faculty members are to ensure that each student teacher had equal opportunity to complete this evaluation and assure each student confidentiality. Information on how to complete the on-line evaluation forms is to be provided to student teachers at group meetings near the conclusion of their student teaching semester. All student comments on the evaluations must be included in the evaluation portfolio.

Upon completion of the tabulation and statistical summary, the evaluation summary will be returned to the faculty member for inclusion in the portfolio.

6.) Cooperating teacher evaluations:

Cooperating teacher evaluations must be completed using the approved departmental form and following departmental procedures. Procedures include providing form and self-addressed stamp envelope to each cooperating teacher. The envelope shall be addressed to the Department of Student Teaching. All cooperating teacher comments on the evaluations must be included in the evaluation portfolio.

7.) Letters, recognition/support from school district personnel.

Faculty members may obtain a variety of forms of feedback from cooperating teachers and public school administrators relating to their work in the public schools.

2. Categories of materials and activities for evaluation of performance of teaching/primary duties

Using the information described above for Unit A faculty applying for retention, tenure or promotion, the Department Personnel Committee (DPC) and the Department Chair independently will rank the degree of effectiveness as superior, highly effective, satisfactory, or unsatisfactory.

The DPC will consist of Unit A faculty, as required by the University. When circumstances warrant, a Unit A person from another department within the college can be selected to serve with approval from the student

teaching department and Department Chair. Unit A and Unit B faculty are evaluated with the following criteria:

- a. Level I: **Satisfactory** performance in the area of Teaching/Primary Duties will be evidenced by, but is not limited to, the following:
 - 1.) Department Chair evaluation (II.A.1.a.)
 - 2.) Other materials related to supervision that are submitted will be second in importance (II.A.1.b.)
 - 3.) Student evaluations, cooperating teacher evaluations, and letters of support/recognition are considered third in importance with Chair evaluation having higher priority. (II.A.1.c.d. and e.)
 - 4.) Evaluation of other assigned primary duties, which are diverse in nature from supervision, will be based on materials and activities appropriate to methods as delineated in I.A.1.f.

- b. Level II: **Highly effective** performance in the area of Teaching/Primary Duties will be evidenced by, but is not limited to, the following:
 - 1.) Chair evaluation (II.A.1.b.)
 - 2.) Other materials related to supervision (see 1.b, Level 1) that are submitted will be second in importance.
 - 3.) Student evaluations, cooperating teacher evaluations and letters of support/recognition are considered third in importance (II.A.1.c.d. and e.)
 - 4.) Evaluation of other assigned primary duties, which are diverse in nature from teaching/advisement, will be based on materials and activities appropriate to methods as delineated in I.A.1.f.

- c. Level III: **Superior** performance in the area of Teaching/ Primary Duties will be evidenced by, but is not limited to, the following:
 - 1.) Chair evaluation (II.A.1.a.) is first in importance.
 - 2.) Other materials (II.A.1.b.) are second in importance.
 - 3.) Student evaluations, cooperating teacher evaluations and letters of support/recognition are considered third in importance (II.A.1.c.d. and e.)
 - 4.) Evaluation of other assigned primary duties which are diverse in nature from teaching/advisement will be based on materials and activities appropriate to methods as delineated in I.A.1.f. .

Using the above information, for retention, promotion and tenure, the DPC and the Department Chair will rate the degree of effectiveness as superior, significant, satisfactory, appropriate (or unsatisfactory, for first year faculty).

Annually contracted faculty with 50% or more supervisory roles, who meet the Eastern Illinois University criteria to be evaluated, will be evaluated by the Department Chair. All student evaluations and cooperating teacher evaluations, including comments, must be submitted. Evaluations by the Department Chair, student evaluations, cooperating teacher evaluations, and other supporting materials will be used by the Chair of the Department and Dean of the College to determine effectiveness of performance of Teaching/Primary Duties.

B. Service

This area of evaluation is second in importance as is consistent with the primary duties of student teaching coordinators. Evaluation of the effectiveness of service to the Unit, College, University, public schools in which assignments are made and supervised, community, and professional service will include consideration of: extent and nature of leadership; degree of participation; quality and length of service; extent and nature of national, state, or local recognition of service; and the relationship of the service to assigned duties.

The DPC and the Department Chair independently will use the information from the evaluation portfolio as the basis for their ratings. For evaluation periods extending beyond the preceding year, activity records for all relevant years will be used. A work-related activity not counted as primary duties/teaching or creative activity/research will be considered service, each activity will be considered in only one area. The DPC and Chairperson may request committee chairpersons to comment on the contribution of the members of their committees.

For faculty members who reside and work in geographic areas other than Charleston, service related to organizations and institutions other than Eastern Illinois University will be given equal consideration as membership on University and College of Education and Professional Studies committees.

1. Level I: **Appropriate** performance in the area of Service will be evidenced by, but is not limited to, the following: service to the Department as evidenced by participation in DCC, DPC, Coordinator meetings, department activities, and participation (or plans to be involved) in the schools in which one supervises.
2. Level II: **Satisfactory** performance in the area of Service will be evidenced by, but is not limited to, the following:
 - a. Departmental Committee membership
 - b. Membership on a professional organization committee
 - c. The DPC's written evaluation which indicates satisfactory performance at the Department level and satisfactory performance in one other area of service.

3. Level III: **Significant** performance in the area of Service will be evidenced by, but is not limited to, the following:

- a. Committee chair
- b. Collaborative efforts with partnership schools
- c. The DPC's written evaluation which indicates significant performance at the Department level; and
- d. Documentation of satisfactory service in one of the other areas.

OR

- e. The DPC's written evaluation which indicates satisfactory performance at the Department level; and
- f. Documentation of significant service in one of the other areas.

4. Level IV: **Superior** performance in the area of Service will be evidenced by, but is not limited to, the following:

- a. Consultant to schools/communities other than those listed in other categories
- b. Officer in a state or national organization
- c. Staff development in partnership schools
- d. The DPC's written evaluation which indicates superior performance at the Department level; and
- e. Documentation of superior non-Departmental service which may be evidenced by

- 1.) Significant service in one of the areas OR
- 2.) Satisfactory service in two of the areas.

OR

- 3.) The DPC's written evaluation which indicates significant performance at the Department level; and
- 4.) Documentation of superior non-Departmental service in at least one area.

C. Research/Creative Activity

Evaluation of the effectiveness of this area of evaluation which is third in importance includes consideration of: quality and quantity of research/creative activities; contributions to the employee's discipline or field; and extent and nature of national, state, or local recognition of research/creative activity-

Each faculty member will submit documentation, which will be used independently by the DPC and the Department Chair as a basis for rating the performance of the faculty member. The documentation will include activity records for all years relevant to the particular evaluation period. Work in progress should be documented in detail and included in the activity records. Representative samples should be included rather than the complete works when works are more than two pages in length. The

faculty member shall have complete works available upon request of the DPC or the Department Chair.

The DPC and the Department Chair, independently, will rate the degree of effectiveness as superior, significant, satisfactory, appropriate (or unsatisfactory, for first year faculty).

1. Level I: **Appropriate** performance in the area of Research/Creative Activity will be evidenced by appropriate preparation of seminar and supervisory materials as documented in the peer/chair evaluation process.

2. Level II: **Satisfactory** performance in the area of Research/Creative Activity will be evidenced by, but is not limited to, the following:

a. The extent and nature of evidence submitted indicate that the faculty member's activity in research/creative activity is satisfactory. Evidence must include at least one activity in this area.

Examples include, but are not limited to:

- 1.) Staff development for faculty/local public schools
- 2.) Workshops and special programs

b. The quality of research/creative activity is determined to be satisfactory upon consideration of, but is not limited to, the activity, its type and intensity, and examination of the materials submitted.

3. Level III: **Significant** performance in the area of Research/Creative Activity will be evidenced by, but is not limited to, the following:

a. The extent and nature of evidence submitted indicate that the faculty member's activity in research/creative activity is significant. Evidence should include two activities or a single activity evaluated as significant.

Examples include, but are not limited to:

- 1.) Conference presentations, regional or local
- 2.) Participation on professional panels
- 3.) Grant proposals submitted

b. The quality of research/creative activity is determined to be significant upon consideration of, but is not limited to, the activity, its type and intensity, and examination of the materials submitted.

4. Level IV: **Superior** performance in the area of Research/Creative Activity will be evidenced by, but is not limited to, the following:

a. The extent and nature of evidence submitted indicate that the faculty member's activity in research/creative activity is

superior. Evidence should include three activities or an activity evaluated by procedures as superior.

Examples include, but are not limited to:

- 1.) Conference presentations, state, national or international
- 2.) Directing undergraduate research project
- 3.) Article/chapter(s) in refereed journals, professional books, non-refereed journals, magazines, etc.
- 4.) Editorship (books, journals, magazines, other media)
- 5.) Participation in writing Department/University Self-study
- 6.) Principal investigator/author of a funded grant

b. The quality of research/creative activity is determined to be superior upon consideration of, but is not limited to, the activity, its type and intensity, and examination of the materials submitted.

Relative Importance of Service and Research/Creative Activity

Service will be of second importance to teaching/primary duties and considered of greater importance than research/creative activity in the evaluation of faculty. For tenure track faculty in the process of earning retention, tenure or promotion, both quantity and quality will be judged independently by the DPC and the Department Chair.