

School of Education Unit Plan

**Approved by School of Education Meeting (November 17, 2015)
Approved at College of Professional Studies Meeting (November 18, 2015)**

The purpose of this Unit Plan is to guide faculty within the School of Education Division within the College of Professional Studies. The Unit Plan serves as a guide for faculty in developing their growth plans in relation to their teaching, advising, scholarship, and service. The growth plan is the individual guide for faculty success in moving toward and through promotion and tenure with annual self, peer, and Chair evaluations.

Educator preparation at Millikin reflects James Millikin’s vision of the University as “an institution where the scientific, the practical, and the industrial shall have a place of equal importance, side by side, with the literary and the classical”. As a profession, Education connects scientific theory to practice in clinical settings and requires educators to demonstrate proficiency in the art of teaching. Through performance learning, teacher candidates are challenged to facilitate learning, collaborate with other professionals, and create learning environments in which all students are actively engaged in learning. Candidates learn from the scaffolding (Vygotsky, 1978) built in to our educator preparation programs and continually reflect on the process of building the knowledge, skills, and dispositions needed to be highly effective educators.

Educators speak repeatedly of development on their way to making excellent professional contributions. Four distinct descriptors emerged directly from the program’s vision and serve as organizing themes for teacher education at Millikin. They are central to all of the professional and pedagogical courses that comprise our programs and exemplify evidence of a lifetime commitment to excellence in teaching and learning. While these themes are integrated into our programs for our candidates, the themes are just as integral to faculty within the School of Education who are charged with facilitating candidates’ growth. Therefore, faculty in the School of Education are expected to:

1. engage in active learning;
2. create communities of learning;
3. facilitate learning for others; and
4. collaborate with other professionals.

In addition, participation, contribution, and leadership in teaching, scholarship, university service, service to the profession, and service to the community are expected of the School of Education faculty. These areas support the values of the profession and the shared values of the University, College, and Division.

This document is written in accordance with national professional standards and state professional teaching standards.

Teaching and Advising: *“It is the responsibility of the faculty member to provide an arena in which students can develop competency in skills, knowledge and values. The faculty member should also aspire to instill in students a passion for learning, challenging each student at his/her own level, as relevant problems and issues are addressed.” (Policies and Procedures, section 1.2.3.1)*

<p>Extraordinary <i>“A person assigned this ranking is outstanding among Millikin faculty.” (P&P 4.10.2)</i></p>	<p>Excellent <i>“Teaching at this level is consistent with expectations at institutions with a national reputation for excellence in teaching.” (P&P 4.10.2)</i></p>	<p>Competent <i>“A person assigned this rank is recognized as a clearly competent teacher.” (P&P 4.10.2)</i></p>	<p>Marginal <i>“A person assigned this ranking is recognized as, at best, marginally competent.” (P&P 4.10.2)</i></p>	<p>Unsatisfactory <i>The Dean will “remove the faculty member from classroom teaching.” (P&P 4.10.2)</i></p>	<p>Examples of Evidence (not intended to be hierarchically listed nor exhaustive)</p>
<ul style="list-style-type: none"> • Sustained teaching evaluation numbers averaging higher than university, college, and department evaluation means • Peer and administrative reviews of teaching are distinctly approving and notes the teaching model should be emulated • Implements innovative strategies for the development of advisees’ plan of study • Advises Honor students with James Millikin Scholars projects • New program development • Fosters student growth through innovative teaching strategies that can be measured and replicated • Displays knowledge and skill in both PACE and traditional program advising • Utilizes resourceful advising strategies to guide assigned advisees in annual reassessment of progress and certification • Acts as lead mentor to other full-time and adjunct faculty for the use of innovative technologies, Moodle, LiveText, Co-Teaching, Block, etc. • Effective implementation of innovative technology • Engages students in professional inquiry that extends beyond traditional classroom experiences and expectations, such as an immersion or study abroad field experience • Receives regional, state or national recognition for expertise in clinical or teaching practice • Creates Performance Learning opportunities for students to engage with third-party stakeholders in a purposeful and professional manner. • Creates Performance Learning opportunities for students to participate in reflective processes which advance professional growth by critically examining the continuous cycle of doing/learning/becoming. 	<ul style="list-style-type: none"> • Teaching evaluation averages at the college or university means in communication and course organization • Peer and administrative review of teaching are distinctly positive • Builds relationships with advisees through ongoing discussions during each semester to individualize the advising process • Cross-departmental advising • Coordinates clinical internships, field experiences, or independent studies for students in education that advance disciplinary growth and/or engages students in systematic inquiry • Curricular or new course development • Mentors for adjunct and new faculty • Skillfully assists assigned advisees in attaining graduation requirements and annual reassessment of student progress. • Plans a variety of teaching/learning strategies that build on previous student evaluations, peer feedback, and/or educational research findings. • Coordinates the student learning environment in a way that enhances student learning according to the appraisal of individual learning needs. • Consistently integrates technology into instruction • Maintains current knowledge of standards and certification requirements and incorporates these into student preparation for clinical experiences. • Creates Performance Learning opportunities for students to partner with faculty, staff, and fellow students to create student-driven experiences which exist within and beyond the academic discipline. 	<ul style="list-style-type: none"> • Teaching evaluation averages occasionally below the division or university means, but within the confidence intervals on communication and course organization • Skillfully assists assigned advisees in attaining graduation requirements and annual reassessment of student progress • Shares course objectives and plans learning strategies that ensure that students meet course objectives • Timely and accurate use of LiveText for student assessment purposes • Consistently uses Moodle for course effectiveness • Carefully articulates methods of student assessment within the syllabus, classroom and clinical experiences • Ensures consistent out-of-class availability for students requiring assistance • Attends group and individual advising meetings as well as campus advising meetings to enhance advising knowledge • Plans professional development designed to enhance own effectiveness and expertise in teaching • LiveText user • Moodle user 	<ul style="list-style-type: none"> • Consistently receives low scores on student evaluations • Fails to integrate current professional teaching standards or successful teaching strategies into course instruction • Engenders serious complaints from students, cooperating teachers, administrators • Resists self-reflection and planning for growth and improvement • Inconsistent in maintaining student records or helping ensure successful progression for advisees 	<ul style="list-style-type: none"> • Endangers the student learning environment by personal or professional misconduct. • Shows no corrective action when marginal performance indicators are demonstrated. • Cannot demonstrate positive student outcomes, clear links of pedagogical methods to student learning, or evidence of corrective actions to prior teaching critiques. • Engages in teaching behaviors that threaten professional ethical standards • Does not maintain advising records 	<ul style="list-style-type: none"> ❖ Online teaching evaluation scores ❖ Syllabi, handouts, assessments ❖ Anecdotal evaluations ❖ Awards ❖ Teaching reviews by peers and administrators ❖ Sample outcomes from students ❖ Advising numbers ❖ LiveText use ❖ Group advising meetings ❖ Individual advising meetings ❖ PACE Open Houses ❖ Program Development ❖ Curricular Development ❖ Leader or participant in Millikin’s professional development opportunities: brown bags, faculty development days, or campus meetings for immersions, advising, Moodle, library resources, technology resources

Scholarship: “Members of the Millikin academic community, both students and faculty, should contribute to the University's intellectual life by producing scholarship appropriate to their stages of development. Faculty should pursue projects which draw upon their established expertise and call upon their skills as experienced scholars. (P&P 1.2.3.2)

<p>Extraordinary “A person assigned this ranking is outstanding among both Millikin faculty and faculty at nationally recognized undergraduate institutions in the amount and quality of Scholarship Achievement” (P&P4.11.1)</p>	<p>Excellent “A person assigned this ranking is perceived as having made strong contributions to Scholarship/Artistic Achievement in his or her field.” (P&P4.11.1)</p>	<p>Competent “A person assigned this ranking is recognized as having made a smaller, but meaningful contribution to Scholarship/Artistic Achievement in his or her field.” (P&P4.11.1)</p>	<p>Marginal “This ranking is assigned to a person who has made only minor contributions to Scholarship Achievement.” (P&P4.11.1)</p>	<p>Unsatisfactory</p>	<p>Examples of Evidence (not intended to be hierarchically listed nor exhaustive)</p>
<ul style="list-style-type: none"> • Evidence that peers acknowledge a body of work to be outstanding and/or worthy of publications • Disseminates summaries or analyses of projects and makes recommendations that shape practice outside of the university • Takes a leadership role in the development of research of an educational innovation • Provides consultation for program enhancement among external audiences • Designs and conducts original research • Publishes peer-reviewed journal article • Author of accreditation report receiving national recognition • Authors a book or is a contributing author in a book 	<ul style="list-style-type: none"> • Evidence that peers have found a body of work to be a significant contribution to the field • Recognition of scholarly contribution within the field of study • Actively engages in the scholarship of pedagogy by design or development of an educational innovation • Participates in scholarly activities that further the goals of the unit • Submits a grant to an external funding agent or substantially contributes in grant writing opportunities locally or regionally that advance the profession or School of Education mission • Completes certification in a specialty area of education • Presents a paper or poster presentation at a peer-reviewed national or regional conference • Researches and/or develops substantive new approaches for clinical or educational practice that results in a product 	<ul style="list-style-type: none"> • Gathers ideas or data related to disciplinary development or program development, renewal, or outcomes. Disseminates summaries or analyses with colleagues • Participates in grant writing that further the goals of the unit • Serves as a mentor for students in exploring new knowledge or serves as a reviewer for research proposals or projects • Conducts preliminary research of pedagogy or an educational innovation • Attends regional or national professional conferences • Participation in data collection and analysis for accreditation reports • Maintains certification in a specialty area of education 	<ul style="list-style-type: none"> • Does not develop scholarship goals that advance the mission of the unit • Rarely engages in integrative reviews or scholarly activities identified in the “competent” category 	<ul style="list-style-type: none"> • Does not participate in scholarship with colleagues or students • Fails to remain current in specific discipline 	<ul style="list-style-type: none"> ❖ Paper presentations, workshops, poster sessions at professional meetings and conferences ❖ Attendance at professional regional and national conferences ❖ Articles published in professional journals ❖ Keynote address ❖ Documentation or letter from peers regarding scholarly contribution ❖ Editor of book ❖ Author of book chapter ❖ Author of book ❖ Published book review ❖ Documentary/Educational Videos ❖ Author of accreditation reports, including: <ul style="list-style-type: none"> ○ Institutional report ○ Specialized Program Assessments (SPA) ○ ISBE Annual Reports ○ ISBE Program Addenda

University Service: “Due to their central role in fulfilling the University's mission and goals, Millikin faculty have a responsibility for contributing to the overall operation of the institution and to the activities, formal and informal, through which the faculty as a whole participate in and shape the life of the academic community.” (P&P 1.2.3.3)

<p>Extraordinary <i>“Faculty receiving this ranking are recognized by their faculty peers and administrators as having made major contributions to university service.”</i> (P&P4.12.1)</p>	<p>Excellent <i>“Faculty receiving this ranking have gone beyond the level of contribution expected of all Millikin faculty. They have served with special distinction, or assumed a leadership role at the university, college, division, or departmental level.”</i> (P&P4.12.1)</p>	<p>Competent <i>“The person receiving this ranking has made the level of contribution expected of Millikin faculty. This represents the conscientious performance of one's fair share of university service.”</i> (P&P4.12.1)</p>	<p>Marginal <i>“Represents less than the expected long-term level of university service.”</i> (P&P4.12.1)</p>	<p>Unsatisfactory</p>	<p>Examples of Evidence (not intended to be hierarchically listed nor exhaustive)</p>
<ul style="list-style-type: none"> • Assumes a leadership position on university councils or committees • Contributions that significantly impact the university (ex: program revision, Nyberg, coordinator of course listing) • Actively leads/develops recruitment at national and international levels • Documented quality of work resulting from faculty member's leadership • Leader of department, college, or university committee work 	<ul style="list-style-type: none"> • Assumes a leadership position on School of Education committees • Participates as a member on university committees, councils, university task forces or search committees • Contribution to university, college, and/or department goals • Actively engages in recruitment at local, state, and regional levels • Significantly influences curriculum development through special project work or quality improvement analysis • Actively participates in the department's self-study and assessment activities • Active in unit and university recruitment and retention initiatives 	<ul style="list-style-type: none"> • Contribution expected of all faculty • Conscientious service to university, college, and/or department • Participates in School of Education standing or ad hoc committees • Participates in school recruitment activities • Attends university faculty meetings, convocations and forums 	<ul style="list-style-type: none"> • Is routinely unavailable or otherwise does not fulfill committee responsibilities • Resists leadership in service endeavors within and outside of the university 	<ul style="list-style-type: none"> • Does not fulfill university service obligations • Does not support the advancement of School of Education goals 	<ul style="list-style-type: none"> ❖ Advisor of department student organization ❖ Committee chair or member ❖ Assessment data analysis ❖ Block/Internship supervisor ❖ Member of preparation team for accreditation visit ❖ Department Chair ❖ Assessment Coordinator ❖ Block Coordinator ❖ Co-Teaching Coordinator ❖ Leader of university/department sub-committee ❖ Member of university/department sub-committee ❖ Program director ❖ Special assignment

Service to the Profession: “Service to the profession is defined as service that promotes the growth and development of the faculty member's particular disciplines, or, more broadly, higher education.” (P&P 1.2.3.4)

Extraordinary	Excellent	Competent	Marginal	Unsatisfactory	Examples of Evidence (not intended to be hierarchically listed nor exhaustive)
<ul style="list-style-type: none"> • Contributions that significantly impact the profession • Documented quality of work resulting from faculty member’s service to profession • Take a leadership role on professional organization • State and/or national recognition for service 	<ul style="list-style-type: none"> • Documented work resulting from faculty member’s service • Significantly influences curriculum development through special project work • Local recognition for service to profession • Assumes a position on professional organization 	<ul style="list-style-type: none"> • Membership and participation in professional association(s) 	<ul style="list-style-type: none"> • Resists leadership in service endeavors outside of the university • Rarely participates in professional organizations 	<ul style="list-style-type: none"> • Involvement in activities that are counter to professional and ethical teaching expectations 	<ul style="list-style-type: none"> ❖ Holds office in professional association ❖ Active member in professional association ❖ Work that contributes to the distinction of MU’s SOE and its programs at the state and national levels ❖ Solicited or unsolicited book/article review for publishers ❖ Author of editorial review ❖ Serve as chair or member of committee for state or national organization ❖ Professional conference or meeting session organizer, chair, or discussant ❖ Professional conference or meeting web team or staff evaluator ❖ Consultant to other institutions (ex: assessment, curriculum, instructional methods, ECE) ❖ Consultant to professional organization (ex: editorial board, evaluator) ❖ Program reviewer

Service to the Community: “Professional community service activities are the direct applications of the faculty member’s professional expertise which benefit a firm, agency, community organization, or the community at large.” (P&P 1.2.3.4)

Extraordinary	Excellent	Competent	Marginal	Unsatisfactory	Examples of Evidence (not intended to be hierarchically listed nor exhaustive)
<ul style="list-style-type: none"> • Takes a leadership role on community board • Documented quality of work resulting from faculty member’s service to community • Special recognition for position, donation, time, or effort from community organizers • Develops new programming for schools or the community 	<ul style="list-style-type: none"> • Assumes a position in community board • Provides service to the community by active participation on agency boards or committees • Documented work resulting from faculty member’s service • Local recognition for service to community • Presents education-related issues to community groups • Facilitates programming for schools or the community 	<ul style="list-style-type: none"> • Volunteer for community organization relating to professional expertise • Membership and participation in community organization(s) 	<ul style="list-style-type: none"> • Initiates community involvement and then fails to follow through 	<ul style="list-style-type: none"> • Involvement in community activities that are counter to the professional, ethical, and moral standards expected by the unit and university 	<ul style="list-style-type: none"> ❖ Recorded video or written interviews ❖ Board position ❖ Consultant, advisor, or volunteer for non-profit, service organization in the community or state ❖ Reports or research conducted for community organization ❖ Using position to draw positive attention to local needs