

School of Education
Departmental Evaluation Standards
Submitted to the Professional Standards Committee: September 14, 2020
Approved by the Professional Standards Committee: April 30, 2021

The School of Education has developed the following criteria for the evaluation of its faculty in accordance with provisions and requirements laid out in Chapter III of the Faculty Code. The procedures laid out in the Faculty Code and by the Professional Standards Committee will govern the evaluation process, with the following two points relating to the composition of the evaluation committee:

1. All tenure-line members of the department and Clinical Assistant Professors shall participate as evaluation committee members. For tenure reviews, faculty on sabbatical shall complete class visits and contribute a letter to the department's deliberations, but may choose not to attend the deliberation meeting. For all other reviews, faculty on sabbatical may choose whether or not to participate.
2. Clinical Instructors shall participate in the review of the Director of School-based Experience, may choose whether or not to participate in all other reviews, and have a vote in any review in which they participate.

TEACHING

Education faculty seek to embody and model effective instructional and relationship building practices. The School of Education is committed to developing broad and deep intellectual and human understanding in our students. Education faculty strive to maintain active engagement with vital ideas and teaching practices to enhance ongoing professional development in the fields of education and counseling. In this respect class visits are an essential component of evaluating teaching. Aspects of effective teaching are:

1. Program development. Collaborative program development is required to develop and maintain programs that meet our goals and the requirements of accrediting organizations and/or the State of Washington. Therefore, faculty should participate in ongoing curriculum and program development as this pertains to program structures, particular courses, and shared assessments. Evidence of this could include aligning courses with program goals and accreditation standards, attendance at meetings, and/or curriculum mapping.
2. Course design and content. Effective teaching requires quality course conceptualization and design. Courses should be intentionally organized to foster student learning over the span of a semester. Course design should reflect enduring ideas, be grounded in relevant theory and effective practices, and utilize frameworks for culturally responsive practices. Evidence of this could include attending to these ideas in syllabi, curriculum materials, assignments, and assessments.
3. Pedagogy. Faculty should demonstrate a high level of proficiency in pedagogical approaches and strategies that reflect clear purpose and intentionality relative to course goals. Pedagogical approaches should support intellectual engagement, critical reflection, and build from students' knowledge, identities and experiences. Faculty provide timely and constructive feedback that supports student continued development. Evidence of this could include classroom visits,

student evaluations of teaching, and teachers own self-evaluation of their teaching.

Faculty in professional programs should also demonstrate

- reflection about self and professional identity as it relates to course content
- an ability to draw upon clinical experiences and professional resources in developing the learning trajectory of a course

The department highly values the work involved in developing and supporting professional placements and supervision as an important teaching contribution. Graduate programs at Puget Sound are known and respected for how clinical placements (experiential learning) enhance the professional training of our candidates. In both the MAT and MEd programs, for designated faculty, supervision and clinical placements are a part of the faculty members teaching load. Securing meaningful clinical placements in schools and mental health agencies is important and unique pedagogical work that involves conceptualizing a model of placement, developing learning relationships with mentors, assessing student progress, and providing additional resources and support to candidates who are struggling. Supervision is an important form of teaching that has its own form of pedagogy that requires the skills of coaching, consulting, and mentoring which require ongoing reflection on teaching practice. Evidence of this could include student evaluations of clinical supervision, teachers own self-evaluation of their supervision, materials developed for mentors and candidates, such as candidate and mentor handbooks.

Note with respect to student evaluations of teaching being used as evidence of teaching: The User Guide (p. 16) notes, "In 2017-18, the PSC performed a review of recent scholarship on the problem of racial and gender bias in forms used for Student Evaluations of Teaching (SET). On April 25, 2018, the Faculty approved a PSC motion: "that the Faculty Senate create an ad committee for the purposes of 1) mitigating the problem of bias in student evaluations, and 2) recommending a long-term solution or change to our current system." Because of concern that evaluation forms invite bias, head officers of faculty reviews, department colleagues, and the Faculty Advancement Committee should use them with awareness of potential limitations and in the context of multiple forms of evidence of teaching effectiveness."

PROFESSIONAL GROWTH

Continued intellectual vitality and professional growth among faculty in the School of Education are important for several reasons: to assure that one's teaching is informed by recent and evidence-based scholarship, to engage with new professional practices, to model habits of intellectual inquiry, and to participate in a professional community that advances the body of knowledge about teaching and counseling. The non-exhaustive list below describes areas of activity that demonstrate professional growth. Tenure-line members and Clinical Assistant Professors of the department are expected to be engaged in activities across all three areas. For tenure and promotion reviews activity in Area 1 is especially important. Clinical Instructors are expected to be engaged in the activities found in area III, with activity in areas I or II considered meritorious.

Each faculty member may emphasize different professional growth activities. What is most important is that the evaluatee's professional growth take the form of a cohesive plan. Scholarly dialogue requires a professional community in which ideas may be set forth, examined, challenged, confirmed or refuted, thus, the School of Education encourages faculty to actively maintain and contribute to such a community or communities.

Area I: Publications

- a. Conducting original research in one's discipline(s) and publishing that research in peer-reviewed journals or in peer-reviewed or invited print or digital book chapters.
- b. Authoring or editing peer-reviewed articles or book chapters in relevant areas of education, teaching, or counseling.
- c. Authoring or editing books or textbooks in relevant areas of education or counseling scholarship.

Area II: Presentations and Professional Organizations

- a. Actively participating at academic or district conferences (such as giving presentations organizing sessions, or serving on panel discussions).
- b. Publishing non-peer-reviewed research such as working papers, policy papers, papers for public and/or private institutions.
- c. Publishing public scholarship (opinion articles, advocacy pieces on education-related issues)
- d. Giving invited academic talks.
- e. Writing, submitting or participating actively in grant proposals to support research and/or educational activities.
- f. Refereeing or reviewing manuscripts for scholarly journals or academic publications.
- g. Consulting and other forms of professional practice, such as direct engagement in K-12 schools or in mental health settings, that enhances one's understanding of the field and supports one's teaching.
- h. Sharing in the governance of professional organizations in the evaluatee's area of expertise.
- i. Publishing book reviews.

Area III: Conference Attendance and Campus Presentations

- a. Attending academic, university sponsored, or district conferences or workshops.
- b. Presenting in departmental "brown bag" seminars or other internal forums.
- c. Presenting at campus wide professional development events, such as Wed @ 4.

Faculty who are required to teach year round are encouraged to include a statement about the impacts of year round teaching on their scholarship as a part of their personal statement.

The burden of proof of scholarly engagement ultimately rests with each evaluatee.

ACADEMIC AND CAREER ADVISING

All faculty are responsible for providing accurate information about University and departmental requirements, careers, admission, University resources, and certification and licensure.

In a professional school, the faculty share responsibility in recruiting and selecting students, providing continuous support for professional identity development, assisting students in career decision making which can include complex conversations about readiness for the profession, and providing support to graduates as they become mature professionals. Each faculty member is expected to assume a fair share of these activities as related to their role. It is crucial that faculty

members are receptive to student inquiries and proactively provide robust sources of information to guide students' professional development.

SERVICE

School of Education faculty members are expected to engage actively in some form of service.

Departmental Service

Tenure line and clinical faculty are expected to participate in departmental governance and activities that support the following:

- Departmental governance activities (e.g., departmental meetings, program meetings, accreditation work, PEAB meetings, Education Studies minor Advisory Board).
- Admissions process (e.g., meeting prospective students, reviewing applications, making application decisions).

University Service

In addition, tenure line faculty and Clinical Assistant Professors are expected to also serve at the university level. University level service should be recognized as exceeding the expectations for the position of clinical instructor.

Community Service

We value faculty service to local educational communities and/or social support resources. Evidence of community service is indicated by such activities as consulting, serving on committees, offering professional development and advice, volunteering, participating in meetings of community organizations.

COVID-19 GLOBAL PANDEMIC CONSIDERATIONS

Due to the COVID-19 global pandemic we anticipate there will potentially be short-term and long-term impacts on faculty members teaching, advising, professional growth, and service. We anticipate, for example, that faculty members may have fewer completed student evaluations of teaching due to the shift to online evaluation of teaching and that students may speak to the challenges of online learning in their feedback on teaching. We anticipate that faculty members may have fewer presentations and publications. We anticipate that community service commitments may be impacted due to the inability to meet face-to-face. We encourage faculty members to include a statement about the impacts of COVID-19 on their work as a part of their personal statement. We will consider the impacts of the global pandemic on faculty work as we engage in the evaluation process.

Faculty members who participated in the process of revising the departmental evaluation standards include: Terry Beck, Mary Boer, Ellen Carruth, Betsy Gast, Heidi Morton, Fred Hamel, Grace Kirchner, Molly Pugh, Kim Ratliff, Amy Ryken.

ADDENDUM TO THE SCHOOL OF EDUCATION EVALUATION CRITERIA FOR THE
POSITION OF PROFESSOR OF MUSIC EDUCATION

(Approved by the Professional Standards Committee October 25, 2019)

I. Preface

This document is an addendum to the evaluation processes and criteria established by the school of education for the professor of music education. It is the responsibility of all participants in the evaluation process to review this document together with a) School of Education departmental evaluation criteria, b) the School of Music departmental criteria, c) the provisions of the Faculty Code relating to tenure and promotion, and d) the professional standards committee document entitled *Faculty Evaluation Criteria and Procedures*. The evaluatee is held to the full evaluation criteria in the School of Music and to the School of Education evaluation criteria stipulated in this addendum.

II. Participation in the Evaluation Process

- a. First Year and Second Year Evaluations: The Director of the School of Music will conduct the first and second year reviews, with input from the Dean of the School of Education.
- b. Third Year Evaluation, Tenure, and Promotion to Associate Professor and to Full Professor: The Professor of Music Education will be evaluated by an interdisciplinary committee from the School of Music and School of Education. The committee will include the Director of the School of Music, Dean of the School of Education, three members of the School of Music faculty and two members of the School of Education faculty. The Director of the School of Music will serve as Head Officer. Other faculty members in the School of Music and the School of Education have the right to attend the evaluatees' class sessions, to review the evaluation file materials, and can elect to submit an evaluation letter to the Director of the School of Music. The Director of the School of Music and the Dean of the School of Education, in consultation with the evaluatee and the Provost, will select the participants in the evaluation process. Any changes to the participants must be agreed upon in writing by the evaluatee and the Provost.

III. Classroom Observations: For third year, tenure, and promotion evaluations, a minimum of one observation by all members of the committee and an overall minimum of five observations by members of the School of Music and a minimum of four observations by members of the School of Education of the interdisciplinary committee should be completed, preferably overlapping the semesters in which Instructor and Course Evaluation forms are collected.

IV. Criteria Unique to the Position of Music Education

This addendum modifies and clarifies evaluation criteria for the joint tenure line position in the School of Music and the School of Education.

The School of Education will apply its normal standards in the evaluation of teaching. Supervision of MAT candidates in local public schools is considered part of the teaching load for this position.

The School of Education will apply its normal standards in the evaluation of professional growth and honor the fact that engagement as a musician is relevant professional growth for this position.

The School of Education will apply its normal standards in the evaluation of advising, in particular the advising of music education MAT candidates and undergraduate music education students who are considering the 4+1 music education pathway.

The School of Education will apply its normal standards in the evaluation of service with the expectation that departmental service will be focused in the School of Music and that the Professor of Music Education will work to sustain the collaborative partnership between the School of Music and the School of Education.

Faculty members who participated in the process of developing this addendum include: Fred Hamel and Amy Ryken. Faculty members who reviewed this addendum include: Terry Beck, Mary Boer, Betsy Gast, Tina Huynh, Gerard Morris, Heidi Morton, Grace Kirchner, Molly Pugh.