CRITERIA FOR MERIT AND PROMOTION

A. D. HENDERSON UNIVERSITY SCHOOL/FAU-HIGH SCHOOL
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY

OVERVIEW

The performance of candidates for merit and/or promotion will be evaluated in three areas:
(1) teaching or primary assignment,
(2) research, scholarly activities or artistic performances, and
(3) professional institutional and/or public service.

Of these three areas, teaching is of primary importance if the candidate’s primary assignment is teaching students at A. D. Henderson University School/FAU-High School (FAUS). Promotion is merit-based; demonstrated merit, not years of service, will be the guiding factor. Promotion will not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service.

All teachers at FAUS will be evaluated on an annual basis. The teacher performance appraisal process includes pre and post meetings between faculty and administration relating to the teacher appraisal instrument(s). Teachers receiving an overall rating of “highly effective” as determined by his or her evaluation would receive a salary increase that must be greater than the highest annual salary adjustment. Teachers receiving an overall rating of “effective” as determined by his or her evaluation, would receive a salary increase 50 to 75 percent of the annual salary increase provided to a “highly effective” teacher.

It is the expectation that all new teachers at FAUS will be hired at the university school instructor level. University School Instructors may apply for promotion to University School Accomplished Instructor upon completion of at least three years of service at FAUS. University School Instructors with permanent status are not eligible for promotion to Accomplished Instructor, but may apply for promotion to University School Assistant Professor. A school year
will consist of full time employment for a minimum of 152 days. An instructor hired part time may accumulate part time hours (8 hours being equal to 1 full day) to reach the 152 day requirement. The instructor must be in the fourth year of full time employment.

Each level of promotion will be open only to those candidates who have been awarded the previous promotion. Each level of promotion has specific criteria required as delineated in this document. A minimum of three full years of instruction is required before applying for the next level of promotion.

An effective instructor demonstrates the following: commitment to students and their learning; command of content area knowledge including specific pedagogical knowledge; monitoring of student learning; application of systemic instructional methods; collaborative work within a learning community; and professional growth. Candidates with teaching as their primary assignment must demonstrate effective and/or highly effective performance in each of these areas in order to be considered for merit pay and/or promotion. Candidates are required to present student performance data, third party evaluations, and other substantive evidence of their teaching effectiveness.

A variety of evidence is reviewed that relates to the candidate’s research, scholarly productivity and/or artistic performance. A candidate must show participation in research, defined as a process in which practitioners attempt to study their problems systematically in order to guide, correct and evaluate their decision and actions. Work in research, scholarly activity or artistic performance may include: the development and evaluation of curriculum materials, participation in grant writing, research projects, or creative juried projects. Scholarly activity also includes, but is not limited to, papers presented at state, regional, national and international meetings, as well as impact statements, book chapters, articles and monographs appropriate to the candidate’s field, and the mission of the developmental research school.

Professional public service also receives serious consideration. The candidate will provide documentation of participation in professional public service both within and beyond the FAUS community. Examples of institutional service include non-compensated sponsorship of clubs,
coaching, committee memberships, working with students (and families) outside of school hours, and taking on leadership roles within FAUS. It also may include public school improvement activities, as well as clinical supervision of interns and participants or hosting visitors to the classroom. Service outside the university includes leadership roles in local, state, regional, national or international professional organizations, formal assessment of educational materials, juror of competitions, and director of student productions or exhibitions.

In summary, the FAUS merit and promotion process views the credentials of individuals recommended for merit, and/or promotion within the context of their primary assignment, research and scholarly activities, and service. The expectation is that advancement in rank will require increasingly complex, rigorous, collaborative service that impacts research, scholarly activities and/or artistic performances.

UNIVERSAL REQUIREMENTS FOR ALL AND PROMOTION PORTOFOLIOS

1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum Vitae
5. Job Description(s)
6. Documentation of Degrees
7. Valid Certification(s)
8. Student performance data reflecting the majority of the teaching assignment
9. Yearly teacher appraisal instruments

Additional documentation specific for Merit Pay and/or Promotion for each level follow.
GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ACCOMPLISHED INSTRUCTOR

A candidate applying for University School Accomplished Instructor must hold a bachelor’s degree, appropriate certification(s) and present data documenting three years of effective and/or highly effective performance at FAUS as reflected in the annual appraisal instrument. Previous experience at another educational institution can be included. All documentation submitted in the portfolio must reflect service completed within the previous seven years.

Required Documents:

1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum Vitae
5. Job Description(s)
6. Documentation of Degrees
7. Valid Certification(s)
8. Student performance data reflecting the majority of the teaching assignment
9. Yearly teacher appraisal instruments

Additional documentation to be included in the portfolio should include:
1. Teacher effectiveness: includes any additional student performance data and other additional documentation relating to teacher effectiveness (Individual Professional Development Plan (IPDP), standardized assessments, school data that supports student growth, motivational activities, special events, etc.)

2. Research - quantitative or qualitative research which may include:
   a. participation in university sponsored research,
   b. educational research class,
   c. school research committee, or
d. informal classroom research

3. Dissemination: includes presentations of educational activities in written and/or verbal form at team or school level

4. Service: includes non-compensated work at or outside of FAUS such as grant writing, chairing or volunteering at special events, committees, etc. as well as community involvement

5. Letters of recommendation which include at least the following:
   a. Two from FAUS colleagues at or above the rank to which they are applying
   b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
   c. Administrative letters of recommendation are not to be included
   d. No more than four (4) letters should be placed in a portfolio
GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ASSISTANT PROFESSOR

For each promotion rack, candidates must submit new and updated evidence in their portfolios collected since the prior submission. All documentation submitted in the portfolio must reflect service completed within the previous ten years.

Introduction of each portfolio will include:
1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum Vitae
5. Job Description
6. Documentation of Degrees
7. Valid certification(s)
8. Student Performance Data reflecting the majority of the teaching assignment
9. Yearly teacher appraisal instruments

A candidate applying for promotion from instructor to university school assistant professor will hold a Master’s degree (in relevant field) or national board certification. Candidates must submit a portfolio that will be evaluated on evidence of:

1. Teaching effectiveness: includes evidence of student achievement and innovative projects that impact other teachers at FAUS. Specific items may include:
   a. Professional development directly relating to the classroom, instructional proficiency, research or related assignments (IPDP and/or Deliberate Practice)
   b. Additional student performance data and other additional documentation relating to teacher effectiveness (IPDP, standardized assessments, school data that supports student growth, motivational activities, special events, etc.)
   c. Additional teaching responsibilities such as coaching, clubs, and/or tutoring
   d. Membership and active participation in professional organizations at the local or state level
e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for local or state or display

2. Research: Specific items may include:
   a. Participation in research coursework
   b. A submitted IRB
   c. CITI certification
   d. Use of data collection tools
   e. Participation in informal and/or formal research activities with local or state impact

3. Dissemination: includes presentations of educational activities in written and/or verbal form. Specific items may include:
   a. Participation in local or state workshop presentations
   b. Presentations in local or state professional meetings
   c. Presentations at local or state summer institutes
   d. Professional publications
   e. Creation of original educational products for local use
   f. Development and/or design of curriculum for local use

4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
   a. Active leadership and/or participation in FAUS committees
   b. Active participation in local or state professional organizations
   c. Participation in local or state staff development workshops
   d. Supervising pre-service college students
   e. Mentoring beginning teachers
   f. Extra-curricular and community service activities at the school, local, regional, state, or national level
   g. Grant writing

5. Letters of recommendation which include at least the following:
a. Two from FAUS colleagues at or above the rank to which they are applying
b. One from a colleague outside the FAUS community who has worked with the candidate in
   the areas of teaching, research, or service
c. Administrative letters of recommendation are not to be included
d. No more than four (4) letters should be placed in a portfolio
GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ASSOCIATE PROFESSOR

For each promotion rack, candidates must submit new and updated evidence in their portfolios collected since the prior submission. All documentation submitted in the portfolio must reflect service completed within the previous ten years.

Introduction of each portfolio will include:
1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum vitae
5. Job description(s)
6. Valid certification(s)
7. Student Performance Data reflecting the majority of the teaching assignment
8. Yearly teacher appraisal instruments

A candidate applying for promotion from university school assistant professor to university school associate professor will hold one of the following:

- a specialist’s degree
- a Master’s degree and national board certification
- coursework equivalent to or above a specialist degree and evidence of successful completion of the competency exam

In addition to the requirements for promotion to assistant professor evidence will include, but not be limited to, the following:

1. Teaching effectiveness: includes evidence of student achievement and innovative projects that impact other teachers at FAUS. Specific items may include:
   a. Professional development directly relating to the classroom, instructional proficiency, research or related assignments.
b. Additional student performance data and other additional documentation relating to teacher effectiveness (IPDP, standardized assessments, school data that supports student growth, motivational activities, special events, etc.)
c. Continued additional teaching responsibilities such as coaching, clubs, and/or tutoring
d. Membership and active participation in professional organizations at the state or national level
e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for state or national display

2. Research: Specific items may include:
   a. A submitted IRB
   b. CITI certification
   c. Use of data collection tools
   d. Participation in formal research activities with local or state impact

3. Dissemination: includes presentations of educational activities in written and/or verbal form.
   Specific items may include:
   a. Refereed articles, conference papers, and other scholarly publications
   b. Participation in state or national workshop presentations
   c. Presentations in state or national professional meetings
   d. Presentations at state or national summer institutes
   e. Creation of original educational products for local, state or national use
   f. Development and/or design of curriculum for local, state or national use

4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
   a. Active leadership and/or participation in FAUS committees
   b. Active participation in local, state, or national professional organizations
   c. Participation in local, state, national staff development workshops
   d. Supervising pre-service college students
   e. Mentoring beginning teachers
f. Extra-curricular and community service activities at the school, local, regional, state, or national level

g. Grant writing

5. Letters of recommendation which include at least the following:
   a. Two from ranked FAUS colleagues
   b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
   c. Administrative letters of recommendation are not to be included
   d. No more than four (4) letters should be placed in a portfolio
GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL PROFESSOR

For each promotion rack, candidates must submit new and updated evidence in their portfolios collected since the prior submission. All documentation submitted in the portfolio must reflect service completed within the previous ten years.

Introduction of each portfolio will include:
1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum vitae
5. Job description(s)
6. Valid certification(s)
7. Student Performance Data reflecting the majority of the teaching assignment
8. Yearly teacher appraisal instruments

A candidate applying for promotion from university school associate professor to university school professor will hold either a doctoral degree or a specialist’s degree and national board certification. In addition to the requirements for promotion to associate professor evidence will include, but not be limited to, the following:

1. Teaching effectiveness: includes evidence of student achievement and innovative projects that impact other teachers at FAUS. Specific items may include:
   a. Professional development directly relating to the classroom, instructional proficiency, research or related assignments.
   b. Additional student performance data and other additional documentation relating to teacher effectiveness (IPDP, standardized assessments, school data that supports student growth, motivational activities, special events, etc.)
   c. Continued additional teaching responsibilities such as coaching, clubs, and/or tutoring
d. Membership and active participation in professional organizations at the national or international level

e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for state or national display

2. Research: Specific items may include:
   a. Original research recognized beyond the state level
   b. Participation in formal research activities with state or national impact

3. Dissemination: includes presentations of educational activities in written and/or verbal form.
   Specific items may include:
   a. Refereed articles, conference papers, and other scholarly publications
   b. Book, journals, or media publications
   c. Participation in state, national, international workshop presentations
   d. Presentations in state, national, or international professional meetings
   e. Presentations at state, national, international summer institutes
   f. Creation of original educational products for local, state, national, or international use
   g. Development and/or design of curriculum for local, state, national, or international use

4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
   a. Active leadership and participation in FAUS committees
   b. Active participation in state, national, or international professional organizations
   c. Participation in state, national, or international staff development workshops
   d. Supervising pre-service college students
   e. Mentoring beginning teachers
   f. Extra-curricular and community service activities at the school, local, regional, state, or national level
   g. Successful submission for a grant proposal with subsequent funding

5. Letters of recommendation which include at least the following:
a. Two from ranked FAUS colleagues
b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
c. Administrative letters of recommendation are not to be included
d. No more than four (4) letters should be placed in a portfolio
EVALUATION PROCESS

- Promotion candidates will submit the letter of intent to Principal/Director by November 10th. (See Addendum A.)
- The Principal will document the receipt of each letter and forward it to the Teacher Appraisal and Promotion committee.
- Completed portfolios must be submitted to the Principal/Director by January 15th.
- To be considered complete, the portfolio must include the appropriate recommendation form, signed by the candidate and mentor.
- The Principal/Director will document the receipt of each portfolio.
- Portfolios will be reviewed and evaluated by FAUS faculty holding at least the rank to which the candidates are applying as well as members of FAUS administration.
- In addition, all portfolios may be reviewed by, and commented on, by at least one faculty member of another University Developmental Research School at or above the rank to which they are applying. External reviewers shall be unknown to the applicant and have their assessments and comments included as part of the review.
- Portfolios will be evaluated using a rubric reflective of the criteria for promotion:
  (1) teacher effectiveness
  (2) research,
  (3) dissemination,
  (4) service, and
  (5) letters of recommendation.
- Completed portfolios (including peer evaluation forms) will be submitted to the FAUS Assistant Dean for consideration by the Dean of the College of Education and the University Provost. The University President (or designee) shall make the decision.
- No promotions can be granted until agreed upon by the United Faculty of Florida and the Board of Trustees in the collective bargaining process. Promotions granted will become effective in August of the academic year immediately following submission.

Portfolio Submission Time Line

Note: From the time the dean receives the completed portfolios, the dean will set timelines for College of Education review and submission to the provost and president.

<table>
<thead>
<tr>
<th>November 10</th>
<th>Letter of intent submitted to Principal/Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15</td>
<td>Completed portfolios submitted to Principal/Director</td>
</tr>
<tr>
<td>January 31</td>
<td>Peer review completed</td>
</tr>
</tbody>
</table>

Note: If the due date falls on a weekend and/or holiday, the required due date will be the first work day following the weekend and/or holiday.
STATEMENT OF INTENT TO APPLY FOR PROMOTION

All promotion candidates must submit a statement of intent to administration by November 10th. Administration will sign and date each statement and forward it to the Teacher Appraisal and Promotion Committee by November 17th of each calendar year. Completed portfolios must be submitted to the administration by January 15th of each calendar year; to be considered complete, the portfolio must include the appropriate recommendation form signed by the candidate. Administration will forward each portfolio to the committee. This committee will serve to facilitate the process by convening meetings and mentoring candidates.

Candidates will have their completed portfolios reviewed and evaluated by FAUS administration and all FAUS faculty at or above the proposed rank. All completed portfolios may be reviewed by faculty member(s) of another state laboratory school at or above the proposed rank. Portfolios will be evaluated using rubrics reflective of the criteria for permanent status and promotion. Completed portfolios will be submitted to the FAUS Principal/Director for consideration and approval by the Assistant Dean and Dean of the College of Education, the University Provost, and the University President.

__________________________

STATEMENT OF INTENT

I, ________________________________, declare that I intend to apply for promotion to the position of ________________________________ during the ____________ school year.

Faculty with Permanent Status (must choose one option below)

_____ If I am awarded promotion, I choose to relinquish my Permanent Status. I will qualify for any offered promotional salary increase, and may be eligible for any future merit increases while employed on an annual basis in accordance merit pay criteria set by the University.

_____ If I am awarded promotion, I choose to retain my Permanent Status. I will NOT qualify for any promotional salary increase or future merit increases.

Candidate’s signature: ________________________________ Date: ____________

Mentor’s signature: ________________________________ Date: ____________

Administrator’s signature: ________________________________ Date: ____________

Committee receipt date: ________________
Addendum B

RECOMMENDATION FOR UNIVERSITY SCHOOL PROMOTION

Florida Atlantic University Schools
A.D. Henderson University School
FAU High School

NOMINEE INFORMATION (Please print or type)

Name: _________________________________

Current Rank: __________________________ Year Awarded ________________

Proposed Rank: ___University School Accomplished Instructor
___University School Assistant Professor
___University School Associate Professor
___University School Professor

THE NOMINEE DOES _____ DOES NOT _____ WAIVE HIS/HER RIGHT TO VIEW LETTERS OF EVALUATION

___________________________________________________________
Nominee’s Signature

I HAVE REVIEWED THIS PACKET AND BELIEVE THAT TO THE BEST OF MY KNOWLEDGE IT IS COMPLETE.

____________________________________________________________
Nominee’s Signature

FACULTY PROMOTION COMMITTEE VOTE

For ______ Against ______ Abstain _____ Absent _____

SIGNATURES AND ENDORSEMENT STATEMENT

________________________________________  I do _____ do not _____ endorse candidate
Principal/Director

________________________________________  I do _____ do not _____ endorse candidate
Assistant Dean

________________________________________  I do _____ do not _____ endorse candidate
Dean

________________________________________ Granted __________ Denied _________________
President (or Designee)
Addendum C

University School Accomplished Instructor

Candidate’s Name:___________________________ School Year: ___________________
Assignment: ____________________________________________

Complete the checklist below by ensuring evidence of each of the following is contained within the candidate’s portfolio.

Required Documents:

_____ Statement of Intent (Addendum A)
_____ Recommendation Form (Addendum B or C)
_____ Promotion Criteria
_____ Curriculum Vitae
_____ Job Description(s)
_____ Documentation of Degrees (Refer to criteria to note specific degree requirements)
_____ Valid Teaching Certificate(s)
_____ Relevant Letters of Recommendation (Two from a colleague at or above rank and one outside of FAUS community)

On the reverse side, please complete the rubric assigning each category a score of “3”, “2”, or “1”. The evidence required for each point value is listed within each category. It is expected that candidates will be stronger in some areas than others.

*****************************************************************************
Yes ____ No _____ Completed Checklist

Yes ____ No _____ Received “Meets Expectations” or “Exceeds Expectations” in each category

Recommend promotion: _____ Oppose promotion: _____

Comments:

_________________________________  ______________________  _________________
Evaluator signature  Title  Date
# University School Accomplished Instructor

<table>
<thead>
<tr>
<th>Score</th>
<th>3 – Exceeds Expectations</th>
<th>2 – Meets Expectations</th>
<th>1 – Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Effectiveness</strong></td>
<td>Effective Instruction</td>
<td>Effective Instruction</td>
<td>Effective Instruction</td>
</tr>
<tr>
<td></td>
<td>• Evidence of varied instructional strategies that incorporate non-traditional sources that impact student learning; can include differentiated instruction, cross-curricular lessons, guest speakers and/or special events</td>
<td>• Evidence of varied instructional strategies that go beyond the use of textbook and ancillary materials; can include differentiated instruction</td>
<td>• Instructional strategies limited to textbook and ancillary materials</td>
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<td></td>
<td></td>
<td>• Evidence of effective use of data from a variety of sources to drive instruction</td>
<td>• Limited use of data to drive instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evidence of advanced use of technology</td>
<td>• Limited evidence of effective technology use</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Evidence of use of multiple sources of student assessment data</td>
<td>• Evidence of use of student assessment data</td>
<td>• Limited evidence of use of student assessment data</td>
</tr>
<tr>
<td></td>
<td>• Complete IPDP data with evidence of implementation</td>
<td>• Complete IPDP data with evidence of implementation</td>
<td>• Missing IPDP data or lack of implementation</td>
</tr>
<tr>
<td></td>
<td>• All Teacher summative evaluations at Effective or Highly Effective within the past three years</td>
<td>• All Teacher summative evaluations at Effective or Highly Effective within the past three years</td>
<td>• Teacher summative evaluations at Needs Improvement or Unsatisfactory within the past three years</td>
</tr>
<tr>
<td><strong>Evidence of Professional Development:</strong> Participation in a variety of professional development opportunities with evidence of application</td>
<td><strong>Evidence of Professional Development:</strong> Participation in a variety of professional development opportunities with evidence of application</td>
<td><strong>Evidence of Professional Development:</strong> Limited evidence of application of professional development</td>
<td></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
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<tr>
<td></td>
<td>• Participation in university sponsored research</td>
<td>• Participation in university sponsored research</td>
<td>• Participation in university sponsored research</td>
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<tr>
<td></td>
<td>• Educational research class</td>
<td>• School research committee</td>
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<tr>
<td></td>
<td>• School research committee</td>
<td>• Informal classroom research</td>
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<td></td>
<td>• Informal classroom research</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dissemination</strong></td>
<td>Presentations of educational activities at the school level or beyond</td>
<td>Presentations of educational activities at the team level</td>
<td>Presentations of educational activities at the grade level</td>
</tr>
<tr>
<td><strong>Service</strong></td>
<td>Evidence of three of the following</td>
<td>Evidence of</td>
<td>Evidence of</td>
</tr>
<tr>
<td></td>
<td>• chairing a committee or special event at school or within the community</td>
<td>• attendance and involvement in volunteer work at school and/or community events</td>
<td>• attendance in school committees</td>
</tr>
<tr>
<td></td>
<td>• organizing multiple field trips</td>
<td>• attendance and involvement in school committees</td>
<td></td>
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<tr>
<td></td>
<td>• grant writing</td>
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<tr>
<td></td>
<td>• attendance and involvement in multiple school committees</td>
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<td></td>
</tr>
</tbody>
</table>
Candidate’s Name: ________________________  School Year: ________________________
Assignment: ________________________________

Complete the checklist below by ensuring evidence of each of the following is contained within the candidate’s portfolio.

**Required Documents:**

- Statement of Intent (Addendum A)
- Recommendation Form (Addendum B or C)
- Promotion Criteria
- Curriculum Vitae
- Job Description(s)
- Documentation of Degrees (Refer to criteria to note specific degree requirements)
- Valid Teaching Certificate(s)
- Relevant Letters of Recommendation (Two from a colleague at or above rank and one outside of FAUS community)

On the reverse side, please complete the rubric assigning each category a score of “3”, “2”, or “1”. The evidence required for each point value is listed within each category. It is expected that candidates will be stronger in some areas than others.

**********************************************************************************

Yes ____  No _____  Completed Checklist

Yes ____  No _____  Received “Meets Expectations” or “Exceeds Expectations” in each category

Recommend promotion: ________________  Oppose promotion: ________________

Comments:

________________________________________________________________________

Evaluator signature  Title  Date
# University School Assistant Professor

<table>
<thead>
<tr>
<th>Score</th>
<th>3 – Exceeds Expectations</th>
<th>2 – Meets Expectations</th>
<th>1 – Below Expectations</th>
</tr>
</thead>
</table>
| **Teaching Effectiveness** | Effective Instruction  
- Evidence of varied instructional strategies that incorporate non-traditional sources that impact student learning; can include differentiated instruction, cross-curricular lessons, guest speakers and/or special events  
- Evidence of collaboration with peers at multiple levels  
- Evidence of additional teaching responsibilities  
- Evidence of effective use of data from a variety of sources to drive instruction  
- Evidence of advanced use of technology | Effective Instruction  
- Evidence of varied instructional strategies that go beyond the use of textbook and ancillary materials; can include differentiated instruction  
- Evidence of collaboration with grade level peers  
- Evidence of additional teaching responsibilities  
- Evidence of effective use of data to drive instruction  
- Evidence of effective use of technology | Effective Instruction  
- Instructional strategies limited to textbook and ancillary materials  
- Limited or no evidence of collaboration with peers  
- Limited or no evidence of additional teaching responsibilities  
- Limited use of data to drive instruction  
- Limited or no evidence of effective technology use |

| Assessment | Evidence of use of multiple sources of assessment data  
- Complete IPDP data with evidence of implementation  
- Evidence of impact of Deliberate Practice  
- All Teacher summative evaluations at Effective or Highly Effective within the past three years | Evidence of use of student assessment data  
- Complete IPDP data with evidence of implementation  
- Evidence of use of Deliberate Practice  
- All Teacher summative evaluations at Effective or Highly Effective within the past three years | Evidence of limited use of student assessment data  
- Limited or no evidence of use of Deliberate Practice  
- Teacher summative evaluations at Needs Improvement or Unsatisfactory within the past three years |

| Evidence of Professional Development: Participation in a variety of professional development opportunities at the local and state level or beyond with evidence of application | Evidence of Professional Development: Participation in a variety of professional development opportunities at the local or state level with evidence of application | Evidence of Professional Development: Limited evidence of involvement or application of professional development |

| Research | Participation in university sponsored research, an educational research class, and/or the school research committee  
- Evidence of use of data collection tools  
- CITI certification  
- Evidence of an IRB  
- Participation in informal/formal research with local or state impact | Participation in university sponsored research, an educational research class, and/or the school research committee  
- Evidence of use of data collection tools  
- CITI certification  
- Participation in informal/formal research with local impact | Evidence of informal classroom research with impact within school  
- Limited evidence of the use of data collection tools  
- Participation in university sponsored research |

| Dissemination | Presentations of educational activities at the local/state level or beyond  
- Evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for local use or beyond | Presentations of educational activities at the local/state level  
- Evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for local use or beyond | Presentations of educational activities at the local/state level  
- Limited evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for local use or beyond |

| Service | Evidence of three of the following  
- Chaining a committee or special event at school and/or within the community | Evidence of  
- Attendance and involvement in volunteer work at school and/or community events | Evidence of  
- Attendance in school committees, local/state professional organizations, and/or local/state workshops |
<table>
<thead>
<tr>
<th></th>
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<th>Supervising pre-service college students</th>
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<tr>
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</table>
Addendum E
University School Associate Professor

Candidate’s Name: ___________________________ School Year: _____________________
Assignment: ________________________________

Complete the checklist below by ensuring evidence of each of the following is contained within the candidate’s portfolio.

**Required Documents:**

- [ ] Statement of Intent (Addendum A)
- [ ] Recommendation Form (Addendum B or C)
- [ ] Promotion Criteria
- [ ] Curriculum Vitae
- [ ] Job Description(s)
- [ ] Documentation of Degrees (Refer to criteria to note specific degree requirements)
- [ ] Valid Teaching Certificate(s)
- [ ] Relevant Letters of Recommendation (Two from a colleague at or above rank and one outside of FAUS community)

On the reverse side, please complete the rubric assigning each category a score of “3”, “2”, or “1”. The evidence required for each point value is listed within each category. It is expected that candidates will be stronger in some areas than others.

******************************************************************************

Yes ____     No _____  Completed Checklist

Yes ____     No _____  Received “Meets Expectations” or “Exceeds Expectations” in each category

Recommend promotion: _______________  Oppose promotion: _______________

Comments:

___________________________  _______________________________  _____________
Evaluator signature  Title  Date
<table>
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<tr>
<th>Score</th>
<th>3 – Exceeds Expectations</th>
<th>2 – Meets Expectations</th>
<th>1 – Below Expectations</th>
</tr>
</thead>
</table>
| Teaching Effectiveness | **Effective Instruction**  
- Evidence of varied instructional strategies that incorporate non-traditional sources that impact student learning; can include differentiated instruction, cross-curricular lessons, guest speakers and/or special events  
- Evidence of collaboration with peers at multiple levels  
- Evidence of additional teaching responsibilities  
- Evidence of effective use of data from multiple sources to drive instruction  
- Evidence of advanced use of technology | **Effective Instruction**  
- Evidence of varied instructional strategies that go beyond the use of textbook and ancillary materials; can include differentiated instruction  
- Evidence of collaboration with grade level peers  
- Evidence of additional teaching responsibilities  
- Evidence of effective use of data to drive instruction  
- Evidence of effective use of technology | **Effective Instruction**  
- Instructional strategies limited to textbook and ancillary materials  
- Limited or no evidence of collaboration with peers  
- Limited or no evidence of additional teaching responsibilities  
- Limited use of data to drive instruction  
- Limited or no evidence of effective technology use |
| Assessment | **Evidence of use of student assessment data**  
- Complete IPDP data with evidence of implementation  
- Evidence of impact of Deliberate Practice  
- All Teacher summative evaluations at Effective or Highly Effective within the past three years | **Evidence of use of student assessment data**  
- Complete IPDP data with evidence of implementation  
- Evidence of use of Deliberate Practice  
- All Teacher summative evaluations at Effective or Highly Effective within the past three years | **Evidence of use of student assessment data**  
- Missing IPDP data or lack of implementation  
- Limited or no evidence of use of Deliberate Practice  
- Teacher summative evaluations at Needs Improvement or Unsatisfactory within the past three years |
| Evidence of Professional Development | **Evidence of Professional Development:**  
Participation in a variety of professional development opportunities at the state and/or national level or beyond with evidence of application | **Evidence of Professional Development:**  
Participation in a variety of professional development opportunities at the state or national level with evidence of application | **Evidence of Professional Development:**  
Limited evidence of application of professional development |
| Research | **Participation in university sponsored research, an educational research class, and/or the school research committee**  
- Evidence of use of data collection tools  
- CITI certification  
- Evidence of an IRB  
- Participation in formal research with local and/or state impact | **Participation in university sponsored research, an educational research class, and/or the school research committee**  
- Evidence of use of data collection tools  
- CITI certification  
- Evidence of an IRB  
- Participation in informal/formal research with local or state impact | **Evidence of informal classroom research with impact within school**  
- Limited evidence of the use of data collection tools  
- Participation in university sponsored research |
| Dissemination | **Presentations of educational activities at the state/national level or beyond**  
- Evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for state use or beyond | **Presentations of educational activities at the state/national level**  
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- Limited evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for state use or beyond |
| Service | **Evidence of three of the following**  
- Chairing a committee or special event at school and/or within the community | **Evidence of**  
- Attendance and involvement in volunteer work at school and/or community events | **Evidence of**  
- Attendance in school committees, local/state |
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<th>Category</th>
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On the reverse side, please complete the rubric assigning each category a score of “3”, “2”, or “1”. The evidence required for each point value is listed within each category. It is expected that candidates will be stronger in some areas than others.

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Yes _____ No _____ Completed Checklist

Yes _____ No _____ Received “Meets Expectations” or “Exceeds Expectations” in each category

Recommend promotion: _______________ Oppose promotion: _______________

Comments:

Evaluator signature ___________________________ Title ___________________________ Date ___________________________
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