CRITERIA FOR PROMOTION

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

OVERVIEW

The performance of candidates for promotion will be evaluated in three areas:

(1) teaching or primary assignment,

(2) research, scholarly activities or artistic performances, and

(3) professional institutional, grant writing, 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 (ADHUS/FAUHS). Promotion will not be automatic, nor may it be regarded as guaranteed upon completion of a given term of service.

All new teachers at ADHUS/FAUHS are 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 ADHUS/FAUHS. 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 to be eligible for promotion.

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.

A qualified candidate demonstrates the following: commitment to students and their learning; command of content area knowledge including specific pedagogical knowledge; monitoring of student learning; application or support of systemic instructional methods; collaborative work within a learning community; and professional growth. Candidates must demonstrate effective or highly effective performance in each of these areas in order to be considered for promotion. Candidates are required to present student performance data, annual evaluations, and other substantive evidence of their 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 publications appropriate to the candidate's field and the school's mission.

Professional public service also receives consideration. The candidate will provide documentation of participation in professional public service both within and beyond the ADHUS/FAUHS 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 ADHUS/FAUHS. 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 ADHUS/FAUHS promotion process views the credentials of individuals recommended for 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 PROMOTION PORTFOLIOS

1. Statement of Intent (Addendum A)

2. Recommendation Form (Addendum B)

3. Promotion Criteria

4. Curriculum Vitae

5. Job Description

6. Documentation of Degrees beyond University School Accomplished Instructor

7. Valid Certification(s)

8. Student Performance Data

9. Yearly Annual Evaluations

Additional documentation specific for Promotion to each level follow.

GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ACCOMPLISHED INSTRUCTOR

A candidate applying for University School Accomplished Instructor must hold appropriate certification(s) and present data documenting three years of effective or highly effective performance at ADHUS/FAUHS as reflected in the annual evaluation 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
6. Valid Certification(s)
7. Student Performance Data
8. Yearly Annual Evaluations

Additional documentation to be included in the portfolio should include evidence of:

Teacher effectiveness:
1. Additional student performance data - including graphs and charts - and other additional documentation relating to teacher effectiveness
2. Complete Professional Growth Plan with evidence of implementation
3. Standardized assessments
4. School data and instructional strategies that support student growth
5. Effective use of technology, including but not limited to communication, instructional practice, and data collection

Research

1. Participation in university sponsored research
2. Educational research class
3. Classroom research

Dissemination

1. Presentations of educational activities in written and/or verbal form at team or school level
2. Grant writing

Service

1. Non-compensated work at or outside of ADHUS/FAUHS such as chairing or volunteering at special events and/or committees
2. Coordinating field trips
3. Community involvement

Letters of Recommendation

1. Two letters from ADHUS/FAUHS colleagues at or above the rank to which they are applying
2. One letter from a colleague outside the ADHUS/FAUHS community who has worked with the candidate in the areas of teaching, research, or service

*No more than four (4) letters should be placed in a portfolio.

*Administrative letters of recommendation are not to be included.

GUIDELINES FOR PROMOTION:

UNIVERSITY SCHOOL ASSISTANT PROFESSOR

For each level of promotion rank, candidates must submit current evidence in their portfolios collected since the prior submission.

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

9. Yearly Annual Evaluations

A candidate applying for promotion from University School Accomplished Instructor to University School Assistant Professor will hold at least a Master's degree (in relevant field) or national board certification. Candidates must submit a portfolio that will be evaluated on evidence submitted.

In addition to the requirements for promotion from University School Accomplished Instructor to University School Assistant Professor, evidence will include, but not be limited to, the following five domains. Specific items may include the following.

Teacher effectiveness

1. Additional student performance data relating to teacher effectiveness (Professional Growth Plan, standardized assessments, school data - including graphs and charts - that support student growth, motivational activities, special events, etc.)

2. Complete Professional Growth Plan with evidence of implementation

3. Professional development directly relating to the classroom, instructional proficiency, research or related assignments

4. Collaboration with peers

5. Effective use of technology, including but not limited to communication, instructional practice, and data collection

6. Additional teaching responsibilities such as coaching, clubs, and/or tutoring

7. Membership and active participation in professional organizations at the local or state level

8. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at ADHUS/FAUHS for local or state or display

Research and Scholarly Activity

1. Participation in university sponsored research and/or an educational research class

2. Use of data collection tools

3. CITI certification (Collaborative Institutional Training Initiative)

4. A submitted IRB (Institutional Review Board)

5. Participation in informal and/or formal research activities with local or state impact

6. Grant writing

Dissemination

1. Presentations of educational activities in written and/or verbal form at local or state levels and beyond

2. Presentations at local or state professional meetings

3. Presentations at local or state institutes

4. Professional publications

5. Creation of original educational products for local use

6. Development and/or design of curriculum for local use

Service

1. Non-compensated membership on committees and extracurricular assignments at ADHUS/FAUHS as well as community involvement

2. Active participation in local or state professional organizations

3. Contribution to local or state professional development workshops

4. Supervision of pre-service college students

5. Mentorship

6. Additional teaching responsibilities such as coaching, clubs, and/or tutoring

7. Coordinating and organizing multiple field trips

8. Extracurricular and community service activities

Letters of Recommendation

1. Two letters from ADHUS/FAUHS colleagues at or above the rank to which they are applying

2. One letter from a colleague outside the ADHUS/FAUHS community who has worked with the candidate in the areas of teaching, research, or service

*No more than four (4) letters should be placed in a portfolio

*Administrative letters of recommendation are not to be included

GUIDELINES FOR PROMOTION:

UNIVERSITY SCHOOL ASSOCIATE PROFESSOR

For each promotion rank, 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

9. Yearly Annual Evaluations

A candidate applying for promotion from University School Assistant Professor to University School Associate Professor will hold one of the following, at the time of application:

- Specialist's degree
- Master's degree with National Board Certification
- Double Master's degrees
- Coursework equivalent to a Specialist's Degree and evidence of successful completion of the competency exam

In addition to the requirements for promotion from University School Assistant Professor to University School Associate Professor, evidence will include, but not be limited to, the following five domains. Specific items may include the following.

Teacher effectiveness

1. Additional student performance data relating to teacher effectiveness (Professional Growth Plan, standardized assessments, school data - including graphs and charts - that support student growth, motivational activities, special events, etc.)

2. Complete Professional Growth Plan with evidence of implementation

3. Professional development directly relating to the classroom, instructional proficiency, research or related assignments

4. Collaboration with peers

5. Effective use of technology, including but not limited to communication, instructional practice, and data collection

6. Continued additional teaching responsibilities such as coaching, clubs, and/or tutoring

7. Membership and active participation in professional organizations at the state or national level

8. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at ADHUS/FAUHS for state or national or display

Research and Scholarly Activity

1. Participation in university sponsored research and/or an educational research class

2. Use of data collection tools

3. CITI certification

4. A submitted IRB

5. Participation in formal research activities with local and/or state impact

6. Grant writing

Dissemination

1. Presentations of educational activities in written and/or verbal form at state or national levels and beyond

2. Presentations at state or national professional meetings

3. Presentations at state or national institutes

4. Professional publications

5. Creation of original educational products for local, state or national use

6. Development and/or design of curriculum for local, state, or national use

Service

1. Non-compensated membership on committees and extracurricular assignments at ADHUS/FAUHS as well as community involvement
2. Active leadership and/or participation in ADHUS/FAUHS committees
3. Active participation in local, state, or national professional organizations
4. Contribution to local, state, or national professional development workshops
5. Supervision of pre-service college students
6. Mentorship
7. Additional teaching responsibilities such as coaching, clubs, and/or tutoring
8. Coordinating and organizing multiple field trips
9. Extracurricular and community service activities at the local, regional, state, or national level

Letters of Recommendation

1. Two from ADHUS/FAUHS colleagues at or above the rank to which they are applying
2. One from a colleague outside the ADHUS/FAUHS community who has worked with the candidate in the areas of teaching, research, or service

*No more than four (4) letters should be placed in a portfolio

*Administrative letters of recommendation are not to be included

GUIDELINES FOR PROMOTION:

UNIVERSITY SCHOOL PROFESSOR

For each promotion rank, 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

9. Yearly Annual Evaluations

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, at the time of application.

In addition to the requirements for promotion from University School Assistant Professor to University School Associate Professor, evidence will include, but not be limited to, the following five domains. Specific items may include the following.

Teacher effectiveness

1. Additional student performance data relating to teacher effectiveness (Professional Growth Plan, standardized assessments, school data – including graphs and charts - that supports student growth, motivational activities, special events, etc.)

2. Complete Professional Growth Plan with evidence of implementation

3. Professional development directly relating to the classroom, instructional proficiency, research or related assignments

4. Collaboration with peers

5. Effective use of technology, including but not limited to communication, instructional practice, and data collection

6. Continued additional teaching responsibilities such as coaching, clubs, and/or tutoring

7. Membership and active participation in professional organizations at the national or international level

8. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at ADHUS/FAUHS for national or international or display

Research and Scholarly Activity

1. Original research recognized beyond the state level

2. Participation in formal research activities with state or national impact

3. Grant writing

Dissemination

1. Presentations of educational activities in written and/or verbal form at the state, national, or international levels

2. Presentations at state, national, or international professional meetings

3. Presentations at state, national, or international institutes

4. Professional publications

5. Books, journals, or media publications

6. Creation of original educational products for local, state or national use

7. Development and/or design of curriculum for local, state, or national use

Service

1. Non-compensated membership on committees and extracurricular assignments at ADHUS/FAUHS as well as community involvement

2. Active leadership and/or participation in ADHUS/FAUHS committees

3. Active participation in state, national, or international professional organizations

4. Contribution to state, national, or international professional development workshops

5. Supervision of pre-service college students

6. Mentorship

7. Additional teaching responsibilities such as coaching, clubs, and/or tutoring

8. Coordinating and organizing multiple field trips

9. Extracurricular and community service activities at the local, regional, state, or national level

Letters of Recommendation

1. Two from ADHUS/FAUHS colleagues at or above the rank to which they are applying

2. One from a colleague outside the ADHUS/FAUHS community who has worked with the candidate in the areas of teaching, research, or service

*No more than four (4) letters should be placed in a portfolio

*Administrative letters of recommendation are not to be included

EVALUATION PROCESS

- Promotion candidates will submit the Statement of Intent to the Principal by August 23rd. (See Addendum A.)
- The Principal will document the receipt of each letter.
- Completed portfolios must be submitted to the Principal by November 6th.
- To be considered complete, the portfolio must include the appropriate recommendation form, signed by the candidate and mentor. The mentor **MUST** review and sign off on the portfolio.
- The Principal will document the receipt of each portfolio.
- Portfolios will be reviewed and evaluated by ADHUS/FAUHS faculty holding at least the rank to which the candidates are applying as well as members of ADHUS/FAUHS 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:
    - **I.   teacher effectiveness**
    - **II.   research,**
    - **III.   dissemination,**
    - **IV.   service, and**
    - **V.   letters of recommendation**.
- Completed portfolios (including peer evaluation forms) will be submitted to the ADHUS/FAUHS 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.
- Interview by the Provost or designee
- 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 Timeline

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. Below represents the approved portfolio submission timeline that is aligned to the University promotion and portfolio process:

A.D. Henderson and FAU High School 2024-2025
Portfolio Submission Timeline for Promotion

Timeline	Process Outline
August 23, 2024	Candidate Submits Letter of Intent to the Principal
November 6, 2024	Complete Portfolio Due to the Principal
November 7-15, 2024	Peers Complete Review of Portfolios
November 18-December 2, 2024	Principal and Assistant Dean/Superintendent Review Completed
December 4, 2024	Portfolio Due to the Dean for Review
January 10, 2025	Approved Portfolio Due to the Office of the Provost

Addendum A
STATEMENT OF INTENT FOR PROMOTION

All promotion candidates will submit this Statement of Intent For Promotion form to the Principal by August 23rd. Portfolios must be completed in the Interfolio system and submitted to the Principal by November 6th of the calendar year. To be considered complete, the portfolio must include the recommendation form (Addendum B) signed by the candidate. The Promotion Committee will serve to mentor candidates as requested.

Candidates will have their completed portfolios reviewed and evaluated by ADHUS/FAUHS administration and all ADHUS/FAUHS 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 Promotion. Completed portfolios will be submitted to the ADHUS/FAUHS Principal for consideration and approval by the Assistant Dean/Superintendent and Dean of the College of Education, the University Provost, and the University President.

_____

STATEMENT OF INTENT

I, _____, declare that with this correspondence, I intend to apply for

promotion to _____ during the _____ school year.

Candidate's signature:_____ Date:_____

Principal's signature:_____ Date:_____

Addendum B
RECOMMENDATION FORM

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   Date

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

          _____
                    Nominee's Signature   Date

          _____
                    Mentor's Signature   Date

FACULTY PROMOTION COMMITTEE VOTE

For _____   Against _____   Abstain _____   Absent _____

SIGNATURES AND ENDORSEMENT STATEMENT

_____   I do _____   I do not _____ endorse candidate
Principal

_____   I do _____   I do not _____ endorse candidate
Assistant Dean/Superintendent

_____   I do _____   I do not _____ endorse candidate
Dean

_____   I do _____   I do not _____ endorse candidate
Provost

_____   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)

_____   Valid Teaching Certificate(s)

_____   Relevant Letters of Recommendation (Two from a colleague at or above rank and one outside of

ADHUS/FAUHS 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:

University School Accomplished Instructor

	Score	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
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 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 effective use of data to drive instruction • Evidence of effective use of technology	**Effective Instruction** • Instructional strategies limited to textbook and ancillary materials • Limited use of data to drive instruction • Limited evidence of effective technology use
		Assessment • Evidence of use of multiple sources of student assessment data • Complete IPDP data with evidence of implementation • All teacher summative evaluations at Effective or Highly Effective within the past three years	**Assessment** • Evidence of use of student assessment data • Complete IPDP data with evidence of implementation • All teacher summative evaluations at Effective or Highly Effective within the past three years	**Assessment** • Limited evidence of use of student assessment data • Missing IPDP data or lack of implementation • 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 with evidence of application	**Evidence of Professional Development:** Participation in a variety of professional development opportunities with evidence of application	**Evidence of Professional Development:** Limited evidence of application of professional development
Research		• Participation in university sponsored research • Educational research class • Informal classroom research • Grant writing	• Participation in university sponsored research • Informal classroom research • Grant writing	• Participation in university sponsored research
Dissemination		• Presentations of educational activities at the school level or beyond • Grant Writing	Presentations of educational activities at the team level	Presentations of educational activities at the grade level
Service		**Evidence of three of the following** • chairing a committee or special event at school or within the community • coordination of and organizing multiple field trips • grant writing • attendance and involvement in multiple school committees	**Evidence of** • attendance and involvement in volunteer work at school and/or community events • attendance and involvement in school committees • coordination of a field trip	**Evidence of** • attendance in school committees

Addendum D
University School Assistant 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

ADHUS/FAUHS 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:

University School Assistant Professor

	Score	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
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	**Assessment** • 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	**Assessment** • Limited 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: 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 and/or an educational research class • Evidence of use of data collection tools • CITI certification • Evidence of an IRB • Participation in informal/formal research with local or state impact • Grant writing	• Participation in university sponsored research and/or an educational research class • Evidence of use of data collection tools • CITI certification • Participation in informal/formal research with local impact • Grant writing	• 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 at the local/state level or beyond • Publications • 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 at the local/state level • Publications • 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 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** • 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 professional organizations, and/or local/state workshops

		• Attendance and involvement in multiple school committees • Attendance and active participation in local/state professional organizations, and/or local/state workshops • Coordination of and organizing multiple field trips • Supervising pre-service college students and/or mentoring beginning teachers	• Attendance, involvement, and leadership in school committees • Attendance and active participation in local/state professional organizations, and/or local/state workshops • Coordination of and organizing a field trip • Supervising pre-service college students and/or mentoring beginning teachers	• Supervising pre-service college students

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

         ADHUS/FAUHS 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:

University School Associate Professor

	Score	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
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 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	**Assessment** • 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	**Assessment** • Limited 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: 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 and/or an educational research class • Evidence of use of data collection tools • CITI certification • Evidence of an IRB • Participation in formal research with local and/or state impact • Grant writing	• Participation in university sponsored research and/or an educational research class • Evidence of use of data collection tools • CITI certification • Evidence of an IRB • Participation in informal/formal research with local or state impact • Grant writing	• 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 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 at the state/national level • 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 at the state/national level • 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 professional organizations, and/or local/state workshops

		• Attendance and involvement in multiple school committees • Attendance and active participation in state/national professional organizations, and/or state/national workshops • Coordination of and organizing multiple field trips • Supervising pre-service college students and/or mentoring beginning teachers	• Attendance, involvement, and leadership in school committees • Attendance and active participation in state/national professional organizations, and/or state/national workshops • Coordination of and organizing a field trip • Supervising pre-service college students and/or mentoring beginning teachers	• Supervising pre-service college students

Addendum F
University School 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

ADHUS/FAUHS 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:

University School Professor

	Score	3 – Exceeds Expectations	2 – Meets Expectations	1 – Below Expectations
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 multiple sources of 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	**Assessment** • 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	**Assessment** • Limited 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: Participation in a variety of professional development opportunities at the national level and beyond with evidence of application	**Evidence of Professional Development:** Participation in a variety of professional development opportunities at the national level or beyond with evidence of application	**Evidence of Professional Development:** Limited evidence of involvement or application of professional development
Research		• Original research recognized beyond the state level • Participation in formal research activities with state or national impact • Grant writing	• Original research recognized beyond the state level • Participation in formal research activities with state or national impact • Grant writing	• Evidence of informal classroom research with impact within school • Limited evidence of participation in formal and/or original research • Participation in university sponsored research
Dissemination		• Presentations at the national level or beyond • Evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for national use or beyond	• Presentations at the national level • Evidence of professional publications(s), creation of original educational products and/or the development and/or design of curriculum for national use or beyond	• Presentations of educational activities at the national level • 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 • Attendance and involvement in multiple school committees • Attendance and active participation in national	**Evidence of** • Attendance and involvement in volunteer work at school and/or community events • Attendance, involvement, and leadership in school committees • Attendance and active participation in national	**Evidence of** • Attendance in school committees, local/state professional organizations, and/or local/state workshops • Supervising pre-service college students

		professional organizations, and/or national workshops • Coordination of and organizing multiple field trips • Supervising pre-service college students and/or mentoring beginning teachers	professional organizations, and/or national workshops • Coordination of and organizing a field trip • Supervising pre-service college students and/or mentoring beginning teachers	