

## STANDARD 5

### FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

#### **Element 1 - Qualified Faculty**

The faculty of the Seidel School of Education and Professional Studies are well qualified to plan, facilitate, and evaluate high quality teacher preparation and other school personnel programs at the initial and advanced levels. The Professional Education Unit (PEU) faculty model best professional practices in teaching, scholarship, and service as defined by the Boyer model. Faculty in the school self-asses and reflect on their productivity via annual self-evaluations. They also regularly collaborate with colleagues in the arts and sciences. The PEU systematically evaluates faculty performance and facilitates professional development.

Faculty members' earned degrees, experience, expertise, engagement in scholarship, and service demonstrate that they are qualified and prepared to contribute to high quality teacher and educator preparation programs. Salisbury University employs rigorous standards for faculty hiring, tenure and promotion (see [SU Faculty Handbook](#) pages 13-30 in the Exhibit Center). All faculty have earned doctorates or exceptional expertise in their field, qualifying them for their assignments. For the Spring 2005 semester, 36 of 39 or 92% of the full time unit faculty have earned doctorates in their field of expertise. In addition to full-time tenure track faculty, the Seidel School also employs full and part-time non-tenure track faculty responsible for graduate and undergraduate course instruction and intern supervision. One notable collaborative effort has added an additional faculty member to the Department of Health, Physical Education and Human Performance. Ms. Marianne Noelte is a teacher in residence from Wicomico County. She teaches courses, coordinates the Wicomico County Secondary Cluster PDS and supervises interns. Faculty involved in educator preparation programs in other schools in the university (i.e., music, ESOL/TESOL, Modern Foreign Languages (MDFL)) possess appropriate degrees, experiences, and expertise, and engage in scholarship and service as appropriate to their fields. Table 5.1.1 summarizes the qualifications of faculty in the unit. (For a full listing of specific faculty credentials, see the [Faculty Qualifications Table](#) in Exhibit Center.)

<b>Rank</b>	<b>Number of Faculty</b>	<b>Percent with Earned Doctorate</b>	<b>Percent ABD</b>	<b>Percent with Masters Degree</b>
Full Professor (Tenure-Track)	7 Connors, Hammond, Johnson, Muller, Pataniczek, Richards, Wolinski	100%	0%	0%
Associate Professor (Tenure-Track)	18 Andes, Armstrong, Bing, Bond, Bowden, Curtin, Geleta, Hutchinson, Jenne, Michelson, Panday, Robeck, Royer, Stitche, Vila, Weaver, White, Wood	100%	0%	0%

<b>Rank</b>	<b>Number of Faculty</b>	<b>Percent with Earned Doctorate</b>	<b>Percent ABD</b>	<b>Percent with Masters Degree</b>
Assistant Professor (Tenure-Track)	10 Bergner, D'Abundo, Dean, Folger, Gilkey, Gorrow, Groth, Lew, Marasco, Milner	100%	0%	0%
Instructor	1 Mohammed	0%	100%	0%
Lecturer	3 Conner, Noelte, Orendorf	0%	0%	100%

Nearly one-third (12 of 39) of these faculty are also Professional Development School (PDS) Liaisons. (For a complete list of PDS liaisons, please see the [PDS Liaisons Table in the Exhibit Center.](#))

The duties of a PDS Liaison include but are not limited to: maintaining a consistent and visible University presence in the PDS site(s); serving as the main communication link between the PDS site(s) and the University; communicating any concerns or issues of the PDS site(s) to the Director of Field Placements and/or PDS Coordinator as appropriate; regularly attending RPDS Council meetings; organizing and co-chairing a minimum of two PDS Coordinating Council meetings each academic school year with Site Coordinator(s); assessing PDS site(s) yearly using the Maryland PDS Standards; setting short and long term PDS site goals; keeping a log of PDS site(s) involvement coordinated by SU; recording recognition and celebration of joint work and contribution of each PDS partner; providing or securing staff development to meet school improvement needs including, but not limited to, collaborative internships and action research; assisting administrator(s) with mentor selection as per county policy; establishing and maintaining contact with current mentors; identifying opportunities for PDS research projects, grants, joint ventures, tutoring/mentoring programs and other collaborations. PDS liaisons are faculty members who are crucial to the maintenance of the school/university partnerships. It should be noted that PDS liaison assignments are part of faculty load.

The unit employs three full-time faculty who do not hold terminal degrees. They each possess exceptional skills that contribute to the education programs at SU. Table 5.1.2 summarizes this expertise. For additional information refer to the full faculty vita in the vitae archives.

Mohammed, M. (tenure-track)	6 years public school teaching; 4 years higher education experience; ABD, University of Iowa
Conner, L.	36 years public school teaching; 1 year higher education experience
Orendorf, M.	29 years public teaching experience; 4 years higher education experience

Part-time or adjunct faculty play critical roles in the education of our candidates. Ninety-four percent of all adjuncts hold a masters or doctoral degree. Specifically, 19 percent (10 of 54) hold a doctorate and 76% (41 of 54) of all adjuncts hold a masters degree. To ensure program quality and collaboration and communication between part time and full-time faculty, adjunct orientation sessions are conducted by the directors of the elementary and secondary programs. These orientation sessions focus on introduction to the programs at SU, introduction to GullNet (SU's academic information system) and introduction to LiveText (our web-based data management and portfolio construction system). The GullNet training teaches adjunct faculty how to access class rosters and submit grades. All adjuncts serving as university supervisors attend regularly scheduled monthly meetings. These meetings focus on a wide variety of topics including LiveText, GullNet and evaluation of interns. In some cases, adjuncts co-teach courses with full-

time faculty prior to teaching the courses solo. Adjunct faculty are also mentored by full-time faculty. This arrangement is informal but multiple examples can be found. One notable example is the mentoring relationship between Dr. Ed Robeck and Ms. Linda Conner who both teach the course, *ELED 312 Science Instruction*. They collaborate and have designed a common assessment that is administered to all students taking *ELED 312* and used as a data point in the ACEI SPA review.

The professional educational unit has a full time Professional Development School Coordinator, Ms. Stacie Siers, as well as a full-time field experience director, Mr. Harold Schriver. Both Ms. Siers and Mr. Schriver possess extensive public school experience. Together, they coordinate all field experience activity and are the primary contacts for university P-12 school communication. Each PDS site also has a site coordinator who is an experienced teacher or administrator who works in the PDS and serves as a point of contact for PDS-related communication. The university supervisor also serves as a link between the School of Education and the local school systems where interns carry out their internships. The primary function of the university supervisor is to assist the teacher intern in developing teaching competency and to provide support to the mentor teacher. In most cases, university supervisors are former master teachers with advanced degrees. Specifically, position announcements for the role of university supervisor list the following qualifications: 1) master's degree, 2) at least 5 years successful classroom teaching, 3) experience in the role of cooperating teacher, mentor, or coach, 4) experience in a leadership role working with or teaching adults, 5) solid knowledge base in the teaching/learning process, 6) excellent interpersonal and conflict resolution skills and 7) licensure in the area of supervision. All supervisors employed meet the stated criteria. Full-time faculty also serve as university supervisors.

Mentor teachers are professional educators at the local schools who serve in the important role of continually supervising interns onsite. In the academic year 2000, superintendents of local school systems signed agreements to ensure quality field placements for our interns. ([See agreements in Exhibit Center.](#)) The following statements summarize these agreements: All mentors will hold the appropriate teaching license and will be teaching in the area of licensure when supervising an intern. Mentors will have at least three successful years of teaching and have attained tenure. Mentors are excellent role models and promote active learning. Mentors model excellent professional practice. Mentors display a respect for cultures, beliefs, values and talents of all people. Mentors actively engage in staff development activities. Mentors understand human diversity and provide leadership for student interns in designing activities.

P-12 teachers and administrators who work in PDS sites who are not directly involved with initial or advanced programs may participate in coordinating council meetings, general PDS planning through the Regional Professional Development School meetings, and professional development activities.

In the SU Educational Leadership program, there are rigorous requirements for mentors to host administrative interns. The following criteria are used in the selection of mentors for candidates: Mentors should demonstrate the ability to 1) develop, articulate, implement and steward a school vision of learning, 2) collaborate with all stakeholders and community groups promoting success for all students; 3) promote the success for all students by promoting a positive school culture, an effective instructional program, applying best practice and designing professional growth plans for staff, 4) promote the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment, 5) promote success for all students by understanding, responding to and influencing the larger political, social, legal and cultural context and 6) promote the success for all students by acting with integrity, fairly and in an ethical manner.

## Element 2 - Modeling Best Professional Practices in Teaching

Best professional practices in teaching are crucial to the success of all faculty members in the university. The Salisbury University mission highlights the importance of effective teaching:

*Good teaching is the primary goal for faculty at Salisbury University. Good teaching implies the need for constant striving to improve and continual efforts to teach more effectively than previously. Good teaching includes fresh approaches to a course, innovations, creativity, designing productive experiments and field experiences, and eliciting creative work from students. Growth in teaching is demonstrated by specific activities such as creating new courses, revising curriculum and earning teaching awards because of improved teaching. (SU Faculty Handbook, p. 18)*

Knowledge of content is evidenced by the large number of faculty holding a terminal degree, by the quality of faculty-developed syllabi and by high marks given to instructors by students in course evaluations. (See [syllabi archive](#) in Exhibit Center.)

Excellence in teaching, scholarship and service are essential criteria in promotion and tenure decisions at SU (See [faculty handbook](#) pages 13-30). Faculty are active in professional organizations that disseminate research on pedagogical best practice. They maintain an in-depth understanding of their fields by participating in professional organizations, by developing personal research agendas and by engaging in individual professional development. Faculty present their own research and learn from the research of other experts in their respective fields during conference attendance. Since our last NCATE visit, the Departments of Education and Health, Physical Education and Human Performance Faculty have presented 455 papers at professional conferences.

The faculty's professional practices are recognized beyond the university. Recent rankings in national publications attest to SU's attention to teaching practice. *U.S. News & World Report* ranked SU among the top 10 percent of all universities of its kind in the country in 2004. This 2004 ranking marked the eighth consecutive year SU has appeared on the *U.S. News* Top 10 list for public institutions-master category-in the North. *U.S. News* uses several criteria to measure academic quality at 572 institutions nationwide, including peer assessment, retention rate, faculty resources, student selectivity, financial resources, graduation rate and alumni giving rate. In addition, for the sixth straight year, SU was in *The Princeton Review*, representing the top 10 percent of some 3,500 colleges and universities-both public and private-nationwide. The list is compiled through a combination of statistical analyses, campus visits and student surveys. Although these rankings are based on all faculty at SU, the data is relevant since elementary education is the largest major on campus and the Fulton School of Liberal Arts and the Henson School of Science and Technology employ faculty that are a part of the professional education unit.

Our faculty integrate what is known about their disciplines into their own instructional practice. One prominent example of this can be found in the secondary education program. Content area reading instruction is integrated with content-specific methods courses. Secondary methods faculty model the content reading strategies to promote understanding of pedagogy as well as content reading and writing strategies. In essence, faculty "practice what they preach."

An additional indicator of best practices in teaching includes recognition of the members of the Seidel school who have received the SU Distinguished Faculty Award. Four Seidel faculty have received the award in the recent past, including Drs. Nomsa Geleta (2003), Nancy Michelson (2002), Victoria Hutchinson (2002) and Joel Jenne (2000).

At Salisbury University, we believe that the impressive achievements of our candidates also testify to the expertise of our faculty. In Maryland, the State Teacher of the Year Program recognizes outstanding educators in P-12 schools. There are 23 teacher education institutions in the state. In the last 5 years, Salisbury University has been represented 24 times (see [Teachers of the Year Table](#) in Exhibit Center). At the county level, SU produces more county Teachers of the Year than any other Maryland institution. In 2003, Aaron Deal, was selected as the Maryland State Teacher of the Year.

SU graduates also receive other related awards at both the state and local levels. (Please see the listing of [Awards Earned by SU Graduates](#) in the Exhibit Center.)

The Conceptual Framework indicates that being a reflective practitioner is a critical skill for effective teaching. Assessments and in-class activities aimed at developing each student's ability to reflect can be found in both undergraduate and graduate programs. Faculty use various instructional strategies and assessments to assist in the development of reflective practice, critical thinking, and problem solving. A review of course syllabi reveal a broad range of innovative instructional strategies employed by the faculty, and that these strategies are supported by the literature cited in the conceptual framework. Instructional strategies identified below are congruent with and support the themes of the framework, particularly those of informed and reflective pedagogy, a focus on P-12 student learning, scholarship and inquiry, and collaboration.

Data from the faculty effectiveness survey show that over 72% of faculty require candidates to conduct research projects or critique research articles in their classes. Eighty-two percent of faculty require candidates to construct lesson plans. On average, 60% of faculty require candidates to peer teach or teach P-12 students. Over one-half of the faculty employ critical thinking assessments such as real life scenarios and problem solving. This evidence supports the conceptual framework theme of promoting scholarship through critical thinking and candidate reflection.

While completing courses in their preparation programs, candidates are involved in many pedagogical experiences. Faculty use a wide array of strategies in the instruction of teacher candidates. The list below captures the variety of strategies used by faculty within the unit:

- PAR Instructional Framework- Preparation/Assistance/Reflection in content area reading
- Cooperative learning/Group work
- Reporting out to larger group for feedback and further input
- Experiential exercises
- Social studies skill builders
- Visual discovery
- Active learning/ hands-on activities
- Demonstration/Modeling
- Group discussion /analysis
- Critical analysis
- Project based learning
- Classroom guided practice
- Lecture/ interactive lecture
- Teaching to multiple learning styles
- Class Presentations /Power point presentations
- Peer reflection/Self-assessment and reflection
- Exploration/Discovery
- Transactional comprehension/discussions
- Student Work Sample Analysis

- Candidate self assessment
- Pre- & post-observation conferencing
- Instructor monitored small group processing and strategy activity trials
- Candidate in class microteaching/peer teaching
- Role-playing
- Nonlinguistic Representations
- Debates
- Whole class discussion/inquiry
- Group problem solving in mathematics and mathematics pedagogy
- Written reflection and analysis of articles and teaching episodes
- Discussion of case studies
- Evaluation of instructional materials
- Real world application to content
- Demonstration Lessons

Effectively educating *all* students is a hallmark of SU’s Conceptual Framework. Faculty model instructional strategies that support diverse learners. Professional standards outlined by the Specialized Program Associations (SPAs) have expectations for incorporating diversity and guide our instructional efforts in the unit. Topics and assessments addressing various groups of diverse learners are found in individual faculty syllabi. Table 5.2.1 highlights examples of performance-based assessments that focus on topics of diversity. (For additional examples, please see the [syllabi archive](#).)

<b>Performance Based Assessment</b>	<b>Course</b>	<b>Faculty</b>
MI Inventory and Reflection	<i>EDUC 304</i>	Bing, J.
Lesson Plan adapted for English Language Learner (ELL)	<i>EDUC 310</i>	Andes, L.
Unit Plan with lesson for ELL learner and Learning Disabled (LD) student	<i>SCED 474</i>	Weaver, S.
Design a children’s book using tactile additions with ELL students, low achieving students, physically impaired children and/or reluctant readers	<i>ELED 317</i>	Bond, E. and Dean, P.
Family Literacy Project – consists of diverse resources families use to enhance young children’s literacy	<i>EDUC 210</i>	All <i>EDUC 210</i> Faculty

The faculty focus on technology has evolved dramatically since our initial accreditation visit. SU was the recipient of a PT3 grant that facilitated faculty professional development and candidate portfolio development. Professional development assisted faculty in acquiring critical knowledge and skills that have allowed them to use technology as a tool for instruction and facilitate the use of technology by our candidates.

During the Spring 2005 term, the Education Department’s Technology Resource Center (TRC) received 17 new desktop computers to provide additional capacity for integrating technology into faculty teaching. This lab is available to education faculty and students to support integration of technology into education courses and assignments. During the 2004-2005 academic year, a graduate assistant and 4 Undergraduate Technology Teaching Assistants, who were available to assist faculty and students with projects, staffed the lab. Designated for faculty are two mobile computer carts with 15 laptops for wireless connectivity to the campus network and the Internet. Additionally, 5 of our teaching spaces are “smart classrooms” with permanently affixed computers and projectors. (An [overview of TRC Resources](#) for the 2004-2005 academic year is available in the Exhibit Center.)

These new facilities support innovative teaching and enhance the instructional skills of the faculty. The department utilizes the Maryland Teacher Technology Standards (MTTS) to guide technology integration throughout programs.

Content related to MSDE technology standards are addressed in specific educational technology courses (*EDUC318 and EDUC 319*). In addition, faculty model the use of technology and integrate technology-rich learning activities into their courses throughout programs. In 2000, a database was developed to support an Implementation PT3 grant. This database was used to collect data about the use of technology in the elementary and secondary education programs. At the beginning of each semester, faculty entered into the database information about the use of technology in their courses. In Spring 2003, the data showed noticeable progress in our use of technology for teaching and learning. Eighty percent of elementary education faculty included as a course outcome the ability to use technology to access information. (Specific data for [Faculty Use of Technology](#) and [Technology as a Learning Activity](#) are available in the Exhibit Center.)

Since the end of that grant project in Spring 2004, collection of this data has been transferred to the [Assessment Committee](#) and questions regarding faculty use of technology have been included in a new data collection instrument first implemented in Spring 2005. Analysis of these data occurs annually.

Summary data for technology collected from faculty via the [Faculty Effectiveness Survey](#) in Spring 2005 is summarized in the Exhibit Center. These data show that faculty use a variety of technologies for both instruction and course administration.

Faculty use a variety of performance based assessments, as is apparent from a review of their syllabi. Assessments in internship settings often require collaboration between the university supervisor and mentor, using the web-based Mentor and Supervisor Assessment of Intern form. During the last year, a great deal of attention was paid to the revision of the internship evaluation instrument. This form was constructed, piloted and revised using feedback for various stakeholders including mentor teachers, university supervisors, administrators and interns. This form is still in the revision process due to the feedback received from SPA reviews. Specifically, the changes that need to be made to the form include adding program specific items to address individual SPA standards.

Performance based assessments are included in all courses in the professional programs. The undergraduate programs require the use of LiveText. This dynamic web-based product allows candidates to create and submit work via the Internet and allows faculty to assess the candidate work and to collect and aggregate data. In the elementary education program, all courses have at least one common performance assessment that produces data used in the assessment of the ACEI program standards. Each semester, data is collected and analyzed and used for program review and improvement. In the secondary programs, web-based portfolios are used to collect artifacts that demonstrate individual candidate mastery of the SPA standards.

Over 72% of faculty require candidates to conduct research projects or critique research articles in their classes. Eighty-two percent of faculty require candidates to construct lesson plans. On average 60% of faculty require candidates to peer teach or teach P-12 students. Over one-half of faculty systematically employ critical thinking assessments like real life scenarios and problem solving in their classes. Less than 35% of faculty use exams that consist of true/false, matching and fill in the blank items. 65% of faculty utilize essays (extended constructed response) and short answer (brief constructed response) questions.

In the M.Ed programs, faculty mentor students as they engage in individual and collaborative research efforts that culminate in action research projects as a part of the capstone experience in *EDUC 695 - Research Seminar*.

In *SCED 433 – Reflection and Inquiry In Teaching Practice* (internship seminar), faculty mentor all secondary interns as they complete Action Research projects during their internships. In *EMAT 511 – M.A.T. Internship Seminar*, all students are also mentored through Action Research Projects.

Additional Examples of specific performance based assessment utilized by faculty include:

- Candidates observe a modeled lesson and then critique it using concepts from class.
- Candidates conduct a guided reading lesson. The lesson is recorded and post-analyzed by candidate using a provided rubric.
- Candidates are required to conduct a series of reading assessments, interpret data, identify levels of performance and design a specific instruction plan over a multi-week period.
- Candidates construct programmatic portfolios using the SPA standards for each program
- Candidates assemble a secondary content reading and writing strategies tool box.

Consistent with the process of faculty evaluation set forth in the Salisbury University Faculty Handbook, faculty in the Seidel School do annual self-evaluations which serve as a portrayal of work in the areas of teaching, scholarship, and service. Each faculty member is expected to provide credible and reliable evidence of accomplishments and a reflective critique. Following a model of performance assessment, faculty will provide multiple forms of evidence of accomplishments in teaching and advising, scholarship, and service. Priority is afforded to teaching and to activities that promote accomplishment of the mission and goals of the Seidel School. Faculty self evaluations are used in the formal evaluation process conducted by department chairs. Copies of sample annual self-evaluations are available in the Department chairs' offices..

### **Element 3 - Modeling Best Professional Practices in Scholarship**

The Seidel School uses the Boyer Model described in *Scholarship Assessed* to guide in the definition and description of scholarship. In this model, scholarship is subdivided into five categories that include the scholarship of teaching, discovery, engagement or application and integration. See the complete description of the system outline in the linked document entitled "Seidel School of Education and Professional Studies Faculty Evaluation Model/Process". Summarized briefly, the basic features of scholarship include discipline-specific expertise, innovation, documental results, peer review, replicability and elaboration and significance or impact as defined by Diamond and Adam (1995). Various examples of scholarship might include securing grants or other external funding, traditional research, evaluation of research applications, publications, papers presented at professional meetings, books (sole, multiple author, edited, chapters), monographs, unpublished papers or reports, invited papers and guest lectures, reviews by professional organizations and awards, outcomes of professional service, honors or other special recognition.

Faculty are involved in a variety of scholarship activities. See the faculty vitae archive for more examples. Table 5.3.1 below includes a representative sample of recent faculty presentations at professional organization meetings. Each presentation is directly linked to faculty expertise in both teaching and learning.

<b>Faculty</b>	<b>Presentation Title</b>
Gorrow, T., Bing, J., & Royer, R.	“Going in Circles: The effects of a WebQuests on the achievement and attitudes of prospective teacher candidates in education foundations” presented at the Society for Information Technology and Teacher Education (SITE) International Conference. (2004).
Conners, K., Siers, S. & Noelte, M.	“Too much to lose? Relieving stakeholder anxiety when a school becomes a PDS partner” presented at National PDS Conference (2005).
Dean, P. , Bond, E. & Marasco, L.	“Writing the earth: The geographies of children” presented at the Ireland Research Symposium in Children’s Literature ( 2005).
Dean, P.	“Fonix Fun: Using Literature & More to Teach Phonological Awareness.” Association for Childhood Education International (2005).
Groth, R.	“Levels of thinking in high school statistics” presented at the NCTM Regional Conference (2004).
Michelson, N., Lynch, M, Jenne, J., Weaver, S., & White, A.	“To integrate or not to integrate: Content area reading and secondary methods courses” presented at National Reading Conference (2004).
Richards, P. & Royer, R.	“Revising the treasure hunt format to improve reading achievement” at the National Education Computing Conference (2005).
Ball, D.	“Reading, Writing & Resisting: Jaymes Revisited,” at the Council for Exceptional Children (CEC) National Conference (2004).

Professional Education Unit faculty are actively involved in securing external funding through grant writing. Table 5.3.2 represents a small sample of grants secured by faculty. (For a comprehensive list of all requested and received external grants and contracts see [Grants and External Funding 2000-2005](#) in the Exhibit Center).

Faculty productivity in the area of scholarship is demonstrated when evidence of scholarly works is inventoried. 100% of faculty are engaged in scholarship as evidenced by faculty vitae. Since our initial NCATE accreditation visit in 1999, faculty in the unit have produced 10 books/book chapters, 103 refereed works, 106 non-refereed works, 81 creative activities, 455 professional presentations, and 102 external grants/contracts. The amount of grants funded since the initial visit totals \$3,907,655. Table 5.3.2 summarizes the education grants received by the Unit. The table shows the percentage of Seidel School grants for each year and shows the unit total funded and amounts by school.

<b>Year</b>	<b>% of total SU grant funding for Seidel School</b>	<b>Amount Funded In Seidel School</b>	<b>Amount Funded In Fulton School</b>	<b>Amount Funded In Henson School</b>
1999-00	46%	\$1,022,955	\$240,251	\$0
2000-01	9%	\$1,106,249	\$526,436	\$0
2001-02	27%	\$468,044	\$509,208	\$608,007
2002-03	22%	\$742,652	\$3,362,925	\$0
2003-04	28%	\$457,755	\$672,716	191,922

<b>Year</b>	<b>% of total SU grant funding for Seidel School</b>	<b>Amount Funded In Seidel School</b>	<b>Amount Funded In Fulton School</b>	<b>Amount Funded In Henson School</b>
2004-05	15%	\$110,000	\$1,274,686	\$49,972

In addition faculty have spent more than 2104 days providing public service in P-12 schools and community colleges.

**Element 4 - Modeling Best Professional Practices in Service**

The unit expects faculty to be actively engaged in service and categorizes service into two groups as defined by Boyer in Scholarship Assessed. Citizenship is the first category and is defined as the commitment that faculty members make to their departments, their School, and the University. It follows a continuum ranging from fulfillment of basic expectations to leadership on major committees. The self-evaluation should document participation, effectiveness and leadership in service to the campus. Faculty members should not underestimate the importance of this aspect of service, especially basic responsibilities such as attendance at department meetings, committee meetings, graduation and convocation. Examples of citizenship include leadership responsibilities on committees; attendance at university activities; and involvement in professional organization. In addition to citizenship, Boyer identifies service to professional practice. When faculty demonstrate effectiveness, they use their professional expertise to solve problems and influence policy. Professional practice excludes repeated work or work done primarily for compensation. Examples of professional practice include the following: service on a board of directors of an agency, positive consequences or outcomes of professional service, problems solved, improvements in schools, agencies.

Unit faculty are actively engaged in various types of service. See the faculty vita archive for individual contributions to service. A table showing a representative sample of faculty service is available in the exhibit center.

Much of the unit’s local service to public schools involves our Professional Development Schools. Tenure-track faculty, PDS faculty, and others provide a wide range of services to the public schools.

The Academy for Leadership in Education (ALE) is one example of the unit's response to an educational need of local schools. In 2001, three Superintendents in the Lower Shore counties (Worcester, Somerset, and Wicomico) approached SU to help address a critical shortage of educational leaders, such as school building principals, supervisory personnel and central office staff.

SU, with support from the Greater Salisbury Council and local business enterprises (e.g., Shoreland Freezer, Peninsula Bank, and Perdue Enterprises) developed the proposal for the ALE. Local school superintendents identified candidates with promising leadership ability to enroll in the Academy. The first two-year cohort of more than thirty professional educators completed the program in June 2004. The second cohort has completed its first year of the two-year program. The Academy meets throughout the school year, drawing upon national and local expertise on leadership and educational issues. Representatives from the civic and the business community continue to serve actively on the Advisory Council and, when appropriate, provide important resources such as presenters and staff development leaders. The ALE represents a rich collaboration among the University, public school leaders, and the business and civic community of the greater Salisbury area—all in service to our public school partners.

Faculty in the Unit are involved actively in numerous professional associations at the local, national and international levels. A table of current faculty professional organization membership is available in the exhibit center. Please see individual faculty vita for comprehensive information.

### **Element 5 - Collaboration**

As indicated in our Conceptual Framework, much of our work involves collaboration with colleagues in P-12 schools, in arts and sciences, and in the surrounding geographic community. The Teacher Education Council (TEC) facilitates interaction between the school of education and arts and sciences faculty. TEC is chaired by Dr. Carol Wood, Associate Dean of the Seidel School of Education and Professional Studies. The committee membership is composed of administrators and faculty from the three schools who are vested in issues related to teacher education. This group explores such issues as the nature and quality of instruction, curriculum design, and teacher education. Within recent months, the committee focused on the Associate of Arts in Teaching initiative, which closely links 2- year and 4- year college teacher education. The committee meets twice every semester with subgroups meeting more often to complete tasks. TEC's charge is to set policy and approve proposals related to curriculum, program admission, and student retention for all teacher education and school personnel programs at Salisbury University. All proposals related to these areas must be submitted to TEC before being reviewed by University Curriculum Committee (UCC) or Graduate Council. (For additional information, [see committee minutes, bylaws and constitution in the Exhibit Center.](#))

In addition to TEC, the unit also has a P-16 Teacher Education Council (P-16 Council). The purpose of the P-16 Council is to advise the professional education unit in all matters related to the preparation of teachers and school personnel at Salisbury University. Membership consists of the County School Superintendents (or designee) and two teacher/principal representatives from each of the nine Eastern Shore Counties. Additionally, three representatives from the Lower Shore of Virginia and from Southern Delaware are included in the membership. Membership also consists of representatives from Chesapeake College, Delaware Technical and Community College, Eastern Shore Community College, and Wor-Wic Community College, as well as parent representatives and representatives from the business community. Representatives from SU education programs include the Dean of the Seidel School of Education and Professional Studies, the Director of the M.A.T. Program, the Director of M. Ed. Programs, the Director of Field Experiences, the Elementary Education Program Director, Education Department Chair, the Professional Development School Coordinator, the Physical Education Teacher Education Director, the Secondary/K-12 Program Coordinator, the Representative of the ESOL Program and the Associate Dean of the Seidel School. This group focuses on current issues facing the education of teachers on the Delmarva Peninsula and serves to advise the Unit on its programs. (For additional information, see committee minutes, bylaws and constitution in the Exhibit Center.)

Another notable example of collaboration, is the Teacher in Residence Program established between Salisbury University and Wicomico County Public Schools. This program has assisted SU in filling critical program positions when program need exceeded faculty capacity. In the 2004-05 academic year, Marianne Noelte joined the Physical Education Department. She will continue in this capacity for the 2005-06 academic year. Two other teachers in residence have been appointed in past years. Ms. Stacie Siers filled a social studies educator position and Mrs. Eleanor Ennis filled a math educator position. This collaborative arrangement has assisted SU and strengthened the relationship between Wicomico County and the University. (See [Memorandum of Understanding](#) in Exhibit Center.)

Salisbury University strives to maintain close connections to the schools where candidates and interns do their field placements. The PDS structure facilitates these connections. The [TEC](#) and [P-16](#) council also provide Salisbury University with valuable guidance and information used in the program review and improvement process.

## Element 6 - Unit Evaluation of Professional Education Faculty Performance

Each member of the faculty is evaluated annually using the process outlined in the [Seidel School of Education and Professional Studies Faculty Evaluation Model/Process](#). This model is based on Ernest Boyer's (1990) definition of scholarship articulated in *Scholarship Reconsidered: Priorities of the Professorate*. This view broadens the breadth of scholarship to include scholarship of discovery, integration, application, and teaching. This models also draws on the work of Glassick, "Huber, and Maeroff (1997).

Faculty in the Education Department use a set of 10 common items on the course evaluation form completed by candidates in all courses. These 10 items align with themes of SU's Conceptual Framework. Table 5.6.1 shows this alignment.

<b>Theme</b>	<b>Questionnaire Item</b>
Informed and Reflective Pedagogy	The course helped me to clarify and refine my personal philosophy of education.
	The course helped me understand how my personal beliefs and assumptions can affect my professional responsibilities.
	This course helped me to reflect on the work and responsibilities of being a professional educator.
Enhanced Student Learning	The instructor demonstrated enthusiasm and commitment to this course.
	The instructor was responsive in addressing my needs, questions, and concerns in this course.
	The instructional strategies (i.e. readings, activities, and assignments) were effective in helping me attain the course outcomes.
	The timing of the class activities and assignments (i.e. due dates, grading feedback, schedule of in-class activities) were effective in helping attain the course outcomes.
	I learned things in this course that will help me to meet the needs of those I serve.
Scholarship	I believe the instructor is knowledgeable in the content of this course.
Collaboration	When students expressed varied viewpoints in constructive ways, the instructor was considerate and encouraged open dialogue.

Faculty receive regular feedback from a number of different sources: the chair's comments on annual self-studies, the departmental tenure committee, and the departmental promotions committee. Faculty review this information to improve teaching, scholarship and service.

A summary of evaluations conducted by the department chairs in [Education and Health, Physical Education and Human Performance](#) for the academic year 2003-04 is available in the Exhibit Center.

Regardless of faculty rank and years of service, both tenured and non-tenured track faculty are routinely, systematically, and anonymously evaluated by all students in all courses. The evaluations are then reviewed by the faculty members following submission of course grades. These course evaluations and the faculty member's reflections on them are included in the annual self-study and are reviewed by the departmental chair as part of the annual review process, and are an integral part of tenure and promotion documentation. An integral part of the self-assessment process is establishing goals. Each year, faculty establish goals aligning with teaching, service and scholarship.

## **Element 7 - Unit Facilitation of Professional Development**

Faculty in the unit are involved in various faculty development opportunities. Faculty attend professional conferences and professional development events sponsored by the University and other local organizations such as the Eastern Shore Institute for the Advancement of Thinking (ESIAT). Informal study includes observation and practical experiences in higher education and P-12 classrooms. Within the unit, endowment funds are used to sponsor lectures that address teaching and learning, cultural diversity, exceptionalities, and instructional implications of these issues. Terms of the endowment for the series limit topics to educational issues and insist on free admission to the interested public. This allows for inclusion of and interaction with members of the P-12 community. Recent Riall Lecturers have included Carol Tomlinson, Linda Darling Hammond, Nel Noddings, Alfie Kohn, Jonathan Kozol, Maxine Greene, and Herbert Kohl. (See the Exhibit Center for a complete list of [E. Pauline Riall Lecture Series](#) speakers.)

In addition to the Riall lecture series, Salisbury University also participates in the Eastern Shore Institute for the Advancement of Thinking. ESIAT's mission is to advance education for thinking by helping educators, students, parents and community members develop an understanding of the fundamental role of thinking in the teaching and learning process. The Institute also seeks to help its constituents teach children how to use thinking processes to achieve success. ESIAT focuses on coordinating and enhancing resources, fostering staff development, providing technical assistance and strengthening communication. Each spring [ESIAT hosts a professional symposium with invited speakers](#) and concurrent presentations. (See the Exhibit Center for a table listing recent Symposia speakers.)

The Faculty Development committee and Teaching and Learning Resources offer professional development at the beginning of the fall and spring semesters. Past topics included academic integrity, performance based instruction, promoting success for the first year student, Using Respondus to create WebCT Quizzes/Surveys, and Introduction to TurnItIn (plagiarism service). Three large grants have provided the resources and expertise to deliver quality professional development on relevant and contemporary issues to Unit faculty. The Preparing Tomorrow's Teachers to Use Technology (PT3) Grant, the Training All Teachers Grant and the Service Learning Grant each provided numerous opportunities for faculty professional development.

### **Professional Development – Diversity**

**Sea Gull Symposium:** SU's office of Diversity provides funds for faculty to attend diversity related conferences and training. Upon their return faculty give presentations that are offered as professional development for the entire faculty. For example, Drs. Geleta and Dean attended the National Association of Multicultural Education conference and returned to lead a Sea Gull Symposium on the topic of racism.

**Training all Teachers Grant:** This joint, three-year project between the Education and the English departments focuses on developing faculty capacity to integrate strategies for English Language Learners (ELL) in the teacher education program. Seven Education faculty and three Arts and Sciences faculty participated in this project. The activities of the project included 60 hours of training in the theory of language acquisition, planning for ELL, and understanding of the impact of language and culture on ELL. The result of this project was course transformation to reflect understanding of ELL. Along with faculty training, this project provided principals opportunities to enhance their understanding in this area.

### **Professional Development - Technology**

Through the PT3 grant funding the unit offered 18 professional development workshops focusing on technology in the initial grant year, 1999-2000. The workshop topics included Blackboard web tools, Windows 95, GroupWise Email, Internet Search, Internet in the Classroom, a presentation by MSDE

Director of Technology Barbara Reeves, Telecollaboration, PowerPoint, NetMeeting, Front Page, Hyperstudio, Software Preview, Make Your Own Web Workshop, and a meeting with SU Webmaster.

During Summer 2001, Salisbury University received a second PT3 grant and used grant funds to host PT3 at the Beach which provided a week of professional development in technology integration for faculty from Salisbury University, Frostburg State University, and the University of Maryland Eastern Shore. Forty Arts and Sciences and Education faculty participated and produced instructional activities such as online activities between P-12 and university students, WebQuests, and tutorials for electronic portfolios. The faculty met again in December to share the experiences and success of teaching with technology during the Fall 2001 semester.

During Summer 2002, Frostburg State University hosted PT3 at the Mountains and provided a week of professional development in technology integration for faculty from Salisbury University, Frostburg State University, and the University of Maryland Eastern Shore. Thirty-four Arts and Sciences and Education faculty participated and produced instructional activities. The faculty from Salisbury University met again as a group in October 2002 to share their experiences and success of teaching with technology during the Fall 2002 semester in conjunction with a PT3 collaborative exchange visit.

### **Professional Development – Emerging Practices**

**Teacher Consortium in Service Learning.** This is a major grant funded project under the leadership of Salisbury University. Fifteen faculty members from Salisbury University, Coppin State University, and Towson University worked to transform curriculum to integrate service learning. Faculty participants were exposed to the service learning theory, service learning as a teaching strategy that can enhance appreciation of diversity through involvement in the community, and how service learning that is planned well powerfully connects classroom content knowledge to real life situations. PEU faculty members attended a presentation, "Service Learning: A Snapshot" delivered by Dr. Geleta. The result of this project is a joint publication Learning to Serve, Serving to Learn: A View from Higher Education which can be accessed at: [http://www.servicelearning.org/.../learning\\_to\\_serve\\_serving\\_to\\_learn\\_a\\_view\\_from\\_higher\\_education/index.php](http://www.servicelearning.org/.../learning_to_serve_serving_to_learn_a_view_from_higher_education/index.php)

**Regional Professional Development Schools Conference.** Salisbury University sponsors the Regional Professional Development Schools conference annually. The significance of this conference is the opportunity for SU faculty and PDS partners to engage in mutual professional development. (Conference information from prior years is available in the Exhibit Center.)

The professional development opportunities described above are examples of how the Professional Education Unit facilitates professional development that is congruent with the unit's Conceptual Framework.

In conclusion, faculty in the unit are well-qualified and model best professional practices in scholarship, service, and teaching. The unit assesses its own effectiveness related to candidate performance and collaborates with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.