

San Francisco State University  
Graduate College of Education  
Department of Elementary Education  
Criteria for Retention, Tenure, and Promotion

Approved by EED Faculty  
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Approved by Provost  
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**The Department of Elementary Education  
Mission Statement**

The faculty associated with the Department of Elementary Education in the Graduate College of Education at San Francisco State University acknowledges the rich and complex social and educational contexts in which we work. Our credential and graduate programs in Elementary Education are designed to develop an understanding of theory, pedagogy, management and leadership skills necessary for effective practice in linguistically and culturally diverse school settings. The Mission Statement of the Elementary Education Department reflects that commitment:

*Our program prepares knowledgeable, reflective, professional teachers distinguished by their demonstrated knowledge of pedagogy that provides access to complex dimensions of the curriculum, and equity for culturally, economically and linguistically diverse students learning in dynamic educational contexts. We aspire to prepare teachers who will provide daily opportunities for children to develop intellectually, creatively, and socially and to view themselves as agents of change in their communities.*

**Department Profile**

The Department of Elementary Education prepares and develops teachers to obtain the Multiple Subjects Credential (MSC). We also offer a Bilingual Authorization Credential for Spanish and Chinese. The department also offers a Master of Arts program in Education with four distinct concentrations: Early Childhood Education, Elementary Education, Language and Literacy, and Mathematics Education. These programs offer advanced training in research, practice and policy. Additionally, through Language and Literacy we offer a California Reading and Literacy Leadership Specialist Credential as well as a certificate: Added Authorization in Literacy. Certain faculty also teach and advise B.A. level courses in the department as well as teach and advise in the Graduate College of Education's Ed.D. Program in Educational Leadership. Beyond the required four course teaching load that faculty in the Graduate College of Education teach each semester, EED faculty members conduct research as well as collaborate and sustain relationships with surrounding school districts.

Unique to the Graduate College of Education is the responsibility of the faculty to continually review their program, maintain program documentation, revise and design program changes, and

evaluate the credential programs according to standards set by accrediting agencies, which include the California Commission on Teacher Credentialing (CCTC).

## **TEACHING EFFECTIVENESS**

The primary mission of SF State University is teaching, and the Department of Elementary Education takes that mission seriously. To be considered for retention, tenure or promotion, candidates must meet the standards in teaching expected of faculty and required by the University.

Narrative -- Faculty should provide a self-statement of teaching effectiveness that articulates the purposes, strengths, and areas of growth within their teaching. The narrative should provide a context for understanding faculty member's accomplishments within the area of Teaching Effectiveness.

The narrative should include brief statements of one's philosophy of teaching, description of teaching methods, and a self-appraisal of one's development and achievements in teaching, with particular attention given to the impact of one's teaching on credential and masters candidates' learning. The narrative should also reflect a commitment to improving teaching. For faculty whose teaching responsibilities include supervision of student teachers or other instructional assignments, a similar statement should be included for these areas.

### **Criteria for Evaluation of Teaching Effectiveness**

1. Scholarly Level of Instruction -- Faculty are expected to maintain a scholarly level of instruction and demonstrate commitment to high academic and pedagogic excellence.

Evidence:

- Written course requirements in syllabi, which reflect high quality standards
  - Current research theories and practices
  - Innovative teaching techniques reflected in course syllabi and materials
  - Development of assessment tools such as rubrics, portfolio, etc. for instructional purposes
  - Address student concerns and comments
2. Student Evaluations -- All faculty are expected to demonstrate effective teaching based on student evaluations. Probationary and tenured faculty are required to provide evidence of teaching effectiveness based on student evaluations administered according to department guidelines. Evaluations with composite mean scores that fall between 1.0 and 2.0 and with generally positive student comments are considered evidence of teaching effectiveness appropriate for retention, tenure and promotion. A pattern of mean scores higher than 2.0 over multiple semesters is cause for concern and indicates need for improvement. The department recognizes that teaching performance can fluctuate for faculty based on programmatic changes and individual student factors beyond the instructor's control. Faculty comments on contextual issues should be included in the teaching narrative and wherever else it would be appropriate.

Evidence:

- a. Faculty shall include a table of all courses taught. For each class taught, include the total course enrollment and the number of responses or students who completed evaluations, along with the mean scores for each class. Organize this information by semester, not by courses taught.
  - b. For retention, tenure, and promotion to Associate Professor and Full Professor, faculty will include ratings from all students in all courses taught.
  - c. All Student Evaluations of Teaching Effectiveness are collected electronically and RTP candidates include these per the language stated in current faculty union collective bargaining agreement.
3. Peer Evaluation: All faculty applying for Retention, Tenure, and Promotion will provide Peer Evaluations in their WPAF. The RTP Committee will assign peer reviews at least once per year for each tenure and tenure track faculty member. In such evaluations, members of the RTP Committee or other faculty members of equal or higher rank than the person evaluated will visit classes and provide written comments concerning the quality of teaching. Specific areas of evaluation under Teaching Effectiveness will be:
- a. knowledge of subject,
  - b. evidence of preparation and class organization;
  - c. classroom decorum and atmosphere;
  - d. student-faculty interactions;
  - e. clarity of presentation;
  - f. and other evidence of teaching skills as described in the EED peer observation report.

Evidence:

Submit Peer Observation Reports. The RTP Committee is responsible for arranging peer observation visits once per year. Assistant and Associate faculty should submit these as part of their file.

4. Student Advising: Faculty are expected to actively advise students in the programs in which they teach. Advising consists of several aspects of student support including: advising students of the requirements and expectations of MA programs, the Multiple Subject credential program, and the doctoral program; providing feedback on MA level students' initial Human Subjects submissions and revisions, guidance to students via *Field Study Guideline* document or the equivalent, providing feedback the written drafts of.

GCOE Student Evaluation of Teaching Effectiveness evaluations are used for MA level culminating experience advising. The department also recognizes the advising contributions of faculty who serve as second readers on MA field studies. Candidates are to document the number of field studies that they have served on as second reader, and to delineate their roles as advisor for each field study.

5. Additional Evidence of Teaching Effectiveness

Evidence of Teaching Effectiveness may include samples of pedagogical materials, supervision of practicum, advising, directing student research, curriculum design, interdisciplinary teaching, technology integration, mentoring, and serving as committee chair for field studies, theses, or

dissertations. Instructional innovations in the classroom are encouraged and recognized as important.

## **PROFESSIONAL ACHIEVEMENT AND GROWTH**

The Department of Elementary Education expects all faculty considered for retention, tenure, and promotion to pursue a research and scholarship agenda. Given the Department's overall emphasis on teaching, program development, and work with schools, the Department expects candidates' research and scholarship agenda to pertain to SF State University's departmental teaching, creation of programs within the department, and faculty-school teaching and research projects. The department values the generation, dissemination and representation of scholarship in multiple forms and venues identified below.

Faculty must provide a narrative, which is a self-statement of professional achievement and growth. The narrative should provide a context for understanding the faculty's accomplishments with the area of Professional Achievement and Growth. The committee will seek external evaluations of all candidates' work who are being considered for promotion from Associate to Full from peers at outside institutions who work in relevant fields of study.

### **Research, Publication, and Creative Works**

The department expects research and scholarship on educational research, policy, and practice in venues appropriate for our discipline and field. We place first ranking for candidates to have a majority of their research and scholarship in Group A of publications as listed below. We place second ranking on in Group B of non-refereed publications as listed below. We also note that the department expects that some candidates might have a profile of publications in both groups. In cases of joint authorship, candidates are expected to note the percentage of their research and publication contribution. Evaluation is made of the quality of the research, practice, and/or policy implications of the publication pursuant to the candidate's field of expertise, and the extent to which the publication reflects scholarly growth and development for the candidate's career trajectory.

### **Evidence — 4 Groups:**

#### **Group A — Refereed Publications**

- Single-authored journals in education and related fields
- Single-authored book on education and related fields
- Single-authored chapter in a book on education and related fields
- Co-authored book on education and related fields
- Co-authored article in a journal on education and related fields
- Co-authored book chapter on education and related fields
- Editor/Co-Editor of an edited volume on education and related fields
- Published papers in peer-reviewed proceedings

### **Group B -- Presentations**

We expect candidates to present at multiple venues at the the local, state, national, and international levels. Evidence may include, but are not limited to:

- A. National—Peer Reviewed
- B. International—Peer Reviewed
- C. State—Peer Reviewed
- D. Local – peer reviewed

### **Group C: Grants**

Faculty may write and/or collaborate on educational research, practice, and policy grants pertaining to the candidate’s teaching, program development, and work in the schools. Candidates may serve as Principal Investigator or Co-Investigator on the grants. These examples of evidence are not in order of importance. Evidence may include, but are not limited to the following:

- A. Research– Local, State, Federal, and International Grants
- B. Program Development
- C. Partnerships with local schools

### **Group D — Non-Refereed Publications**

- Professional educational association publications
- Non-juried/externally critiqued exhibition of works
- Bulletins and technical reports
- Book reviews

In general, the following expectations meet requirements for tenure and promotion per group descriptions above. Each candidate’s profile may vary in terms of overall number of publications across these 4 groups for the two RTP stages (tenure/promotion to Associate; Promotion to Full).

|                                | <b>Group A</b> | <b>Groups B- C</b> | <b>Group D</b> |
|--------------------------------|----------------|--------------------|----------------|
| Tenure/ Promotion to Associate | 2              | 2-3                | 2              |
| Promotion to Full              | 2-3            | 2-3                | 2-3            |

### **Curricular Innovations**

The Department recognizes that curricular innovations – such as development of academic programs, new courses or course content, new pedagogical approaches or applications of technology, or new areas of instructional expertise – are exemplary examples of curricular innovation.

- A. Designing new programs and new courses
- B. Creation and administration of professional development schools and programs
- C. Development of assessment system for department students adopted by department or college

- D. Departmental and College Collaboration among Institutions of Higher Education
- E. Departmental collaboration in designing and implementing curriculum

## **CONTRIBUTIONS TO CAMPUS AND COMMUNITY**

Candidates for tenure and promotion are expected to show evidence of active participation in service at the departmental, college, university, and community levels.

### Contributions to Campus

The faculty in the department share responsibilities for their governance and advancement by contributing through campus service. All faculty are expected to participate in the decision-making and administrative processes at all levels. Examples of campus service include, but are not limited to:

- Department committees and assignments
- College committees and assignments
- University committees and assignments
- CSU Committees and assignments
- Other governance activities and administrative services to/for the University
- Inter-departmental and inter-college collaboration on new projects and programs
- Collaboration with other institutions of higher education on new projects

### Contributions to Community

Faculty may use their academic expertise or university status to serve the community at the local, state, national, and/or international levels.

Service to the community is normally provided to two specific groups: the public (e.g., various local, national or international communities, educators, and students) and the professional or discipline. Examples of the two types of service include:

### Service to the Public

This involves activities that contribute to the public welfare beyond the university community and call upon the faculty member as scholar, teacher, administrator, or practitioner. Examples of service include but are not limited to:

- Providing services to the public through educational / instructional programs and workshops for students, teachers, parents, and education leaders
- Giving educational presentations or performances to the public
- Engaging in seminars and conferences that address public interest problems, issues, and concerns that are aimed at either general or specialized audiences
- Participating in collaborative endeavors with schools and civic agencies
- Assisting neighborhood organizations and programs

### Service to the Profession or Discipline

#### **Professional Leadership**

Faculty may pursue leadership positions and projects associated with varied aspects of the faculty's teaching, program development, and school involvement. This involves activities designed to enhance the quality of disciplinary or professional organizations or activities.

- Editor, Associate Editor, Co-Editor
- Editorial Board
- Task Force and Panels
- Consulting with private and public, profit and non-profit organizations by applying academic expertise to enhance the effectiveness of the organizations served
- Collaborating with local teachers and schools
- Enhancing the work of a professional society or organization organizing a professional conference or symposium
- Serving as an elected officer of a professional society or organization
- Professional conference coordination and organization
- Review of manuscripts for publications

#### **Service Expectations Tenure/ Promotion to Associate**

Service for candidates for tenure and/ or promotion to associate professor should show evidence of a gradual increase in service as outlined above. At this career stage, it is expected that candidates will show evidence of service at the departmental level as well as the college OR university level.

#### **Service Expectations for Promotion to Full Professor**

Promotion to Full Professor will be evaluated in terms of evidence of service in light of the candidate's career trajectory. Active participation in department, college, and university committees is expected. There should also be evidence of leadership as part of service, such as university leadership positions, professional association leadership, and community service at local, national, and/or international levels.