

CRITERIA FOR MERIT AND PROMOTION

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

OVERVIEW

The performance of candidates for merit and/or promotion will be evaluated in three areas:

- (1) teaching or primary assignment,
- (2) research, scholarly activities or artistic performances, and
- (3) professional institutional and/or public service.

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

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

It is the expectation that all new teachers at FAUS will be hired at the university school instructor level. University School Instructors may apply for promotion to accomplished university school instructor upon completion of at least one year of service at FAUS and two years rating effective or highly effective, as determined by his or her previous evaluations within

the past five-year time period. A school year will consist of full time employment for a minimum of 140 days. An instructor hired part time may accumulate part time hours (8 hours being equal to 1 full day) to reach the 140 day requirement. However, to apply for promotion, the instructor must be in the second year of full time employment. Each level of promotion will be open only to those candidates who have been awarded the previous promotion. Each level of promotion has specific criteria required as delineated in this document.

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

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

Professional public service also receives serious consideration. The candidate will provide documentation of participation in professional public service both within and beyond the FAUS community. Examples of institutional service include sponsorship of clubs, coaching, committee memberships, working with students (and families) outside of school hours, and taking on

leadership roles within FAUS. It also may include public school improvement activities, as well as clinical supervision of interns and participants or hosting visitors to the classroom. Service outside the university includes leadership roles in local, state, regional, national or international professional organizations, formal assessment of educational materials, juror of competitions, and director of student productions or exhibitions.

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

UNIVERSAL REQUIREMENTS FOR ALL AND PROMOTION PORTOFOLIOS

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

Additional documentation specific for Merit Pay and/or Promotion for each level follow.

**GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ACCOMPLISHED INSTRUCTOR**

A candidate applying for University School Accomplished Instructor must hold a bachelor's degree, appropriate certification(s) and present data documenting two years of effective and/or highly effective performance at FAUS and/or previous years of service as reflected in the annual appraisal instrument. 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. Documentation of Degrees
6. Valid Certification
7. Student performance data reflecting the majority of the teaching assignment
8. Yearly teacher appraisal instruments

Additional documentation to be included in the portfolio should include:

1. Teacher effectiveness: includes any additional student performance data and other additional documentation relating to teacher effectiveness (Individual Professional Development Plan (IPDP), standardized assessments, school data that supports student growth, motivational activities, special events, etc.)
2. Research - quantitative or qualitative research which may include:
 - a. participation in university sponsored research,
 - b. educational research class,
 - c. school research committee, or

d. informal classroom research

3. Dissemination: includes presentations of educational activities in written and/or verbal form at team or school level
4. Service: includes non-compensated work at or outside of FAUS such as grant writing, chairing or volunteering at special events, committees, etc. as well as community involvement
5. Letters of recommendation which include at least the following:
 - a. Two from FAUS colleagues at or above the rank to which they are applying
 - b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
 - c. Administrative letters of recommendation are not to be included
 - d. No more than four (4) letters should be placed in a portfolio

**GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ASSISTANT PROFESSOR**

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

Introduction of each portfolio will include:

1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum Vitae
5. Documentation of Degrees
6. Valid certification(s)
7. Student Achievement Data reflective on the majority of the teaching assignment
8. Yearly Teacher Appraisal Instruments

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

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

- e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for state or national display
2. Research: Specific items may include:
 - a. Participation in research coursework
 - b. A submitted IRB
 - c. CITI certification
 - d. Use of data collection tools
 - e. Participation in informal and/or formal research activities with local or state impact
 3. Dissemination: includes presentations of educational activities in written and/or verbal form. Specific items may include:
 - a. Participation in local or state workshop presentations
 - b. Presentations in local or state professional meetings
 - c. Presentations at local or state summer institutes
 - d. Professional publications
 - e. Creation of original educational products for local use
 - f. Development and/or design of curriculum for local use
 4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
 - a. Active leadership and/or participation in FAUS committees
 - b. Active participation in local or state professional organizations
 - c. Participation in local or state staff development workshops
 - d. Supervising pre-service college students
 - e. Mentoring beginning teachers
 - f. Extra-curricular and community service activities at the school, local, regional, state, or national level
 - g. Grant writing

5. Letters of recommendation which include at least the following:

- a. Two from FAUS colleagues at or above the rank to which they are applying
- b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
- c. Administrative letters of recommendation are not to be included
- d. No more than four (4) letters should be placed in a portfolio

**GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL ASSOCIATE PROFESSOR**

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

Introduction of each portfolio will include:

1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum vitae
5. Valid certification(s)
6. Student Achievement Data reflective on the majority of the teaching assignment
7. Yearly Teacher Appraisal Instruments

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

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

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

1. Teaching effectiveness: includes evidence of student achievement and innovative projects that impact other teachers at FAUS. Specific items may include:
 - a. Professional development directly relating to the classroom, instructional proficiency, research or related assignments.

- b. Additional student performance data and other additional documentation relating to teacher effectiveness (IPDP, standardized assessments, school data that supports student growth, motivational activities, special events, etc.)
 - c. Continued additional teaching responsibilities such as coaching, clubs, and/or tutoring
 - d. Membership and active participation in professional organizations at the state or national level
 - e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for local display
2. Research: Specific items may include:
- a. A submitted IRB
 - b. CITI certification
 - c. Use of data collection tools
 - d. Participation in formal research activities with local or state impact
3. Dissemination: includes presentations of educational activities in written and/or verbal form. Specific items may include:
- a. Refereed articles, conference papers, and other scholarly publications
 - b. Participation in state or national workshop presentations
 - c. Presentations in state or national professional meetings
 - d. Presentations at state or national summer institutes
 - e. Creation of original educational products for local, state or national use
 - f. Development and/or design of curriculum for local, state or national use
4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
- a. Active leadership and/or participation in FAUS committees
 - b. Active participation in local, state, or national professional organizations
 - c. Participation in local, state, national staff development workshops
 - d. Supervising pre-service college students

- e. Mentoring beginning teachers
 - f. Extra-curricular and community service activities at the school, local, regional, state, or national level
 - g. Grant writing
5. Letters of recommendation which include at least the following:
- a. Two from ranked FAUS colleagues
 - b. One from a colleague outside the FAUS community who has worked with the candidate in the areas of teaching, research, or service
 - c. Administrative letters of recommendation are not to be included
 - d. No more than four (4) letters should be placed in a portfolio

**GUIDELINES FOR PROMOTION:
UNIVERSITY SCHOOL PROFESSOR**

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

Introduction of each portfolio will include:

1. Statement of Intent (Addendum A)
2. Recommendation Form (Addendum B)
3. Promotion Criteria
4. Curriculum vitae
5. Valid certification(s)
6. Student Achievement Data reflective on the majority of the teaching assignment
7. Yearly Teacher Appraisal Instruments

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

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

- d. Membership and active participation in professional organizations at the national or international level
 - e. Student performances, demonstrations and activities coordinated by the candidate related to their discipline at FAUS for state or national display
2. Research: Specific items may include:
- a. Original research recognized beyond the state level
 - b. Participation in formal research activities with state or national impact
3. Dissemination: includes presentations of educational activities in written and/or verbal form. Specific items may include:
- a. Refereed articles, conference papers, and other scholarly publications
 - b. Book, journals, or media publications
 - c. Participation in state, national, international workshop presentations
 - d. Presentations in state, national, or international professional meetings
 - e. Presentations at state, national, international summer institutes
 - f. Creation of original educational products for local, state, national, or international use
 - g. Development and/or design of curriculum for local, state, national, or international use
4. Service: includes non-compensated membership on committees and extra-curricular assignments at FAUS as well as community involvement. Specific items may include:
- a. Active leadership and participation in FAUS committees
 - b. Active participation in state, national, or international professional organizations
 - c. Participation in state, national, or international staff development workshops
 - d. Supervising pre-service college students
 - e. Mentoring beginning teachers
 - f. Extra-curricular and community service activities at the school, local, regional, state, or national level
 - g. Successful submission for a grant proposal with subsequent funding

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

EVALUATION PROCESS

- Promotion candidates will submit the letter of intent to Principal/Director by November 10th. (See Addendum A.)
- The Principal will document the receipt of each letter and forward it to the Teacher Appraisal and Promotion committee.
- Completed portfolios must be submitted to the Principal/Director by January 15*.
- To be considered complete, the portfolio must include the appropriate recommendation form, signed by the candidate and mentor.
- The Principal/Director will document the receipt of each portfolio.
- Portfolios will be reviewed and evaluated by FAUS faculty holding at least the rank to which the candidates are applying as well as members of FAUS administration.
- In addition, all portfolios may be reviewed by, and commented on, by at least one faculty member of another University Developmental Research School at or above the rank to which they are applying. External reviewers shall be unknown to the applicant and have their assessments and comments included as part of the review.
- Portfolios will be evaluated using a rubric reflective of the criteria for promotion:
 - (1) teacher effectiveness
 - (2) research,
 - (3) dissemination,
 - (4) service, and
 - (5) letters of recommendation.
- Completed portfolios (including peer evaluation forms) will be submitted to the FAUS Assistant Dean for consideration and approval by the Dean of the College of Education, the University Provost, and the University President.

***Proposed Timeframe for Promotion – 2011-2012 and beyond**

(Pending Final Approval of the Dean's Office and Provost's Office)

November 10	Letter of intent submitted to Principal/Director
January 15	Completed portfolios submitted to Principal/Director
January 31	Peer review completed
The month of February	College of Education review completed
February 28	Portfolios submitted to Provost's office
March 15	Candidates to be informed of Provost's decision
Note: If the due date falls on a weekend and/or holiday, the required due date will be the first work day following the weekend and/or holiday.	

Addendum A
CRITERIA FOR MERIT AND PROMOTION PROCESS

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

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

STATEMENT OF INTENT

I, _____, declare that with this correspondence, that I intend to apply for promotion during the _____ school year.

Candidate's signature: _____ Date: _____

Mentor's signature: _____ Date: _____

Administrator's signature: _____ Date: _____

Committee receipt date: _____

Addendum C
UNIVERSITY SCHOOL ACCOMPLISHED INSTRUCTOR PORTFOLIO ASSESSMENT

Candidate's name: _____ Assignment: _____

Using a scale of 1 to 5 (with "5" representing strong evidence and "1" representing weak evidence), please review the candidate's portfolio for each of the items listed below. Circle the number that best reflects your assessment.

Teaching effectiveness

Includes evidence of student achievement for the majority of the teaching assignment as well as innovative teaching practices.

1 2 3 4 5

Research

Includes participation in university research, classes, committees or informal classroom research.

1 2 3 4 5

Dissemination

Includes presentations at team or school level activities in electronic, written, and /or verbal form.

1 2 3 4 5

Service

Includes membership on committees and non-compensated FAUS or community involvement.

1 2 3 4 5

Letters of Recommendation

Includes three relevant letters from appropriate professionals.

1 2 3 4 5

Total Score _____

Summary Comments:

VOTE: For _____ Against _____ Abstain _____

Evaluator Signature

Title

Date

Addendum D
UNIVERSITY SCHOOL ASSISTANT PROFESSOR PORTFOLIO ASSESSMENT

Candidate's name: _____ Assignment: _____

Using a scale of 1 to 5 (with "5" representing strong evidence and "1" representing weak evidence), please review the candidate's portfolio for each of the items listed below. Circle the number that best reflects your assessment.

Teaching effectiveness

Includes evidence of student achievement for the majority of the teaching assignment as well as innovative teaching practices that impact the FAUS community.

1 2 3 4 5

Research

Shows evidence of increased involvement in research.

1 2 3 4 5

Dissemination

Includes presentations at local or state level activities in electronic, written, and /or verbal form.

1 2 3 4 5

Service

Includes leadership of committees and non-compensated FAUS or community involvement.

1 2 3 4 5

Letters of Recommendation

Includes three relevant letters from appropriate professionals.

1 2 3 4 5

Total Score _____

Summary Comments:

VOTE: For _____ Against _____ Abstain _____

Evaluator Signature

Title

Date

Addendum E
UNIVERSITY SCHOOL ASSOCIATE PROFESSOR PORTFOLIO ASSESSMENT

Candidate's name: _____ Assignment: _____

Using a scale of 1 to 5 (with "5" representing strong evidence and "1" representing weak evidence), please review the candidate's portfolio for each of the items listed below. Circle the number that best reflects your assessment.

Teaching effectiveness

Includes evidence of student achievement for the majority of the teaching assignment as well as innovative teaching practices that impact the FAUS community.

1 2 3 4 5

Research

Shows evidence of research or participation of formal research with local/state impact.

1 2 3 4 5

Dissemination

Includes presentations at state or national level activities in electronic, written, and /or verbal form.

1 2 3 4 5

Service

Includes leadership of committees and non-compensated FAUS or community involvement.

1 2 3 4 5

Letters of Recommendation

Includes three relevant letters from appropriate professionals.

1 2 3 4 5

Total Score _____

Summary Comments:

VOTE: For _____ Against _____ Abstain _____

Evaluator Signature

Title

Date

Addendum F
UNIVERSITY SCHOOL PROFESSOR PORTFOLIO ASSESSMENT

Candidate's name: _____ Assignment: _____

Using a scale of 1 to 5 (with "5" representing strong evidence and "1" representing weak evidence), please review the candidate's portfolio for each of the items listed below. Circle the number that best reflects your assessment.

Teaching effectiveness

Includes evidence of student achievement for the majority of the teaching assignment as well as innovative teaching practices that impact the FAUS community.

1 2 3 4 5

Research

Shows evidence of original research or participation of formal research with state/national impact.

1 2 3 4 5

Dissemination

Includes presentations at national or international level activities in electronic, written, and /or verbal form.

1 2 3 4 5

Service

Includes leadership of committees and non-compensated FAUS or community involvement.

1 2 3 4 5

Letters of Recommendation

Includes three relevant letters from appropriate professionals.

1 2 3 4 5

Total Score _____

Summary Comments:

VOTE: For _____ Against _____ Abstain _____

Evaluator Signature

Title

Date