



Context and General Assumptions:

- This document has been prepared in light of the Nov 2013 version of the Faculty Handbook (see Chapters Three and Four)
- Candidate is on a six-year tenure track plan with reviews in years two and four.
- Candidate came to Augustana from graduate school (rather than professional practice).
- Candidate has responsibility for two or three course preparations and supervision of student teachers.
- Candidate participated in a pre-tenure leave in year three or four.
- Candidate participated in the induction opportunities provided to first-year faculty.
- Candidate has participated in and documented yearly review meetings with department chair or other tenured faculty in the department.
- Candidate has addressed all areas noted in this document and any issues/concerns identified during the pre-tenure process as shared in written feedback from the Department Chair, Faculty Welfare, or Dean of the College. Candidates who have done so should expect to receive a positive tenure recommendation from the department.

Teaching: Instructional Delivery, Instructional Design, Content Expertise, Course Management

- Candidate effectively utilizes and models a variety of teaching methods and, given the constructivist emphasis within the department, limits “teacher talk” time (in other words, limits lecture and knows when to listen).
- Candidate effectively engages teacher candidates with the content in a variety of ways over the course of a term through activities in the classroom and assignments.
- Candidate is able to explain and document how classroom activities and assignments effectively facilitate learning while helping teacher candidates reach the goals of the course.
- Candidate effectively uses multiple means of assessment and is able to explain how the assessments appropriately document learning while providing useful feedback to the teacher candidates.
- Candidate’s goals and content of courses and academic advising are fully integrated into the education program sequence. Intentional connections are made to the goals of the teacher candidates and content of courses taken previous and subsequent to the candidate’s courses. These connections are visible to the teacher candidates in the syllabus, assignments, class sessions, and advising conferences.
- Candidate’s course content fulfills the appropriate State and National indicators as organized and agreed upon by the department faculty.
- Candidate demonstrates a willingness and ability to analyze and improve his/her teaching and advising in light of available data including, but not limited to, feedback from department faculty and comments as noted on the IDEA Student Rating Form.
- Candidate approaches supervision of field experience as one-on-one teaching and is able to work well with teacher candidates and cooperating teachers. Helps teacher candidates make connections between the field experience and the content subject matter and education courses.
- Candidate approaches academic advising as one-on-one teaching and is guided by the goals and interests of the advisee. Helps advisees consider appropriate resources and academic possibilities. Guides advisees toward program completion.
- Candidate’s IDEA Summary Evaluation Raw Score (Average of A & D) is predominately at or above 4.0.
- Candidate has served as a first-year advisor at least one academic year (not year one or year of pre-tenure leave).
- Candidate has advised education licensure candidates (secondary) or majors (elementary) beginning in year two or three on campus.

Professional Activity: Expression(See also p.42 of the Faculty Handbook, Section 4.7.2.1).....

- Candidate has presented a paper(s) at a regional or national conference(s) in at least two different academic years. We encourage presentations beyond the dissertation to be co-authored.
- Candidate has published one article in a peer-reviewed journal, book chapter, or equivalent venue. In all likelihood, this publication will be based on the candidate’s dissertation.
- Candidate has a second peer-reviewed expression consistent with those examples noted in the Faculty Handbook. We expect that this second expression would be based, in large part, on work undertaken while at Augustana. We encourage professional expression beyond the dissertation to be co-authored.

Professional Activity: Development(See also p.43 of the Faculty Handbook, Section 4.7.2.2).....

- Candidate is a member of appropriate professional organizations.
- Candidate has attended regional or national professional conferences, meetings, or workshops in at least three academic years.
- Candidate has participated in campus-based professional development (including the beginning-of-the-year faculty retreat each year) and other similar opportunities as noted in the Faculty Handbook.

Service: Department (See also p.44 of the Faculty Handbook, Section 4.7.3.1).....

- Candidate has made contributions to the review and direction of the department.
- Candidate has participated in departmental faculty meetings (usually held weekly).
- Candidate has participated in the Teacher Ed Committee and the Subcommittee on Admission to and Retention in Teacher Education.
- Candidate has maintained a presence in the office or at supervision site on a daily basis.

Service: College (See also p.44 of the Faculty Handbook, Section 4.7.3.1).....

- Candidate has consistently attended Faculty Meetings and has participated in the campus community through work on a committee, task force, or other campus-wide initiative in at least two academic years.
- Candidate has participated in prospective student events each year.

Service: Community (See also p.44 of the Faculty Handbook, Section 4.7.3.2).....

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