

Retention, Tenure, and Promotion Document
2017-2022

College of Education and Integrative Studies

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I. Introduction

The reappointment, tenure, and promotion process is a critically important faculty responsibility. RTP is the mechanism by which we assure the success of our faculty and thereby assure educational quality for our students. While the President makes final decisions on reappointment, tenure, and promotion, it is the department faculty who are in the best position to provide clear expectations, create an environment conducive to achieving expectations, and render the most informed recommendations to the President. The Department RTP Criteria Document communicates department expectations and RTP procedures to the department faculty, faculty candidates, the dean, the College RTP Committee, the University RTP Committee, and academic administrators. University policies including the Unit 3 Collective Bargaining Agreement (CBA) and Appendices 10 and 16 of the University Manual define university procedures and expectations. Department documents must supplement and may not conflict with these policies. In the event of discrepancies, the CBA takes first precedence and university policies take second precedence over departmental policies.

The Collective Bargaining Agreement requires that a tenure-track faculty member be provided a copy of the Department RTP Criteria Document within fourteen (14) days of the start of his/her first quarter at Cal Poly Pomona.

It is recommended that department criteria be maintained on the department web page so that they are available to candidates for faculty positions. The primary purpose of the Department RTP Criteria Document is to articulate clearly what the department expects of its faculty members and in particular what they must achieve in order to be granted reappointment, tenure, and promotion. These expectations must be stated with sufficient clarity and specificity that the candidates are able to plan their activities around them. Department criteria should be consistent with department and college mission, vision, goals, and accreditation standards. In other words, they should articulate a model of the department faculty colleague to which the candidate should aspire.

RTP is not simply a matter of evaluation. Faculty colleagues, deans, and academic administrators should commit themselves to mentoring and supporting candidates, providing them opportunities to be successful. It is important for those making recommendations to be honest, direct, and clear, just as it is important for candidates to be knowledgeable of department expectations and committed to meeting them.

A. Definitions

Appendix 16 provides a comprehensive overview of RTP procedures. Some of the more important definitions are provided here.

1. **Candidate** refers to a faculty member who is under consideration for reappointment, tenure, or promotion action in the current cycle.
2. **RTP Committee** members must be full-time tenured faculty members. Department RTP Committee (DRTPC) members are elected by the tenured and probationary faculty. A faculty member on professional leave (sabbatical or difference-in-pay) may serve if elected and willing. A tenured faculty member who will be a candidate for promotion may be elected, but may only participate on reappointment cases – may not

- participate in promotion or tenure recommendations. (See also Appendix 16 sections 305.114, 305.300, 305.400, 305.500).
3. **Criteria** are the expectations articulated in the department RTP criteria document and in Appendix 16. Criteria define what a candidate must achieve in order to be positively recommended for reappointment, tenure, or promotion. Criteria documents contain procedural information as well; however, it is important to distinguish between criteria and rules/procedures. Department RTP Criteria are adopted by a majority vote of the tenured and probationary faculty, submitted to the dean and the College RTP Committee for review and comment, and ultimately approved by the president or his designee. (See also Appendix 16 section 305.200)
 4. A **probationary year** of service is any three quarters in a period of four consecutive quarters. The first probationary year begins with the first fall term of appointment.
 5. A faculty member is **eligible to apply for tenure** at the beginning of the sixth probationary year. An application for tenure prior to the sixth probationary year is an application for **early tenure**.
 6. A faculty member is **eligible to apply for the first promotion** at the time he/she applies for tenure. Once tenured, the faculty member is **eligible for a subsequent promotion** after having served four years in the current rank. Applications for promotion that are submitted prior to completing these eligibility time requirements are applications for early promotion.
 7. **Criteria for early actions** shall require exceptional performance or extraordinary qualifications with regard to **teaching ability, scholarly and professional activities, and** university service.
 8. **Appendix 10 of the University Manual governs student evaluation of teaching.**
 9. **Peer evaluation of teaching** is the responsibility of the Department RTP Committee and includes a classroom visit; review of course syllabus & other teaching materials, and a written report.
 10. A **candidate for reappointment must use the Department RTP criteria** in effect at the time of the candidate's initial probationary appointment. *Current* procedures and policies apply.
 11. A **candidate for tenure or promotion may choose between the criteria** in effect at the time of the initial probationary appointment and those in effect at the time of the request for action. In any case, *current* university procedures and policies apply. A candidate requesting both tenure and promotion must choose a single set of criteria for both actions.

B. Department Philosophy

Both our department vision and mission drives our department philosophy. We envision a department that prepares outstanding, caring and professional educators, administrators and practitioners who apply leadership and expertise to enable and inspire diverse learners to reach their full potential.

Given this vision, our mission is to prepare highly qualified educators, school leaders, teacher scholars, and practitioners to serve the needs of diverse learners in a changing global society. We are committed to integrating collaboration, creativity, active learning, application, and critical thinking in the practices of teaching, learning, research, and scholarship. We value innovation and social justice through the practices of equity,

access, advocacy, and inclusion in the educational process.

Key elements of our mission are reflected in all programs in the Department of Education. Students are expected to display Leadership; Expertise; Application of Knowledge; and Diversity, Technology, and Global Awareness (LEAD) that enable them to **LEAD** as professional educators who demonstrate:

LEADERSHIP by effectively communicating, collaborating and setting an example of advocacy that influences people to come together in promoting transformative educational policies, pedagogies, and practices that champion excellence, equity, and ethical responsibility for all students in diverse classrooms, schools, and communities.

EXPERTISE by engaging in the reflective study, application, synthesis, and evaluation of educational theories, contemporary issues, pedagogical practices, and research findings to develop an informed, problem-solving perspective that permeates professional inquiry, ethical commitment, and decisive action.

APPLICATION OF KNOWLEDGE by integrating theory, research and reflective practice to render professional judgments and choices in contexts that result in decisions and actions that promote the viability of classrooms, schools and learning and by designing and conducting research that is focused on an educational problem germane to the investigator's professional interests and concerns, systematically studied in an effective, ethical manner, and formally presented as an original contribution to educational scholarship.

DIVERSITY, TECHNOLOGY & GLOBAL AWARENESS by continuing to learn about the world in the context of rapidly emerging social and technological change in order to make informed decisions and take responsible actions to cultivate, develop, and celebrate human potential in all its diverse forms.

The Education Department's philosophy informs how faculty advance the department's vision and mission in teaching, scholarship and creative activity, and service as they relate to the professional development of students and/or faculty.

The process of Retention, Tenure and Promotion (RTP) is designed to support the professional development of each member of the faculty of the Department of Education. The Department recognizes that professional growth and development is a continuing responsibility throughout the duration of a professional career. The RTP process is a formative assessment conducted by the faculty member and the RTP Committee, composed of peers, which is designed to facilitate individual growth and self-assessment of professional growth. While recognizing and accommodating the professional and individual variations in areas of interest, assignment, and skill, the RTP process emphasizes the importance of high standards of performance in all categories of review.

The process is also intended to provide guidance and support to faculty members without restricting their academic freedom to pursue, develop, and present the findings of scholarly inquiry and educational activities in ways that are compatible with the mission of

the Department. It is expected that once a full-time, tenure-track faculty member's appointment begins the department assumes an investment in that faculty member for the candidate's professional development in higher education.

Candidates are evaluated for teaching performance, scholarly and creative activity, and service at any level in the University, community, and profession. In evaluating a candidate for re-appointment, tenure, or promotion, the review groups will consider these evaluation areas in light of the candidate's re-appointment level, past performance, and improvement.

The criteria are informed by the Carnegie Foundation's *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, 1990) and *Scholarship Assessed: Evaluation of the Professoriate* (Glassick, C.E., Huber, M.T., Maeroff, G.I., 1997). Based on this model, the Department values a broadened "scope of scholarship," in which education faculty engage—scholarship of discovery, integration, application, and teaching (p. 9). In addition, the Department views every aspect of a candidate's professional work as part of an ongoing process of professional growth (informed by the practices of intellectual inquiry and self-reflection) that will advance his/her teaching, scholarly and creative activity, and service to the university, community, and profession. The Department encourages and supports the candidate's development of a professional identity that is framed around a domain (or domains) of expertise within the field of education. The Department also encourages, supports, and values the impact of faculty service and creative activities in the field. In keeping with the polytechnic mission of the university and the professional service functions of a college of education, the contributions made by Department faculty that advance educational knowledge, skills, and practice in the field are considered to be important elements of a scholarly portfolio.

II. Procedures

A. Reference to Appendix 16

Appendix 16 describes RTP procedures in complete detail. It is the candidate's responsibility to consult Appendix 16. Candidates should be aware that changes to Appendix 16 occur more frequently than do changes to the Department RTP document.

B. Department RTP Procedures

1. **The Department RTP Committee (DRTPC) Chairperson** – In addition to what is defined in Appendix 16, the DRTPC chairperson shall do the following.
By the beginning of Fall quarter. The DRTPC chairperson offers an orientation to candidates to ensure that candidates have information they need, including
 - a. Information about what actions they must/may apply,
 - b. Information for which they need to prepare requests (e.g. RTP calendar, DRTP criteria),
 - c. Clarification of RTP process and procedures, and expectations for preparing packages, and
 - d. Preparation of a memoranda of understanding, which must be approved by the DRTPC and agreed to by the DRTPC Chairperson, on differentiated RTP criteria for each faculty during their professional leave assignment.During Fall quarter and beyond. The DRTPC chairperson oversees the arrangements for the peer-evaluation of teaching between tenured faculty and faculty subsequently seeking tenure and/or promotion.

2. **The Department RTP Committee (DRTPC)** -- In addition to what is defined in Appendix 16, the DRTPC shall do the following.
During Fall Quarter.
 - a. Informs Faculty Affairs and Dean's Office of candidate requests.
 - b. Posts announcement(s) in prominent place(s) throughout the department and in the CEIS website the names of candidates requesting RTP action, the type of request made, and the name of the individual to whom signed comments or recommendation can be given within seven business days of the candidate's notification that s/he will request an RTP action.
 - c. Accepts students' signed comments and recommendations along with the candidate's corresponding responses up to the time the committee starts its evaluation of the candidate's request.
 - d. Approves memoranda of understandings prepared by the DRTPC Chairperson on differentiated RTP criteria for each faculty during their professional leave assignment.
 - e. Provides candidates with copies of all recommendations and comments so that the candidate has an opportunity to respond to them.
 - f. Ensures that packages are complete.
 - g. Provides the department recommendation to the candidate.
 - h. Serves as the official custodian of the candidate's RTP package.

Throughout the year. The DRTPC ensures that peer evaluations are conducted for all faculty members who will be candidates for RTP action in the future. Ensures that reports are provided to candidates in a timely manner

3. **Responsibilities of the Candidate** – It is the responsibility of the candidate to
 - a. Initiate a request for RTP action.
 - b. Write a self-evaluation narrative that includes:
 - 1) Providing a narrative introduction before each section (teaching and supervision section, scholarly and creative activity section and service section) of one's overall achievements in each area (as set forth in section IIIA) and in the case of a request for early promotion, explaining how the candidate's performance in each section exceeds the standards required for regular promotion (as set forth in the sections describing the criteria for early action).
 - 2) Providing previous years' DRTPC recommendation at the beginning of each section of teaching, service, and scholarly and creative activity, so the committee can review the candidate's progress toward meeting recommendations, making further recommendations that are consistent over time.
 - 3) Identifying all materials to be considered, making them available in the candidate's Personnel Action File (PAF).
 - 4) Summarizing and/or citing supplementary material when appropriate.
 - 5) Submitting an appendix of supplementary materials (e.g. publications, grant proposals, course materials, commendations, art work, etc.) in the DRTPC's office files.
 - 6) Including an index in the RTP package to specify where the supplemental materials are located in the Appendix.
 - 7) Including course evaluations from all classes taught during the academic year.
 - c. Notifies the DRTPC Chair in writing that either there will or will not be a request for consideration when the DRTPC Chair informs the candidate that s/he is eligible for RTP action.
 - d. Monitors the progress of his/her request through the various review groups, including withdrawing the request, without prejudice at any level of review.

C. Student Evaluation of Teaching

It is the candidate's responsibility to refer to the most recent version of Appendix 16, section 305.302.B.1 and Appendix 10, sections 3.2 and 3.3, the University manual, and the Collective Bargaining Agreement (CBA) for specific procedures.

D. Peer Evaluation of Teaching

It is the candidate's responsibility to refer to the most recent version of Appendix 305.302.B.1 and Appendix, sections 3.2 and 3.3.

E. Positions Other Than Teaching

1. These positions refer to Candidates and Future Candidates serving in administrative

positions or performing administrative duties, serving in positions of academic governance, reassigned time, or on leave. It is the candidate's responsibility to refer to the most recent version of Appendix 16, 7 section 305.201.

2. Candidates on leave shall be evaluated using the criteria for teaching, scholarly or creative activity, and service. Faculty may be on leave from teaching duties for such purposes as sabbatical leave, fellowships and grants, overseas teaching program coordination, administrative assignment for the University, reassigned time and visiting professor/scholar at another institution. Candidates who are away from campus during the academic year in which they must/may apply for apply for action shall observe the same procedures and timelines as candidates in residence.
3. For such professional leave assignments, the candidate will agree to a memorandum of understanding with the Department Chair and DRTPC outlining the criteria for RTP, which may include a reduced teaching assignment with minimal course evaluation requirements, and/or reduced scholarship and service. The memorandum must be approved by the DRTPC to be sure all aspects of teaching, service, and scholarship are met.
4. Such individuals must ensure that they understand department expectations during the time they are away. This memorandum of understanding shall be approved by the Dean, and Associate Vice President for Faculty Affairs. The memorandum will be placed in the PAF.

III. Criteria for RTP Action

A. *Elements of Performance and Evaluation*

The criterion areas include 1) teaching and supervision of culminating experiences (clinical experience, project, thesis, comprehensive exam, and/or dissertation supervision); 2) scholarly and creative activity; and 3) service to department/ college/university/community/ profession and advising. Criteria are designed to guide candidates in a manner that is flexible enough to allow the candidate to demonstrate effectiveness in a variety of ways. In all areas of teaching, scholarly and creative activity, and service, candidates are expected to contribute significant and consistent work every year across all criterion areas, as appropriate to the candidate's rank and year of service in higher education.

The criteria contained in Section III are intended to guide both candidates and faculty Department Retention, Tenure, and Promotion Committee (DRTPC) members. However, they are not intended to constrain the fair and reasoned professional judgments of the DRTPC.

Candidates should provide a self-evaluation narrative that succinctly addresses teaching, scholarly and creative activity, and service in approximately 10-15 double-spaced pages in all RTP packages (e.g. reappointment, tenure, and promotion). Candidates should articulate the significance of their work, as appropriate and should address each of the recommendations made in previous review cycle(s).

In areas of teaching and supervision, scholarly and creative activity, and service, candidates should articulate the significance of their work, as appropriate to the extent possible, and organize each section according to the following headings:

- a. **DRTPC's recommendations:** Include the DRTPC's recommendations from the previous year, and respond to these recommendations in both the narrative and the appendices.
- b. **Goals:** Articulate the philosophy and aims of one's work.
- c. **Activities:** Describe the activities taken to achieve one's goals.
- d. **Results:** Describe the results of one's work.
- e. **Reflective critique:** Write a critical self-evaluation of one's work and discuss plans for future work, including how they will lead to tenure and/or promotion, as appropriate. The discussion of future work plans and how they will lead to tenure and/or promotion is considered the candidate's Professional Development Plan, described in Section IV.A.

University Policy 1328 on RTP Policies and Procedures states, "The period covered by the self-evaluation ("period of review") should be the time period that has passed since the last application was made for the same or a similar action. Reappointment evaluations are normally based on the previous year's performance; promotion evaluations are based on the period since the previous application for promotion or since original appointment; and tenure evaluations are based on the period since original appointment to the probationary

position. The candidate may discuss achievements outside of the period of review, but only for the purpose of demonstrating consistency of performance. Thus, this discussion should be brief.”

Given the integrated nature of work in education, the department recognizes that some activities might be included in more than one category. The candidate has discretion to determine where to place these types of activities and to explain the reason for this placement.

While the DRTPC expects that the candidate will demonstrate strong performance in all areas of teaching, scholarly and creative activity, and service, the DRTPC may consider extenuating circumstances and/or the strength of one’s overall work across teaching, scholarly and creative activity, and service in decisions regarding tenure and/or promotion. In addition, the candidate may explain how relevant prior experience (apart from service credit experience) prepared him or her for the current appointment.

1 Teaching and Supervision of Culminating Experiences

Teaching is effective when it results in student learning and when it is closely aligned with course and program learning goals and expected outcomes. Candidates should have freedom to employ a variety of strategies and assessments that they believe will promote student learning and achieve course outcomes. In addition, the department highly values efforts by faculty members to work collaboratively to improve teaching and learning. Evidence of quality teaching may include teaching philosophy, syllabi, course materials, instructional methods, assignments, assessments, and student work). Supervision of culminating experiences including fieldwork and clinical practice in the credential programs, masters’ theses, projects and comprehensive exams in the MA program, and dissertations in the Ed.D program is considered of equal value to teaching courses. As set forth in Commission on Teacher Credentialing’s (2015) *Common Standards*, candidates whose primary teaching load resides in the credential programs are required to do some supervision of field-based activities and/or clinical practice. Evidence of quality supervision might include supervisor evaluations, peer review of supervision, supervision materials and methods, assignments, student work and documentation of candidates’ performance). The work of master’s thesis and project committee chairs and of all members of doctoral dissertations committees is considered teaching; membership on a master’s committee will be viewed as service (see section III.A.3.c).

2 Scholarly & Creative Activity

- a. At Cal Poly Pomona, scholarship of teaching, scholarship of engagement, and applied research are considered of equal value to basic research. The department encourages and supports faculty who pursue scholarship that relates to the candidate’s field of interest in order to establish a record of focused scholarly and creative activities in the candidate’s area(s) of expertise. The DRTPC will assess the quality of these activities in terms of:

- 1) **Scope**—the development, application, and refinement of expertise in the field
- 2) **Originality**—the extent in which the work advances knowledge, practice, and the profession
- 3) **Rigor**—the difficulty, intensity, and complexity of the work
- 4) **Audience**—public sharing in local, regional, state, national, and international arenas
- 5) **Value**—the recognition of expertise and impact

The trajectory of a candidate's scholarly and creative endeavors is expected to increase and become higher in quality in the aforementioned areas over time as the candidate approaches tenure and/or promotion.

- b. The DRTPC recognizes that legitimate scholarship comes in many forms and is expressed through multiple venues. Within the profession of higher education the forms and venues of scholarship are commonly accorded different values as a consequence of their methodological rigor, quality, and contributions to the domains of theory and/or practice. Following are examples of valued scholarship organized hierarchically by scope, originality, rigor, audience, and value to the field (i.e., most highly valued, highly valued, and valued).

This taxonomy is provided as an illustration only, does not preclude the consideration of other forms of legitimate scholarship (since overall performance must be appraised) and is meant to offer guidance to both candidates and the DRTPC. Refer to Section III for further detail regarding the criteria used to guide decisions for promotion and tenure.

- 1) **MOST HIGHLY VALUED:**
Scholarship that makes a significant contribution to the candidate's area of expertise and is based on original empirical research, grounded in research or empirical literature, and/or bridges theory and practice, such as

Publications

- Scholarly books and monographs
- Articles in refereed national and international journals
- Editor of an edited book
- State, national, or international educational documents

Presentations

- Refereed presentations at national or international conferences

Grants and other sponsored activity

- Funded competitive grant proposals external to Cal Poly Pomona
- Government or private foundation sponsored research projects and/or reports

Other scholarly and creative activity

- Lead role in creative projects, media, scholarship, and/or major reports for the university, county offices of education, regional education laboratories, public schools, school districts or other education agencies with evidence of

- positive impact on practice and/or student learning outcomes
- International, national, or state educational policy document (e.g., legislative initiatives, proposals, regulations, programs, standards, curriculum or assessments)

2) HIGHLY VALUED:

Scholarship that makes an important contribution to the candidate's area of expertise and draws from research or empirical literature and/or bridges theory and practice, such as

Publications

- Chapters in an edited work
- Published trade journal articles, book reviews, or educational pieces in popular and other media
- Contributor to reports or policy documents by federal, state, and local agencies and private foundations

Presentations

- Refereed presentations in state professional associations, agencies, or groups

Grants and other sponsored activity

- Funded internal CPP grants
- Unfunded grant proposals external to Cal Poly Pomona
- Significant contributions to funded grants and educational projects supported by internal or external funding

Other scholarly and creative activity

- Significant contributions to creative projects, media, scholarship, and/or major reports for the university, county offices of education, regional education laboratories, public schools, school districts or other education agencies with evidence of positive impact on practice and/or student learning outcomes

3) VALUED:

Scholarship that makes a contribution to the candidate's area of expertise, such as

Publications

- Any professional contributions, online or otherwise, that are not peer-reviewed

Presentations

- Non-refereed scholarly presentations or roundtables

Grant activity

- Contributions to grants and educational projects supported by internal or external funding

Other scholarly and creative activity

- Contributions to creative projects, media, scholarship, and/or major reports for the university, county offices of education, regional education laboratories, public schools, school districts or other education agencies with evidence of positive impact on practice and/or student learning outcomes

3 Service

- a. The Department expects service with the department, college, university, education agencies, community, and/or the profession at large during the probationary period of employment and as the faculty member progresses through one's career. The DRTPC will determine the value of one's service using the following general criteria:
- **Service Venue**, such as department, college, university, education agencies at the international, national, state, and local levels, community, and/or profession);
 - **Time Investment** such as amount per quarter and the total number of quarters;
 - **Rigor** such as difficulty, intensity, and complexity of the work; and
 - **Value of Contribution** such as role (e.g., leader versus participant).
- b. Program Advising
Faculty members are expected to serve student needs through advising as required by their respective divisions.
- c. Graduate Advising
Advising in the graduate program includes serving as a committee member for a master's thesis or project. Other work on graduate committees is treated as teaching, as described in section III.A.1.

B. Criteria for Reappointment

The DRTPC will consider the candidate's contributions in teaching, scholarly and creative activity, and service, in reference to the **Elements of Performance and Evaluation** described above, as appropriate to the candidate's assignment, rank, and year of service.

- 1 Teaching and Supervision of Culminating Experiences: In review of student course evaluation scores (in which the majority of scores are expected to fall between 1.0 and 2.0), average peer observations of teaching, and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching and supervision as appropriate.
- 2 Scholarly & Creative Activities: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate will have a record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2 by the time the candidate requests action for promotion and/or tenure.
- 3 Service: Candidates must demonstrate activity in a variety of areas (department,

college, university, education agencies, community, and profession). The DRTPC is looking for evidence of sustained and increasing levels of contributions, eventually taking on leadership roles by the time the candidate requests action for promotion and/or tenure. The DRTPC will also consider the candidate's contributions in areas related to effective supervision and graduate advising, as appropriate.

C. Criteria for Tenure

A request for tenure occurs when a probationary faculty member has begun the 6th year of service, at which time the request is obligatory. Teaching ability and scholarly activities are the primary considerations for granting tenure. Service to the department, college, university, education agencies, community, and/or profession is expected and will be taken into consideration.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and rank. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant a recommendation for tenure.

- 1 Teaching and Supervision of Culminating Experiences: In review of student course evaluation scores, peer-observations of teaching, and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching and supervision when determining a candidate's teaching ability in relation to tenure. The areas the candidate chooses should document outcomes related to effective teaching and supervision. A cumulative average of more than 2.0 on student course evaluations or below average on peer evaluations may disqualify a candidate from receiving a recommendation for tenure.
- 2 Scholarly & Creative Activity: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. It is expected that candidates under consideration for tenure will provide evidence of scholarly and creativity activity, including at least three publications and/or externally funded grants, falling within the level of "most highly valued" and/or "highly valued." Evidence of additional scholarship in the "most highly valued" and/or "highly valued" levels will strengthen the candidate's case for tenure.
- 3 Service: In review of the candidate's service contributions, the DRTPC will consider evidence of activity in a variety of areas (department, college, university, education agencies, community, and/or profession). The DRTPC looks for evidence of leadership and/or time-intensive responsibilities through committee work in these areas for recommendation for tenure. The DRTPC will also consider the candidate's contributions in areas related to effective supervision and graduate advising, as appropriate.

D. Criteria for Promotion to Associate Professor

A request for promotion to associate professor is never obligatory, but shall typically be considered for promotion at the same time a candidate is considered for tenure in the sixth year of service. Teaching ability and scholarly activities are the primary considerations for granting promotion to associate professor. Service to the department, college, university, education agencies, community, and/or profession is expected and will also be taken into consideration.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and the standards for promotion to associate professor. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant promotion to associate professor.

- 1 Teaching and Supervision of Culminating Experiences: In review of student course evaluation scores, peer-observations of teaching, and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching and supervision, when determining a candidate's teaching ability in relation to promotion to associate professor. The areas the candidate chooses should document outcomes related to effective teaching and supervision. A cumulative average of more than 2.0 on student course evaluations or below average on peer evaluations may disqualify a candidate from receiving a recommendation for promotion.
- 2 Scholarly and/or Creative Activity: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and creative activity in the candidate's field of expertise as outlined in section III.A.2. It is expected that candidates under consideration for promotion will provide evidence of scholarly and creativity activity, including at least three publications and/or externally funded grants, within the levels of "most highly valued" and/or "highly valued." Evidence of additional scholarship in the "most highly valued" and/or "highly valued" levels will strengthen the candidate's case for tenure.
- 3 Service: In review of the candidate's contributions in the area of service, the DRTPC will consider evidence of activity in a variety of areas (department, college, university, education agencies, community, and profession). The DRTPC is looking for evidence of leadership, time-intensive responsibilities through committee work, and/or sustained contributions to program development in these areas for recommendation for promotion. The DRTPC will also consider the candidate's contributions in areas related to effective supervision and graduate advising, as appropriate.

E. Criteria for Promotion to Professor

A request for promotion to professor is never obligatory, but will be considered only if the candidate has served at least four years of service in the rank of associate professor. Furthermore, promotion to professor is only possible if the faculty member is tenured or is granted tenure at the time of promotion. Consistently strong teaching ability, scholarly and

creative activities, and service are the primary considerations for granting promotion to professor.

The DRTPC will consider the candidate's contributions as appropriate to the candidate's assignment and the standards for promotion to professor. The candidate should articulate what was accomplished and the significance of those accomplishments. The DRTPC will determine whether the accomplishments are significant enough to warrant promotion to professor.

- 1 Teaching and Supervision of Culminating Experiences: In review of student course evaluation scores, peer-observations of teaching, and the candidate's self-evaluation, the DRTPC will consider the candidate's contributions in areas related to effective teaching and supervision when determining a candidate's teaching ability in relation to promotion to professor. The areas the candidate chooses should document outcomes related to effective teaching and supervision. In addition, the candidate should demonstrate his/her knowledge or expertise and changes based on years of reflection. The majority of course evaluation scores must fall between 1.0 and 2.0 and peer observations must be above average or higher.
- 2 Scholarly and/or Creative Activity: In review of the candidate's scholarly and creative activity, the DRTPC will consider evidence that the candidate has an established record of scholarly and/or creative activity in the candidate's field of expertise as outlined in section III.A.2. The candidate should show documentation of systematic, sustained activity related to their areas of research and creative work. Documentation should also demonstrate the candidate's expertise and leadership in the field, and processes of change based on the candidate's continual reflection. It is expected that candidates under consideration for promotion will provide evidence of scholarly and creativity activity, including at least three additional publications and/or externally funded grants falling within the levels of "most highly valued" and/or "highly valued" since the previous action of promotion or tenure. Evidence of additional scholarship in the "most highly valued" and/or "highly valued" levels will strengthen the candidate's case for tenure.
- 3 Service: In review of the candidate's contributions in the area of service, the DRTPC will consider a consistent record of activity in a variety of areas (department, college, university, education agencies, community, and profession). The DRTPC is looking for consistent and effective leadership, time-intensive responsibilities through committee work, and/or sustained contributions to program development in these areas. The DRTPC will also consider the candidate's contributions in areas related to effective supervision and graduate advising, as appropriate.

F. Criteria for Early Tenure

The department expects every candidate will follow the normal cycle of six years for obtaining tenure. A request for early tenure is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona, and will be recommended for candidates who have not completed a full six years of academic experience only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing an early action request.

Early tenure is reserved for those special circumstances where a candidate is so exceptional and exemplary that early tenure benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and creative activity, and service to determine a candidate's recommendation for early tenure.

For the purposes of this section, the following criteria are examples of exceptional and exemplary performance. However, these criteria are not intended to be all inclusive and the DTRPC may consider additional information that is relevant and important to the candidate's professional qualifications:

- 1 Average of student course evaluation ratings falls between 1.0 and 1.5 and peer observations are at least above average.
- 2 Evidence of scholarly and creativity activity, including at least five publications and/or externally funded grants, within the levels of "most highly valued" and/or "highly valued."
- 3 A clearly defined and focused line of scholarly inquiry that advances the candidate's field of expertise that includes extensive scholarly and creative activities that fall under the "most highly valued" category.
- 4 Special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service),
- 5 An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees.
- 6 Leadership in standing college and/or university committees
- 7 Leadership in professional organizations
- 8 Special contributions to the university that advance the university's core goals and mission.

G. Criteria for Early Promotion to Associate Professor

A request for early promotion to associate professor is never obligatory. Teaching ability and scholarly activities are the primary considerations for granting early promotion to associate professor. Service to the department, college, university, education agencies, community, and/or profession is expected and will also be taken into consideration.

The department expects every candidate will follow the normal cycle for obtaining promotion to associate professor. A request for early promotion to associate professor is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona, and will be recommended for candidates who have not completed a full six years of academic experience only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing early action request.

Early promotion is reserved for those special circumstances where a candidate is so exceptional and exemplary that early promotion benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and creative activity, and service to determine a candidate's recommendation for early tenure.

For the purposes of this section, the following criteria are examples of exceptional and

exemplary performance. However these criteria are not intended to be all inclusive and the DTRPC may consider additional information that is relevant and important to the candidate's professional qualifications:

1. Average of student course evaluation ratings falls between 1.0 and 1.5 and peer observations are at least above average.
2. Evidence of scholarly and creativity activity, including at least five publications and/or externally funded grants, within the levels of "most highly valued" and/or "highly valued."
3. A clearly defined and focused line of scholarly inquiry that advances the candidate's field of expertise that includes extensive scholarly and creative activities that fall under the "most highly valued" category.
4. Special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service),
5. An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees.
6. Leadership in standing college and/or university committees
7. Leadership in professional organizations
8. Special contributions to the university that advance the university's core goals and mission.

H. Criteria for Early Promotion to Professor

A request for early promotion to professor is never obligatory. Teaching ability and scholarly activities are the primary considerations for granting early promotion to professor. Service to the department, college, university, education agencies, community, and/or profession is expected and will also be taken into consideration.

The department expects every candidate will follow the normal cycle for obtaining promotion to associate professor. A request for early promotion to professor is never obligatory, requires that a recipient has completed two years of full-time service at Cal Poly Pomona, and will be recommended for candidates who have not completed a full six years of academic experience only in exceptional cases. Therefore, it is recommended that the candidate consult with the DRTPC chairperson and Dean before pursuing early action request.

Early promotion is reserved for those special circumstances where a candidate is so exceptional and exemplary that early promotion benefits the university (reputation, public persona, etc.) and profession as well as the candidate. The DRTPC will assess the exceptionality of the totality of teaching, scholarly and/or creative activity, and service to determine a candidate's recommendation for early tenure.

For the purposes of this section, the following criteria are examples of exceptional and exemplary performance. However, these criteria are not intended to be all inclusive and the DTRPC may consider additional information that is relevant and important to the candidate's professional qualifications:

1. Average of student course evaluation ratings falls between 1.0 and 1.5 and peer observations are at least above average.
2. Evidence of scholarly and creativity activity, including at least five publications and/or

- externally funded grants, within the levels of “most highly valued” and/or “highly valued” since the previous action of promotion or tenure,
- 3 A clearly defined and focused line of scholarly inquiry that advances the candidate’s field of expertise that includes extensive scholarly and creative activities that fall under the “most highly valued” category.
 - 4 Special contributions, recognitions, and awards from state, national, and/or international professional organizations (e.g., scholarship, teaching, or service),
 - 5 An ongoing and balanced distribution of group leadership and/or time-intensive work in department, college, and university service activities/programs/committees.
 - 6 Leadership in standing college and/or university committees
 - 7 Leadership in professional organizations
 - 8 Special contributions to the university that advance the university’s core goals and mission.

IV. Professional Development Plan

- A.** By the candidate’s second year of service, he/she should present to the DRTP a professional development plan indicating the goals in teaching, scholarly and creative activity, and service that the candidate expects to accomplish prior to requesting tenure and/or promotion. This Professional Development Plan is considered part of the “future work plans” discussion under the Reflective Critique section of the candidate’s self-evaluation narrative (III.A.e).
- B.** The DRTPC will make recommendations based on the candidate’s accomplishment of this plan (which will include a consideration of the candidate’s reflective analysis of the factors that either advanced or inhibited his/her accomplishment of the plan and its component goals). The DRTPC will weigh these factors against the department’s expectations for tenure and/or promotion.

Appendix A - Peer-observation of Teaching Criteria

Peer reviews of teaching performance have at least equal weight in evaluating the candidate's teaching effectiveness. Peer-reviewers may include in the written report observations made or information gathered on one or more of the following:

1. Candidate's command of the subject content. Candidate demonstrates mastery of relevant subject area through classroom activities and instruction. Related ideas/knowledge that reinforce topic or question under discussion are provided when appropriate. Ability to emphasize and highlight central ideas of significance is demonstrated. Class assignments reflect candidate's choice of pertinent material for student consideration. Scholarly references are identified when appropriate.
2. Continuous Growth in the Subject Field. Candidate demonstrates a critical understanding of current scholarship in area under discussion through course design, assignments, and/or teaching methods. Instruction demonstrates knowledge of current scholarship and the nature of contemporary educational issues.
3. Ability to Create an Environment of Critical Thinking. Candidate demonstrates the ability to organize course content—assignments, lectures, activities, discussions, etc.—in such a way that students develop a critical perspective on the field of education.
4. Ability to Create an Environment for Inquiry. Candidate demonstrates the ability to organize course content— assignments, lectures, activities, discussions, etc.—in such a way that students explore the field of education (or a sub-area within the field) from an inquiry perspective. Students find themselves posing questions and finding complex answers. They raise issues to challenge one another. They do their own research to better their understanding.
5. Ability to Integrate Course Content with Examples & Applications for the Students Future Function as Educators. Candidate may demonstrate integration of theory into practice by providing concrete examples of the application of course materials to classroom instruction in public education when appropriate, designing field-based assignments that encourage application of theory, allowing for class discussion on implementing theory into practice.
6. Ability to Activate Pedagogy that Reflects Standards Contained in Course For Students. Candidate demonstrates, in the organization of learning activities and professional behavior, the same standards of pedagogical excellence that are recommended for students to develop in their future careers as teachers.
7. Ability to Organize and Present Material. Candidate displays continuity and coherence in the development of ideas and topics that is evident in the ability of students to understand and learn the offered material. Diversity of instructional methods related to the nature of content should be evident. Verbal communication skills should effectively convey the meaning and significance of material under discussion.

8. Expertise in Making Content Relevant to Student Population. Candidate provides curricular content that is organized and presented so that students understand the relationship of material to future professional needs. Teaching and content recognizes and utilizes the cultural diversity of students in a multicultural society so that course content contains references and examples that reflect this cultural diversity.
9. Innovation and Experimentation in Active Student Learning. Candidate demonstrates skills in organized innovative teaching and learning activities such as: classroom community building, cooperative student learning, small group work, independent projects, student simulations and presentations, field investigations, discovery and inquiry approaches, learning assignments and experiences that reflect multicultural diversity, and interactive exchanges that allow student initiative in the active engagement of interpretative and analytical learning.
10. An Awareness of Relationship of Content to Realities of Professional Education and Knowledge. Candidate displays awareness and knowledge of the significant issues in public education and scholarly research that responds to such issues. Content is offered as the context in which specific educational issues can be better understood. The relationship between scholarship and educational practice should be explicit.
11. Display of Investment and Enthusiasm. Candidate models investment and enthusiasm in the improvement of professional practice and the possibilities and potential of students to learn under appropriate educational environments. This behavior should allow a diversity of expressive possibilities so long as students are able to perceive the instructor's devotion and dedication to the profession, and respond with their own enthusiasm and heightened investment.
12. Instill in Students a Lifelong Enthusiasm in Learning. Candidate represents and models the traits and behavior of an active learner. Course content or organization reflects education and learning as a dynamic and continuing process that has implication for lifelong enrichment.
13. Effectively Evaluates Students. Candidate organizes and conducts an evaluation procedure that encourages the intrinsic motivation of students for further learning. Qualitative evaluation procedures provide a diagnostic critique for further student learning. The evaluation procedures should reflect current scholarly literature in this area and those practices we wish students to emulate in their future educational practice.
14. Provides Advisement to Students That Demonstrates Positive Interpersonal Relationships. Candidate provides and models an affirmative and invested approach to the progress and welfare of students. This responsibility is a positive effort to attend to the human and learning needs of students within the professional responsibilities of instruction and advisement. The behavior of students in response to this approach will be reflected in the positive learning environment of the classroom.
15. Has an Effective Capacity for Self-evaluation. Critical self-reflection and the development of self-organized plans for future growth are essential features of continued professional development. The ability to receive and positively act upon

recommendations for professional growth, by student evaluation, peer input, RTP evaluation, and administrator assessment are features of that capacity for self-evaluation.

16. Collegiality or Willingness to Assume One's Fair Share in Teaching and Concomitant Professional Responsibilities. Candidate displays an energy and investment in assuming an equitable share in the distribution of professional responsibilities in the department. The Department recognizes the ability to teach in multidisciplinary situations that show a breadth of preparation, working cooperatively, and reflecting team teaching approaches.

Appendix B – Peer Observation of Teaching Form

RETENTION/TENURE/PROMOTION SUMMARY

OBSERVATION REPORT

Name

Position

Date(s) of Pre-Observation Conference

Date(s) of Observation Commendations:

Recommendations:

Date/Time of Post-Observation Conference

Instructor's Signature

Observer's Signature

COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES
INSTRUCTIONAL OBSERVATION REPORT

This Instructional Observation Report, conducted by a tenured faculty member, is designed to provide you with objective feedback intended to increase teaching effectiveness.

Instructor

Date

Class

Time

Area of Skill/ Performance	Not Observed	Not Acceptabl e	Below Averag e	Average	Above Averag e	Outstanding
1. Rapport with students						
2. Self-confidence while teaching						
3. Direction-giving skills						
4. Question-asking skills						
5. Knowledge of content						
6. Content appropriate to course						
7. Lesson presentation						
8. Teaching objective apparent						
9. Implements principles of learning						
10 Utilizes diverse instructional models						
11 Addresses ethnic diversity						
12 Classroom climate						
13 Teaching style						
14 General impression						

Comments (expand on any “unacceptable” and/or “outstanding” ratings)

Pre-Observation Conference Date/Time

Post-Observation Conference Date/Time

Instructor Signature

Observer’s Signature

Appendix C – Student Evaluation of Courses

1. The instructor is knowledgeable about content areas specific to the course
2. The instructor utilizes appropriate instructional materials
3. The instructor designs and implements a variety of effective instructional strategies
4. The instructor provides clear criteria for evaluation and grading
5. The instructor addresses cultural, linguistic, and academic diversity
6. The instructor is available during scheduled office hours, by appointment, or via online communication
7. The instructor establishes a positive classroom learning environment
8. The instructor provides timely and constructive feedback
9. The instructor presents an organized syllabus with clear objectives, expectations, and assignments
10. On a scale of 1-5, 1 being VERY GOOD, how would you rate this instructor?

Appendix D – Evaluation of Culminating Field Experience



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

1. Your feedback is important....

Your input is a critical element of how we evaluate our program to improve the experiences we provide you as a developing teacher.

Your responses will not be shared with your supervisor until after grades are posted. The responses are tallied and aggregated for each question. All narrative responses are provided in a single document without any link to the question responses.

The information on school placement is our way of ensuring that we receive the appropriate responses. The school location information is not provided to the supervisor. It is important that anonymity be maintained unless you choose to identify yourself in some way.

Thank you again for your feedback!



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

2. About You and Your Placement Information...

*** 1. Academic Quarter/Year**

- Fall 2015
- Winter 2016
- Spring 2016

*** 2. Your Name**

First Name:

Last Name:

*** 3. What is your gender?**

- Female
- Male

4. Which ethnic group (s) do you most identify? (Mark more than one if applicable)

- African American
- Asian/Pacific Islander
- Caucasian/Euroamerican
- Middle Eastern
- Chicana/o-Latino/a
- Native American
- Other

* 5. Which credential applies to this quarter's clinical practice experience? (Select only one credential.)

- Multiple Subjects
- Ed. Specialist Adaptive PE
- Single Subject Agriculture
- Ed. Specialist Agriculture Specialist
- Single Subject Art
- Single Subject Biological Sciences
- Single Subject Specialized Biological Sciences
- Single Subject Business
- Single Subject Chemistry
- Single Subject Specialized Chemistry
- Single Subject English
- Foundation Level General Science
- Single Subject Foundational Math
- Single Subject Geoscience
- Single Subject Specialized Geoscience
- Single Subject Kinesiology
- Single Subject Math
- Single Subject Music
- Single Subject Physics
- Single Subject Specialized Physics
- Single Subject Social Science
- Single Subject Spanish
- Special Education Preliminary Mild Moderate
- Special Education Preliminary Moderate Severe
- Bilingual Authorization

* 6. Are you working toward completion of:

- Your first credential
- An additional credential

* 7. In which program are you currently enrolled? Select all that apply.

- Multiple Subjects
- Ed. Specialist Adaptive PE
- Single Subject Agriculture
- Ed. Specialist Agriculture Specialist
- Single Subject Art
- Single Subject Biological Sciences
- Single Subject Specialized Biological Sciences
- Single Subject Business
- Single Subject Chemistry
- Single Subject Specialized Chemistry
- Single Subject English
- Foundation Level General Science
- Single Subject Foundational Math
- Single Subject Geoscience
- Single Subject Specialized Geoscience
- Single Subject Kinesiology
- Single Subject Math
- Single Subject Music
- Single Subject Physics
- Single Subject Specialized Physics
- Single Subject Social Science
- Single Subject Spanish
- Special Education Preliminary Mild Moderate
- Special Education Preliminary Moderate Severe

8. Are you a participant in the Cal Poly Pomona Internship program?

- Yes
- No



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

3. About You and Your Placement Information... (Cont'd)

*** 9. Cooperating Teacher Information**

Name of Cooperating Teacher:	<input type="text"/>
Cooperating Teacher Email Address:	<input type="text"/>
First Name:	<input type="text"/>
Last Name:	<input type="text"/>
Email Address:	<input type="text"/>



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

4. About You and Your Placement Information... (Cont'd2)

* 10. Please select your Supervisor's Name

- | | |
|--|---|
| <input type="checkbox"/> Anderson, Judith | <input type="checkbox"/> Laubie, Rebecca |
| <input type="checkbox"/> Bromley, Barbara | <input type="checkbox"/> Metzker, Andrea |
| <input type="checkbox"/> Carefoot, Linda | <input type="checkbox"/> Miller, Kim |
| <input type="checkbox"/> Casimir, Myriam | <input type="checkbox"/> Olson, Kenneth |
| <input type="checkbox"/> Djonne, Beth | <input type="checkbox"/> Purpero, Ruth |
| <input type="checkbox"/> Esperon, Donna | <input type="checkbox"/> Riveire, Janine |
| <input type="checkbox"/> Formica, Patricia | <input type="checkbox"/> Salerno, Nick |
| <input type="checkbox"/> Geary, Cynthia | <input type="checkbox"/> Snyder, Wayne |
| <input type="checkbox"/> Givens, Terry | <input type="checkbox"/> Sutton, Parker |
| <input type="checkbox"/> Gottuso, Mario | <input type="checkbox"/> Taylor, Roger |
| <input type="checkbox"/> Hansen, Kenneth | <input type="checkbox"/> Tratnyek, Evelyn |
| <input type="checkbox"/> Hamer-Garcia, Barbara | <input type="checkbox"/> Tumer, Oneva |
| <input type="checkbox"/> Hesselgrave, Joyce | <input type="checkbox"/> Warschaw, Janie |
| <input type="checkbox"/> Jacobsen, Dennis | <input type="checkbox"/> Weiser, Sharon |
| <input type="checkbox"/> Kinch, Diane | |
| <input type="checkbox"/> ** If your Supervisor is not listed above, type Supervisor's name here. | |

* 11. Which Clinical Practice experience did you just complete?

- Clinical Practice Block I
- Repeating Clinical Practice Block I
- Clinical Practice Block II
- Repeating Clinical Practice Block II
- Clinical Practice Block III (Intern Only)
- Clinical Practice Block IV (Intern Only)

* 12. How many times did your University Supervisor visit your classroom?

- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- 6 times
- More than 6 times

* 13. On average, what was the duration of the classroom observation(s)?

- 15 minutes or less
- 16 to 30 minutes
- 31 to 45 minutes
- 45 to 60 minutes
- 60 minutes or more

* 14. What was the primary method of communication used by your University Supervisor to provide feedback on your progress in Clinical Practice?

- Email
- On site meeting
- Telephone
- Other

* 15. How many times did your University Supervisor formally collaborate with you on the progress of your professional growth regarding the TPEs (self-assessment and/or evaluation)?

- 1 time
- 2 times
- 3 times
- 4 times
- 5 times
- 6 times
- More than 6 times

* 16. In which school did you complete your Clinical Practice?

* 17. In which district was the school located?



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

5. Please respond to each question--- We value your feedback!

* 18. To what extent do you agree with each statement?
My Supervisor....

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Observed me and facilitated collaborative post-observation conferences	<input type="radio"/>					
Collaboratively supported my on-going reflection and assessment of my performance based on the TPEs	<input type="radio"/>					
Regularly facilitated a collaborative conversation around "what's working", current "challenges" and "next steps" related to my practice.	<input type="radio"/>					
Collaboratively supported me in assessing student work and determining student progress	<input type="radio"/>					
Collaboratively supported me in making content accessible to meet the learning needs of all my students including ELL, special populations, far below basic (low performing), etc.	<input type="radio"/>					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
Collaboratively supported me to (routinely) assess my students based on the goals of each lesson.	<input type="radio"/>					
Collaborated with the school site personnel to support my teaching experience.	<input type="radio"/>					
Used technology to provide communication and support	<input type="radio"/>					
Collaboratively supported me in creating and maintaining an effective environment (classroom management) for student learning	<input type="radio"/>					

19. Please provide any additional comments concerning the performance of your University Supervisor.



CAL POLY POMONA

2CPP (2015-2016) - Candidate Evaluation of University Supervisor

6. You are finished!

Thank you for completing the University Supervisor Evaluation!

Your instructor may ask for verification that this survey has been completed. Thank you again!