

## **NCATE STANDARD 5**

### **STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT**

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

**[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]**

#### **5a. Qualified Faculty**

**5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.)]**

The professional educational full-time faculty is qualified to teach in the areas of their expertise. They earned their terminal degrees. Many of them have earned certification in their discipline area. The faculty has varied experiences in the areas of scholarship, teaching, and service as evident in the Table 11 data. The faculty is engaged scholars who do research and publish in refereed journals, present papers in various state, regional, national and international conferences related to their discipline and write research proposals to grant funding agencies. Many of these faculty members have received awards and honors/fellowships both internally and externally. Faculty members also review journal manuscripts and hold offices in leadership positions in regional and national professional associations.

[Table 11](#) [1]

[5.1 Faculty Qualifications Summary – Faculty Information](#) [2]

**5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?**

All full-time faculty members have terminal degrees to qualify for their assignments. The adjunct faculty is hired with a minimum of a Master's degree and on the basis of their discipline so that teaching assignments can be matched. These adjuncts do not teach at the master's level (600 and higher) or at doctoral level classes. When adjunct faculty are employed by Delaware State University, they have to produce an official transcript, vita, certification and letters of recommendation for determination of their area of expertise and experience in delivering effective instruction. On the basis of these criteria they are hired as adjuncts.

**5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?**

The school faculty members are recommended by their principals. When they send in their completed applications forms, a copy of

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their licensure is also included. The school-based faculty with whom the teacher candidates are placed for student teaching are all licensed. So, 100% of this school faculty is licensed. When they are hired at a school, they have to provide official evidence of their degree and certification. The table of school faculty members lists those names where students were placed for student teaching assignments. Their licensure information is available on the [DE Teacher Certification web index](#) [3] website.

Exhibit 5a. 3. List of school faculty members, Files 1, 2, 3, 4, 5, 6, 7. [Located in TK20](#) [2]

#### **5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?**

Many of the faculty members are involved in their State Associations, school curriculum committees, or they participate in Standards Development in their discipline, or they offer professional development workshops to the school faculty, as is evident from the faculty qualifications data. Full-time professional faculty members have a background in K-12 education and most faculty work regularly with students in K-12 classrooms and develop programs responding to the school district needs.

**5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

#### **5b. Modeling Best Professional Practices in Teaching**

##### **5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?**

In the Unit, teacher education courses reflect the D.I.R.E.C.T. conceptual framework. The conceptual framework is included on all course syllabi and shows alignment with the Professional Education Unit (PEU) standards. The key course objectives are aligned with Delaware State Teaching Standards and the Specialized Professional Association (SPA) Standards for each Program. Unit faculty keep current in their respective fields through professional development opportunities ( i.e. conference participation, workshops, internal and external grants, and other professional resources) that are well supported by Delaware State University. As a result, faculty members remain current in their field and continue to grow and develop with cutting edge instructional methodologies that are evident in the classroom.

Both curriculum and instruction are aligned with the conceptual framework, and in keeping with the current research which emphasizes social construction of knowledge and skills and collaboration. The instructional strategies that are used for implementation of the conceptual framework are varied and include across the board methods such as Lecture, Discussion, Cooperative Learning Strategies, Instructional Technology (smart board), Demonstration, Problem Solving, Peer Observation and Evaluation, Videotape Evaluation, and Self-Critique. As far as technology is concerned many of the classes use Blackboard Learning Platform to supplement and enrich classroom experiences, Observation Software for Teaching Effectiveness Assessment, Electronic submission of written materials (i.e. reports, papers, projects) to [TK20](#) [2]. Some others use Labquest probes or calculator based rangers to collect and analyze laboratory data, access real time data during class from laptop computers. Videoconferencing to connect students from all over the world to discuss case studies on environmental issues in real time is utilized.

[Exhibit 5b. Candidate evaluation of faculty teaching and summaries of result](#) [2] With five years of data Unit members are consistently rated high on candidates evaluation of faculty teaching.

##### **5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?**

The Unit Faculty, as evident in course syllabi, uses a variety of assignments to encourage candidates to think critically and perform systematic reflection. For example, during the student teaching experience all teacher candidates are required to complete the Teacher Work Sample (TWS); a document designed for teacher candidates to measure student learning in an effort to determine teaching effectiveness. More specifically, this assignment provides teacher candidates with an opportunity to design an action research study on their students in which the teacher candidate must reflect on pre- and post-assessment data and then analyze the extent to which the students learned as a result of the teacher candidate's instructional abilities. This particular assignment encourages significant critical thinking in the planning and implementation stages as well as significant reflection when analyzing

and providing the results of the TWS. In addition, reflective journals, school based projects, online discussion groups, research readings, small and large group discussions, unit and lesson planning, and case studies are some of the many activities that the Unit faculty utilizes to promote additional reflection and critical thinking.

The development and assessment of professional dispositions is an integral and ongoing part of all teacher education programs. Teacher candidates are continually evaluated Unit-wide, and this approach has been aligned with the Unit's conceptual framework, and the assessment of professional dispositions. (Link to [Disposition Assessment](#) [2] and [Dispositions Flow Chart](#) [2])

### **5b.3. What types of instructional strategies and assessments do unit faculty members model?**

Unit faculty employ a wide range of instructional strategies in the various teacher education programs that include the following: lecture, lab exercises, case studies, videotaping and analysis, web-based instruction, in-class small and large group problem-solving activities, individual reflections, discussions, use of appropriate audio-visual materials for multimedia presentation, demonstration, guest speakers, cooperative learning activities, thematic topics, hands-on-activities, web-search on issues and topics, interactive journals, and more to address the varied learning styles of candidates. In an effort to meet the needs of all students (learners), faculty encourage and model the use of various teaching strategies as an example of what teacher candidates should consider in their practice with students in P-12 schools.

Currently, faculty has placed an extremely high value on assessment Unit-wide. The assessments are aligned with the instructional modes and the pedagogical knowledge, skills, and dispositions. The Unit's rubric assessments have been modified and are used to determine their effectiveness for meeting student learning goals and measuring course outcomes. This past year, all Teacher Education Programs revisited their major program assessments and performed significant revision and alignment with all assessments and their SPA (Specialty Programs Area) or state standards.

Exhibit 5b.3 Instructional Strategies and Technology information [Located in TK20](#) [2]

### **5b.4. How do unit faculty members incorporate the use of technology into instruction?**

The Unit faculty uses and integrate various types of technology in their teaching. Most instructional practices use PowerPoint lecture, with Web-based Links (internet). Some courses are taught through the Blackboard Learning System. Correspondences with teacher candidates are done through the University Email system. In addition videoconferencing with international universities for class discussion, online class delivery, and video streaming are incorporated in instruction.

### **5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?**

The Unit faculty members engage in a process of self-assessment through candidate evaluations of the classes they teach, Annual Reports and informal feedback from the candidates. In addition, each faculty member is assessed by their peers and Department Chairs through classroom observation and through their own observations and reflection and through their Individualized Development Plans (IDP) which are roadmaps for improvement to overcome any stated deficiencies. Other informal ways are discussions among colleagues and/or any workshops they attend pertaining to assessment through the Center for Teaching and Learning.

**5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

## **5c. Modeling Best Professional Practices in Scholarship**

### **5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?**

The types of scholarly work expected of faculty as part of the institution's and unit's mission is specified in the Collective Bargaining Agreement (CBA). The CBA, between the faculty and the Board of Trustees (BOT) of Delaware State University, outlines the types of scholarly work that would demonstrate the continued enhancement of the faculty qualifications. There are qualifications for appointment and for promotion for each of the levels, Instructor, Assistant Professor, Associate Professor and Professor, and more rigorous standards for tenure.

As far as the scholarly work required for receiving promotion: research, publication, and evidence of creative works are emphasized. Publication of scholarly books, monographs, and articles in refereed journals in the discipline are considered to be professional recognition. Included in this category are external consultation, working with peers and advanced students on research and scholarly projects individually or in collaboration. Proposal writing to obtain grants to do research, teaching, and service are also considered invaluable in this category. Visibility and networking in the various societies of chosen disciplines in the form of holding office in national and state professional associations and providing service in various forms are also considered part of the scholarly work. The institution and the unit's missions are served by research and good teaching and preparing the students to be able to work in a global society. Tenured faculty members are expected to be engaged scholars who are involved in scholarly academic work. Other forms of scholarship include grants and fellowship from external and internal sources, awards and honors from professional associations, and professional consultancies.

**5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship? (Review the definition of scholarship in the NCATE glossary.) [A table could be attached at Prompt 5c.3 below to show different scholarly activities in which faculty members are involved and the number involved in each activity.]**

The faculty members are engaged in several types of scholarship activities. They are doing research and publishing in refereed journals, and writing chapters for books, or editing a collection of chapters for books. The faculty is also engaged in writing grant proposals so that grant money can be obtained to further research, teaching or service. Faculty members hold offices in the national organizations or regional organizations. Other faculty members contribute as judges in their discipline for competitions for k-12 activities. Still, others provide their expertise on the advisory board for student organizations or the Center for Teaching and Learning. Faculty members are mentors to students to help them do research presentations for both the Honors Day Program and the McNair Program on campus. Faculty members also serve on the Advisory Board of Journals and are manuscript reviewers.

Some faculty members participate in the State k-12 partnerships to improve teaching and learning. Faculty also help the students in research presentations to participate in outside venues such as NASA Pre-service Teacher Conferences. Based on the evidence provided, 100% of faculty members are engaged fully in scholarship activities.

Exhibit 5c. 2. Faculty Scholarly Activities (Research) [Located in TK20](#) [2]

**5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

## **5d. Modeling Best Professional Practices in Service**

**5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?**

The types service expected of faculty as part of the institution's and the Unit's mission are stated or implied in the Collective Bargaining Agreement. There are essentially three types of services: services to the University Community, service to the broader community, and service to the professional associations (professional community). Within the University, faculty members serve as senators on the faculty senate and they serve on the committees of the faculty senate. In addition, these faculty members serve on various University, College and Department (unit) committees and task forces. Essentially, faculty members are expected to serve on elected committees, standing committees and ad-hoc committees. Many of the faculty members have served as elected chair of a university a committee, They have served on search committees for executive level administrators, on committees related to strategic plan, and Middle States Accreditation. In providing services to the broader community, faculty members serve on local, state-wide and regional boards of directors. They also provide time as consultants and volunteers to many organizations. As for service to professional associations, faculty members serve in various capacities. While many are members of their professional associations, some hold offices, others serve on advisory panels in their respective associations. The faculty also serves on editorial board, advisory board, and reviewers for journals and books and conferences.

**5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities? [A**

**table could be attached at Prompt 5d.3 below to show different service activities in which faculty members are involved and the number involved in each activity.]**

Faculty members are engaged in a wide variety of services to the community and to the profession. These include providing professional development workshops to teachers in schools, assisting in developing teaching modules for P-12 students for the state, reviewing manuscripts, serving on advisory boards of refereed journals. In addition faculty members engage in judging science competitions through the learned societies, and holding office in the professional associations. Faculty collaboration on improvement of education or Vision 2015 is also a significant contribution to the state. One hundred percent of the faculty is involved in service to either the department, or to P-12 schools and the profession.

Faculty members have traveled to other countries to assess education systems and build collaborations. In addition, the Unit supports visiting Education professors from other countries.

Exhibit 5d. 2. Faculty Service Activities [Located in TK20](#) [2]

**5d.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty service may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

### **5e. Unit Evaluation of Professional Education Faculty Performance**

**5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?**

There are provisions in the CBA which spell out how the faculty will be evaluated. A probationary faculty (tenure-track) is evaluated once a year by the Department Chair and two tenured peers of same rank or higher rank. The evaluation instrument used by the chair is very detailed, taking into consideration the teaching, scholarship and service components. The peer evaluation is based on the same three components of evaluation, namely, teaching, scholarship and service. The adjunct/part-time faculty is also evaluated by the same instruments in similar fashion.

The faculty is also evaluated by students for their teaching. Every course taught requires students to do an evaluation each semester. These evaluations are also used for promotion and tenure purposes. The tenured faculty is evaluated by student evaluations. The unit does not have any graduate teaching assistants. Therefore no evaluations are conducted for this group. It is mandatory that tenured professors be reviewed every three years as outlined in the CBA.

**Promotion and Tenure Policies link:** <http://www.desu.edu/sites/default/files/2010-2015%20CBA.pdf> [4]

**5e.2. How well do faculty perform on the unit's evaluations? [A table summarizing faculty performance could be attached at Prompt 5e.4 below.]**

The data indicated in Table 5.e.2 indicates that faculty members have performed well on the Unit's evaluations. ([See Table 5.e.2](#) [2]). The table presents one year of data that illustrates faculty performance based upon peer and chair evaluations.

**5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?**

The evaluations are used to improve all three areas; teaching, scholarship, and service, by addressing the deficiencies identified by the instruments. For this purpose, an Individual Professional Development Plan is developed by the mutual agreement of the chair and the affected faculty member to help fill in the gaps. A detailed plan, outlining the activities to be undertaken by the faculty member with the support of the chair are agreed to and implemented.

Summaries of faculty evaluations for the Academic Year 2009-2010 are attached.

Exhibit 5e 1 Sample of Faculty Evaluation Form (Chair and Peer) [Located in TK20](#) [2]

Exhibit 5e. 2. Summary of faculty evaluations [See Table 5.e.2](#) [2]

**5e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's evaluation of professional education faculty may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

## **5f. Unit Facilitation of Professional Development**

### **5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?**

The professional development is directly related to the needs identified in the Unit evaluation of the faculty. Analysis of faculty evaluations, the department chair identifies areas for faculty professional development. Plans are then designed and/or developed for addressing deficiencies. Some of the needs might relate to a small grouping, in this instance, the Unit uses entities like Center for Teaching and Learning, to address those deficiencies. Some of the needs might be individual in nature. Then with the support of the chair, faculty members are supported through Academic Enrichment Funds, Professional Development Fund, and Departmental Funds to acquire the knowledge, skills, etc. to remove any deficiencies.

### **5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?**

There a number of professional development activities offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the Unit's conceptual framework. There are workshops and professional forums offered through the Center for Teaching and Learning (CTL) on assessment, best practices, performance assessment, diversity issues, effective classroom management, and technology.

Workshops are offered to faculty members by the Distance Learning Center for developing web-enhanced courses and for developing on-line courses on Blackboard. Sponsored Research Office offers workshops on all facets of grant writing to enhance and educate the faculty in the nuances of the process and procedures used by governmental agencies. The College offers workshops to the Professional Education Unit related to the NCATE requirements. The Education Department has provided opportunities to faculty to attend various technology workshops related to TK20 (comprehensive performance based assessment system) training at other sites and colleges. In addition, when new equipment has been purchased, training workshops are usually offered to acquaint the users.

[Exhibit 5f. 2.1 Professional Development offered by unit](#) [2]

[Exhibit 5f. 2.2 Professional Development offered by unit](#) [2]

### **5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]**

Faculty members participate in the periodic professional developments based on their specific individual needs. The professional developments are offered on and off campus by various centers and/or organization in pursuit to respective those needs. Faculty members attend conferences and present papers at least once a year, if not more. They also take part in training relevant to their interests and department needs. Both tenured and non-tenured faculty members participate in these activities. Adjunct and part-time faculty members are offered professional development workshops related to their duties and needs. There are no graduate teaching assistants.

Unit policies related to professional development are consistent with CBA. More details can be accessed in the pages 43-52 of the CBA via the following link: <http://www.desu.edu/sites/default/files/2010-2015%20CBA.pdf> [4]

(5f.3.1) Exhibit 5f.3.1 Faculty PD Participation [Located in TK20](#) [2]

(5f.3.2) Exhibit 5f.3.2 Faculty PD Participation [Located in TK20](#) [2]

(5f.3.3) Exhibit 5f.3.3 Faculty PD Participation [Located in TK20](#) [2]

**5f.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's facilitation of professional development may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

**Optional**

**1. What does your unit do particularly well related to Standard 5?**

**2. What research related to Standard 5 is being conducted by the unit or its faculty?**

**Exhibits**

1. Summary of faculty qualifications and assignments (See the Manage Faculty Information section in the institution's AIMS workspace for an optional method of compiling this information for Table 11 in the Institutional Report.) [5.1 Faculty Qualifications Summary – Faculty Information](#) [2]
2. Licensure of school-based clinical faculty (e.g., cooperating teachers, internship supervisors) [DE Teacher Certification web index](#) [3]; Exhibit 5a. 3. List of school faculty members, Files 1, 2, 3, 4, 5, 6, 7. [Located in TK20](#). [2]
3. Summary of instructional strategies, including the use of technology, used by faculty Exhibit 5b.3 Instructional Strategies and Technology information [Located in TK20](#). [2]
4. Candidate evaluations of faculty teaching and summaries of results [Exhibit 5b. Candidate evaluation of faculty teaching and summaries of result](#) [2]
5. Samples and summary of faculty scholarly activities Exhibit 5c. 2. Faculty Scholarly Activities (Research) [Located in TK20](#) [2]
6. Summary of projects completed by faculty in service and/or collaboration with professional community (e.g., grants, evaluations, task force participation, provision of professional development, offering courses, etc.) Exhibit 5d. 2. Faculty Service Activities [Located in TK20](#) [2]
7. Promotion and tenure policies and procedures <http://www.desu.edu/sites/default/files/2010-2015%20CBA.pdf> [4]
8. Samples of faculty evaluation forms Exhibit 5e 1 Sample of Faculty Evaluation Form ([Chair](#) [2] and [Peer](#) [2])
9. Summary of faculty evaluations Exhibit 5e. 2. Summary of faculty evaluations [Located in TK20](#) [2]
10. Professional development activities offered by the unit [Exhibit 5f. 2.1 Professional Development offered by unit](#) [2], [Exhibit 5f. 2.2 Professional Development offered by unit](#) [2]
11. Professional development activities in which faculty have participated (5f.3.1) Exhibit 5f.3.1 Faculty PD Participation [Located in TK20](#) [2] (5f.3.2) Exhibit 5f.3.2 Faculty PD Participation [Located in TK20](#) [2] (5f.3.3) Exhibit 5f.3.3 Faculty PD Participation [Located in TK20](#) [2]
12. Unit policies related to professional development <http://www.desu.edu/sites/default/files/2010-2015%20CBA.pdf> [4]

**Source URL:** <http://www.desu.edu/education/ncate-standard-5>

**Links**

[1] [file:///J:/My%20Web%20Sites/mysite/\\_private/Standard%20%20Exhibits/Exhibit%205a.1%20Table%2011.doc](file:///J:/My%20Web%20Sites/mysite/_private/Standard%20%20Exhibits/Exhibit%205a.1%20Table%2011.doc)

[2] <https://desu.tk20.com/campustoolshighered/start.do>

[3] [https://deeds.doe.k12.de.us/public/deeds\\_pc\\_findeducator.aspx](https://deeds.doe.k12.de.us/public/deeds_pc_findeducator.aspx)

[4] <http://www.desu.edu/sites/default/files/2010-2015%20CBA.pdf>