

Pitt-Johnstown  
Education Division

Faculty Effectiveness and Development (FED) Continuum

The Faculty Effectiveness and Development (FED) Continuum is a tool designed to facilitate the professional growth and evaluation of faculty within the Education Division at Pitt-Johnstown. The indicators provided represent the continuum of professional development for faculty as they earn promotions throughout their careers as teacher educators.

The FED Continuum is based largely on the standards for teacher educators established by the Association of Teacher Educators (ATE). The standards are organized around the Pitt-Johnstown criteria for promotion and tenure: Teaching, Scholarship and Professional Development, and Service. Indicators for each professional level represent a continuum of development and professional effectiveness, beginning with the appointment of the instructor/clinical practitioner. Faculty should keep in mind that the expectations for professional growth are inclusive of all preceding junior levels. For example, an assistant professor is responsible for the fulfillment and/or maintenance of faculty effectiveness at the instructor level and so forth. The indicators for each professional rank exemplify minimal, sample characteristics and outcomes commensurate with highly regarded teacher educators at that level within the profession.

The FED Continuum recognizes the mission, values and goals of both Pitt-Johnstown and the Education Division. FED recognizes teacher educators' effectiveness in terms of professional outcomes, outputs, and impact on the profession. The continuum should be viewed as a framework to which faculty are expected to continually improve by adding new indicators as emergent best practices are developed within the profession. In addition, faculty may consult the ATE standards for examples of relevant artifacts that demonstrate their professional acumen and effectiveness at each rank. These standards are also supported by the Pennsylvania Association of Colleges and Teacher Educators (PACTE).

Resources: <http://www.ate1.org/pubs/Standards.cfm>

## Teaching Effectiveness

Standard(s)	Instructor or Clinical Practitioner	Assistant Professor	Associate Professor	Professor
Continuum of Indicators				
<b>a. Model teaching that demonstrates content and professional knowledge, skills, and dispositions reflecting research, proficiency with technology and assessment, and accepted best practices in teacher education</b>	<ul style="list-style-type: none"> <li>• Model standards of CLF during instruction</li> <li>• Model praxis (theory into practice)</li> <li>• Demonstrate appropriate subject matter /content knowledge</li> <li>• Monitor and support novice teachers' professional development (incl. advisement)</li> <li>• Model effective instruction to meet the needs of diverse learners</li> <li>• Model appropriate uses of current trends in technology and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Revise courses based on sound professional data and student learning outcomes</li> <li>• Incorporate current research and/or best practices into coursework</li> <li>• Ground practice in current policy and research related to (teacher) education</li> <li>• Model reflective practice to foster student reflection</li> <li>• Monitor and support teacher educators' ( e.g. cooperating teachers) professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate original research into coursework</li> <li>• Assist in development of new courses that exhibit professional currency</li> <li>• Mentor junior faculty and adjuncts for instructional effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Establish venues that support instructional effectiveness within the Division and community</li> <li>• Lead research initiatives on instructional effectiveness</li> </ul>

## Scholarship and Professional Development

Standard(s)	Instructor or Clinical Practitioner	Assistant Professor	Associate Professor	Professor
	Continuum of Indicators			
<p><b>a. Engage in inquiry and contribute to scholarship that expands the knowledge base related to teacher education</b></p> <p><b>b. Provide leadership in developing, implementing, and evaluating teacher education programs that are rigorous, relevant, and grounded in theory, research, and best practice</b></p>	<ul style="list-style-type: none"> <li>• Investigate theoretical and practical problems in teaching, learning, and/or teacher education</li> <li>• Present at local and/or state level conferences or professional venues</li> <li>• Demonstrate active participation in local and state professional organizations</li> <li>• Demonstrate continual instructional improvement and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Publish (first author and co-authored) in peer-reviewed journals at the state and national level</li> <li>• Acquire external funding for research and/or professional development</li> <li>• Present peer-reviewed research at state and national conferences</li> <li>• Demonstrate active participation in professional organizations at the national level</li> <li>• Apply research to teaching practice</li> </ul>	<ul style="list-style-type: none"> <li>• Publish in peer-reviewed book chapters, single or co-author book or edited book</li> <li>• Present peer-reviewed research at national and/or international conferences</li> <li>• Apply (original) research to program or curriculum development</li> </ul>	<ul style="list-style-type: none"> <li>• Publish single authored book</li> <li>• Participate on commissions, congresses, evaluation teams for educational improvement or effectiveness</li> <li>• Demonstrate national or international recognition within the profession</li> </ul>

## Service

Standard(s)	Instructor or Clinical Practitioner	Assistant Professor	Associate Professor	Professor
	Continuum of Indicators			
<p><b>a. Collaborate regularly and in significant ways with relevant stakeholders to improve teaching, research, and student learning</b></p> <p><b>b. Contribute to improving the teacher education profession</b></p> <p><b>c. Serve as informed, constructive advocates for high quality education for all students</b></p>	<ul style="list-style-type: none"> <li>• Actively participate in Division and Pitt-Johnstown committees</li> <li>• Participate in Division, joint decision making about teacher education</li> <li>• Promote educational equity and quality for all learners, with particular advocacy for marginalized groups</li> <li>• Demonstrate innovation in the field of teacher education</li> <li>• Support the Division’s Mission, Values, and Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate and serve in leadership roles on campus committees</li> <li>• Activity participate in cross-institutional and cross-college collaborations and partnerships</li> <li>• Support P-12 school environment for improvement</li> <li>• Acquire financial support for teacher education innovations</li> <li>• Serve on editorial and review boards for journals and educational organizations</li> <li>• Participate in the recruitment of teacher candidates and new faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in professional organizations and serve in leadership roles at the state and national level</li> <li>• Initiate collaborative projects that contribute to improved teacher education</li> <li>• Address policy issues that affect the profession</li> <li>• Mentor junior and adjunct faculty for professional growth</li> <li>• Demonstrate leadership in program accreditation</li> <li>• Support student organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Serve in leadership roles at the international level</li> <li>• Demonstrate impact of one’s research and professional endeavors on program and professional improvement</li> <li>• Design and/or implement induction programs for teachers and program graduates</li> <li>• Relate knowledge about global issues to one’s practice, Pitt-Johnstown, and P-12 communities</li> </ul>