

Promotion Criteria and Evidence



Developmental Research School
at the University of Florida

Introduction

P.K. Yonge Developmental Research School is a unique asset to the University of Florida, the state of Florida, and our nation. It is one of very few K-12 public schools serving a diverse, lottery-selected student population directly affiliated with a Research I university. P.K. Yonge has an 80-year history deeply rooted in the traditions of progressive education with a legislated mission to serve as a laboratory for developing and evaluating innovative approaches to K-12 education. P.K. Yonge is advantaged by being connected to a university that is recognized as a state, national, and international hub of multi-disciplinary research and innovation.

P.K. Yonge seeks to build a community of learners who work well together, respect differences, and hold high expectations for intellectual, social, and emotional growth. The following represent shared belief statements regarding student learning:

- Students learn best when actively engaged in the learning process through a variety of meaningful activities that link new information to existing knowledge and accommodate differences in how students learn.
- Students learn best when the faculty and staff maintain clear, consistent, high expectations for learning and students understand these expectations.
- Students learn best when all stakeholders work together to provide a safe, diverse, and respectful environment in which all students have equitable opportunities to learn.

In addition to teaching and service, P.K. Yonge faculty members are expected to contribute to the legislated mission and purpose of the school. Significant contributions and scholarly activity by P.K. Yonge faculty are recognized through the university promotion process.

Overview

The performance of candidates for promotion is evaluated in three areas: (1) teaching or primary assignment (e.g., administration, counseling and guidance), (2) scholarship, and (3) professional public service. The performance of promotion candidates is required to be *outstanding in the area of primary assignment* and *satisfactory in the other two areas*. The School Director in collaboration with the candidate will determine the area of primary assignment, and the percentage of time candidates are assigned to each of the evaluated areas. *Outstanding* performance is characterized as well above the expected, typical performance of a candidate of similar rank and assignment. Furthermore, activities that contribute to the mission of P.K. Yonge are an important consideration in making decisions about promotion.

Different criteria are applied depending on the level of promotion involved. An individual applying for promotion from instructor to university school assistant professor must hold a master's degree, and is expected to demonstrate outstanding performance in the area of

Promotion Criteria and Evidence



Developmental Research School
at the University of Florida

teaching (or area of primary assignment), engagement in classroom inquiry to improve professional practice, and professional public service documented by emerging contributions

to the broader instructional program and mission of P.K. Yonge. At least a master's degree is required for promotion from instructor to university school assistant professor.

A candidate applying for promotion from university school assistant professor to university school associate professor is expected to demonstrate outstanding performance in the area of teaching (or area of primary assignment), emerging leadership in inquiry to benefit colleagues and the broader instructional program at P.K. Yonge, contributions to the development and dissemination functions of P.K. Yonge's mission at a state and regional level, and hold a master's degree.

Candidates applying for promotion from university school associate professor to university school professor should demonstrate outstanding performance in the area of teaching (or area of primary assignment), leadership in inquiry to benefit colleagues and the broader instructional program at P.K. Yonge, leadership and major contributions to P.K. Yonge's mission at both state and national levels, and hold a doctorate or the highest degree in their field.

Definitions and Criteria: Teaching, Scholarship, and Professional Public Service

Teaching

Definition of teaching. In its broadest sense, teaching is defined to include classroom instruction, curriculum development and revision, analysis of the impact of one's teaching on student learning, and responsiveness to students' needs beyond the classroom. An outstanding teacher demonstrates a commitment to students and their learning by examining and reflecting on practice, having a deep knowledge of content and pedagogy, applying effective instructional methods and monitoring student learning, and working collaboratively with colleagues within a learning community.

Criteria for teaching. Evidence of outstanding teaching is drawn from a variety of sources. The following quality indicators for teaching are required for all candidates with teaching as the primary assignment:

- summative annual evaluations
 - formal observation data
 - student achievement data
- parent survey data
- student survey data
- examination of student achievement over time

Promotion Criteria and Evidence



Developmental Research School
at the University of Florida

- how examination and reflection upon teacher practice and student data are used to improve instructional practice (this is typically included as part of the teaching statement)

Additional indicators may include, but are not limited to the following:

- National Board Certification
- peer observations completed by an individual at the rank being applied for or above
- engagement in innovative practices that are used at a grade level or school wide
- collaboration with university faculty or other educational partners (e.g., colleagues in a high performing school) to improve practice
- student productions and exhibitions
- student performance in external competitions

Scholarship

Definition of scholarship. Scholarship is defined broadly as inquiry that can be responsibly applied to consequential problems related to classroom or school practices. The outcome of the application of these practices should be improved outcomes for students and/or their families. The productive scholar is continuously involved in scholarship to improve practice, and shares the results of inquiry with other professionals who stand to benefit from this knowledge. Teacher inquiry (or action research) is thus a type of scholarship that involves systematic observation and data collection that is designed to solve problems and improve practice in classrooms or schools.

Criteria for scholarship. A candidate must show evidence of continuing participation in scholarship to improve practice. Evidence related to scholarship is drawn from a variety of sources. Quality indicators for scholarship include, but are not limited to the following:

- collaboration with PKY faculty to examine practice through a teacher inquiry framework
- collaboration with College of Education and University of Florida faculty on scholarly activities (e.g., research projects, grant activities)
- the development and evaluation of curriculum materials
- participation in grant writing
- presentations at local, state, regional, national, or international professional meetings
- articles written for peer reviewed professional and practitioner oriented journals
- other scholarly and/or juried publications appropriate to the candidate's primary assignment and the mission of PKY DRS.
- electronic dissemination of innovative practices

Promotion Criteria and Evidence



Developmental Research School
at the University of Florida

Professional Public Service

Definition of professional public service. Professional public service entails providing professional expertise that has an impact on schools, professional organizations, families, community agencies, or other institutions. This includes contributions to the administration and/or governance of P.K. Yonge and the University of Florida.

Criteria for professional public service. A candidate will demonstrate participation in professional public service by making professional contributions to the school, university, or profession. This service may include, but is not limited to the following:

- mentoring and supervising teacher education candidates
- providing professional development, coaching and support for faculty and administrators internal or external to P.K. Yonge
- sponsorship of activities that support student engagement, including clubs, coaching, volunteer programs, and other extracurricular activities.
- membership and/or leadership roles on school, university, and/or professional committees
- mentor teacher assignment (e.g., induction of new teachers) to support and improve practice
- hosting visitors to the school (e.g., Research in Action, international visitors, guest speakers)

P.K. Yonge faculty are creative, dedicated, collaborative practitioner scholars who design, test, and disseminate innovations that support the academic, social, emotional, and behavioral success of every student.