

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 their disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Qualified full-time and part-time professional education faculty and clinical faculty who work with field experience candidates and student teachers enable the unit to provide candidates with the experiences needed to demonstrate the knowledge, skills, and dispositions outlined by the conceptual framework. One of the unit’s teacher education program strengths is in the strong teaching backgrounds of the professional education faculty and their commitment to working with each individual candidate to ensure the preparation of high quality teachers.

Element 1: Qualified Faculty

At Marietta College, all tenured faculty must possess terminal degrees in their fields. The Education Department has six full-time, tenure-track positions. Currently four of the faculty in these positions have earned doctorate degrees. Two faculty are in the process of completing doctoral work. An additional non-tenure track, instructor position consists of the Director of Field and Clinical Experiences who also teaches field experience seminars and the math methods course. All full-time and part-time adjunct faculty who teach in the undergraduate licensure program have extensive backgrounds in K-12 teaching, supervision, and administration to qualify them for the courses they teach. One full-time and two part-time faculty members have earned National Board Certification. At the graduate level, faculty possess doctoral degrees in their fields. Tables 47 and 48 list qualifications of full and part-time/adjunct professional education faculty. A file with faculty vitae will be available in the evidence room.

Table 47: Qualifications of Full-Time Faculty

Faculty Member	Advanced Degrees	Licenses	P-12 Experience	Assignment
Bill Bauer	Ph.D, Rehab. Services, Counseling M.S.Ed., Special Education M.A., Rehabilitation Counseling	Early Intervention Management (OH) Counseling, C.R.C. (OH)	P-12, Special Education (Washington County, OH)	Educ 202, Ed.Psyc Educ 253, Diverse Learners Educ 600, Pioneer Seminar Educ 640, Research Methods Educ 612, Appalachian Culture in Education Educ 663, Sign Language Educ 649, Students with Disabilities Educ 690, Research

				Practicum Director, M.A.Ed.
Dorothy Erb	Ph.D., Educational Leadership M.Ed, Curriculum –Reading	Elementary, K-8 (OH) Trained Praxis III Assessor	Grades 2-6 (Marietta, OH) Director, Marietta College Reading Clinic (PK-6)	Educ 219, Children’s Lit. Educ 361/661, Diagnosis and Correction of Reading Educ 362/662, Instructional Strategies in Early Literacy Educ 410/663, Reading Clinic Educ 690, Research Practicum Chair, Education Department
Connie Golden	Ed.D., Curriculum & Instruction – Special Education, Research M.A.Ed., Special Education	Physical Science, 7-12 (WV) English, 7-12 (WV) Special Educ, MR, LD, BD, K- 12 (WV) Trained Praxis III Assessor	Grades 8,9 –English, Physical and Earth Science Grades 11, 12 – English Grades 1-6 – Special Educ. (Wood and Monongalia counties, WV)	Educ 110, Principles of Education Educ 130, Technology in the Classroom Educ 220, Adolescent Literature Educ 253, Diverse Learners Educ 630, Advanced Instructional Strategies Student Teacher Supervision
Cathy Mowrer	Ph.D. (in process, ABD) – Curriculum & Instruction – Reading M.Ed. – Integrated Studies	Elementary, K-8 (OH) Elementary, P-8 (GA)	K-3 Elem. Reading Teacher & Program Coordinator (Georgia, Virginia)	Educ 219, Children’s Lit. Educ 321, Foundations of Reading Educ 322, Phonics Educ 360, Reading in the Content Area Educ 362/662, Instructional Strategies in Early Literacy Educ 410/663, Reading Clinic Student Teacher Supervision
Elaine O’Rourke	M.A., Mathematics Education	7-12 Mathematics (WV)	Grades 7-12, Mathematics	Educ 455, Math Methods

	Education	(WV)	Gifted (Wood & Monongalia Counties, Grafton, WV)	Director, Field/Clinical Experiences Student Teacher Supervision
Pamela Oliver	Ph.D., Curriculum & Instruction (in process) M.A.Ed.	Elementary, K-8 (OH) National Board Certification, Early Childhood Generalist	Kindergarten Reading Program Supervision (Marietta, OH, Dover, DE)	Educ 321, Foundations of Reading Educ 322, Phonics Educ 360, Reading in the Content Area Educ 410/663, Reading Clinic Student Teacher Supervision
Marybeth Peebles	Ph.D., Curriculum & Instruction M.S., Reading	6-12 Language Arts (IL) Supervision (IL) Trained Praxis III Assessor	Grades 7-12, Language Arts (Chicago, Illinois; Dubai, U.A.E.)	Educ 110, Principles of Education Educ 430, Middle School Concepts Educ 423, General Methods Educ 452, Culture and Gender Issues Educ 453, Language Arts Methods Educ 614, Multicultural Perspectives for Educators Student Teacher Supervision

Table 48: Qualifications of Part-Time and Adjunct Faculty

Faculty Member	Advanced Degrees	Licenses	P-12 Experience	Assignment
Evy Pitasky Bryant	M.A.Ed. M.A.L.L.	Elementary, K-8 National Board Certification, Early Childhood Praxis III Assessor Pathwise	Grades 2 –4 (New Brunswick, NJ; Marietta, OH)	Educ 418, Early Childhood Integrated Math and Science Methods
Kim DePue	M.A.Ed.	1-8 K-12, SBH, LD	Grades 6-7, Science	Educ 456, Science Methods

		7-12, English National Board Certification, Early Adolescence Pathwise Certification		
William Dzaigwa	M.Ed.	7-12, Comprehensive Social Studies	Grades 7-12 Social Studies	Educ 454, Social Studies Methods
Marilyn Pasquerelli	Ph.D., Counselor Education M.Ed., Counseling	Counseling (WV, OH)	School Counseling	Educ 352, Counseling for Early Childhood
Bridget Stephens	M.Ed, Educational Leadership	Special Education, BD, LD, EMR, MSP, K-12(OH) Superintendent (OH) (MRDD) Elem. Principal (OH)	Kindergarten Special Education K-6, Principal P-12 MRDD, Principal	Educ 350, Assessment
Harry Fleming	Ph.D, Educational Administration	Elementary, K-8 Elementary Principal Superintendent	Elementary Classroom Elementary Principal Superintendent	Educ 651, Tests and Measurement
Chad Edwards	Ph.D., Communication			Educ 654, Group Communication
Ken Itzkowitz	Ph.D, Philosophy			Educ 620, Ethics
James O'Donnell	Ph.D, History			Educ 610, Schools in American Culture
Sherry Stern	Ph.D., Counselor Education	Professional Counselor School Counselor	Elementary Special Education Principal	Educ 687, Assessment and Appraisal Educ 683, Group Counseling

Field experience candidates and student teachers are supervised primarily by full-time faculty with contemporary experiences working with students at the appropriate level. Adjunct faculty who are occasionally hired for student teaching supervision are required to have recent

experience in the field at the appropriate level. All adjunct student teaching supervisors are trained in the use of Praxis III criteria and in the components of the unit's conceptual framework. All cooperating teachers who work in the schools with field experience candidates and student teachers are licensed and experienced in the area supervised. All cooperating teachers have a minimum of three years of successful classroom teaching experience. Field and student teaching placements are made in collaboration with building principals. In the placement of student teachers, preference is given to teachers who have been trained in Praxis III or Pathwise mentoring. The Director of Field Experience gives strong consideration to feedback obtained from previous student teachers when selecting cooperating teachers. All cooperating teachers and building principals are provided with the Marietta College Field and Clinical Experience Handbook. An orientation for cooperating teachers is held each semester for the purpose of reviewing policies and procedures for working with and assessing the student teacher. A file containing information on cooperating teacher qualifications will be available for team review.

Element 2: Modeling Best Professional Practices in Teaching

Marietta College and the Education Department value quality teaching, and this is evidenced by teaching's predominant place in review, tenure, and promotion decisions. Education faculty are frequent nominees and recipients of all-campus awards for exemplary teaching. Examples of these awards include the Harness Fellowship, the Innovative Teaching Award, and the McCoy Professorship.

Education faculty use a variety of strategies for teaching and assessment. Teaching/learning strategies might include case studies, webquests, collaborative research projects and presentations, service projects, and role-playing. Candidates are assessed in a variety of ways including the use of instructor-designed rubrics, course portfolios, and authentic field-based performance tasks. Listed below are recent examples of the variety of ways faculty promote and assess candidate knowledge, skills, and dispositions.

- Educ 110 candidates role played school funding issues
- Educ 202 candidates worked in collaborative groups to produce and broadcast a television show about important issues in educational psychology
- Educ 219 candidates used multimedia software to write and publish modern fairy tale variants
- Educ 321 candidates worked in collaborative groups to plan and implement family literacy nights for families in the local community
- Educ 360 candidates worked with middle school students to apply reading strategies and study skills in their content areas
- Educ 417 candidates planned a community project to model ways in which teachers could introduce the social studies standard on citizen rights and responsibilities
- Educ 423 candidates analyzed teachers in films to make use of Praxis III criteria
- Educ 452 candidates used their own cultural autobiographies as a way to confront their cultural biases and the issue of stereotyping and privilege
- Educ 632 candidates demonstrated knowledge of sign language by creating songs in sign language which were broadcast by the campus television station

Professional education faculty have been recognized for their expertise in the use of technology in their teaching. The Education Department expects all professional education faculty to be proficient in modeling the integration of technology in their courses. Education faculty have been trained in the use of PowerPoint, Web CT, webpage development tools, digital tools, and discipline-specific software. Candidates are able to observe faculty using the technology they will be expected to use in their classrooms. Course syllabi and class observations clearly depict how technology is used in every course in the professional education program. Several education faculty create and use online course syllabi which provides opportunities for online discussions, communication and links to internet resources. Samples of candidate work utilizing technology will be available in the evidence room. Following are some examples of how faculty have integrated technology across the professional education curriculum:

- Educ 110 candidates create graphic organizers using Inspiration software
- Educ 130 candidates create their own websites for professional documents and instruction
- Educ 202 instructor and candidates use PowerPoint for class presentations
- Educ 219 candidates create websites linked to children's books
- Educ 220 candidates create adolescent literature webquests
- Educ 253 candidates investigate assistive technology
- Educ 322 candidates use digital cameras with language experience lessons
- Educ 362 candidates use Site Central software to develop an internet guide for early learners
- Educ 417 candidates use language arts software programs
- Educ 423 candidates integrate technology into unit plans
- Educ 460, 470, and 480 student teachers create electronic capstone portfolios
- Educ 600 candidates learn to research sources such as OhioLink and electronic journals
- Educ 612 candidates are exposed to online resources as part of their investigation of Appalachian culture
- Educ 640 candidates learn to use SPSS software
- Educ 653 learn to use assistive technology with special needs students

All professional education faculty integrate diversity in their courses. As a unit, faculty have discussed how to use course readings, discussions, case studies, and experiences to better prepare candidates to work with all students. A review of course syllabi demonstrates the result of ongoing efforts to integrate diversity in ways that will impact candidate knowledge, skills, and dispositions. Examples of some of the ways faculty are integrate diversity in courses are listed in Table 43 (pp. 71-74).

Every instructor at Marietta College is required to administer a standard student course evaluation for every course. This evaluation instrument asks the college student to provide an overall rating for the instructor as well as ratings for the intellectual climate. A copy of the evaluation instrument and course evaluation summaries will be available in the evidence room. The average ratings for Education Department Faculty are consistently above the average ratings for all faculty across campus. Table 49 summarizes course evaluations for education faculty compared to ratings for all faculty at Marietta College.

Table 49: Course Evaluation Summaries for Education Compared to All Faculty

	Summary for Overall Instructor Rating (1=poor to 5=outstanding)					
	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004
Education	4.12	4.29	4.41	4.29	4.44	4.22
All Faculty	4.12	4.19	4.19	4.18	4.22	4.23
(1=strongly disagree to 5=strongly agree)						
<i>Environment: Created an environment in which students felt free to express themselves.</i>						
Education	4.36	4.47	4.54	4.50	4.68	4.53
All Faculty	4.29	4.33	4.32	4.33	4.38	4.41
<i>Questions: Encouraged students to ask questions.</i>						
Education	4.31	4.46	4.52	4.56	4.65	4.51
All Faculty	4.28	4.44	4.34	4.35	4.39	4.41
<i>Thinking: Encouraged students to think for themselves.</i>						
Education	4.23	4.40	4.41	4.43	4.53	4.43
All Faculty	4.21	4.25	4.26	4.27	4.29	4.33
<i>Organization of Content: Made clear how topics in the course related to each other</i>						
Education	4.04	4.21	4.27	4.28	4.35	4.28
All Faculty	4.06	4.18	4.16	4.19	4.16	4.23
<i>Intellectual: Stimulated intellectual effort.</i>						
Education	4.15	4.24	4.33	4.39	4.38	4.35
Faculty	4.12	4.18	4.17	4.19	4.17	4.24
<i>Objectives: Made clear the course objectives.</i>						
Education	4.09	4.24	4.30	4.30	4.33	4.25
All Faculty	4.08	4.17	4.16	4.17	4.18	4.21
<i>Feedback: Gave useful feedback to students about their academic work.</i>						
Education	4.0	4.13	4.22	4.18	4.37	4.26
All Faculty	3.9	4.0	4.0	4.04	4.03	4.07

As part of the annual Marietta College faculty evaluation process, education faculty reflect on their teaching and set goals for the upcoming year. Faculty meet with the Department Chair to discuss teaching performance, goals, and ideas for achieving those goals. Course evaluations and other feedback from candidates, syllabi, and classroom observations are discussed. Goals from the previous year are also reviewed at this time. Departmental assessment data is also used during this evaluation process to look at how courses taught by the faculty member might be able to contribute to the department's action plan for program improvement.

Element 3: Modeling Best Professional Practices in Scholarship

Because Marietta College is primarily a teaching institution, scholarship is broadly defined as active engagement in one's area of specialization. For education faculty, this definition includes presentations at state and national professional conferences as well as publishing in peer-reviewed venues. To be granted tenure, faculty must exhibit a commitment to professional engagement and development. Full-time professional education faculty in the unit are active in their areas of specialization. Examples of faculty scholarship and faculty vitae will be displayed in the evidence room. Table 50 is a summary of the scholarship activities of full-time education

faculty for the past three years. This table reflects the fact that there was an open tenure track position during each of these years and the Director of Field Experience was a quarter-time position.

Table 50: Scholarship of Full-Time Professional Education Faculty

Type of Scholarship	2003-04 (n=5)	2002-03(n=5)	2001-02(n=5)
Book Publication			
Refereed Article Publications	2	1	1
National/International Conference Presentations	2	3	3
State/Regional Presentations	5	8	1
Grants	2	3	2
Professional Development Awards	3	5	4

Element 4: Modeling Best Professional Practices in Service

Consistent with the unit’s conceptual framework and the mission of Marietta College, leadership and service are important components of the annual evaluation of faculty and in the review for tenure and promotion. Education faculty play an active role in regional, state, community, and campus organizations and engage in service activities at the local, state, and regional levels. Unit faculty are active in faculty committees and governance on campus and in the advisement of student groups. Faculty place particular emphasis on involvement with professional associations and councils and boards, where they are able to contribute professional expertise. Vitae for both full-time and part-time faculty reflect a broad range of service to the campus, the community and the profession. Examples of service include the following:

Campus

- Chair, Review, Tenure, Promotion Committee
- Chair, Diversity Task Force
- Faculty Council member
- President’s Planning Committee member
- Campus Curriculum Committee member
- Graduate Council member
- Physician’s Assistant Admission and Accreditation Committees
- Campus-wide Assessment Committee member
- Career Center Faculty Advisory Committee
- Academic Standards Committee

Community

- Marietta City Schools Curriculum Committee
- President–Elect, Washington County Children’s Services Board
- Programs on adolescent depression at area high schools
- Presentations for local teacher inservice meetings

State/National

- President-Elect, Ohio Association of Private Colleges of Teacher Education
- Governing Board, Ohio Research Collaborative

- Board of Examiners, Ohio Teacher Education Program Evaluation
- Reviewer, Ohio SPA Program Approval
- Ohio Technology Mentor
- Ohio Board of Education Teacher Education Advisory Commission
- Program Reviewer, CEC
- Ohio Legal Rights Commission member
- President’s Committee on Employment of People with Disabilities

Professional

- Reviewer, Teaching of Psychology, Computers in Teaching section
- Praxis III Assessor
- Ohio Middle School Professors
- Ohio Early Childhood Faculty
- National Association of Multicultural Education
- Peer Reviewer, Office of Special Education and Rehabilitative services

Element 5: Collaboration

Unit faculty collaborate regularly and systematically with colleagues in P-12 schools, faculty in other departments on campus, and agencies within the community. In this way, faculty model the professional collaboration component of the conceptual framework. Table 51 outlines examples of recent and ongoing collaboration activities and the groups or individuals who partner with education faculty. Details on these examples and further examples of collaboration will be available for the onsite team.

Table 51: Faculty Collaboration

Collaborative Activity	Partners w/ Education Faculty
Supervision and assessment of Student Teacher performance	P-12 Cooperating Teachers
Supervision and assessment of field experiences	P-12 Cooperating Teachers
Development of field experience activities	Education Department Advisory Committee
Validity testing of Capstone Portfolio Rubric	Education Department Advisory Committee
Action plan based on annual candidate and unit operations assessment	Education Department Advisory Committee
Guest speakers and creation of leadership designated courses	McDonough Leadership Program Faculty (Gama Perruci)
International experiences for undergraduate and graduate candidates and Education Faculty	McDonough Leadership Program Faculty (Perruci, Huck)
Community Service Opportunities	McDonough Leadership Program Faculty (Gama Perruci)
Creation of Physics 101, <i>Exploration in Physics</i> , as a Requirement for Early and Middle Childhood candidates	Physics Department (Radford, Kuhl)
Creation of Petr. Eng. 101, <i>Energy Resources</i> , as a	Petroleum Engineering Department (Ben

requirement for Middle Childhood Science	Thomas)
Creation of Bio 107, <i>Biology Inquiry Lab</i> , for Early Childhood and Middle Childhood candidates	Biology Department (Almuth Tschunko)
Revision of Math 118 to encompass geometry and ongoing discussion of math requirements for Early Childhood candidates	Math Department (Miller, Tynan)
Development of History 220, <i>Introduction to Human Geography</i>	History Department (Matt Young)
Curriculum SPA alignment workshop	English and Biology faculty (Steinhagen, Hogan)
Development of the Marietta College Center for Families and Children	Psychology Department (Mary Barnas)
Work with Warren Local Schools teacher as part of a School Improvement Grant	Warren Local Schools
Work with Cutler Elementary School to enhance literacy skills of students	Cutler Elementary principals and teachers Early Childhood candidates
Identification and recruitment of students to participate in the fall and summer reading clinic programs	Area K-5 Title I Reading teachers Area K-5 principals Washington County Children's Services School-Based prevention Specialists
Grant funding and volunteer readers for Summer Reading Camp	Marietta Morning Rotary Club
Identification and recruitment of disadvantaged students for summer Women in the Sciences camp	Bartlett School (teachers, administrators)

Element 6: Unit Evaluation of Professional Education Faculty Performance

The performance of full-time faculty is evaluated annually through the Marietta College faculty evaluation process. This process requires the faculty member to site evidence of performance in teaching, professional development, and service and to set goals for the upcoming year in each of these areas. This evidence is submitted to the department chair who meets with the faculty member at the beginning of the fall semester to complete the Annual Faculty Evaluation form. During this meeting, the department chair and faculty member discuss performance in each area. The discussion of teaching performance typically revolves around data from student course evaluations, course syllabi, and classroom observations. Strengths and areas for improvement are discussed and the department chair offers input into the faculty member's teaching goals for the upcoming year. Professional development and service performance are reviewed and opportunities for each area are discussed. Goals which were set the previous year are also reviewed and evaluated. The Faculty Evaluation form is used to document this meeting and is submitted to the College Provost. The Provost reviews each evaluation and may schedule meetings with faculty members whose annual faculty evaluations and course evaluations indicate less than acceptable performance. A copy of the faculty evaluation form will be available in the evidence room.

All tenure-track faculty at Marietta College participate in a third-year review by the Reappointment, Tenure, and Promotion Committee. This committee reviews the faculty

member's tenure portfolio, including assessments from the department chair, and offers feedback and suggestions on the candidate's progress toward tenure. The outcome of this review is shared with the Provost. Third-year faculty whose progress is found to be unacceptable, particularly in the area of teaching, may have their employment at the College terminated. Faculty are reviewed by this same committee for tenure and promotion to associate professor during the fifth year.

Part-time and non-tenure track faculty are reviewed each semester by the department chair. Data for this review comes primarily from student course evaluations, student comments, and classroom observations. Part-time faculty whose teaching is unacceptable are not asked to teach in subsequent semesters.

Element 7: Unit Facilitation of Professional Development

Faculty development is strongly encouraged for all Marietta College faculty. The unit provides both full-time and part-time faculty with opportunities to develop knowledge and skills related to the conceptual framework, particularly in the areas of technology, diversity, and development of content knowledge and pedagogy. Individual faculty will provide evidence of their professional development pursuits as an evidence room exhibit.

All faculty are encouraged to participate in campus-wide workshops which focus on the development of technology skills. During the past three years, a Title III grant has enabled the College to provide a large number of workshops dealing with instructional technology applications. Education faculty have participated in workshops to build skills in using Microsoft Word, Excel, PowerPoint, and Web CT. The Education Department is fortunate that one of the two campus technology trainers, Dr. Golden, is a faculty member in the department. This enables Education Faculty to have an "in-house" expert when they have questions about using software they may have learned about during a Title II training session. The Education Department has also conducted its own technology workshops, which have been well-attended by full and part-time faculty.

Faculty are also encouraged to take advantage of the campus-wide initiative to enhance faculty knowledge and appreciation of diversity. Education faculty have attended and been active participants in diversity discussions and have attended college programming which has brought diverse speakers to campus. Three full-time and one part-time faculty member have participated in Marietta College international travel opportunities to China, Romania, and the Australian outback.

Marietta College supports the individual professional development of faculty members through a system of funding for mini-grants, load reductions, summer professional improvement grants, and sabbaticals. All faculty in the department have taken advantage of this funding to enable them to conduct research, attend professional association conferences, and make professional presentations. Knowledge gained through these activities enable faculty to stay abreast of current research in their fields and share knowledge with candidates.