ScOPE Framework Definitions

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ScOPE Framework
Operational Definitions

I. Impact on P-12 Learning – *Impact on P-12 Learning* is the contribution and/or influence that a teacher has on the learning demonstrated by the P-12 students as a result of the teacher’s interactions with the students.

II. PROFESSIONAL OUTCOMES

a. Teacher Placement, Induction, and Retention

   i. Teacher Placement – *Teacher Placement* is the systematic process of guiding new teachers into teaching assignments that will maximize the new teacher’s opportunity to succeed.

   ii. Teacher Induction – *Teacher Induction* is the process of providing support to beginning teachers through effective university mentoring and professional development activities.

   iii. Teacher Retention – *Teacher Retention* is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.

b. Beginning Teacher Expertise – *Beginning Teacher Expertise* is a measure that represents the extent to which a newly certified teacher is able to demonstrate the knowledge, skills, and dispositions necessary to succeed as a new professional educator.

c. Teacher Production – *Teacher Production* is simply a count of the number of beginning teachers in each area of certification (teaching field) recommended for certification by a preparation entity in a specified year that begins on September 1, and ends on August 31 of the following year.

d. P-16 Partnership Engagement Level – *P-16 Partnership Engagement Level* is a measure of the depth and breadth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university’s teacher preparation program and one or more P-12 school partners. The Programmatic Impact Functions for which partnerships may be developed and implemented are: On-Campus Instruction, Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Retention, Teacher Professional Development, and Responsive Research on Teacher Quality.

e. Teacher Education Faculty Engagement Level – *Teacher Education Faculty Engagement Level* is a measure of the frequency and depth of purposeful and systematic activities in one or more Programmatic Impact Functions that are collaboratively planned and implemented by a university’s teacher preparation program and one or more P-12 school partners. The Programmatic Impact
Functions in which faculty may be engaged are: On-Campus Instruction, Field-Based Instruction, Teacher Placement, Teacher Induction, Teacher Retention, Teacher Professional Development, and Responsive Research on Teacher Quality.

i. On-Campus Instruction – *On-Campus Instruction* is credit-generating teacher preparation instruction that occurs on a university campus.

ii. Field-Based Instruction – *Field-Based Instruction* is teacher preparation instruction that occurs primarily on a P-12 campus and may be one of three types: Delivery of credit-generating teacher preparation instruction on a P-12 campus, supervision of student teaching, or supervision of pre-student teaching activities.

iii. Teacher Candidate Recruitment – *Teacher Candidate Recruitment* is the systematic process of bringing new students into the teacher preparation program for the purpose of increasing production of new teachers in specified areas of certification.

iv. Teacher Placement – *Teacher Placement* is the systematic process of guiding new teachers into public school teaching assignments that will maximize the new teacher’s opportunity to succeed.

v. Teacher Retention – *Teacher Retention* is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.

vi. Teacher Professional Development – *Teacher Professional Development* is the planned and systematic set of activities delivered to teachers in service for the purpose of improving teacher effectiveness.

vii. Responsive Research on Teacher Quality – *Responsive Research on Teacher Quality* is research that is designed and implemented in association with P-12 schools that strives to answer research questions of mutual importance to the university’s teacher education faculty and to the P-12 schools.

### III. LEADERSHIP AND MANAGEMENT ENABLERS

a. Teacher Education Leadership Team – The *Teacher Education Leadership Team* is a specified group of educational leaders that includes university-wide and external representation that sets performance goals for each Professional Outcome, meets regularly to analyze and evaluate Core Operations, assists in implementing goal-oriented decisions, and monitors and reports goal accomplishment.

b. Goal-Based Management – *Goal-Based Management* is the continuous improvement process used by the Teacher Education Leadership Team to set, monitor, and evaluate the Professional Outcomes.
c. Impact-Centered Faculty Work – *Impact-Centered Faculty Work* is the set of processes used by teacher education faculty and facilitated by the Teacher Education Leadership Team in order to accomplish Programmatic Impact Function goals.

d. Impact-Centered P-16 Partnerships – *Impact-Centered P-16 Partnerships* are the processes used by the Teacher Education Leadership Team and its P-12 partners in order to accomplish partnership goals in the Programmatic Impact Functions.

e. Core Leadership Operations – *Core Leadership Operations* are the processes and tasks that facilitate aligning and improving public school stakeholder involvement, program-centered university faculty development, and teacher education curriculum evaluation.