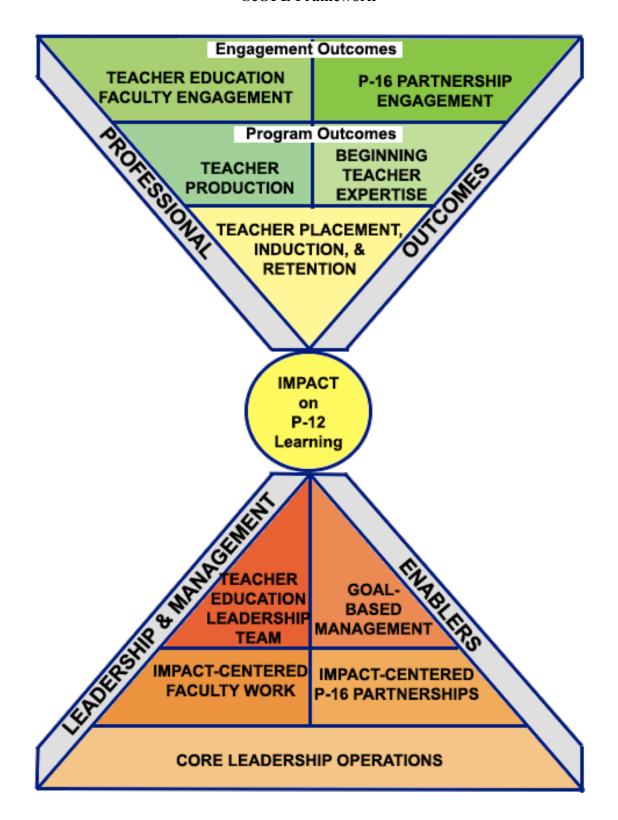
ScOPE Framework



ScOPE Framework Operational Definitions

I. Impact on P-12 Learning – <u>Impact on P-12 Learning</u> 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 <u>Teacher Placement</u> is the systematic process of guiding new teachers into teaching assignments that will maximize the new teacher's opportunity to succeed.
 - ii. Teacher Induction <u>Teacher Induction</u> is the process of providing support to beginning teachers through effective university mentoring and professional development activities
 - iii. Teacher Retention <u>Teacher Retention</u> is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.
- b. Beginning Teacher Expertise <u>Beginning Teacher Expertise</u> 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 <u>Teacher Production</u> 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 <u>Teacher Education Faculty</u> <u>Engagement Level</u> 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 <u>On-Campus Instruction</u> 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 prestudent teaching activities.
- iii. Teacher Candidate Recruitment <u>Teacher Candidate Recruitment</u> 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 <u>Teacher Placement</u> 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 $\underline{Teacher\ Retention}$ is a measure of whether or not a teacher remains employed subsequent to the initial year of employment.
- vi. Teacher Professional Development <u>Teacher Professional Development</u> 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 <u>Responsive Research on Teacher Quality</u> 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 <u>Teacher Education Leadership Team</u> 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 <u>Goal-Based Management</u> 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 <u>Impact-Centered P-16 Partnerships</u> 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 <u>Core Leadership Operations</u> are the processes and tasks that facilitate aligning and improving public school stakeholder involvement, program-centered university faculty development, and teacher education curriculum evaluation.