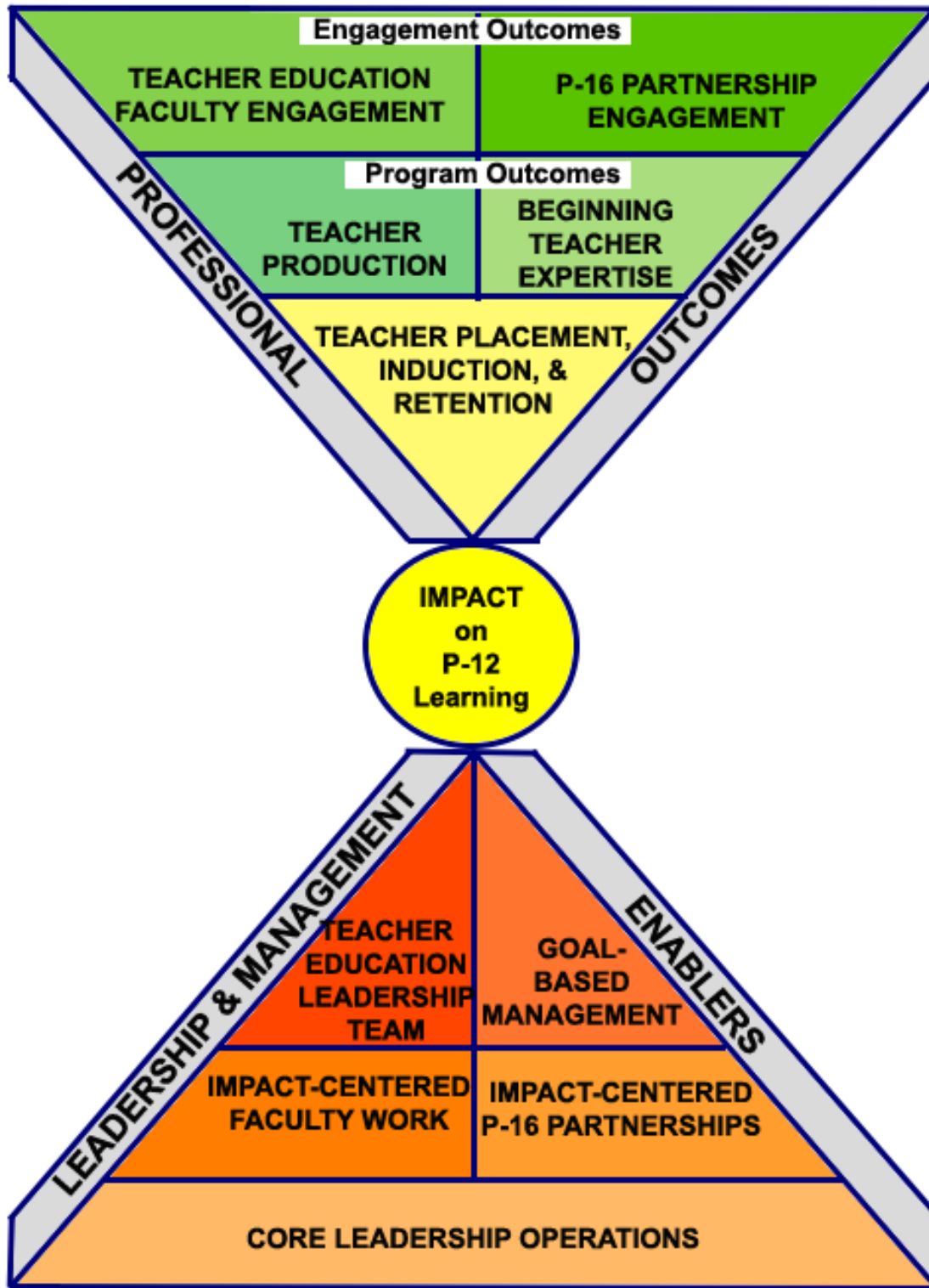


ScOPE Framework



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.