

DESIGNATION B CRITERIA

Department of Writing, Rhetoric, and American Cultures

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Designation B Status

Designation B is an appointment type outlined in the collective bargaining agreement between MSU and the UNTF. A Designation B appointment is predicated on exemplary instructional performance in UNTF bargaining unit assigned teaching duties. If eligible, individuals who believe they have established a clear record of sustained, outstanding achievements in teaching must assemble a compendium of materials that documents teaching excellence and submit such documentation to the unit head or designee. The request for a Designation B appointment is reviewed by the unit and the Office of the Provost for approval. If approval is granted, a Designation B appointment would provide at least a three year appointment for the UNTF teaching portion of the assignment.

WRAC Criteria for Designation B Decisions

The focus for Designation B decisions is “exemplary” in teaching. The criteria for making decisions with regard to Designation B are found in the rubric below. The evidence for making decisions will be derived from the following:

Materials that **must be** assembled as evidence include:

- a teaching narrative (see text box)
- SIRS and other recognized student evaluation instruments
- syllabi
- evidence of participation in professional development activities
- classroom observation materials (e.g., a written report by the observer)

Materials that **may be** assembled as evidence include:

- participation in high-impact co-curricular activities
- self-crafted and self-administered student evaluation instruments
- Honors Options and other extensions of teaching responsibilities
- undergraduate and graduate committee service
- teacher research or scholarship of teaching activities
- teaching awards

The function of the teaching narrative is both **reflective** (it teaches the committee about how you are thinking about your practice, goals, and development over time) and **integrative** (it situates the available forms of evidence in relation to an ongoing story of your work and development).

The reflective teaching narrative creates context for the materials in your review packet. Specifically, it:

1. supplies reflection on your work in relation to your pedagogical goals;
2. frames and contextualizes other forms of evidence (e.g., teaching materials, observation reports, course evaluations); and
3. makes visible the values, practices, and learning for which other forms of evidence may be insufficient (or partial) indicators.

Designation B Rubric (Formative)

	Demonstrating Classroom Strategies	Planning and Design	Reflecting and Learning	Engaging in Collegiality and Professional Citizenship
MEANING:	Teacher has a repertoire of teaching strategies that engage students in inquiry and can put them into practice as diverse student needs and situations determine.	Teacher has knowledge of curriculum and pedagogy relevant to teaching assignments, and can use this knowledge to design a course that is goal-driven and oriented to the needs of all learners.	Teacher demonstrates awareness of the goals and effects of his or her own practices on student learning, and assesses these practices for his or her own and students' continued growth and improvement.	Teacher treats his or her community as a site of professional engagement and models best teaching practices.
Exceptional (4) <i>outstanding, consistently excellent, superior, extraordinary, robust</i>	Routinely constructs opportunities for inquiry. Solicits, engages, and integrates a diverse range of student experiences and prior knowledge as assets for learning. Anticipates and responds to the emergent needs of diverse learners. Fosters and situates student creativity as an asset for teaching and learning.	Routinely expresses expert curricular and pedagogical knowledge in features of course design. Course design emerges from learning goals; involves students in the selection of means to realize those goals; and is scaffolded according to those goals. Includes a program of inquiry to discover, use, question, and assess diverse and existing knowledge in relation to course goals. Routinely employs experiential learning.	Routinely demonstrates productive and iterative awareness of how teaching practices express learning goals. Engages in theoretical and practical assessments of both goals and practices and translates assessments into new pedagogical actions.	Routinely participates in professional development activities, actively seeks opportunities to collaborate with colleagues, and contributes to the learning of other teachers.
Distinguished (3) <i>notable, differentiated, very good, significant, remarkable, strong</i>	Frequently constructs opportunities for inquiry. Solicits and engages a diverse range of student experiences and knowledge as assets for learning. Anticipates and responds to the emergent needs of learners. Enables student creativity through a variety of teaching activities.	Frequently expresses creative curricular and pedagogical knowledge in features of course design. Course design emerges from learning goals and shows careful scaffolding of projects and tasks. Includes opportunities for students to use and question diverse, existing knowledge. Frequently employs experiential learning.	Frequently demonstrates awareness of how teaching practices express learning goals. Engages in productive assessments of goals and practices, and translates these into pedagogical actions.	Frequently participates in professional development activities, seeks opportunities to collaborate with colleagues, and regularly contributes to the learning of other teachers.
Meritorious (2)	Occasionally constructs opportunities for inquiry. Uses a diverse range of student experiences and knowledge as	Occasionally expresses relevant curricular and pedagogical knowledge in course design. Course design is goal-driven, includes	Occasionally shows awareness of how teaching practices enact learning goals, and attempts to assess goals and practices.	Occasionally participates in professional development activities, seeks opportunities to

<i>good, solid, praise-worthy, laudable, respectable</i>	assets for learning. Is responsive to the emergent needs of learners.	scaffolded projects and tasks, and shows some deliberate use of experiential learning.	Works to translate these into pedagogical actions.	collaborate with and contributes to the learning of other teachers.
Meets Expectations (1) <i>adequate, acceptable, satisfactory, suitable</i>	Shows some evidence of learning by way of inquiry-based teaching. Practice is driven by the goal of responsiveness to the needs of learners.	Course design shows some evidence of pedagogical goals, scaffolded tasks and projects, and opportunities for experiential learning.	Shows some awareness of the relationship between learning goals and teaching practices.	Is sometimes supportive of colleagues; only occasionally participates in professional development activities.
No Merit (0) <i>unacceptable, unsatisfactory, unsuitable, inadequate</i>	No evidence of inquiry-based teaching, or of efforts to understand and respond to the needs of learners.	No evidence of knowledge of curriculum or pedagogy in course design. Learning goals unclear, inappropriate, or absent.	No evidence of awareness of the relationship of teaching practices to learning goals. No efforts at assessment or development of practice.	No evidence of collaboration or participation in learning activities with colleagues; does not seek professional development opportunities.