

Faculty Recency Requirement Policy
College of Education, Auburn University
Effective Fall 2007

Parameters of State and Professional Standards

The 2004 revision of the Alabama Rules of the State Board of Education added regulations regarding a faculty recency requirement. The intent of this requirement is to encourage professional education faculty to maintain professional partnerships with individuals serving in the role for which they prepare others and to occasionally share responsibilities for working with students in P-12 sites. Ideally, these partnerships would be reciprocal in nature and include school-based partners working with program candidates, collaborative inquiry situated in P-12 sites, and the continued professional development of all participants.

The state requirement applies to individuals who teach education courses and/or supervise candidates in the field. The recency requirement is aligned with standards set forth by NCATE, reflective of the College of Education's commitment to outreach through partnerships with school systems and community agencies, and consistent with the land-grant traditions of Auburn University. By and large, this state regulation simply validates the work that professional education faculty in Auburn University's College of Education already have integrated into their teaching, research, and/or outreach. The current state code specifies recency requirements for two groups of professional education faculty. A third group has been identified and will be added. See below.

- **Group 1 - Professional education faculty who teach methods courses and/or supervise practicums/internships (in initial and/or advanced teacher preparation programs)**

The recency requirement for these faculty is defined in the state code as "recent professional experiences in P-12 school sites at the level they supervise." The state has stipulated two ways for this group to fulfill the recency requirement: (a) substitute teach, co-teach, guest teach in appropriate P-12 classrooms and (b) teach methods courses that include model lessons or demonstration lessons at P-12 sites.

Note: A faculty member may fulfill the recency requirement at any level that the program certifies. For example, a faculty member teaching in a P-12 program may complete the requirement at any grade level.

- **Group 2 - Professional education faculty who do NOT teach methods courses and/or supervise practicums/internships**

The recency requirement for these faculty is defined in the state code as "on-going structured real-world experiences in P-12 sites to complement and add to their past education experiences." The state guidelines specify that "an advisory committee of unit faculty and P-12 educators shall identify acceptable activities." The Partnership Council on the Education Profession is serving in this capacity. This Council includes College of Education faculty and representatives of school systems in the East Alabama Regional Inservice Center.

- **Group 3 – Professional education faculty who teach and/or supervise practicums/internships in advanced programs preparing other professional school personnel (i.e., educational leadership, ESL, reading specialist, library-media, school counseling, and school psychology)**

The recency requirement for this group has not yet been defined by state code. This group, however, is expected to participate in recent professional experiences in P-12 sites *in the professional role that they supervise*. State personnel have invited suggestions for acceptable activities.

Acceptable Activities Defined

Examples of acceptable activities for each group of faculty are listed in the chart below. Each activity must conform to the following guidelines:

- Features a sustained relationship with a professional partner(s) who is employed in a P-12 setting in the professional role for which the faculty member prepares others (e.g., classroom teacher, ESL teacher, principal, reading specialist, school counselor, school psychologist).
- Is beneficial for the professional partner(s), the professional education faculty member, the P-12 students, and, when appropriate, College of Education students.

The policy does not designate a minimum length of time for the activities. Many faculty members fulfill the requirement through ongoing partnerships that support the courses they teach and/or their research/outreach endeavors. For example, many faculty work with students in P-12 sites as they provide demonstrations for methods courses, practicums, service learning experiences, or school-based research projects. Their work in these sites is seamlessly woven into their teaching, research, and/or outreach. Because faculty maintain professional “recency” in many varied ways, defining an appropriate length of time for a recency activity is left to the discretion of the department head.

Group 1	Group 2	Group 3
<p>1. substitute teach, co-teach, guest teach in appropriate P-12 classrooms which may include working with students in whole group, small group, or one-on-one sites. Examples of acceptable activities follow:</p> <ul style="list-style-type: none"> • participate in peer coaching or team teaching to include teaching P-12 students • mentor novice or struggling teachers to include teaching P-12 students • participate in a teacher exchange with a P-12 teacher • conduct action research or a school-based research project that involves the faculty member teaching P-12 students • participate in other activities approved by the department head that include teaching P-12 students <p>2. teach methods courses that include model lessons or demonstration lessons at P-12 sites</p>	<p>1. substitute teach, co-teach, guest teach in appropriate P-12 classrooms which may include working with students in whole group, small group, or one-on-one sites. Examples of acceptable activities follow:</p> <ul style="list-style-type: none"> • participate in peer coaching or team teaching to include teaching P-12 students • mentor novice or struggling teachers to include teaching P-12 students • participate in a teacher exchange with a P-12 teacher • conduct action research or a school-based research project that involves the faculty member teaching P-12 students • participate in other activities approved by the department head that include teaching P-12 students <p>2. teach, co-teach, or guest-teach P-12 students at community-based sites</p>	<p>1. shadow an individual(s) employed in a P-12 setting and serving in the professional role for which the faculty member prepares others</p> <p>2. conduct action research or a school-based research project that involves the faculty member (a) participating in the professional role for which he/she prepares others or (b) observing others in this role</p> <p>3. participate in other activities approved by the department head that includes working or observing others in the appropriate professional role</p>

Approved by Administrative Council on January 29, 2007; acceptable activities defined by Partnership Council on the Education Profession and approved on February 27, 2007

Implementation of the Policy

The College of Education will continue to encourage and support faculty's efforts to integrate teaching, research, and outreach efforts through collaborations with school, community, and university partners. The 2002 revision of the tenure and promotion dossier format reflects Auburn University's commitment to promoting and rewarding faculty who have established programs of scholarship that include a significant outreach component. In addition, the college will continue to actively seek the teaching assistance of GTAs, visiting professors, and adjuncts with recent professional experience. The college will also continue to encourage and support the efforts of all professional education faculty to include model and demonstration lessons in P-12 sites as an integral part of their instruction.

In preparation for NCATE continuation visits every five years, department heads will summarize faculty information including fulfillment of the Faculty Recency Requirement Policy. For tenure track faculty, department heads will use the annual conference/reviews to maintain records of when/how the requirement will be or has been fulfilled. For non-tenure track faculty, department heads will designate how the faculty recency requirement has been met on the vitae required of all instructors of record.

In an effort to expand opportunities for College of Education faculty to participate in teaching, outreach, and research activities in P-12 sites, each school system represented on the Partnership Council will submit a list of needs based on the system's five-year improvement plan. This list will be used to support existing and cultivate new partnerships among the College of Education faculty and school systems in the East Alabama Regional Inservice Center Area. Co-chairs of the Partnership Council (Drs. Peggy Dagley and Janet Womack) will compile a comprehensive list of these needs and makes the list available to the faculty in spring 2007. This list will be updated annually based on input from the Partnership Council.