

## Teacher Education Faculty PK-12 Engagement Policy

### State Requirement

Per the state of California education code, all faculty and instructional personnel employed by colleges and universities who regularly teach one or more course(s) in an educator preparation program leading to a credential shall actively participate in the public school system at least once every three academic years, appropriate to their credential area. Faculty who are not in the Department, School, or College of Education are exempt from this requirement. See Education Code Section 44227.5 (a) and (b).

The state requires colleges to document the ***participation of all tenured faculty members, tenure-track faculty members, non-tenure-track faculty members, part-time faculty members (including lecturers), and/or fieldwork and clinical supervisors in PK-12 schools.*** This state of California accreditation mandates the documentation of faculty participation in public schools ***once every three years.***

***Some examples of participation include*** working as a support provider, participating as a member of an advisory group, co-planning with a teacher, and giving professional development to a school or group of teachers. This includes observing Chapman teacher candidates and collaborating with mentor teachers and school administrators in the evaluation and support of teacher candidates in the field. Active participation cannot be passive, and there must be an opportunity for a free exchange of ideas (such as sharing research findings with and soliciting feedback from district/school teams from which you gathered data).

***Some limitations on approved participation include*** activities such as simply observing a class, volunteering in your child's class, and observing Chapman teacher candidates and providing only those candidates feedback.

### Attallah College

PK-12 partnership efforts are essential to the education programs' mission of the Attallah College of Educational Studies:

*The mission of the credential programs is to prepare reflective teacher-researchers who use integrated, developmentally appropriate, and critical pedagogies and are ready to collaborate within diverse educational communities in order to lead us toward a more economically, socially, environmentally, and politically just world.*

The Attallah College credential and graduate education programs explicitly focus on program development and improvement along with our local district partners. As a vital component of those partnerships and as part of the discipline-related, off-campus community service participation of Chapman University's faculty, our faculty work together with local districts and schools. As a result, it is expected that our university faculty and PK-12 experts work together with local schools to share knowledge, support a shared vision of effective PK-12 instruction, ensure candidates have high-quality opportunities to enact prioritized skills in the classroom, create a culture of feedback to promote data-based program improvements, and develop university coursework that intentionally supports the needs identified by practicing teachers for their classrooms and curricula.