

Elizabeth J. Sandell
2005-2006 Professional Development Report
Educational Studies: Elementary and Early Childhood
Minnesota State University, Mankato

Appointment: Fixed Term, One Year, Assistant Professor, EEC

Criterion 1: Teaching Effectiveness = Demonstrated ability to teach effectively or perform effectively in other current assignments.

Objective 1.1: For each of my course assignments, I will create a clear syllabus according to the EEC template for syllabi.

Objective 1.2: For each of my course assignments, I will revise each course syllabus to reflect fulfillment of the Minnesota Board of Teaching Standards for Teachers.

During this year, I had at least four versions of a syllabus for each course. The first version was that syllabus that I inherited from former faculty members who taught the course. The second version I developed before the course actually started in Fall, 2005. This version was posted on D2L and distributed in class. It was the basis for informing students about policies and procedures and expectations in my classes. The third version included a revised course schedule, based on the adjustments necessary for clinical experience placements and other changes in the semester schedule as the Fall semester proceeded and as the Spring semester began. The fourth version incorporated the revisions necessary for the Board of Teaching program review.

Enclosed with this report are samples of each version of the syllabus for EEC 412 Kindergarten Methods and Materials. There were actually six versions of this syllabus because I taught this course both Fall and Spring semesters.

Methods of Assessment: student assessments, peer reviews, quality of syllabi, nature & frequency of course development, timeliness of course revisions.

Expected Achievements: successful student learning, improved communications of course expectations.

Objective 1.3: I will incorporate several active learning activities for each class session.

During the year, I was continuously refining and improving my teaching methods and strategies. Here are some examples of active learning teaching methods that I incorporated into classes this year.

Two-minute paper: During the last few minutes of several class periods, I asked students to answer these two questions on a sheet of paper:

- (a) What is the most important point you learned today?
- (b) What point remains least clear to you?

This helped elicit data about students' comprehension of a particular class session. After class, I reviewed their responses and made notes about useful comments. During the next class period, I emphasized the issues that were mentioned by students as important and I clarified the issues that students thought were unclear. This helped assess student ability to comprehend concepts.

Directed application: After teaching students about important or historical educational theories, I asked them to write their own definition of the theory in every-day language and to describe an example of that theory in action in contemporary early education. Then I read the cards quickly and chose several quality cards to read to the class. This helped assess student ability to comprehend and transfer concepts.

Review and comment on methods and content: Before making a presentation or watching a videotape about a course concept, I asked students to watch carefully for 2 or 3 specific things (e.g., list all the science methods that the teacher used in the videotape) or to evaluate 2 or 3 specific things (e.g., make suggestions for improving the PowerPoint presentation). After the presentation, students worked in groups to combine their comments and then shared them in class. This helped assess student ability to comprehend and think critically about concepts and methodology. I used student input about the Friedrich Froebel/Kindergarten History PowerPoint presentation to revise the actual presentation for the 2006 annual conference of the Minnesota Kindergarten Association. This demonstrated to the students that I took their critique and suggestions seriously.

Poster illustrations: As a summative activity in EEC 455 Supervision and Leadership in ECE, I involved students in small groups to create a large poster to illustrate qualities and characteristics of good leaders and supervisors. These illustrations helped me assess student ability to comprehend and to think critically about the concepts that were covered in class.

Make It; Take It: During Spring 2006 semester, I organized EEC 412 Kindergarten Methods and Materials in order to generate eight interactive activities called "Make It; Take It" activities for students.

- a. Animal Finger Puppets
- b. Bead Patterns
- c. Butterfly Lifecycle Book
- d. Tangrams
- e. Shoe Graph
- f. Names of Farm Animals Phonics Game

- g. Estimate and Count the Stamps
- h. Shoe Patterns

We also used those activities to provide a “Make It; Take It” workshop room during the 2006 annual conference of the Minnesota Kindergarten Association. This helped students understand more of a connection between their university classroom learning opportunities and the real-world of kindergarten teachers.

Electronic portfolios: The capstone project for all sections of EEC 412 Kindergarten Methods and Materials was an Integrated Teaching with Inquiry Project/Portfolio. Students, if they desired, could turn in electronic versions of their projects. Then I burned all the electronic versions to a CD, one for each student. This helps students understand and value their projects for their future teaching careers.

Methods of Assessment: student assessments, peer reviews, nature & quality of student assignments, practices & quality for assessing student progress, improved and expanded pedagogical approaches.

Expected Achievements: From student feedback received and reflected during a faculty peer mentor observation, I learned that students appreciate these things about my teaching:

1. hands-on activities and less reliance on lecture
2. good teacher model for education majors to experience
3. fair tests
4. willing to change strategies and consider student viewpoints
5. organized, yet flexible posted schedule for each class session

I also learned that students would like to see examples of completed assignments, so they can pattern their learning products after successful predecessors. The faculty peer observer also suggested:

1. periodically re-arranging the seating assignments so students meet each other
2. more classroom management to reduce side conversations during student presentations
3. simplified rubrics for assignments
4. study guide booklet with all course hand-outs and forms made available at MSU Copy Shop for students to pick up.

Objective 1.4: For each of my course assignments, I will use Desire2Learn as a platform for distributing course materials and communications.

Beginning immediately in the Fall, 2005, I activated a D2L section for each course. Fall, 2005: EEC 368, EEC 369, EEC 412 (1) and EEC 412 (2), EEC 413, and EEC 435. Spring, 2006: EEC 412 (1) and (2), EEC 413, and EEC 455.

From D2L courses at MSU, I learned how to create a course on D2L, to upload course materials (syllabi, presentations, and hand-outs), to email students, to hold on-line chats, to set up the D2L grade book feature, and to create quizzes. I practiced all these techniques throughout the year. Between Fall and Spring semesters, I revised course materials to make them more user-friendly through D2L.

This strategy proved very beneficial for several reasons:

1. Money was saved (for faculty and for students) by not photocopying all distributed materials for the courses.
2. Course contents were readily accessible to students at any time.
3. Course contents were readily accessible to the instructor while actually teaching the courses in “smart” classrooms on campus or in other locations off campus.
4. Course contents could be duplicated from semester to semester.
5. Student lists were available for group emails for the instructor or for students.

Methods of Assessment: student assessments, peer reviews, additional pedagogical approaches, nature & frequency of course development, timeliness of course revisions.

Expected Achievements: successful student learning, improved communications of course expectations.

Other Activities Related to Criterion 1:

1. For Spring Semester, I included an international experience in my course, EEC 455 Supervision and Leadership in Early Learning Environments. I involved all the students as Cultural Ambassadors with the international students in KSP 106. The students in my class joined a small group and participated in six cross-cultural experiences during the semester. This fostered understanding of another culture. It also provided students in my class with a special experience to mention on their resume, job applications, and scholarship applications.

[insert KSP106 photo]

**Criterion 2: Research and Scholarly Effort =
Demonstrated ability to contribute to one’s special field of knowledge through scholarly or creative achievement or research.**

Objective 2.1: I will complete at least one literature search as background for establishing my research agenda.

Throughout the year, I reviewed literature and historical artifacts to create teaching materials about the history of Kindergarten. As a result of this research, my colleagues, Sandra Jessen and Marjorie Oelerich, and I developed one seminar that we presented at the 2006 annual conference of the Minnesota Kindergarten Association on “Friedrich Froebel: Great-Grandfather of the Kindergarten.”

As a result of this research, I accumulated one archive box of slides and materials about the program production. I submitted this box to the MSU, Mankato Archives in April, 2006.

During the year, I explored several the literature and considered several possibilities for future research and scholarship. As a result of this study, I prepared and submitted in May, 2006, three proposals to MSU’s Institutional Review Board on the use of human subjects:

1. Developing Teaching and Learning Materials to Foster Diversity Awareness among Pre-Service Educators, with Virginia Maldonado, Professor, MSU, to be implemented as part of EEC 435: Teacher – Parent Relations.
2. Developing Cultural Competency in Pre-service Educators through a Cultural Self-Analysis Project, with Virginia Maldonado, Professor, MSU, and Olga Klippa, Dean, Northern International University, Magadan, Russian Federation, to be implemented as part of EEC 435: Teacher – Parent Relations.
3. Women in Leadership in Higher Education, with Joanne Brandt, Professor, MSU, Helena Sajgalikova, University of Economics, Bratislava, Slovak Republic, and Olga Klippa, Dean, Northern International University, Magadan, Russian Federation.

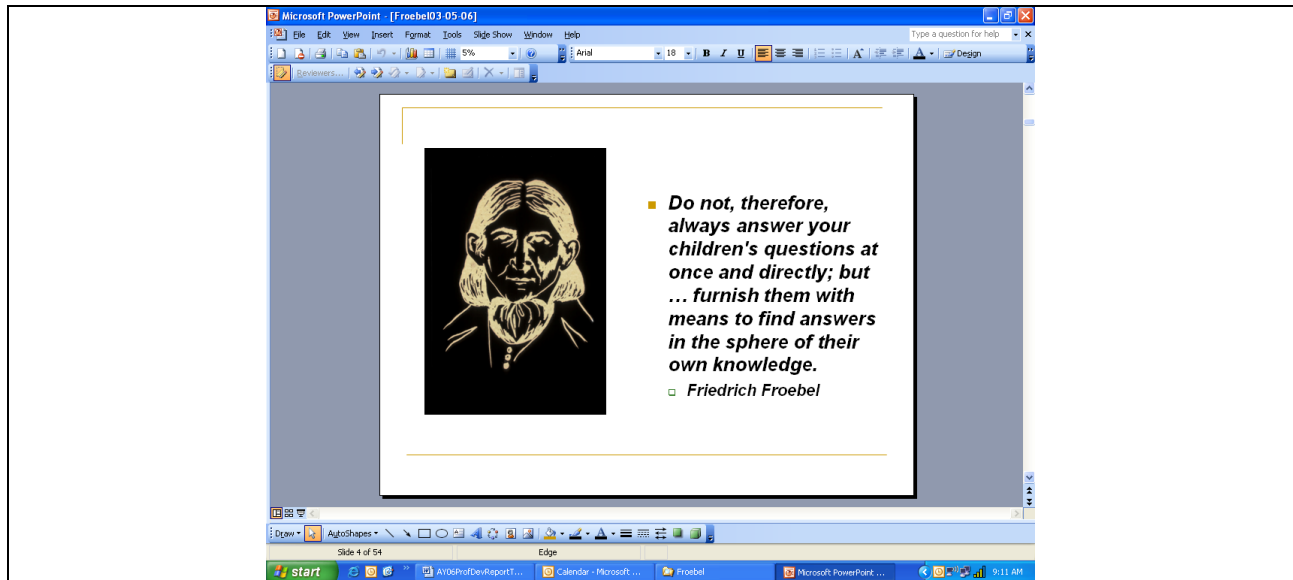
I am preparing two additional proposals to MSU’s Institutional Review Board on the use of human subjects:

1. Study of Common Behavior Guidance Strategies Used by Teachers in Kindergarten Classrooms, to be implemented as part of EEC 412: Kindergarten Methods and Materials.
2. Study of Children’s Images of Kindergarten Through Photography in Classrooms, with Ronald Browne, Professor, MSU, and Olga Klippa, Dean, Northern International University, Magadan, Russian Federation.

During 2006 – 2007, I will prepare and submit proposals for MSU Course Re-design Grants, MSU Faculty Research Grants, MSU Faculty Improvement Grants, and MSU Undergraduate Research Grants to support this research.

Methods of Assessment: peer review, works in progress, unpublished reports.

Expected Achievements: contribution to department conversation and program development.



Objective 2.2: I will research potential financial resources for supporting scholarly work.

During the year, I collected resources related to financing scholarly work. I am preparing to submit applications during AY2006-2007 for these funding sources:

1. (Due 10-13-06 to College Dean) Faculty Improvement Grant, Minnesota State University, Mankato
2. (Due 10-14-06 to FRG Committee) Faculty Research Grant, Minnesota State University, Mankato
3. (ongoing review) Phi Kappa Phi Promotion of Excellence Grants
4. (Due 10-20-06) Undergraduate Research Grant, Minnesota State University, Mankato
5. (Due 11-17-06 to IPO) International Program Development Grants, International Programs Office, Minnesota State University, Mankato

Methods of Assessment: peer review, works in progress, unpublished reports.

Expected Achievements: contribution to department conversation and program development.

Objective 2.3: I will research potential publications for sharing scholarly work in my field.

During the year, I collected resources related to publishing scholarly and creative work related to early education and international education. I am preparing to submit ideas and collect manuscript guidelines during AY2006-2007 for these publications:

1. Young Children journal for National Association for the Education of Young Children
2. Phi Kappa Phi Forum for The Honor Society of Phi Kappa Phi
3. American Journal of Evaluation for the American Evaluation Association
4. Capstone Press, Mankato, MN

Methods of Assessment: peer review, works in progress, unpublished reports.

Expected Achievements: contribution to plan for research agenda.

Objective 2.4: I will reflect on and revise my philosophy of research and scholarship in consideration of my new course assignments.
During the year, I reviewed my philosophy of research in order to update it related to my work at MSU. I wanted to incorporate scholarship and research into the teaching of courses. My applications to the IRB illustrate how I plan to embed research into my teaching assignments.
Methods of Assessment: peer review, works in progress, unpublished reports.
Expected Achievements: improved communication of my research agenda.

Other Activities Related to Criterion 2:
1. Wireless and Teaching Technology Conference, November 8, 2005: I attended this conference and presented “Beginning the Tech Journey in Teaching University Courses: A Journal from the First 75 Days.” This was a PowerPoint presentation version of my journal to document my interactions with technology during the first 75 days of teaching at MSU.
2. Conference Presentation Proposal (Accepted) for the 2006 Fall Child Care Conference of the Minnesota Valley Association for Early Childhood Education. October 7, 2006, Mankato, MN. “Looking at Early Childhood Education through Different Cultural Lenses.”
3. Conference Presentation Proposal (Accepted) for the 2006 annual conference of the Professional and Organizational Development (POD) Network, October 25 – 29, 2006, Portland, OR. “Best Practices in New Faculty Orientations.”
4. Conference Presentation Proposal (Accepted) for the 2006 annual conference of the American Evaluation Association. October 30 – November 5, 2006, Portland, OR. “Roundtable Discussion on Evaluating the Impact of International Study Partnerships among Colleges and Universities.”
5. Book Proposal Review for SAGE Publications “Educational Partnerships: Connecting Teachers, Families, and the Community,” a potential textbook for EEC 435 Teacher – Parent Relations, May, 2006.

Criterion 3: Evidence of Continuing Preparation and Study = Demonstrated continuing preparation and growth in subject matter disciplines and techniques of instruction.

Objective 3.1: I will reflect on and revise my philosophy of teaching in consideration of my new course assignments.

During the year, I reviewed my philosophy of teaching in order to update it related to my work at MSU.

Methods of Assessment: peer reviews, quality of syllabi, nature & quality of student assignments, practices & quality for assessing student progress, pedagogical approaches, nature & frequency of course development, timeliness of course revisions.

Expected Achievements: improved student learning, ongoing revisions to course syllabi.

Objective 3.2: I will participate in the Faculty Teaching Certificate Program through the Center for Excellence in Teaching and Learning at MSU, Mankato.

I completed the Faculty Teaching Certificate Program through the Center for Excellence in Teaching and Learning at MSU, 12 contact hours, divided into eight, 90 minute seminars, plus a peer faculty consultation during the year:

1. Creating a Quality Syllabus
2. Active Learning Strategies for the Classroom
3. Teaching with Technology
4. Diversity in the Classroom
5. Classroom Assessment Techniques
6. Course Development/Restructuring
7. Faculty and Student Portfolios
8. Capstone Project Presentations.
9. Luncheon

From the seminars, I learned and implemented...

From the peer faculty consultation, I learned that students
and implemented ...

Methods of Assessment: Certificate showing completion of the FTCP.

Expected Achievements: improved student learning, ongoing revisions to course syllabi.

Objective 3.3: I will attend several professional conferences in my field of early childhood education.

I regularly attended meetings of the Minnesota Valley Association for Early Childhood Education. These meetings included:

October 1, 2005:

October 24, 2005: History and Background of the Children's House

November 3, 2005: Literacy – Infant, Toddler Preschool

April 18, 2006: Kindergarten Expectations: Implications for Preschool Professionals

I also attended the 2006 annual conference of the Minnesota Kindergarten Association. This provided up-to-date information on contemporary issues in kindergarten teaching and learning.

During the year, I selected several professional organizations with which to affiliate. In subsequent years, I will most likely attend their professional meetings and conferences and submit articles for their publications:

1. Minnesota Kindergarten Association: This organization offers scholarships for undergraduate students in education programs, as well as activities for professional continuing education for teachers.
2. National Association of Early Childhood Teacher Educators (and Minnesota affiliate group): to promote the professional growth of its membership, discuss the educational issues that are specific to its membership, and advocate for improvements in early childhood teacher education and early childhood education in Minnesota.
3. Delta Kappa Gamma International: to promote professional and personal growth of women educators and excellence in education. This organization offers scholarships for undergraduate students in education programs, as well as funds for professional continuing education for teachers and university professors.
4. oimo

Methods of Assessment: attendance documentation.

Expected Achievements: proposed curricular or course revisions or improvements.

Objective 3.4: I will participate in the eTeach@MSU on-line course and prepare one eLearn@MSU lecture through the Extended Learning office in MSU, Mankato.

I attended the “An Introduction to the eTeach@MSU Program 2005 – 2006” on Friday, August 26, 2005. However, my Fall teaching schedule prevented my completion of one eLearn@MSU lecture, so I concentrated on improving my skills in using D2L and attended several D2L courses:
D2L: Introduction and Basic Course Setup
D2L: Ongoing Course Administration and Communication
D2L: Gradebook and Assignments
D2L: Quizzing

These courses helped me refine my use of D2L to enhance my campus-based courses this year. I learned how to create a course on D2L, to upload course materials (syllabi, presentations, and hand-outs), to email students, to hold on-line chats, to set up the D2L grade book feature, and to create quizzes. I practiced all these techniques in the 10 courses that I taught this year. Between Fall and Spring semesters, I revised course materials to make them more user-friendly through D2L.

I also used D2L for communication with the COE International Studies Committee throughout the year.

I reflected on all I learned about technology and created a PowerPoint presentation: “Beginning the Tech Journey in Teaching University Courses: A Journal from the First 75 Days” that I presented at the Wireless and Teaching Technology Conference, November 8, 2005. This was a PowerPoint presentation version of my journal to document my interactions with technology during the first 75 days of teaching at MSU.

Expected Achievements: improved student learning, ongoing revisions to course materials, course materials on-line for 2006-2007 academic year.

Objective 3.5: I will complete requirements to maintain my Minnesota teaching licensures in early childhood education, in administration/supervision of early childhood education, and in parent education.

During the past five years, I completed 125 clock hours of continuing education that was pre-approved by the Minnesota Association of School Administrators, Falcon Heights, MN. I submitted this documentation and successfully renewed my Minnesota teaching licenses:

1. Pre-kindergarten Teacher
2. Parent and Family Education Teacher
3. Supervisor of Pre-Kindergarten (Administrator)

File Folder No. 206987.

These licenses will expire June 30, 2011.

Methods of Assessment: completed clock hours of continuing education and completed application for licensure renewal.

Reported Achievements: According to the successful renewal of my teaching and administrator licenses, I have maintained content knowledge in areas related to teaching at MSU, Mankato.

Other Activities Related to Criterion 3:

1. Russian Language Lessons: I enrolled in Russian classes sponsored by the Foreign Language Initiative (FLI) on campus. These classes are free and taught by native Russian speaking students.

2. Wireless and Teaching Technology Conference, November 8, 2005: I attended this conference and presented “Beginning the Tech Journey in Teaching University Courses: A Journal from the First 75 Days.”

3. MSU Professional Development Day, January 11, 2006: I attended several workshops at this conference: “Globalization at MSU” and “Developing Short-term International Study Tours.”

**Criterion 4: Contributions to Student Development =
Demonstrated ability to contribute to student learning and growth.**

Objective 4.1: I will participate in the series of seminars for professional growth of students in Block 1 EEC.

The Block I EEC faculty designed and implemented four extra Friday seminars for the students. I worked collaboratively with my colleagues, including Laura Bemel, Karl Matz, and Kasee Page, to develop these sessions. Each semester, I participated in leadership for these seminars included:

1. Welcome to Block I! What we expect from students and what students may expect from the experience. Featuring Dr. Michael Miller, Dean, and Dr. Peg Ballard, Department Chairperson
2. Team-building. Check in to see how things are going so far.
3. Professional Development Schools. Introduction to clinical experiences. What does the school expect of students? Featuring Dr. Ginger Zierdt and Teachers on Special Assignment
4. Diversity of Experience. Reflection on diverse families and communities as experienced during the Block I clinical placements.

Methods of Assessment: student assessments, peer review, attendance documentation.

Reported Achievements: These seminars were required of Block I participants, almost all of whom attended all four seminars for the semester. This year, PDS Teachers on Special Assignment reported that MSU's students are more professional and better prepared for their clinical placements.

Objective 4.2: I will participate in the series of meetings for students in the EEC Club.

Early in Fall semester, I contacted the Elementary and Early Childhood (EEC) Club faculty adviser. I invited the Club officers to present an informational session in all my courses. They made presentations in all my classes as a way to encourage other students to join the EEC Club. Several times during the Fall semester, I requested that Club officers include me on their email distribution list so that I could support the Club by attending several events. This communication from them did not happen, so I did not get involved in the EEC Club.

Therefore, I concentrated my attention on improving the development of students who were within my sphere of influence in courses that I was teaching. For example, in the Spring, I organized students in two sections of EEC 412 to provide a "Make It; Take It" workshop room during the 2006 annual conference of the Minnesota Kindergarten Association. I also included a course requirement for them to volunteer for several hours at the 2006 annual conference of the Minnesota Kindergarten Association.

Reported Achievements: In end-of-semester evaluation comments, students in EEC 412 reported that their participation in the MKA conference improved their understanding of the field of early childhood education.

Objective 4.3: Each semester, I will host an informal off-campus meeting of students from my classes.

I included an informal off-campus meeting for three classes that I taught this year. I planned evenings that featured education-related films and discussions, so our meetings were fun and yet focused on the experience of early childhood education. All students were present for these events.



EEC 365 Fall Semester, 2005



EEC 435 Fall Semester, 2005

Student Comments:

Student Comments: Thank you for once again inviting us all into your home. It was a very pleasant evening. I enjoyed the movie, and all the munchies hit the spot!! -- Denise

EEC 455 Spring Semester, 2006

Student Comments:

Student Comments:

Reported Achievements: enhanced relationships between instructor and students.

Other Activities Related to Criterion 4:
<p>Friendship Family: My family became a “Friendship Family” for AY2005-2008 for MSU’s International Student Office. We were assigned a Russian-speaking student from Kazakhstan who is studying Community Health through a Muskie Fellowship at MSU. This relationship helped the student learn about American culture and family life. In turn, it helped my family learn about and appreciate another culture and family life patterns. We spent about two hours each month with each other, experiencing family dinners, church dinners, dental appointments, and more. The experience also helped me to be continually aware of how others perceive ideas and behaviors in our American college culture.</p>
<p>International Experience Embedded in Course: For Spring Semester, I included an international experience in my course, EEC 455 Supervision and Leadership in Early Learning Environments. I involved all the students as Cultural Ambassadors with the international students in KSP 106. The students in my class joined a small group and participated in six cross-cultural experiences during the semester. This fostered understanding of another culture. It also provided students in my class with a special experience to mention on their resume, job applications, and scholarship applications.</p>
<p>Welcome to International Students in COE: I led the International Studies Committee to sponsor a tea in March for faculty to meet international students enrolled in the College. The conversational agenda was to discuss what led them to select MSU for their education. Representatives from the International Student Office were present also to share about how that office supports students in their work at MSU.</p>
<p>Student Recommendations: I completed letters of recommendation for scholarship applications for four students. These four students applied for a total of 7 scholarships. I am pleased to report that two of these students received a total of more than \$3,500 in scholarships for next year.</p>

**Criterion 5: Service to the University and Community =
Demonstrated service beyond the classroom to the department, college, university and
greater community.**

**Objective 5.1: I will work to create international connections with early childhood
education faculty members at Northern International University (NIU) in Magadan, Russia.**

In March, 2006, I used Spring Break and some pre-approved academic time to visit Magadan, Russia and meet with administrators and faculty colleagues at NIU, as well as public school administrators and teachers. During my trip, I sent regular email communications to COE colleagues and to kindergarten teachers in Mankato who were mentoring EEC 413 students during their clinical experience.

I learned that faculty at NIU are very interested in joint cooperation, research and exchange. NIU administrators are somewhat more reserved about an official connection. When I returned from the trip, I presented a report at a Brown Bag Conversation for COE faculty colleagues. I also prepared a report for the COE International Studies Committee and the Dean of the College. I plan another visit in July, 2006 to discuss joint research in more detail.

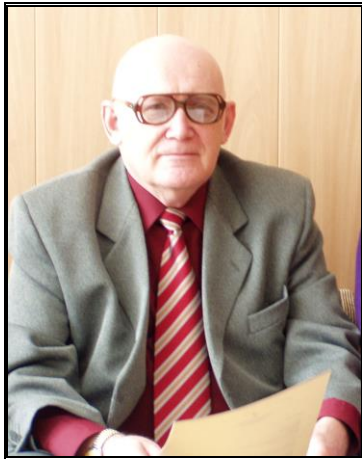
Reported Achievements: Emails from NIU administrators report that they perceive there is potential for partnership between MSU faculty members and colleagues in another country.

Sandell 2005 – 2006 PDR

Northern International University
Magadan, Russian Federation, March, 2006



NIU Main Entrance



Roman Romanovič Tchaikovsky,
Vice-Rector for International Affairs



(L to R) Tatyana Alexandrovna Sabchenko
(Assistant Dean), Elizabeth J. Sandell (MSU Assistant Professor),
Olga Victorovna Klyppa (Dean, Pedagogical Faculty)



Ludmila Pavlovna Biryukova,
Vice-Rector for Research and Faculty



Pedagogical Faculty: Department Heads and Dean



Pedagogical Faculty



NIU Education Class



NIU Education Students

Objective 5.2: I will serve on the International Studies Committee of the College of Education at MSU, Mankato.

To my surprise, I was elected chairperson of the International Studies Committee for 2005-2006. The other members of the committee included: Joanne Brandt, CSP; Ronald Browne, Elementary and Early Childhood; Cynthia Broderick, Business Education; A. Douglas Ganss, K-12 and Secondary Programs; Sandra Jessen, The Children's House; and Jerry Robicheau, Educational Leadership.

In November, the committee learned from Caryn Lindsay about MSU's International Programs Office and the support systems and processes that MSU has in place. The committee also learned from the MSU – Thai Educator Exchange program about what cooperative programs might look like for the College.

In December, the committee discussed next steps for the MSU – Thai Educator Exchange and endorsed a plan to submit to Dean Miller.

In January, committee members participated in the MSU International Fair to learn more about currently available international travel and study opportunities as well as general opportunities available to the university.

In January, committee members led several department-based discussions about how international travel fits into the curricula and what purposes international studies serve COE program candidates and stakeholders.

In February, the committee sponsored a "Brown Bag Conversation" during the noon hour for conversation among interested faculty in the College about how existing and future international study and exchanges can further the already-established initiatives and agendas for the department.

A tea was held in March for faculty to meet international students enrolled in the College. The conversational agenda was to discuss what led them to select MSU for their education. Representatives from the International Student Office were present also to share about how that office supports students in their work at MSU.

In March and April, the committee sponsored two "Brown Bag Conversations" to discuss goals and priorities for international relationships that will further the work of the College. The March "Conversation" invited faculty to consider opportunities in China and Hong Kong and how they fit within programmatic initiatives and needs. The April "Conversation" invited faculty to consider opportunities with a university in the Far East region of the Russian Federation.

The committee discussed the results of the College-wide Conversations and created recommendations, a timeline, and a priority list of international connections to recommend to the Dean. This report constitutes the summary and presentation of these meetings, research, and conversations

Methods of Assessment: self-reported through journal and communications with colleagues.
Reported Achievements: According to comments from International Studies Committee members, faculty members see an enhanced potential for partnership between MSU faculty members and colleagues in other countries.

Objective 5.3: I will attend EEC Department faculty meetings and serve on two committees.
I attended all EEC department faculty meetings when I was available in town to attend. I also served on the Social Committee and on the Early Childhood Assessment Committee. As part of the Social Committee, I planned and facilitated the retirement party for Mary Ellen Pearson, who retired after 32 years of teaching at MSU.
Methods of Assessment: attendance documentation.
Expected Achievements: enhanced communication about early childhood programs.

Objective 5.4: I will reflect on and revise my philosophy of service in consideration of my new assignments.
During the year, I reviewed my philosophy of service in order to update it related to my work at MSU. I wanted to incorporate community service into the teaching of courses and my ongoing role with EEC.
Methods of Assessment: peer reviews.
Expected Achievements: improved student learning, ongoing revisions to course syllabi.

Objective 5.5: I will provide several parent education/involvement sessions (and involve students from my EEC courses) at The Children’s House staff members and parents.

After several planning conversations with Sandi Jessen, Director, The Children’s House (TCH), it was evident that these sessions were not going to be useful for TCH staff and parents at this time. The idea was more of an intrusion into their plans for the year.

As an alternative, I involved students in EEC 365 in planning, leading, and documenting a toddler play group meeting at The Children’s House on November 2, 2005. Six parents and their toddlers attended the evening. Students assisted with setting up and leading activities in learning stations, leading circle time singing, videotaping and photographing the evening, providing snacks, and “mapping” toddler involvement among the learning stations. Parents of the toddlers wrote: *“Dr. Sandell and students: Thanks for inviting us to be with your class the other night. The toddlers thank you for the songs, the trucks, the balls, and especially the cheese. Mmmmm... cheese. We had a great time. Brandon, Brennan, Elise (x 3), and Grace and their moms!”*

Methods of Assessment: calendar documentation; peer reviews.

Expected Achievements: improved parent community; opportunity to involve students in community & early education experiences.

Toddler Play Group Evening
At The Children's House,
November 2, 2005

For EEC365
Teaching Infants and Toddlers
Elizabeth J. Sandell, Ph. D.
Minnesota State University, Mankato




Dr. Sandell and students:

*Thanks for inviting us to be with you
class the other night. The toddlers
thank you for the songs, the trucks, the
balls, and especially the cheese.
Mmmm ... cheese.*

We had a great time.

*Brandon, Brennan, Elise³, and Grace
And their moms!*

Other Activities Related to Criterion 5:	
<p>1. MSU Commencement, December 17, 2005. I represented the EEC department and College of Education by joining the faculty ranks to march in this commencement.</p>	
<p>2. Kiwanis International. I joined a new Kiwanis group, known as the Diversity Club, to serve the children of the world and to improve the quality of life worldwide. This group includes MSU faculty and staff members, as well as community members.</p>	
<p>3. MVAECE: I served as chairperson of the 2006 nominating committee and presented two candidates for vice-president/president-elect and secretary for the organization to consider.</p>	
<p>4. NAACP Freedom Membership Drive Dinner, May 4, 2006. I represented the EEC department and College of Education by joining the Dean’s table at this dinner to support the NAACP students’ chapter and to promote a campaign to create a Mankato NAACP chapter.</p>	
<p>5. Annual conference of the Minnesota Kindergarten Association, May 5 and 6, 2006. During the academic year, I served on the conference advisory board. I introduced one of the keynote speakers and I assisted conference coordinators by hosting another keynote speaker for dinner and transportation to the conference venue.</p>	
<p>6. College of Education Pinning Ceremony, May 9, 2006: I represented the EEC department and participated in the pinning ceremony.</p>	
<p>7. Contributions to MSU Archives: When I arrived at MSU, I found my office had “inherited” a large number of slides related to the donation of Froebel Kindergarten materials to The Children’s House by Anna and Emma Wiecking. The slides were developed around 1985 by Marjorie Oelerich, former faculty member, and David Allan, former MSUM staff members. There were slides and presentation scripts and sample materials. I used the slides in my own research and then transferred the materials to MSU’s University Archives in the Memorial Library.</p>	