

**Professional Development Annual Report  
2006 – 2007  
Elizabeth J. Sandell, Ph.D.**

**Department of Educational Studies: Elementary and Early Childhood  
College of Education  
Minnesota State University, Mankato  
December 28, 2006**

**Criteria 1: Teaching - Demonstrated ability to teach effectively.**

Introductory overview: specify divisions of this section, including a list of the division headings

My assignments for AY 2006-2007 included approximately half-time teaching and half-time with responsibilities as ES:EEC department chairperson.

Definition of Criteria 1

For teaching faculty, effective teaching shall be the principal proportion of the five criteria considered in evaluation. Evaluation may address effectiveness in course development; curriculum design; instructional innovation; ability to organize, analyze and present knowledge; instructional advisement; and other such related activities. Faculty members are encouraged to include student assessments as evidence of ability to teach effectively. Evidence may also include peer reviews; quality of syllabi; nature and quality of assignments; practices and quality for assessing student progress; timelines of evaluation of student performance; pedagogical approaches; attention to student advisement; nature and frequency of course development and timeliness of revision; and timeliness of work assignments. Also includes demonstrated ability to perform effectively in current assignments other than teaching.

AY 2006-2007 goals related to teaching

1. As department chairperson, successfully complete semester teaching assignments plus one summer session course.
2. Improve and strengthen my teaching and my courses by soliciting and reflecting on student evaluation of courses.
3. Increase the quality of faculty through fostering faculty development and mentoring adjunct faculty members.
4. Improve the climate of the ES:EEC department by working on these priorities as identified by ES:EEC members:
  - a. documenting team efforts
  - b. evaluating effectiveness
  - c. rewarding accomplishments

## Teaching assignments

During this year, I successfully completed teaching assignments, including all syllabi, assignments, exams, student work, student course evaluations and summary sheets for:  
Fall 2006 EEC 412 (01) Kindergarten Methods and Materials (3 credits)  
Fall 2006 EEC 412 (02) Kindergarten Methods and Materials (3 credits)  
Fall 2006 EEC 413 (01) Kindergarten Methods and Materials – Lab (1 credit)  
Spring 2007 EEC 412 (01) Kindergarten Methods and Materials (3 credits) revised 01/07 based on course evaluations and on response to PEPER review process.  
Spring 2007 EEC 413 (01) Kindergarten Methods and Materials – Lab (1 credit) revised 01/07 based on course evaluations and on response to PEPER review process.  
Spring 2007 EEC 355 (02) Curriculum, Management, and Assessment (3 credits) new prep, team-taught with course manager, accepted enrollment increase from 25 to 30 students.  
Summer 2007 EEC 455 (01) Supervision and Leadership in Early Learning Environments (3 credits) second time offered, developed course from UCAP proposal documents.

During AY 2005-2006, I generated 300 student credit hours.<sup>1</sup> This was approximately 12.5 students per credit hour taught, and was approximately 2.9% of the student credit hours (adjusted) that were generated by the 20.60 FTEF in Elementary and Early Childhood.

During AY 2006-2007, I generated xxx student credit hours.<sup>2</sup> This was approximately xxx students per credit hour taught, and was approximately xx% of the student credit hours (adjusted) that were generated by the xx FTEF in Elementary and Early Childhood.

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<sup>1</sup> Report generated by Institutional Research, Minnesota State University, Mankato. October 31, 2006.

<sup>2</sup> Report generated by Institutional Research, Minnesota State University, Mankato. October 31, 2006.

## Improving on teaching

During this year, I worked to improve and strengthen my teaching and my courses by soliciting and reflecting on student evaluation of courses. The evaluations included the MSU Instructional Evaluation System, as well as questions used periodically throughout the semester to get student responses to course methodologies, textbooks, etc.

During each semester, I used the courses' D2L site to enhance regular communication with students. Here is an email that illustrates how this was received by students:

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**From:** Landwehr, Elizabeth Ann  
**Sent:** Tue 10/10/2006 8:31 AM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: EEC 412 on Oct. 13

Dr. Sandell,

I just wanted to say thanks for keeping us in the loop on what is happening every week. I know it takes a little extra time out of your life, but it sure makes mine a little easier! Thanks so much. Also, do we need to have our art and music/movement lesson plan rough drafts finished? Let me know. Lastly, would you be available for a small meeting tomorrow around 10:45 or so? If not, it can wait until Friday. I just want to clear up the ITI project a little. Thanks again! I will wait to hear from you.

Elizabeth

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**From:** Elizabeth Sandell [mailto:[elizabeth.sandell@mnsu.edu](mailto:elizabeth.sandell@mnsu.edu)]  
**Sent:** Tue 10/10/2006 8:13 AM  
**To:** Reuter, Steven; Sandell, Elizabeth Jill  
**Cc:** Browne, Ronald N; Johnson, Marjorie A  
**Subject:** EEC 412 on Oct. 13

Hello,

Today, I uploaded two PowerPoint presentations related to our class last Friday, Oct. 6:  
Music and Movement in Kindergarten (from the Oct. 6 team presentation)  
Artistic Expression in Kindergarten (from my files)

This Friday, we will NOT have a quiz in class. Here is our schedule this week:  
9:00 Guest from the Population Connection (related to math, social studies, and science standards)  
10:00 Break  
10:10 Team presentation (science)  
10:40 Reflection on team presentation  
10:50 Break for Block seminars

On October 20, we will have class. We will have a team presentation on Literacy and Language Development, and we will have a quiz on the presentations related to Artistic Expression, Music and Movement, Science, and the Population Connection. See you on Friday.

Dr. Sandell

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### Reflections on teaching practices

Based on student performance and feedback during Fall semester, 2006, I revised my teaching for spring semester. Changes included selecting a more basic, more useful, less expensive textbook. I also adapted the course content to emphasize elements that were truly unique about the kindergarten setting, when compared to other early education settings and to elementary education settings. Instead of early education methods (e.g., learning centers, art activities), I began to emphasize academic standards, assessment and evaluation, teaching from district-selected curricula, classroom behavior management, and differentiated learning. I also incorporated a peer review strategy, whereby students are assigned to small groups and the small groups regularly review each other's drafts during the semester. This strategy resulted in improved quality of work for many students.

### Leadership assignments

During this year, I successfully completed my leadership assignment as department chairperson. According to the IFO contract, activities in this assignment included:

1. Developed department budget and administer it according to university, college, and department policies.
2. Directed student advising program, including improvements in procedures and assignments.
3. Coordinated department interactions with student organizations, including the Early Childhood and Elementary Education Club.
4. Coordinated department student recruitment activities, including establishing articulation agreements with several community colleges.
5. Ensured that student concerns and complaints are properly addressed, including use of the College procedure to record concerns and issues.
6. Developed proposed department class schedule and long-term schedule for course offerings, during Fall, Spring, and Summer semesters.
7. Coordinated handling of curricular proposals and new program planning, including program revisions for the undergraduate program in Early Childhood Education and program planning for the new graduate program in Early Childhood Special Education.
8. Chaired department meetings and coordinated department committee activity through strategies of shared leadership that included rotating assignments for facilitating meetings, recording minutes, keeping time, and providing snacks.
9. Facilitated department planning activities, including goal-setting and integration with institutional goals and objectives, through a strategy of "program coordinators" who lead colleagues in areas of Early Childhood Education, Elementary Education/Middle School, Graduate Programs, and programming at Normandale Community College.
10. Prepared reports and other information for college and university administrative officers, including the annual University Assessment Report and the College of Education [notebooks].
11. Prepared department correspondence, including information for the Office of the Registrar and acknowledgements to donors to the Foundation.

12. Coordinated department grant and other externally supported activities, including grants from the International Programs Office and from the Faculty Improvement Grants program.
13. Developed a proposed hiring plan for departmental action and recommended to Dean, such as position requests for Elementary Education/Middle School and for Reading.
14. Coordinated department hiring activities, through the department's Personnel-Search Committee.
15. Oriented new faculty to department and assisted faculty with professional development planning, including one first-year tenure-track faculty member (ECSE), one first-year fixed-term faculty member (literacy), two second-year fixed-term faculty members, one fourth-year tenure-track faculty member, as well as more than one dozen adjunct faculty members.
16. Directed non-unit employees (including one administrative assistant) and student workers (two or three each semester).
17. Supported department members in the conduct of other duties such as scholarly activity and community service, including guests at department meetings about research procedures and about publications possibilities.

#### Enhancing ES:EEC faculty development

During this year, I worked to increase the quality of faculty through fostering faculty development and mentoring adjunct faculty members, in order to improve the teaching offered through our department.

I offered to observe and comment on teaching situations for department colleagues. Dr. Linda Good invited me to attend and observe one of her classes. I wrote observations about how the class process was facilitated and how student responded to her teaching strategies. This email documents her response to this experience:

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**From:** Good, Linda A  
**Sent:** Wed 10/18/2006 6:15 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** class observation

Thank you for taking the time to observe me with my most engaged class. I know that it is difficult to find the time to do so, but I think it is also very important to give feedback (strengths and weaknesses) so that we can ALL improve our teaching.

Linda Good, Ph.D.  
Professor  
Elementary and Early Childhood Education  
Early Childhood Education Program Coordinator  
Armstrong Hall 329 C  
507-389-5095

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## Improving ES:EEC department climate

At the beginning of Fall semester, 2007, I surveyed ES:EEC department faculty members to learn what they thought about elements of the department climate. The survey was based on material from the Academy for Leadership training and Development.<sup>3</sup> There were three elements that were ranked lowest on a list of 18 elements (where 1 = needs improvement; 3 = great). Based on their responses, they agreed that, together, we should work on these three elements of climate.

1. documenting team efforts (mean score 1.36)
2. evaluating team effectiveness (mean score 1.33)
3. rewarding accomplishments (mean score 1.25)

The first semester, I worked on documenting team efforts by generating two “Good News Reports” each month. The Good News was documented in department emails and in the College of Education newsletter (see Fall 2006 issue).

The second semester, I worked on evaluating our team effectiveness by generating summaries and reports once each month. The reports were included in the ES:EEC department’s assessment and data reports (see department notebooks).

The desired outcome of rewards and recognition programs is to improve performance. As department chairperson, I do not control resources that may be seen as incentives to motivate some colleagues. Throughout the year, I worked on rewarding accomplishments with non-monetary rewards.

An American Society for Training and Development (ASTD)<sup>4</sup> report on employee retention research identified consistent employee recognition as a key factor in retaining top-performing workers. Research shows that some employees may see motivating others with money as vulgar, and are actually not incited by such offers. This group of employees is more likely to be motivated to improve their performance through the use of non-monetary rewards such as being thanked publicly at a departmental function or by having lunch with the head of the organization. Non-monetary recognition can be very motivating, helping to build feelings of confidence and satisfaction. In fact, 78% of employees indicated that it was very or extremely important to be recognized by their managers when they do good work (Nelson 2004).<sup>5</sup> The number one choice for recognition is sincere praise given in a timely manner with specific examples. Allen and Helms' (2002)<sup>6</sup> research confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to reach strategic goals; and this was true for each of the strategies they examined.

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<sup>3</sup> Academy for Leadership Training and Development. (2000). Assessing team effectiveness. Leadership Development Program Participant Handbook, 7 – 16.

<sup>4</sup> Trierweiler, C. & Rivera, R. (September, 2005). Online higher education and corporate learning. Training + Development.

<sup>5</sup> Nelson, B. (January 2004). Everything you thought you knew about recognition is wrong. Workplace Management. Retrieved February 16, 2004 from <http://www.workforce.com>.

<sup>6</sup> Allen, R. & Helms, M. (Fall 2002). Employee perceptions of relationships between strategy rewards and organizational performance. *Journal of Business Strategies*, 19 (2). 115-139.

Throughout the year, I used these ideas to recognize collegial efforts:

1. an increased role in decision-making at department meetings and through the program coordinator strategy of sharing release time for department chairperson duties
2. informal acknowledgement through announcements at department meetings, especially about activities that related to AY2006-2007 departmental goals
3. assignment of more enjoyable job duties, specifically as program coordinator and as course coordinators for multiple sections of the same course (both for enhanced empowerment for program improvement)
4. mention in monthly Good News Reports
5. encouragement to take advantage of opportunities for training
6. department-wide pizza-party to celebrate submission of PEPER materials
7. department-wide Christmas party at the chairperson's home

At the conclusion of Spring semester, 2007, I surveyed ES:EEC department faculty members to learn what they thought about improvements in the elements of the department climate.

1. documenting team efforts
2. evaluating team effectiveness
3. rewarding accomplishments

## Other accomplishments in assignments

I worked hard to improve communication and to offer timely information to colleagues in the department. One example of this is the use of email to notify colleagues of information they need. One of the attachments to this report illustrates how I gave colleagues their teaching schedules for the following semester early in December, a full six weeks before Spring semester began. In previous years, faculty usually did not know the final semester schedule until about 2 weeks before the semester started.

Here is an email that illustrates how I worked with colleagues to find a creative solution to the problem of locating faculty to teach at Normandale Community College:

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**From:** Miller, Michael A  
**Sent:** Wed 12/6/2006 2:11 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: NCC courses related to EEC and ESSP

Thanks Beth.

Michael A. Miller, Ph.D.  
Dean, College of Education  
Minnesota State University, Mankato  
Office 507-389-5443; Fax 507-389-2566

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**From:** Sandell, Elizabeth Jill  
**Sent:** Wednesday, December 06, 2006 2:09 PM  
**To:** Johnson, Andrew P; Reuter, Steven; Johnson, Andrew P  
**Cc:** Hurlbutt, Karen S; Gostonczik, Janet M; Zahn, Gail Diane; Skorr, Carol A; Miller, Michael A; Prenn, Maureen; Ballard, Peggy  
**Subject:** NCC courses related to EEC and ESSP

Hello,

Steve and Andy and I met this noon to discuss combining courses, etc. Here is what I think we agreed upon.

1. ESSP 414 is more like EEC 334, so we will cancel EEC 334 (section 60) and move those students over to ESSP 414 (section 60).
2. Andy Johnson will teach the combined group in ESSP 414 at NCC on Tuesday afternoon, in the same time slot and room that was originally assigned to EEC 334. With Dean Miller's approval, Andy will be paid one extra undergraduate credit and will work with EEC faculty (Maureen and Peg) to be sure that appropriate BOT standards are met.
3. Kasee Page will no longer teach the EEC 334 at NCC, but instead will teach the EEC 421 at NCC. Because of the credit difference, Kasee Page will now teach one section of EEC 200, probably the morning section. Laura Bemel will check the faculty schedule to be sure this works.
4. If EEC students are short credits (because of the credit difference between EEC 334 and ESSP 414), Steve will work with them to add some independent study credits to their course of study.
5. Beth Sandell will communicate this with Carol Skorr, Gail Zahn, and Karen Hurlbutt, ESSP coordinator at NCC.
6. Steve Reuter will check on NCC room assignments and notify Extended Learning about the changes.
7. Carol Skorr will do the EEC paperwork for these changes.
8. Jan Gostonczik will do the ESSP paperwork for these changes.
9. Steve Reuter will communicate with EEC students who experience change because of these decisions.
10. Karen Hurlbutt will communicate with ESSP students who experience change because of these decisions.

Please let me know if this is correct or if there are other considerations that we missed today.

Thank you, everyone, for helping us get this collaborative arrangement going.



## **Criteria 2: Research and Scholarship – Evidence of scholarly or creative achievement or research.**

Introductory overview: specify divisions of this section, including a list of the division headings

### Definition of Criteria 2

Evidence of scholarly or creative activity or research may include consideration of the publication record; works in progress; unpublished reports; professional assistance to other scholars; papers delivered at meetings of professional societies; technologically delivered academic products; awards; invited lectures; participation in panels and symposia; participation in policy analysis; grants received; editorial or advisory roles with professional journals; participation on evaluation panels for research funding; participation in juried shows; consultantships; research projects; and contribution to the scholarly growth of peers.

### AY 2006-2007 goals related to research and scholarship

1. Increase the purposeful use of data in making program decisions in the department.
2. Contribute to and foster the increase in the quality and quantity of faculty research and scholarship in the department, with conference proposals and presentations, as well as literature reviews and proposals to the IRB and to possible funding sources.
3. Contribute to and foster the increase in the quality of the undergraduate programs, including new or revised courses and improved internal and external articulation among programs.

### Appointment to graduate faculty

On recommendation of the ES:EEC department, Dean of the College of Education, and the MSU Graduate Sub-Meet and Confer, the Interim Dean of the College of Graduate Studies and Research appointed me as a member of MSU, Mankato's Graduate Faculty. This appointment allows me to teach 500 and 600 level graduate courses, advise graduate students, chair student examining committees and direct capstone experiences. This appointment is documented in a letter dated November 29, 2006, from Interim Dean Anne Blackhurst.

### Department data-based decision-making

During this year, I fostered an approach in the ES:EEC department to increase the purposeful use of data in making program decisions. Department meeting minutes document the impact of this approach in several ways: (1), (2), (3).

### Enhancing faculty research and scholarship

During AY2006-07, I personally contributed to an increase in the quality and quantity of ES:EEC faculty research and scholarship in the department, with conference proposals and presentations, as well as literature reviews and proposals to the IRB and to possible funding sources. File documentation shows the following activities:

1. Conference presentation, "Looking at Early Childhood Education through Different Cultural Lenses," with Dr. Linda Good, at the 2006 annual conference of the Minnesota Valley Association for Early Childhood Education, October, North Mankato, Minnesota.
2. Peer-reviewed Conference presentation, "Best Practices in New Faculty Orientation," at the 2006 annual conference of the POD Network in Higher Education, October 26, 2006, Portland, Oregon.
3. Peer-reviewed Conference presentation, "Evaluating the Impact of International Study Partnerships Among Colleges and Universities," at the 2006 annual conference of the American Evaluation Association, November 2, 2006, Portland, Oregon.
4. Approval of my proposal to the IRB for a project entitled "Assessing Impact of International Learning Experiences." (See IRB proposal Log #2837.)
5. Proposal submitted to MSU, Mankato's Undergraduate Research Conference for project support for "Assessing Impact of International Learning Experiences." (Not funded).
6. Proposal submitted to MSU, Mankato's Center for Excellence in Teaching and Learning for a Teaching and Learning Mini-Grant to redesign EEC 412 (Kindergarten Methods and Materials). (Not funded).
7. Co-wrote a proposal to MSU, Mankato's International Programs Office for an International Program Development Grant to create an international short-term study tour to Russia. (\$6,000 funding secured)
8. Proposal to MSU, Mankato's Vice President for Planning for implementation of "Building Bridges for Diversity in Undergraduate Teacher Education" a project designed to foster MSU, Mankato's Strategic Priority #2. This proposal involved three COE departments (Dean's office, ES:EEC, and ES:KSP) and the office of Institutional Diversity, with a total of 9 persons: Rene Hersrud, Jessica Rowe, John Solis, Cheryl Kalakian, Ginger Zierdt, Patti Hoffman, Ginny Maldonado, Sandra Mullins, and Elizabeth Sandell. (Decision is pending)

Here is an email from a participant in the MVAECE session on "Looking at Early Childhood Education through Different Cultural Lenses," with Dr. Linda Good, at the 2006 annual conference of the Minnesota Valley Association for Early Childhood Education, October, North Mankato, Minnesota. This illustrates the responses of participants who learned about early education in Russia, China, and Hong Kong from our presentation at the conference:

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**From:** Shult, Bonnie  
**Sent:** Fri 10/13/2006 2:34 PM  
**To:** Good, Linda A; Sandell, Elizabeth Jill  
**Subject:** Fall Conference

Linda and Beth,

I wanted to let you know that I enjoyed your presentations last Saturday. Sorry it has taken me so long to get to you. I felt that I learned a lot from you about the cultures of the people that you visited. I would like to learn more. Thank you again.

Bonnie

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Last academic year, I completed three proposals to the IRB, in preparation for future research activities. The IRB approved the three proposals. However, for various reasons, I am not going

to follow-up on those proposed research activities. The primary reason is that I became department chairperson and needed to find research projects that worked into that role. Also, I am no longer teaching one course (EEC 435) that was significantly related to a project. The second project ended due to the death of a colleague who would have been principal investigator, and I was not involved enough in the research to carry it on. The third project (observation of behavior guidance strategies used by kindergarten teachers) will become folded into my teaching of EEC 412.

My own research agenda is developing around two areas:

1. Orientation and mentoring new and adjunct professors (because of becoming chairperson)
2. Education of pre-service teachers and international education (because of my interest and experience in international partnerships)

Regarding item #1, I completed a literature review about orientation of new faculty members and reported the results in a round-table presentation to the POD Network in Higher Education.

Regarding item #2, I learned that no summative evaluation is conducted on students from MSU, Mankato who participate in international study experiences. Since I advocate data-based decision-making, I wanted to develop assessment and evaluation strategies for international study experiences, especially those conducted by the College of Education. Last year, I completed a literature review about the impact of international education experiences on the education of pre-service teachers. This year, I conducted a pilot study related to international education. The pilot study involved securing permission and adapting a survey reported in "The Long Term Impact on Nursing Students of Participating in International Education" (Zorn, 1996). I reported the literature review and the pilot study processes and results in the presentation to the American Evaluation Association.

In addition, I am developing material for a series of eight children's books, tentatively entitled Children of the World. The initial proposal and draft manuscript were submitted to Capstone Press on December 20, 2007.

During AY2006-07, I fostered the increase in the quality and quantity of research and scholarship among other ES:EEC faculty members, with conference proposals and presentations, as well as literature reviews and proposals to the IRB and to possible funding sources. File documentation shows the following activities:

1. Regular reports of Good News with department meeting agendas and to the Dean of the College of Education.
2. Held meeting with Editorial Director of Capstone Press to share ideas from ES:EEC faculty members about creative projects.

### Enhancing the quality of undergraduate programs

During AY2006-07, I personally contributed to the increase in the quality of the undergraduate programs, including new or revised courses and improved internal and external articulation among ES:EEC department programs. File documentation shows the following activities:

1. Revised course approach, text, and material for EEC 412, Kindergarten Methods and Materials (3 credits) to prepare for on-line delivery.
2. Maintained and clarified program articulation agreement with Normandale Community College, Bloomington, Minnesota.
3. Completed program articulation agreement with South Central College, North Mankato, Minnesota.

During AY2006-07, I fostered the increase in the quality of the undergraduate programs, including new or revised courses and improved internal and external articulation among ES:EEC department programs. File documentation shows the following activities:

1. Program clarifications and revisions for the major in Early Childhood Education.
2. Program clarifications and revisions for the major in Elementary Education.
3. Procedural clarifications and faculty development to improve the student experience in clinical placements related to courses in Elementary Education.
4. Procedural clarifications and faculty development to improve course management by implementing an idea known as "course manager" for multi-section courses.

During the fall semester, I led the ES:EEC department faculty members toward improving the faculty role in the student experience of clinical placements. One result of this work was my proposal of a framework on supervisors' roles to the ES:EEC department faculty members on Wednesday, December 13, 2006. The email below illustrates the response of one faculty member to this effort:

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**From:** Traynor, Marsha J  
**Sent:** Thu 12/14/2006 10:39 AM  
**To:** Sandell, Elizabeth Jill  
**Subject:** thanks

Hi Beth,

Thank you for bringing forward the "framework on supervisors' and non-supervisors' roles during clinicals" yesterday. I think having that in place will strengthen what we do.  
Have a great time at the party tonight. I'll be thinking about you all!

Marsha

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Here is an email that describes the “course manager” pilot concept as a way to handle increased enrollments in EEC courses:

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**From:** Miller, Michael A  
**Sent:** Fri 12/1/2006 3:56 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: Piloting the Course "Manager" concept

Let's meet on Monday briefly to work on details. This is a great idea. Mike

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**From:** Sandell, Elizabeth Jill  
**Sent:** Fri 12/1/2006 9:30 AM  
**To:** Miller, Michael A  
**Subject:** Piloting the Course "Manager" concept

Hi, Mike:

Laura and I have figured out how to handle increased course maximums for Block I next semester (our discussion a few days ago) without hiring a lot of new adjunct faculty. We are going to increase class sizes in many sections. Laura will drop her section of EEC 200 and add another section of EEC 410 (middle school). As part of this situation, I would like to pilot the course manager idea for spring semester. I want to hire adjunct faculty to teach 3 sections of EEC 200 Early Clinical Experience in Elementary Education (3 credits), and have Ron Browne be the course manager (or maybe we should start calling it course coordinator, so we don't get into management discussions with IFO). I have found at least one adjunct faculty member to teach this...She is a graduate of our college, she has experience teaching in MSU's first year experience and she is African American. I think she would be a great addition to our adjunct faculty team. Laura and Ron think this is a good idea. Does it meet with your approval? Is there anything else I should think of?

Beth

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### **Criteria 3: Continuing Professional Education - Evidence of continuing preparation and study.**

Introductory overview: specify divisions of this section, including a list of the division headings

#### Definition of Criteria 3

Evidence of continuing preparation and growth can be demonstrated by activities such as participation in seminars, workshops or refresher courses; formal education/study; attendance at professional conferences; structured study leading to development of experimental programs; curricular proposals or revisions; and ongoing revisions to course syllabi reflecting changes in the discipline of its pedagogy.

#### AY 2006-2007 goals related to continuing professional education

1. Participate in and contribute to the COE PDS Learning Community on School Readiness.
2. Participate in a one-week Chairs Leadership Academy.
3. Maintain memberships in several professional organizations to stay current in my field.

#### Participating in PDS learning community

During this year, I participated in and contributed to the COE PDS Learning Community on School Readiness.

October 2, 2006

November 6, 2006

December 4, 2006

February 5, 2007

March 5, 2007

April 2, 2007

May 7, 2007

June 4, 2007

#### Chairs leadership academy

I participated in a one-week Chairs Leadership Academy.

#### Organizational memberships

During AY2006-07, I maintained memberships in several professional organizations to stay current in my field. File documentation shows my involvement in these organizations:

American Evaluation Association

Delta Kappa Gamma "Nu" chapter

Kiwanis Diversity Club

Minnesota Association for the Education of Young Children

Minnesota Association of Early Childhood Teacher Educators

Minnesota Kindergarten Association

Minnesota Valley Association for Early Childhood Education  
National Association for the Education of Young Children  
POD Network in Higher Education

Attendance at professional meetings and conferences

During AY2006-07, I attended several professional meetings and conferences.

Related to professional discipline

1. "The North Star Quality Rating System" with Nancy Johnson, sponsored by the Minnesota Valley Association for Early Childhood Education, September 13, 2006. (1 clock hour)
2. "Introduction to Children's Mental Health" with Kristen Wheeler Highland, Hennepin Community Technical College at the 2006 annual conference of the Minnesota Valley Association for Early Childhood Education, October 7, 2006, North Mankato, Minnesota. (2 clock hours)

Related to improvement in teaching

1. "Diversity in Our Student Populations," with Mary Lou Kudela, sponsored by Delta Kappa Gamma, November 12, 2006, North Mankato, Minnesota. (2 clock hours)
2. "Community and School Partnerships: Creating a System Committed to Educational Equity and Social Justice," 2006 conference at Neighborhood House, October 12, 2006, St. Paul, Minnesota. (7 clock hours)

Related to improved use of instructional technology

During Spring semester, 2007, I participated in the new Online Education Community of Practice. The face-to-face sessions were facilitated once each month by Kent Kalm, and included a website for the online meetings and information. To access the website related to the group, please go to <http://msucop.blogspot.com/>. The community was also open to faculty in five other colleges (four in MA and one in CA). They are part of a Carnegie cohort for a new program in which MSU is involved for the next three years.

Related to improvement in research and scholarship

1. "Theory and Research for a Scholarship of Practice," 2006 annual conference of the POD Network in Higher Education, October 25 – 29, 2006, Portland, Oregon. (24 clock hours)
2. "The Consequences of Evaluation," 2006 annual conference of the American Evaluation Association, November 1 – 5, 2006, Portland, Oregon. (24 clock hours)
3. "International Opportunities for Faculty," with Caryn Lindsay, Don Friend, and Brad Cook, January 10, 2007, Professional Development Day, MSU, Mankato. (90 minutes)
4. "Navigating the Journal Review Process: Tips on Getting Published," with Rick Auger, January 10, 2007, Professional Development Day, MSU, Mankato. (60 minutes)

Related to improvement in leadership responsibilities

1. "Adjunct Hiring and Payroll Process Training, provided by MSU's Human Resources Office, November 3, 2006.

2. "Search Training," provided by MSU's Human Resources Office, December 4, 2006.
3. "Equivalencies, Substitutions, and Waivers...Oh, My!" with Andrew Hlubek and Marcius Brock, January 10, 2007, Professional Development Day, MSU, Mankato. (60 minutes)
4. "Recognizing Bullying in the Workplace," with Susan Taylor, January 10, 2007, Professional Development Day, MSU, Mankato. (90 minutes)

#### Reflections on continuing professional education

All this continuing education activity contributed to several aspects of my professional development.

Opportunities to learn through seminars from individuals whose research I admire.

Opportunities to network with individuals in order to find ways that I can connect with the research and to define the priorities I may have to be part of the research dialogue.



## **Criteria 4: Contributions to student growth and development.**

Introductory overview: specify divisions of this section, including a list of the division headings

### Definition of Criteria 4

Evidence of support might include academic or career advising; service as an adviser or other support of student committees or organizations; involvement in internship development and new student programs; supervising of student projects; assistance to students in gaining entrance to professions or graduate study; and involvement in efforts to secure scholarships and fellowships.

### AY 2006-2007 goals related to student growth and development

1. Continue the role of academic adviser for a number of students in early childhood education this year.
2. Increase the quality of student advising in our department by facilitating a more systematic and decentralized approach.
3. Make an assignment in one or two classes for students to participate in a community service learning opportunity, such as the Head Start – University Day in November.

### Academic advising

During AY2006-07, I began my role as an academic adviser, with approximately xx students during Fall semester. Here is an email that I sent all advisees early in the semester:

---

From: Sandell, Elizabeth Jill  
Sent: Sat 10/14/2006 10:18 AM  
To: Sandell, Elizabeth Jill  
Cc: Bemel, Laura Lynn; Good, Linda A  
Subject: Dear Advisee

Dear Advisee,

As you may know, you have been assigned to me for your advising professor at MSU. I trust your semester is going well and that you are having good experiences in your courses and experiences here at MSU, Mankato.

You have declared that your major is related to Early Childhood Education. I am writing to provide you some information that may be helpful in making sure you have important information in the College of Education.

- 1) If you have any special concerns or questions, please make an appointment to see me. I reserve Thursday afternoons (when I am on campus) for appointments with students. You may make an appointment with me by calling our department administrative assistant, Carol Skorr, at 389-1516. She can help you find a time on my calendar.
- 2) The best way to contact me is via email at Elizabeth.sandell@mnsu.edu. During the work week, I generally respond within a day. I can also be reached by phone during my office hours on Thursday or Friday afternoons. It often works best to send an email to arrange a specific time within these office hours for us to talk by telephone or in person.
- 3) Whenever you come to see me, please always bring a current copy of your transcripts from MSU or from your other post-secondary education institutions. We will also need your current DARS report which shows all university and program requirements. You should also bring a plan of study and any other documents you think we will need. Here are the instructions

for accessing your DARS report: Go to [mnsu.edu](http://mnsu.edu) > Registration > login using your tech id and pin > in your student account choose "DARS" from the list of quicklinks on the left side.

Thank you for your continued dedication to becoming a professional educator.

Elizabeth J. Sandell, Ph. D.  
Assistant Professor and Chair  
Department of Educational Studies:  
Elementary and Early Childhood

Office: Armstrong Hall 328  
Office Phone: 507-389-1516  
Email: [Elizabeth.sandell@mnsu.edu](mailto:Elizabeth.sandell@mnsu.edu)

---

During Spring semester, I prepared an on-line survey for my advisees to complete after each advising session. (The survey is attached.) Responses indicate...

#### Students in community service learning opportunities

Supervised service learning in EEC 355.

#### Other accomplishments in contributions to student growth and development

During AY2006-07, I contributed as a faculty member to the professional seminars we hold for Block I students. Specifically, I planned and facilitated a session on December xx, 2006.

During AY2006-07, I participated in weekly meetings of the Foreign Language Initiative's Russian language classes. This activity had three goals:

1. Support the FLI organization by involvement as a faculty member
2. Increased capacity in the Russian language for myself.
- 3.

During AY2006-07, I fostered student growth through involvement in international education opportunities. I secured appointment of two students as representatives to the College's International Studies Committee. I worked with a student (E. Bloudek) to complete and submit an application for project support from the Undergraduate Research Conference (unsuccessful). We also completed a successful application to the Institutional Review Board for approval of research involving human subjects.

During AY2006-07, I worked to foster positive faculty/student relationships. As I did last year, I invited students from my current courses to "Movie Nights" to bring closure and celebrate our coursework during the semester. These events included:

November xx, 2006, for EEC 412 Kindergarten Methods and Materials

December xx, 2006, for Russian Language class, Russian tea featuring five Russian-speaking international students who are studying at MSU

December xx, 2006, for Russian language class, Russian tea featuring former MSU President Margaret Preska.

I prepared letters of recommendation to support students' efforts to secure scholarships and fellowships. Here is the response from one of the students who was awarded a scholarship:

---

**From:** Nolting, Laura Kay  
**Sent:** Wed 9/13/2006 8:51 AM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: scholarships

Dr. Sandell,

Scholarships no matter what the size makes a huge difference in college students' lives. College is very expensive. To counteract that expense many students try to work two, three sometimes more part-time jobs. Having a scholarship is a benefit in two ways. The student feels great because their efforts for submitting an application and writing an essay were rewarded, but also the student now can concentrate a little hard on their classes rather than worrying about how to pay for those classes. It has been a wonderful blessing for me to receive the scholarships that I have had, because this way, I have not had to take out college loans and go into debt to go to college.

Laura

---

## **Criteria 5: Service to the university and the community.**

Introductory overview: specify divisions of this section, including a list of the division headings

### Definition of Criteria 5

Evidence might include participation and contribution to committee assignments; related leadership roles; university-related regional and national bodies; governance of the university; community organizations; fostering alumni relationships; community presentations; consulting with community agencies and organizations; special university lectures, seminars, workshops or development activities.

### AY 2006-2007 goals related to service to the university and community

1. Increase the faculty participation in the broader MSU community, including PDS.
2. Enhance the department climate to be more productive through enhanced faculty satisfaction, enhanced faculty professional life, reduced stress, increased civility and communication.
3. Improve productivity of the department, including increased student credit hours.
4. Increase the “fun factor” in the department by adjusting the department faculty meeting agendas.
5. Survive the first year in the three-year term as chairperson.

### Increasing faculty participation in the broader MSU community

As department chairperson, I worked to increase the faculty participation in the broader MSU community, including PDS.

Personally, I maintained my membership and commitment to the College’s International Studies Committee.

At the beginning of the academic year, these faculty members were involved in COE PDS learning communities:

Steve Reuter – Family-School-Community Connections  
Marla Mastin – Family-School-Community Connections  
Laura Bemel – ELL  
Maureen Prenn - ELL  
Sandy Jessen – Early Childhood/School Readiness  
Lilian Duran – Early Childhood/School Readiness  
Elizabeth Sandell – Early Childhood/School Readiness

These faculty members were involved in the UTEP program:

## Enhanced department climate

As department chairperson, I worked to enhance the department climate to be more productive through enhanced faculty satisfaction, enhanced faculty professional life, reduced stress, increased civility and communication.

One way of enhancing department climate was regular emails to update the faculty members and to share information. These messages were sent to tenure-track faculty, fixed-term faculty, and adjunct faculty members. Here is an example of one of those email messages.

---

**From:** Prenn, Maureen  
**Sent:** Tue 12/12/2006 6:00 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: January Department Meetings

Beth,

Sounds like a good plan. Thanks for putting together the follow-up schedule for the month.

Maureen

---

**From:** Sandell, Elizabeth Jill  
**Sent:** Tue 12/12/2006 4:31 PM  
**To:** Sandell, Elizabeth Jill; 'heather.j.lindstrom@gmail.com'; Ballard, Peggy; Bemel, Laura Lynn; Browne, Ronald N; Duran, Lillian K; Fogg, Terry L; Good, Linda A; Johnson, Marjorie A; Johnson, Mary Louise (2); Magnus, Amy E; Mastin, Marla; Matz, Karl A; Nord, Susan Helen; Page, Kasee F; Reuter, Steven; Skorr, Carol A; Traynor, Marsha J; Wood, Barbara A; Witte, Martha K; Maldonado, Virginia V; Jessen, Sandra B; Prenn, Maureen; 'family5@frontiernet.net'; 'tamlane29@comcast.net'; Behrens, Mary  
**Cc:** Miller, Michael A; Page, Scott M; Roberts, Valerie C  
**Subject:** January Department Meetings

Hello, Colleagues:

I have heard from several department faculty members that they are looking forward to attending the MSU Professional Development Day on Wednesday, January 10, when we had originally planned a department faculty meeting. The Prof Dev Day does seem packed with useful seminars, such as "Navigating the Journal Review Process" and "Equivalencies, Substitutions, and Waivers...Oh, My!" Such sessions should help us with our efforts to improve advising and scholarship, as well.

So, I'm respectfully changing the schedule for our department meetings in January. Please plan to join the appropriate meetings or let the facilitator know how you can contribute to the discussion and decisions in other ways:

January 10, MSU Professional Development Day, starting at 8:30 am in CSU Ballroom. Register online <https://secure.mnsu.edu/ProfessionalDevelopment/>

January 11, ES:EEC department meeting, from 10:00 am to noon in 330 Armstrong Hall.  
Facilitator: Steve Reuter; Recorder: Maureen Prenn; Timekeeper: Kasee Page; Snacks: Virginia Maldonado. Agenda items: Personnel Search procedures and timelines; voting on items related to scope and sequence of Clinical Experiences; discussion of department meeting schedule for Spring semester; articulation agreements with community colleges; discussion about NCC campus program and agreements;  
Possible discussions: accommodating students with disabilities (with Julie Snow); proposals for capped selective admissions (with Dean Miller); Research and Sponsored Programs (RASP) resources (with Michelle Carter);

January 11, COE faculty and staff work day, from 1:00 to 3:30 pm in CSU 284 ABC. Bring laptop computers and calendars.

January 17, ES:EEC department program meetings, from 12:15 to 2:00 pm in 330 Armstrong Hall  
El Ed Facilitator: Laura Bemel

ECE Facilitator: Linda Good  
Graduate Facilitator: Peg Ballard

January 24, ES:EEC Committees, from 12:15 to 2:00 pm in 330 Armstrong Hall  
Personnel – Search: Maureen, Marsha, and Ron  
Personnel – Review/Advancement/Promotion/Tenure/Sabbatical:  
Steve, Maureen, Linda, Karl, and Virginia

January 31, ES:EEC Committees, from 12:15 to 2:00 pm in 330 Armstrong Hall  
Web/Tech/Communications: Karl, Laura, Steve, and Kasee  
Research/Writing: Virginia, Terry, and Lilly  
Social/Graduation/Commencement: Peg, Marsha, Kasee, and Lilly

---

Here is an email that illustrates how adjunct faculty members responded to being included as recipients of periodic department email updates.

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**From:** Witte, Martha K  
**Sent:** Sun 9/10/2006 10:05 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** RE: Needed: ES:EEC good news

Because I am now included on the department's email list, even though only entering the semester, I know more now about the department and how it functions than I have for years! Thank you for thinking it is important to include me too!

Martha Witte

---

#### Improved department productivity

As department chairperson, I worked to improve productivity of the department, including increased student credit hours.

#### Increased department “fun factor”

As department chairperson, I worked to increase the “fun factor” in the department by adjusting the department faculty meeting agendas.

I also increased the “fun factor” by inviting (and paying for) colleagues to attend the holiday tea for the “Nu” Chapter of Delta Kappa Gamma, a society for women in education. Five colleagues (Laura Bemel, Linda Good, Bea Musalle [retired], Marjorie Oelerich [retired], and Kasee Page) attended with me.

I also increased the “fun factor” by inviting colleagues and their spouses or partner to attend a Christmas party at my home. Seven persons attended.

I'm a member of the Nu Chapter of the Minnesota organization of Delta Kappa Gamma, a society for women in education. Check it out at <http://www.isd77.k12.mn.us/schools/dakota/dkg.htm> and at <http://www.deltakappagamma.org/International/>

## Survival

As department chairperson, I worked to survive the first year in the three-year term as chairperson.

## Other accomplishments in service to the university and community

As department chairperson, I organized the department's response to questions from the Board of Teaching reviewers about our material submitted for the PEPER review.

As department chairperson, I participated in the meetings of College of Education chairpersons and administrative staff approximately two times each month.

As department chairperson, I participated in the work-day meetings of College of Education faculty members and administrative staff on October 18, 2006, January 11, 2007, and March 21, 2007.

As department chairperson, I was appointed to the advisory board for Normandale Community College's EdTrAc (Education Training Academy). I participated in the Spring meeting on Wednesday, May 2, 2007 at NCC, Bloomington, Minnesota.

As department chairperson, I participated in the College of Education Graduate Degree Hooding Ceremonies on Saturday, December 16, 2006 and on Saturday, May 12, 2007.

As department chairperson, I participated in new student orientation for Fall semester.

As department chairperson, I joined the faculty who marched in the Commencement Ceremonies on Saturday, December 16, 2006 and on Saturday, May 12, 2007.

As department chairperson, I worked to improve communication with stakeholders, including parents of students. The email below illustrates how I tried to improve connections:

---

**From:** Zasadzinski, Susan [mailto:szasadzinski@cpmg.org]  
**Sent:** Wed 11/15/2006 9:16 AM  
**To:** Sandell, Elizabeth Jill  
**Cc:** laura.bemel@mnsu.com  
**Subject:** RE: Education Advisor needed

Thank you very much in helping my daughter. I do not want her to get even further behind in her schedule as she did not come into her freshman year knowing for sure if she wanted to pursue education. I am very impressed with the quick responses we have gotten. It regains my faith in MNSU being the right college for my daughter. I did not want her to get lost in the system.

---

**From:** Sandell, Elizabeth Jill [mailto:elizabeth.sandell@mnsu.edu]  
**Sent:** Tuesday, November 14, 2006 2:46 PM  
**To:** Zasadzinski, Susan  
**Subject:** RE: Education Advisor needed

Hello,

I'm sorry that your daughter is having difficulty in reaching someone to be helpful. The past three weeks have meant that many professors are off campus and unavailable for consultation because of students' clinical experience practicum placements. That's not an excuse, just an explanation. We are working on advising strategies so things like this do not happen even more often.

I believe that your daughter has now talked with Professor Laura Bemel and they have an appointment for Thursday to go over your daughter's program plan.

Best wishes.

Dr. Sandell

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**From:** Zasadzinski, Susan [mailto:szasadzinski@cpmg.org]  
**Sent:** Tuesday, November 14, 2006 2:34 PM  
**To:** Sandell, Elizabeth Jill  
**Subject:** Education Advisor needed

Can you help us?

*Sue Zasadzinski RN*

Sue Zasadzinski RN  
Care Manager  
Columbia Park Medical Group  
Phone: 763-392-5670  
Fax: 763-586-5922

---



## Supporting documentation: Student Evaluations of Course and Instruction

Survey Item	AY2006	AY2007	AY2008	AY2009	AY2010
Number of responses.	101				
The course as a whole.	3.81				
Instructor's contribution to course.	4.11				
Use of class time.	3.78				
Instructor's interest in student learning.	4.24				
Amount you learned in course.	3.71				
Evaluation and grading techniques.	3.83				
Clarity of student responsibilities and requirements.	3.58				
Course organization.	3.85				
Instructor's contribution to discussions.	4.19				
Instructor's use of examples and illustrations.	4.07				
Quality of questions or problems raised by instructor.	3.98				
Student confidence in instructor's knowledge.	4.28				
Instructor's enthusiasm.	4.31				
Encouragement given to students to express themselves.	4.30				
Answers to student questions.	4.13				
You would recommend this course.	93%				
This course is in your major.	90%				
Class: freshman					
Class: sophomore					
Class: junior	36%				
Class: senior	57%				
Class: other	7%				
Grade expected: A	78%				
Grade expected: B	18%				
Grade expected: C	1%				
Grade expected: D	1%				

**Supporting documentation: faculty course assignments for Spring 2007 semester,  
published December 11, 2006**

<b>ES:EEC</b>	<b>Faculty Course Assignments</b>		
<b>Spring 2007</b>			
<b>Course</b>	<b>Faculty</b>	<b>Section</b>	<b>Cr</b>
sabbatical	Ballard		
EEC 200	Behrens	2	3
EEC 321	Behrens	1	1
EEC 320	Bemel	1	2
EEC 320	Bemel	2	2
EEC 410	Bemel	1	3
EEC 410	Bemel	2	3
EL coor	Bemel		2
EEC 200	Browne	coordtr	2
EEC 200	Browne	4	3
EEC 342	Browne	1	2
EEC 342	Browne	60 NCC	2
EEC 355	Browne	1	3
EEC 225	Descy	1	2
EEC 225	Descy	2	2
EEC 225	Descy	4	2
research	Duran		8
EEC 424	Duran	1	4
EEC 222W	Fogg	3	3
EEC 222W	Fogg	60 NCC	3
EEC 333	Fogg	1	2
EEC 333	Fogg	2	2
EEC 333	Fogg	60 NCC	2
EEC 222W	Good	1	3
EEC 222W	Good	2	3
EEC 368	Good	1	4
EEC 369	Good	1	1
ECE coor	Good		2
ESSP 440	James		
EEC 245	Jessen	1	3
ESSP 421	Jessen		3
ESSP 414	Johnson, A.	60 NCC	
EEC 422/522	Johnson, M.	1	3
EEC 636	Johnson, Mary	1	4
EEC 428/428	Johnson, Mary		3
EEC 205	Kalakian	1	3
EEC 435	Madonado	1	3
research	Maldonado		6
FAF	Maldonado		3
sabbatical	Mastin		

EEC 321	Matz	coordtr	1
EEC 334	Matz	1	5
EEC 421	Matz	1	3
EEC 421	Matz	2	3
EEC 410	Nord	60 NCC	3
EEC 200	Page	1	3
EEC 323	Page	1	1
EEC 324	Page	1	3
EEC 324	Page	2	3
EEC 421	Page	60 NCC	3
EEC 428/428	Pingatore	60 NCC	3
EEC 424	Porto	60 NCC	4
EEC 321	Prenn	2	1
EEC 334	Prenn		5
EEC 626	Prenn	1	4
Grad coor	Prenn		2
EEC 320	Reuter	60 NCC	2
EEC 323	Reuter	60 NCC	1
EEC 413	Reuter	1	1
EEC 424	Reuter	1	4
NCC coor	Reuter		4
ECC chairperson	Sandell		6
EEC 355	Sandell	2	3
EEC 412	Sandell	1	3
EEC	Signorelli	60 NCC	
EEC 225	Solis	3	2
EEC 322	Traynor	1	3
EEC 322	Traynor	2	3
EEC 322	Traynor	60 NCC	3
EEC 323	Traynor	2	1
PDS liaison	Traynor		2
EEC 225	Trebelhorn	60 NCC	2
EEC 302	Werhan	1	1
EEC 324	Wick	60 NCC	1
EEC 303	Wood	60 NCC	1
EEC 321	Wood	60 NCC	1
EEC 355	Wood	60 NCC	3

## **Supporting documentation: schedule for Thai educator visit to MSU**

MSU Thai Educator Visit [revised 10/11/06]

October 23 and 24, 2006

Fourteen teachers from Thailand are visiting Minnesota school districts and post-secondary education institutions. Twelve are elementary teachers. There are two secondary teachers who are quite fluent in English and writing. They all teach English but at very basic levels. The Thai teachers want to learn methods of teaching vocabulary and language that are active and involve learning the meaning, not just pronunciation and spelling for writing. Autobiographies of the Thai participants are available for review in a folder in 328 Armstrong Hall.

### Monday, October 23

9:00 – 10:00 am Tour of early language environments at The Children’s House Early Learning Center, with Sandra Jessen, Director [B150Wiecking Center]. Sandi will walk the Thai educators to their next seminar in Taylor Center.

10:15 – noon Seminar: Leadership for Managing Change in Education, with Dr. Jerry Robicheau and Dr. Jean Haar. Department of Educational Leadership [Johnson Alumni Room, 114 Taylor Center] Jerry and Jean will escort the Thai educators to lunch in CSU.

Noon – 1:00 pm Lunch on your own at CSU cafeteria and seating in the Heritage Room at Centennial Student Union.

1:00 – 2:00 pm Seminar: Oral Methods for Teaching English as a Second Language, with Amy Mukamuri and Theresa Neubert from the Center for Academic Success. [Johnson Alumni Room, 114 Taylor Center]

2:00 – 3:00 pm Seminar: Assessment in Teaching English, with Dr. Peggy Ballard, Department of Educational Studies: Elementary and Early Childhood. [Johnson Alumni Room, 114 Taylor Center]

3:00 – 3:15 Break

3:15 – 4:15 pm Seminar: Written Methods for Teaching English as a Second Language, with Dr. Patti Hoffmann, Department of Educational Studies: K-12 and Secondary Programs. [Johnson Alumni Room, 114 Taylor Center]

4:15 – 4:30 Walk to Armstrong Hall

4:30 – 5:45 pm Join in EEC 222 Human Relations in a Multicultural Society, with Dr. Linda Good, Department of Educational Studies: Elementary and Early Childhood. [321 Armstrong Hall]

Tuesday, October 24

8:00 – 10:00 am Seminar on Technology Applications in the Active Learning Classroom, with Dr. Ronald Browne [TBA] Ron will walk with the Thai educators to Taylor Center.

10:00 – 12:00 noon Appropriate Early Childhood Services for Young Bilingual Children, with Professor Lillian Duran, Department of Educational Studies: Elementary and Early Childhood. [Johnson Alumni Room, 114 Taylor Center]

12:00 – 2:00 pm Lunch and Capstone Projects about Active Learning Methods of English Language Learning, with Dr. Elizabeth Sandell, Department of Educational Studies: Elementary and Early Childhood. [Johnson Alumni Room, 114 Taylor Center]

2:00 – 4:00 pm Tea hosted by the International Studies Committee and Dean Michael Miller [Johnson Alumni Room, 114 Taylor Center] Certificates will be presented.

Coordinators: Donald and Ruth Lysne  
7559 330 St W, Northfield, MN 55057  
Phone : 507-645-5146  
Cell : 507-645-5146

Donald is a retired small engine repair shop owner and farmer, and Ruth is retired from Faribault Schools and Minnesota State University.

Drivers: Craig and Ann Clark

## Supporting documentation: Report on department team effective survey

Report on Department Team Effectiveness Survey  
August, 2006

The survey on “Assessing Team Effectiveness”<sup>\*</sup> was distributed and collected on August 23, 2006, from 13 faculty members in the Department of Educational Studies: Elementary and Early Childhood, College of Education, Minnesota State University, Mankato, Minnesota.

Each element of team effectiveness was rated according to these measures:  
1 = needs improvement; 2 = good; 3 = great.

Team Element	N	Mean
Practices confidentiality	12	1.92
Makes objective decisions	13	1.85
Clearly states its mission and goals	13	1.77
Builds on individual strengths	13	1.77
Operates creatively	13	1.77
Clarifies roles and responsibilities	13	1.69
Respects and values differences	13	1.69
Communicates openly	13	1.69
Conducts effective meetings	13	1.62
Supports leadership and each other	13	1.62
Maintains a high level of trust	12	1.58
Focuses on results	11	1.55
Is well organized	13	1.54
Resolves disagreements	12	1.50
Documents team efforts	11	1.36
Evaluates effectiveness	12	1.33
Rewards accomplishments	12	1.25

All elements were rated below 2.0, or less than good.

Two elements were rated above 1.85: Makes objective decisions (1.85) and Practices confidentiality (1.92).

Three elements were rated below 1.40: Rewards accomplishments (1.25); Evaluates effectiveness (1.33); and Documents team efforts (1.36).

During AY06-07, department leaders will work on several strategies to improve the elements that need to be strengthened based on their low ratings in the survey:

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\* “Assessing Team Effectiveness,” page 7-16.

1. Approximately two times each year, department leaders will re-assess elements related to effectiveness of department teamwork. Reports will be shared with department faculty members.
2. Department leaders will document and feature “good news” items of information about faculty members’ accomplishments and about team efforts.
3. Records will be maintained and shared about the team efforts of department faculty members that address the department goals and objectives.

**Supporting documentation: advising survey**

<http://people.morehead-st.edu/fs/l.lennex/advisingsurvey.html>

<http://www.middlesexcc.edu/manual/control.cfm/ID/1521>

**Advising Survey**

This survey includes a number of statements about advising in the Department of Educational Studies: Elementary and Early Childhood at Minnesota State University. Please select the level of agreement/disagreement which best describes your opinion of your experience with departmental advising. Your responses will help us to evaluate the quality of advising and to make changes that improve the student experience.

Thank you.

1. My advisor is generally available during posted office hours.
2. My advisor is generally available via E-mail.
3. My advisor is accurate in information that he/she gives to me.
4. I can contact my advisor fairly easily when I need to.
5. My advisor helps me plan my educational program.
6. My advisor knows where to seek answers if in doubt.
7. My advisor refers me to the right people or places when it's appropriate.
8. My advisor knows my academic progress.
9. I am satisfied with my advisor.
10. My advisor is up-to-date with information.
11. My advisor helps me deal with university "red tape."
12. My advisor takes my own interests into account when he/she advises me.



13. I have little need to see my advisor often.

14. I do most of my own advising.

15. My friends provide most of my advising.

16. My advisor responds to my phone calls or E-mails.

17. My overall grade point average is

18. My program is

19. Today's date is

This form will be submitted to your Advisor's email account. The form responses will appear on your screen with the confirmation of sent Email.

Contact the Department Chair via Email click [here](#)