

Professional Development Report
2007 – 2008
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Assistant Professor

Department of Educational Studies: Elementary and Early Childhood
College of Education, Minnesota State University, Mankato
Revised: August 12, 2008

Criterion 1: Teaching - Demonstrated ability to teach effectively and to perform effectively in current assignments.

Definition: 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; nature and frequency of course development and timeliness of revision; and timeliness of work assignments. Criterion 1 also includes demonstrated ability to perform effectively in current assignments other than teaching, in my case, as department chairperson.

Assignments

My assignments for AY 2007-2008 included approximately quarter-time teaching and $\frac{3}{4}$ -time with responsibilities as ES:EEC department chairperson and ECE coordinator.

AY 2007-2008 goals:

1. 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. As department chairperson, increase the quality of faculty through fostering faculty development and mentoring adjunct faculty members and graduate assistants.
4. As department chairperson, increase the purposeful use of data in making program decisions in the department.
5. As department chairperson, improve the climate of the ES:EEC department by working on these priorities as identified by ES:EEC members:
 - a. Convene and lead all departments meetings
 - b. Represent all department programs at chairs and other meetings/forums
 - c. Provide leadership for department 'philosophy' that can guide all of our work, such as issues of social justice, diversity, professional education, etc.
 - d. Survive the second year in the three-year term as chairperson.

Criterion 1 Teaching Assignment

Teaching Assignments and Student Credit Hour Production

During this year, I successfully completed teaching assignments including:
 Fall 2007 EEC 443 (01) Primary Grade Math and Science Lab/Field Experience (1 UG credit)
 Fall 2007 EEC 499 (14) Individual Study (3 UG credits)
 Fall 2007 EEC 590 (01) Workshop: Education and Culture in US Education (1 GR credit)
 Fall 2007 EEC 642 (01) Organization and Administration of Early Childhood (2 GR credits)
 Fall 2007 EEC 680 (01) Formal Assessment of Young Children (3 GR credits)
 Spring 2008 EEC 227 (01) Learning Development in the Early Years (3 UG credits)
 Spring 2008 EEC 499 (14) Individual Study (2 UG credits)
 Spring 2008 EEC 590 (01) Workshop: Education and Culture in US Education (1 GR credit)
 Spring 2008 EEC 677 (14) Individual Study (1 GR credit)
 Summer 2008 EEC 227 (01) Learning Development in the Early Years (3 UG credits)

AY 2007-2008 Student Credit Hour Production

According to the MSU Office of Institutional Research, during AY 2007-2008, I generated 150 student credit hours.¹ When individual study projects were subtracted, this was approximately 122 student credit hours in 12 credits of courses, or 10 students per credit hour taught, and was approximately 1.30% of the 8776 student credit hours (adjusted) that were generated by the 20.36 FTEF in Elementary and Early Childhood.

Course	# Credits	# Students Enrolled	# Student credit hours
EEC 455	3	1	3
Summer Term	3		3
EEC 443	1	18	18
EEC 499	3	2	6
EEC 590	1	20	20
EEC 642	2	1	2
EEC 680	3	3	9
Fall Term	10		55
EEC 227	3	25	75
EEC 499	2	1	2
EEC 590	1	14	14
EEC 677	1	1	1
Spring Term	7		92
Year Total	20		150

¹ Report generated by Institutional Research, Minnesota State University, Mankato. July 31, 2008.

AY 2006-2007 Student Credit Hour Production

According to the MSU Office of Institutional Research, AY 2006-2007, I generated 273 student credit hours.² This was approximately 16 students per credit hour taught, and was approximately 3.11% of the 8776 undergraduate student credit hours (adjusted) that were generated by the 20.36 FTEF in Elementary and Early Childhood.

Course	# Credits	# Students Enrolled	# Student credit hours
EEC 412 (01)	3	19	57
EEC 412 (02)	3	15	45
EEC 413	1	15	15
Fall Term	7		117
EEC 355 (02)	3	28	84
EEC 412 (01)	3	22	66
EEC 499	1	1	3
EEC 606	3	1	3
Spring Term	10		156
Year Total	17		273

AY 2005-2006 Student Credit Hour Production

According to the MSU Office of Institutional Research, AY 2005-2006, I generated 300 student credit hours.³ This was approximately 12 students per credit hour taught, and was approximately 3.08% of the 9716 undergraduate student credit hours (adjusted) that were generated by the 20.60 FTEF in Elementary and Early Childhood.

Course	# Credits	# Students Enrolled	# Student credit hours
EEC 365	3	22	66
EEC 366	1	22	22
EEC 412 (01)	3	12	36
EEC 412 (02)	3	8	24
EEC 413	1	3	3
EEC 435	3	13	39
Fall Term	14		190
EEC 412 (01)	3	15	45
EEC 412 (02)	3	13	39
EEC 413	1	7	7
EEC 455	3	5	15
EEC 677	1	1	4
Spring Term	11		110
Year Total	25		300

² Report generated by Institutional Research, Minnesota State University, Mankato. July 31, 2007.

³ Report generated by Institutional Research, Minnesota State University, Mankato. July 31, 2006.

Reflections and Improvements in Teaching

According to the MSU Office of Institutional Research, student evaluations of my instruction increased from AY2005-2006 to AY2006-2007. Again this year, I worked to improve and strengthen my teaching by soliciting and reflecting on student evaluation of courses during the past two years.

Teaching Scholar Fellowship

For summer 2008, I was awarded a Teaching Scholar Fellowship from President Davenport. This project provided \$6,300 for “A Cross-Cultural Instructional Redesign Project with North-Eastern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-Line Teaching Strategies in EEC 227 Early Learning and Development.” The fellowship provided research and writing time to re-design EEC 227 to incorporate (a) cross-cultural instructional strategies; (b) on-line teaching strategies; and (c) process-oriented guided inquiry learning (POGIL) (See PDR section with Criterion 1 documentation).

EEC 227 introduces developmental theorists who have had an impact on American early childhood education and explores child growth and development from prenatal through age eight years. Among these developmental theorists are persons in the Russian Federation and other former Soviet Republics (e.g., Lev Vygotsky), about whom American educators know very little. Additional faculty research on-site in the Russian Federation, as well as research and writing time, incorporated knowledge and experience about a wider variety of theorists. Personal connections with Russian faculty members enhanced the cultural appropriateness of the interpretation of Russian theorists.

I have established a research and scholarship agenda that includes development and evaluation of approaches to early childhood education and teacher education in Minnesota and in the Russian Federation. During 2007-2008, I wrote a chapter in a book about curriculum development around the world, as well as two journal articles about the impact of international education on pre-service teacher education.

The work products that resulted from this project included:

- (a) Revised course syllabus
- (b) Revised materials with notes about cross-cultural instructional strategies, on-line teaching strategies, and process-oriented guided inquiry learning (POGIL); Russian theorists
- (c) Application to the MSU IRB related to Global Guidelines Assessment
- (d) Global Guidelines Assessment and related materials translated into Russian language
- (e) Global Guidelines Assessment presentation at conferences in Russian Federation
- (f) Philosophies of Teaching presentation at conferences in Russian Federation
- (g) Institutional Review Board presentation at conferences in Russian Federation
- (h) Impact assessment report based on data from three Russian-speaking teachers or faculty members and three English-speaking teachers or faculty members
- (i) Final project report

Teaching Strategies

In order to improve and broaden my instruction, I implemented several specific strategies during AY 2007-2008. These strategies are documented by course syllabi, CETL attendance records, projects and reports to the Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way, and course materials on Desire2Learn. Some of these materials are included in the PDR section with Criterion 1 documentation.

- (a) Participated in the Cooperative Learning (POGIL) Community of Practice organized through the Center for Excellence in Teaching and Learning (CETL).
- (b) Developed more comprehensive course syllabi, with detailed instructions for assignments.
- (c) Created more detailed PowerPoint presentations to complement class activities and lectures.
- (d) Selected more basic, more useful, and less expensive textbooks.
- (e) Designed a “real-life” project for a social marketing campaign to encourage parents to read to their young children (Ready. Set. Read! Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way).
- (f) 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.
- (g) Designed cross-cultural experiences for international graduate students and American speech students (with Dr. Rachel Droogsma, instructor for cross-cultural communication in the Speech Department).
- (h) Used Desire2Learn as a communications vehicle for distributing course materials and receiving student assignments.
- (i) Coordinated the March, 2008, visit and class presentations by the Visiting Scholar from North-Eastern State University, Magadan, Russia.

Student Course Evaluations

A comparison of student course evaluations shows consistent improvements in each item on the MSU student course evaluations. In AY 2007-2008, for the first time, my instruction received mean scores above 4.0 for all evaluated items.

Item	AY05-06	AY06-07	AY07-08
Course as a whole	3.81	3.95	4.31
Instructor’s contribution to course	4.11	4.12	4.46
Use of class time	3.78	3.87	4.42
Instructor’s interest in student learning	4.24	4.45	4.44
Amount learned in course	3.71	3.83	4.10
Evaluative & grading techniques	3.83	3.95	4.04
Clarity of student responsibilities	3.58	3.97	4.23
Course organization	3.85	4.09	4.32
Instructor’s contribution to discussion	4.19	4.40	4.53
Instructor’s use of examples	4.07	4.27	4.66
Quality of questions raised by instructor	3.98	4.18	4.51
Student confidence in instructor’s knowledge	4.28	4.55	4.60
Instructor’s enthusiasm	4.31	4.61	4.69
Encouragement for student expression	4.30	4.40	4.56
Answers to student questions	4.13	4.32	4.54

Here are several emails that provide opinions about course materials and projects.

From: -----
Sent: Monday, July 07, 2008 10:13 PM
To: Sandell, Elizabeth Jill
Subject: Re: EEC 227 survey

Dr. Sandell,
I have not been able to get the survey uploaded, but I think that having the material available for the remainder of the course is a great idea. It is very nice to have professors who are understanding and willing to work with you, it is hard to find that. Thank you! - Jen K.

From: Prenn, Maureen
Sent: Friday, April 04, 2008 9:01 AM
To: Sandell, Elizabeth Jill
Subject: your Ready Set Read project

Beth,
Ginger passed on information about your Ready Set Read project with your students. How wonderful to see MSU students involved in community partnerships that really make a difference! Lilly, Peg, and I are working on a project with Worthington that may tie in nicely with what you are doing. We will have to talk about resources we have found. - Maureen

*Maureen Prenn, Ph.D.
Acting Dean
College of Education
Minnesota State University, Mankato
Phone 507-389-5445
Fax 507-389-2566
118 Armstrong Hall
Mankato, MN 56001*

From: -----
Sent: Tuesday, April 29, 2008 12:59 PM
To: Sandell, Elizabeth Jill
Subject: Class

Dr. Sandell,
I just wanted to email and say that I thought this was a great class...I loved it. Every time I'm walking around the mall or anywhere and see children, parents, or both I look at them differently. I really feel this class will help me in the future and I enjoyed it a lot! I think you did a great job and I just wanted to let you know. Thanks! - Todd B.

Criterion 1 Department Chairperson Assignment

Increasing Faculty Quality

During this year, I worked to increase the quality of faculty through adding graduate and undergraduate research assistants, fostering faculty development, and mentoring adjunct faculty members.

As chairperson, I advocated and was awarded two positions for full-time graduate assistants. This was the first time since AY 2004-2005 that the department has a graduate assistant. One of these was designated for an ECE major and the other was designated for an international student, in this case, from Magadan, Russia, the region where MSU has an international partnership with North-Eastern State University. These two students brought a unique focus to several courses that they helped teach and also to several student events (such as student attendance at NAEYC conference in Chicago, IL). (See PDR section with Criterion 1 documentation)

Also, as chairperson, I advocated and was awarded financial support from the College of Graduate Studies and Research for an undergraduate research assistant for 60 hours during Fall semester. The URA did research work for me and for Dr. Lillian Duran.

During the academic year, I encouraged new faculty, adjunct faculty, and new graduate assistants to attend the seminars provided by the CETL. I also observed one adjunct faculty member as requested and provided feedback directly to the faculty member.

As part of this effort, I met with each adjunct faculty member at least once to discuss the department's plan and resources for the courses they were teaching. I facilitated two meetings for instructors of EEC 201, 200 and 222, so they could be oriented to using Criterion ® by Education Testing Service for doing writing assessment labs and grading written assignments. I also collected a box of materials for each Early Childhood Education course so that adjunct faculty would have a start when they were recruited to teach. The materials included course textbook, course syllabus, sample student assignments, and teaching materials.

Improving ES:EEC Department Climate

I worked diligently to fulfill my duties as ES:EEC department chairperson. I facilitated department meetings, represented the department at college-wide meetings and Academic Affairs meetings, and completed paperwork intended to fulfill the department's goals for AY 2007-2008 (See PDR section with Criterion 1 documentation).

As ES:EEC ECE program coordinator, I facilitated the process whereby ECE curriculum changes were developed, reviewed, approved, and forwarded to UCAP to clarify field experience placements and credits for various courses. These details will help ES:EEC faculty members and students to complete coursework in an organized fashion.

As ES:EEC ECE program coordinator, I convened a meeting of the ECE Advisory Council in March, 2008. At the annual meeting of the ECE Advisory Council, community members

presented new information about early education in the Greater Mankato Area. For the MSU Center for School-University Partnerships, Ginger Zierdt noted that CSUP is going through another phase of strategic planning. Early Education and Child Care are at the top of all lists from community, school district, and university stakeholders. Jeff Halbur introduced himself as the new development director for programs in the College of Education. He invited community members to contact him with ideas for fund-raising for partnerships and opportunities. I reported about the new M. Ed. in ECSE that will start next Fall. I also noted that the College is facilitating student teaching with Queensland University of Technology in Brisbane, Australia and is starting a faculty and student exchange agreement with North-Eastern State University in Magadan, Russia. At the meeting, I introduced our guests from Russia and summarized several research projects that will be organized in both countries.

I challenged department colleagues to an “Advising Challenge.” During a specified time period, a faculty member entered a drawing for prizes, one entry for each advising appointment. Prizes were awarded to the faculty members who had the most appointments during the time period. Student names were drawn for more than 15 prizes (donated by faculty and staff members).

I worked with the MSU Foundation staff members to establish the Marjorie L. Oelerich International Faculty Development Endowment. This endowment will support travel and educational expenses for COE faculty members engaged in partnerships with colleagues at teacher education institutions in countries outside the United States.

I joined with Dr. Michael Miller, Interim VP for University Advancement, to challenge department faculty to make financial contributions to MSU’s Annual Campaign. For each ES:EEC faculty member who made a gift by June 30, 2008, I agreed to match up to \$10.00 of the contribution. I posted a list of foundation accounts near our department mailboxes in 328 Armstrong Hall. To my knowledge, unfortunately, no department members accepted this challenge.

From: Sandell, Elizabeth Jill
Sent: Sunday, March 16, 2008 3:46 PM
To: Fogg, Terry L; Matz, Karl A; Browne, Ronald N; Reuter, Steven; Letofsky, Kirsten M; Duran, Lillian K; Ballard, Peggy; Traynor, Marsha J; Mastin, Marla; Sandell, Elizabeth Jill; Good, Linda A
Cc: Skorr, Carol A; Prenn, Maureen; Miller, Michael A; Halbur, Jeffrey M; Skorr, Carol A
Subject: Chairperson's challenge for 2008 Annual Campus Fund Drive

Hello, Colleagues:

Along with Michael Miller, Interim VP for University Advancement, I will “match” EEC faculty contributions to the MSU Annual Campaign. For each faculty member who makes a gift by June 30, Dr. Miller and I will match up to \$10.00 of your contribution. So, if you make a \$10.00 gift, the result will be \$30.00 of contributions. If you make a gift of \$30.00, the result will be \$50.00 of contributions. If you make a gift of \$5.00, the result will be \$15.00 of contributions.

You might want to designate your gift to one of several accounts that relate specifically to our department’s work. There will be a list of accounts posted near our department mailboxes in 328 Armstrong Hall. If you’d like to pledge immediately, visit <https://www.mnsu.edu/advance/giving/>. You can also make a gift by credit card or payroll deduction by calling (800) 662-2705.

Thanks for your support for MSU and EEC work.

I worked to document the good work that the ES:EEC department faculty and students are actually accomplishing. With this in mind, I generated a version of “Fast Facts” about the department that described benchmarks to share with alumni, donors, and other stakeholders. I also completed the ECE Annual Assessment Report for 2007-2008. (See Fast Facts 2007-2008 in the Criterion 1 documentation.)

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. “Good News” about faculty scholarship and research was printed in the TOMORROWS newsletter from the College of Graduate Studies and Research.

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, especially on recognition of 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 AY2007-2008 departmental goals
3. mention in monthly Good News Reports
4. encouragement to take advantage of opportunities for training
5. encouragement to fulfill responsibilities on College and University committees

The element of the department work about which I am most proud is the achievement of agreement about the process for capped selective admissions. Our department worked on this idea for more than one year. The planning document (See PDR section with Criterion 1 documentation) was approved by the department faculty members at their regular meeting on October 31, 2007. Thereafter, department members wrote copy text for the COE web pages, the EEC department forms, and the MSU Bulletin.

As department chairperson, I also tried to improve communication with stakeholders, such as MSU graduates now working in public school systems. The following email is an example of one such communication:

From: Zierdt, Ginger LuAnne
Sent: Wednesday, December 05, 2007 10:38 AM
To: Sandell, Elizabeth Jill
Subject: Dr. Sandell is my hero!!!

Hello Beth,
I've forwarded this to Karyl Engle – you are such a hero to me! Thanks for your consideration of her remarks and your immediate responsiveness. You're the best!!! :)Ginger

On 12/5/07 10:25 AM, "Sandell, Elizabeth Jill" <elizabeth.sandell@mnsu.edu> wrote:

Sent to all students in Early Childhood Education and Elementary Education.

Congratulations on making progress toward the end of the Fall semester! Many of you are graduating this month. Others will be with us for a while longer. There are several things that we would like to share with you before you leave campus for winter break. Please read the entire email, since some things will apply to everyone, and some things will apply only to new graduates.

If you are a transfer student, please be very sure that all your courses and grades from all the institutions you attended are transferred to your MSU transcript. This applies also to students who completed college credit under Minnesota's post-secondary education option during their high school period. As chairperson, I cannot request substitutions for you unless those transfer courses actually show up on your MSU transcript. This is your responsibility. This often becomes a problem just as students are ready to graduate, and it sends some folks into a panic. You can be pro-active by checking your MSU transcript or DARS report to see what is actually on your record.

As many of you prepare for graduation from MSU, please be aware that our education programs prepare you to be eligible for teaching in Minnesota. You still must pass the relevant Praxis teacher tests. We recommend that you take the content-specific Praxis exam before you begin student teaching. And you still must apply to get a teaching license in order to be eligible for a teaching position with Minnesota schools. Some graduates may have heard that a person can get a "variance" that will make the job candidate eligible for a school position until he or she applies and receives a teaching license. Evidently, the State of Minnesota is no longer giving these variances, especially for Early Childhood Educators. Waiting to get a license later also puts graduates in a bind as they wait for job offers, because school districts are looking for teachers who already are licensed and perhaps are not allowed to even consider someone who does not yet have their teaching license. Furthermore, if you wait for a while after graduating before you apply for licensure, the requirements for licensure may change. For example, you may have to take additional courses or achieve higher passing scores on the tests. So, please take the tests, pass the tests, and apply for your Minnesota teaching license as soon as you are eligible!

Faculty members have until December 20 to grade assignments and to turn in grades for Fall semester. Usually, for students attending EEC classes on the Mankato campus, we leave your assignments in a storage room. You can check in-person with our department's administrative assistant, Carol Skorr, in 328 AH, after December 20 to find the room in which your work is stored. Sometimes we do finish with the assignments earlier, but we are not required to turn in grades for Fall semester until that date. Please, do not ask faculty members to have your work available earlier because it interferes with their actually grading all the work that students have turned in. We will save your Fall semester (as well as Spring, 2007 and Summer, 2007) assignments and portfolios for sure until the end of January, 2008. After that, however, we may need to dispose of items because of limited storage space. You can have a friend pick up your materials for you if that is more convenient.

As you know, faculty members are not on duty between semesters, from December 17 through January 8, so please understand if you cannot contact any of us during the break. We will be back on campus on January 9.

There are almost 700 students in our department's undergraduate and graduate programs. Our courses are overflowing with enthusiastic students! We have had to close some sections of courses, because we do not have enough room in the program and/or in the courses. Our academic majors in Early Childhood and Elementary Education are becoming increasingly competitive, and we are raising the qualifications for acceptance into our professional education programs. Please work hard to keep your grades high and to behave professionally even during your student years. You are not simply students. Children are learning from you, and you are already real teachers, as illustrated in the observations and evaluations we get about your clinical and field experiences. We are very proud of the quality of our students and our graduates. You are the best!

**Minnesota State University, Mankato
College of Education
Department of Educational Studies:
Elementary and Early Childhood
AY2006-2008 Goals⁴**

AY 2007-2008 Progress Report

1. Implement communications and marketing to build connectedness with constituents.
 - a) Improved advising tools, including record-keeping sheets, advisee folders, advising logs, and electronic advising alerts.
 - b) Generated department good news reports twice each month.
 - c) Created “EEC Fast Facts” to communicate our body of work.
 - d) Appointed department representative to United Way Success by Six’s early education committee.
 - e) Held one meeting of the advisory committee for the Early Childhood Education programs.

2. Improve use of technology for instruction and research.
 - a) Used technology (Desire2Learn) for most courses as a communication strategy in lieu of hard-copy paper handouts.
 - b) Used technology to support department-related meetings and program assessment (web-based surveys and student course evaluations)

3. Enhance graduate education programs based on needs assessment data from current and potential students, partners, and outside organizations.
 - a) Received MnSCU approval for the ECSE graduate program.
 - b) Made progress on applying for NCATE approval for the ECSE graduate program.
 - c) Purchased standardized assessment and evaluation instruments through \$16,655 grant from the MN Department of Education for pre-service training.
 - d) Recruited and hired a new probationary-track faculty member for the ECSE graduate program.

4. Encourage and implement professional development for probationary-track, tenured, and adjunct faculty members.
 - a) Coordinated faculty participation in professional development activities, including MSU Faculty and Staff Professional Day, COE Work-Days, etc.
 - b) Encouraged faculty participation as presenters at professional and scholarly conferences and meetings, including NAEYC, DEC, and others.

5. Encourage and implement research and service efforts of faculty members based on needs assessment data from current and potential students, partners, and outside organizations.
 - a) Formed a department committee to promote and facilitate research and service.

⁴ Approved by EEC Department faculty, September, 2006.

- Invited presentations to department faculty members from CESR, RASP, and others about MSU resources for grant-writing and research.
- b) Facilitated research agendas by at least four faculty members, including two non-tenured probationary faculty members.
6. Collect and use data for department decision-making.
 - a) Collected data for MSU institutional assessment reports.
 - b) Reviewed data and used to make suggestions for improvements in department clinical experiences and advising strategies
 - c) Used information about student-credit-hour production to make decisions about course offerings and staffing.
 7. Implement diversity and affirmative action plans.
 - a) Search committee members received training and implemented recruitment strategies to attract candidates with diverse backgrounds for two faculty searches.
 8. Enhance academic excellence in undergraduate studies.
 - a) Planned appropriate changes in processes and criteria for EEC student admission to Professional Education, raising the required GPA from 2.75 to 3.0.
 - b) Planned and implemented appropriate changes in curriculum and programs, based on needs assessment data from current and potential students, partners, and outside organizations.
 - c) Improved internal and external articulation between programs and campuses (Now we have two articulation agreements: Normandale Community College for Elementary Education and South Central College for Early Childhood Education.)
 - d) Planned student teaching possibilities for Queensland University of Technology, Brisbane, Australia.
 - e) Hosted international scholar from Russia who visited several undergraduate courses for presentations and research discussions.
 9. Improve department climate.
 - a) Intentionally implemented group facilitation steps toward collegial interaction and decision-making based on principles of understanding, honesty, openness, directness, and good will.
 - b) Encouraged connections within academic programs as well as within department committees.
 10. Recognize and celebrate the achievements of faculty in teaching, scholarship, and service.
 - a) Completed appropriate review of faculty Professional Development Plans and Reports (3 probationary-track faculty members and 1 fixed-term faculty member)
 - b) Completed appropriate review of one faculty application for tenure.

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

**FAST FACTS
2008 – 2009**

WHO WE ARE

- Approximately 800 students, including more than 700 elementary education majors and almost 100 early childhood education majors.
- Approximately 200 graduates each year, including more than 150 elementary education undergraduates, more than 20 early childhood education undergraduates, approximately 20 graduates with Reading certificates, and more than 10 graduates with Master's of Science degrees.
- 30 faculty and staff members, including 12 full-time, tenure-track instructional faculty members (100% with terminal degrees), several fixed-term faculty members, several graduate assistants, and more than 20 adjunct faculty members, including many community professionals with specialized training and experience.
- Leadership: Dr. Marsha Traynor, chairperson

WHAT WE OFFER

- Degree programs:
 - Bachelor of Science degree in Elementary Education (with specializations in pre-primary education, middle school science, middle school math, or middle school communication arts)
 - Bachelor of Science degree in Early Childhood Education
 - Master of Science degree in Elementary Education
 - Master of Science degree in Early Childhood Education
 - Master of Science degree in Early Childhood Special Education
 - Master of Science degree in Literacy
 - Graduate Certificate in Reading
- Academic quality as recognized by accreditation by the Minnesota Board of Teaching, the North Central Association of Colleges, and the National Council of Teacher Educators.
- More than 9000 credit hours of undergraduate instruction and more than 400 credit hours of graduate instruction each year.
- Applied research opportunities through the MSU Literacy Center.

- Creative on-site learning opportunities through partnerships with more than 10 area school districts and more than 30 early education settings, including Minnesota Valley Action Council.
 - More than 500 student placements in Elementary Education Field Sites
 - More than 300 student placements in Early Childhood Education Field Sites
- Opportunities for global learning through international partnerships, faculty and student exchanges, student teaching, and short-term study, including:
 - Queensland University of Technology, Brisbane, Australia (student teaching)
 - North-Eastern State University, Magadan, Russian Federation (faculty exchange)
 - Chiang Mai University, Chiang Mai, Thailand (faculty exchange)
- Opportunities to experience diverse cultures through regional learning activities, including field experience placements in schools with diverse student populations, as well as campus-based and community-based international lectures and cultural events.
- Opportunities for student leadership through the Early Childhood and Elementary Education Club, the student honor society Kappa Delta Pi, and the student affiliate of the American Association of University Women (AAUW).

WHERE WE LEARN, TEACH, AND RESEARCH

- Approximately 85 miles southwest of Minneapolis/St. Paul, Minnesota. Greater Mankato has a population of nearly 50,000.
- Through partnerships with more than 10 area school districts and more than 30 area early education and child care programs, including research with young English Language Learners in Head Start programs sponsored by the Minnesota Valley Action Council.
- Throughout the world!

HOW WE MAKE IT HAPPEN

- Articulation agreements with Normandale Community College (for Elementary Education majors) and with South Central College (for Early Childhood Education majors).
- Academic advisers with between 60 and 80 students to advise each year.
- 15 community members who serve on the Early Childhood Education Advisory Committee.
- Faculty membership and leadership in professional and scholarly organizations, including National Association for the Education of Young Children (NAEYC) and its Minnesota affiliate

Association for Childhood Education International (ACEI)
World Organization for Preschool Education (OMEP)
American Evaluation Association (AEA)
International Reading Association (IRA)
National Association of Early Childhood Teacher Educators (NAECTE) and its
Minnesota affiliate
Northern Rocky Mountain Educational Research Association (NAMERA)
National Middle School Association (NMSA) and its Minnesota affiliate
National Council of Teachers of Mathematics (NCTM) and its Minnesota affiliate
National Science Teachers Association (NSTA) and its Minnesota affiliate
Council on Exceptional Children, Division of Early Childhood (DEC)
American Association of Colleges for Teacher Education (AACTE) and its
Minnesota affiliate

WHAT OTHERS SAY ABOUT US

“EEC students are better prepared every year.” -- cooperating Teacher in a local school district.

“EEC students are very professional.” -- cooperating Teacher on Special Assignment in a local school district.

“We enjoy working with the EEC faculty members and students.” – Elementary School Principal in a local school district.

Sources:

Academic Data Summaries, Minnesota State University, Mankato. Available on-line at <http://www.mnsu.edu/institutes/currentreports/>.

Annual Reports, Department of Educational Studies: Elementary and Early Childhood, College of Education, Minnesota State University, Mankato, MN.

Office of Field Placements, College of Education, Minnesota State University, Mankato, MN.

Revised 05/07/08/ESJ.

Reflections

Criteria 1: Teaching and Leadership

My assignments for AY 2007-2008 included approximately quarter-time teaching and $\frac{3}{4}$ -time with responsibilities as ES:EEC department chairperson and ECE coordinator. Teaching took a second place in my schedule because of my position as department chairperson. This was not very satisfying for me, because I am, at heart, a teacher. I approach even an administrative or organizational position (such as chairperson) as if it were an opportunity to teach and lead.

I am very pleased with my production of student credit hours as a faculty member. While I was 25% time teaching during AY08, I generated 150 student credit hours, exactly half of the 300 student credit hours that I generated during AY06, when I was a full-time teacher.

I am also very pleased with improvements in my teaching, such that student course evaluations for my teaching were above 4.0 for all evaluated items (between 4.04 and 4.69). This was the first year that all items received mean scores above 4.0.

For summer 2008, I was awarded a Teaching Scholar Fellowship from President Davenport. This project provided \$6,300 for “A Cross-Cultural Instructional Redesign Project with North-Eastern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-Line Teaching Strategies in EEC 227 Early Learning and Development.” The fellowship provided research and writing time to re-design EEC 227 to incorporate (a) cross-cultural instructional strategies; (b) on-line teaching strategies; and (c) process-oriented guided inquiry learning (POGIL) (See PDR section with Criterion 1 documentation).

As department chairperson, I did accomplish my PDR08 goals. I was pleased that I found resources for two graduate assistant positions, as well as undergraduate research assistance. I also mentored adjunct faculty so that they could have a more organized way to accomplish their teaching for the department.

The element of the department work about which I am most proud is the achievement of agreement about the process for capped selective admissions. Our department worked on this idea for more than one year. The planning document (See PDR section with Criterion 1 documentation) was approved by the department faculty members at their regular meeting on October 31, 2007. Thereafter, department members wrote copy text for the COE web pages, the EEC department forms, and the MSU Bulletin.

Criterion 2: Research and Scholarship – Evidence of scholarly or creative achievement or research

Definition: Demonstrated ability to contribute to one's special field of knowledge through scholarly or creative achievement or research. 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 2007-08 goals:

1. Contribute to 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.
2. Contribute to the quality of the graduate programs offered by the department, including new courses.

Quality and Quantity of Faculty Research and Scholarship

My Research Agenda

My own research agenda is developing focus around the education of pre-service teachers and international education. All these areas are being developed with a cross-cultural, international approach. Colleagues in Magadan, Russia plan to collaborate with MSU, Mankato faculty, students, and community members. In general, there are three themes that I am working on:

1. Early education environments using the ACEI "Global Guidelines Assessment"
2. Early education environments using a strategy of children making pictures and journal entries about their environments
3. Early education environments as influenced by teachers' philosophies and theories of education

As part of my research agenda, I secured funding to support travel to Mankato by Olga Victorovna Klypa, Dean, Pedagogical Faculty, North-Eastern State University, Magadan, Russian Federation. Dean Klypa spent 3 weeks in March in Mankato and in Atlanta, GA. She visited many groups on campus, discussed research with faculty members and with students, made a public lecture about education in Russia, and made joint presentations with me at the 2008 annual conference of the Association for Childhood Education International. (See PDR section with Criterion 2 documentation.)

This year, the MSU College of Education implemented a signed agreement with North-Eastern State University (NESU) (formerly Northern International University), Magadan, Russian Federation. The agreement called for "a program of mutual training of students in Pedagogy and

Sandell 2007 – 2008 PDR

Teacher Education through sharing teaching and methodological materials; developing joint or cooperative curricula in Kindergarten Pedagogics and Early Childhood Psychology.”

Faculty members agreed that an introductory course would be a place to start developing cooperative materials for instruction at each institution. On-line instruction in both Russian and English would facilitate designing and sharing these materials between institutions. Process-oriented guided inquiry learning would facilitate critical thinking about the assumptions and content of these materials between institutions.

I received a Summer 2008 Teaching Scholar Fellowship Award of \$6,300 for “A Cross-Cultural Instructional Redesign Project with Northern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-line Teaching Strategies in EEC 227 Early Learning and Development.” (See PDR section with Criterion 1 documentation.) This project provided research and writing time to re-design EEC 227 Early Learning and Development in order to incorporate:

- (a) cross-cultural instructional strategies;
- (b) on-line teaching strategies; and
- (c) process-oriented guided inquiry learning (POGIL).

During AY 2007-08, I personally contributed to an increase in the quality and quantity of ES:EEC faculty research and scholarship in the department, with journal articles, book chapter, conference presentations, papers in conference proceedings, manuscript reviews, and proposals to the IRB and to funding sources. For documentation, see PDR section with Criterion 2 materials.

Articles in Peer-Reviewed Journals

Sandell, E. J. (Summer, 2007). Impact of international education experiences on undergraduate students. *The Delta Kappa Gamma Bulletin*, 73(4), 12 – 18. Available from: <http://www.deltakappagamma.net/associations/6498/files/BU-SUMMER%2007-TEXT.pdf>

Zahn, G. D., E. J. Sandell, and C. E. Lindsay. (2008) Fostering global-mindedness in teacher preparation. *International Journal of Teaching and Learning in Higher Education*, 19(3), 331 – 335. Available from: <http://www.isetl.org/ijtlhe/pdf/IJTLHE291.pdf>

Chapter in Book

Sandell, E. J., O.V. Klypa, and M. S. Taratukhina. (In press). Overview of Curriculum Development in the Russian Federation. In J. Kirylo and A. Nauman (Eds.), *Curriculum development: Perspectives from around the world*. Olney, MD: Association for Childhood Education International.

Peer-reviewed Conference Presentations

“Tradition and transition: Kindergarten in the Russian Federation and the United States,” at the 2008 Hawaii International Conference on Education, Honolulu, HI, January 5 – 8, 2008.

“Russian Education: From Kindergarten to the Space Age,” at the 2008 Hawaii International Conference on Education, Honolulu, HI, January 5 – 8, 2008.

“Cross Cultural Study of Children’s Images of Early Education: Using Photography in Early Childhood Education,” for the Global Issues Sharing Fair at the 2008 annual conference of the Association for Childhood Education International in Atlanta, GA, March 26 – 29, 2008.

“Toward Articulating and Understanding Philosophies of Pre-service Teachers,” for the conference, Early Education in Russia and the USA at North-Eastern State University in Magadan, Russian Federation.

“Introduction to the process of the Institutional Review Board for Research with Human Subjects,” Дизайн защиты детей в исследовательском процессе, for the conference, Early Education in Russia and the USA at North-Eastern State University in Magadan, Russian Federation.

“Children’s Understanding of Learning Environments: Photographs and Essays,” at the 2008 World Conference of the Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.

“Global Understanding through Pre-service Early Childhood Education Clubs in Universities in the Russian Federation and in the United States,” at the 2008 World Conference of the Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.

Conference Proceedings

Sandell, E. J. (2008). Russian education: From kindergarten to the space age. In *Hawaii International Conference on Education: 2008 Conference Proceedings*. Honolulu, HI: Hawaii International Conferences.

Sandell, E. J. (2008). Tradition and transition: Kindergarten in the Russian Federation and the United States. In *Hawaii International Conference on Education: 2008 Conference Proceedings*. Honolulu, HI: Hawaii International Conferences.

Sandell, E. J. (2009). Initial teacher licensure programs at Minnesota State University, Mankato. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J. (2009). Toward articulating and understanding philosophies of pre-service teachers. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J. (2009). Introduction to the process of the Institutional Review Board for research with human subjects. Дизайн защиты детей в исследовательском процессе. In O. V. Klypa

and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J. and V.G. Azarova. (2009). Review of research designs using digital images to understand children's experience and environment. Детские фотографии в среде дошкольного образования (цифровое фото). In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J., B. J. Hardin, and S. C. Wortham. (2009). Using the ACEI's Global Guidelines Assessment for improving early education. Использование «Глобальной Программы» в улучшении дошкольного образования. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J., M. C. Behrens, and L. Linde. (2009). Flat Stanley: Join the phenomenon! In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Manuscript Reviews

Educational Partnerships: Connecting Schools, Families, and the Community. Thousand Oaks, CA: Sage Publishers.

Proposals to Institutional Review Board

"Study of Children's Images of Classroom Environment through Photography in Early Childhood Classrooms." IRB Approved, January 15, 2008. (See IRB proposal Log #3210.)

"Study of Use of Global guidelines Assessment in Early Childhood Settings." Submitted to the IRB in June, 2008.

Proposals for Funding

Faculty Research Release, "Impact of the 'Global Guidelines Assessment' in Four Schools in North America and Four Schools in Russia's Far East." College of Education, MSU, Mankato, for Fall, 2008. Total award: 3 credits release time.

"A Cross-Cultural Instructional Redesign Project with Northern International University, Magadan, Russian Federation: Incorporating Guided Inquiry Learning and On-line Teaching Strategies in EEC 227 Early Learning and Development." MSU, Mankato's Summer, 2008 Teaching Scholar Fellowship Program. Total award: \$6,300.

Travel Funds from the International Studies Committee of the MSU College of Education for student to travel to participate in peer-reviewed conference presentation, "Global Understanding through Pre-service Early Childhood Education Clubs in Universities in the Russian Federation

Sandell 2007 – 2008 PDR

and in the United States,” at the 2008 World Conference of the Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008. Total award: \$1,000.

Research Funds, “Translation and Pilot of the ‘Global Guidelines Assessment’ for Early Childhood Settings.” College of Education, MSU, Mankato, for Spring, 2008. Total award: \$2,716.86.

Travel Funds, “Global Guidelines Task Force.” Association for Childhood Education International, March, 2008. Total award: \$800.

ES:EEC Department Research Agenda

I participated in several projects that contributed to the quality and quantity of faculty research and scholarship in the department. I also made sure that several department faculty members (Good, Mastin, and Sandell) had information sent to TOMORROW by the College of Graduate Studies and Research, MSU, Mankato.

I solicited conference articles from MSU colleagues as part of my leadership for a conference in June, 2008 in Magadan, Russian Federation. These are the articles that were generated by faculty members and students at MSU, Mankato and at South Central College:

Behrens, M. C. (2009). Developmental opportunities supporting school readiness. Проблемы в чтении первоклассников. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Behrens, M. C. (2009). Parent education programs in the United States. Методы образования родителей дошкольников. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Behrens, M. C. (2009). Teaching based on the inquiry learning process. Использование проектов в обучении дошкольников математике и науке. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Duran, L. (2009). From challenge to opportunity: Reframing the potential of children who are culturally and linguistically diverse in Minnesota. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Grenz, L. C. (2009). Curriculum planning in early childhood education. Планирование рабочих планов в дошкольном образовании. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Grenz, L. C. (2009). Methods for teaching literacy skills to young children. Методы преподавания грамоты для детей дошкольного возраста. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Lindsay, C. (2009). Literature review: Study abroad and the Fulbright Program. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Maas, K. M., E. J. Sandell, and E. M. Boyd. (2009). Life stories between the former Soviet Union and the United States. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Milewski, A.A. (2009). A student organization to promote professionalism among future educators. Организация клуба для студентов дошкольного и начального. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Reuter, S. (2009). The impact of short stature on delayed entrance and retention in kindergarten. In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Sandell, E. J. and V. G. Azarova. (2009). Review of research designs using digital images to understand children's experience and environment. Детские фотографии в среде дошкольного образования (цифровое фото). In O. V. Klypa and E. J. Sandell (Eds.), *Early Education in Russia and the USA: 2008 Conference Proceedings*. Magadan, Russian Federation: North-Eastern State University.

Quality of ES:EEC Graduate Programs

During AY 2007-08, I participated in several projects that contributed to the quality of the graduate programs offered by the department.

ES:EEC had not had a graduate assistant funded by the MSU College of Graduate Studies and Research since AY 2004 – 2005. Increasing the number of department graduate assistantships will attract quality graduate students and enhance the research and work of the department faculty members. Furthermore, teaching and research experience is essential for students who wish to continue to a doctoral program, perhaps here at MSU, Mankato

Due to my efforts, during AY 2007-2008, ES:EEC had two full-time graduate assistants supported by Academic Affairs, College of Education, and Department resources. The EEC department used its two College-supported Graduate Assistantships during AY 2007 – 2008 to add depth to the department graduate efforts. One position (supported by College and Department funds) enabled the College to hire an international graduate student to teach one undergraduate course each semester and to facilitate its partnerships with Northern International University in Magadan, Russia. The other position (also supported by Academic Affairs/College funds) enabled the College to hire a teaching assistant to assist two faculty members with research projects and to provide instruction in one undergraduate course each semester. (See PDR section with Criterion 1 documentation.)

Also, I encouraged one of our graduate assistants (Vera Azarova) to apply to the College of Graduate Studies and Research for a Graduate Student Travel Award. This application generated \$300 for her to participate with me in a juried poster session at the 2008 national conference for the Association for Childhood Education International. This conference was held in Atlanta, Georgia, from March 26 – 29, 2008. As her adviser, I helped Vera prepare and present a cross-cultural qualitative study that is being implemented in Mankato, Minnesota and Magadan, Russia. In this study, pre-service teachers use photographs taken by children to understand the children's meaning of their learning environments. The poster session was held Friday, March 28, 2008 from 3:15 – 4:15 pm. (See PDR section with Criterion 2 documentation.)

Reflections

Criteria 2: Research and Scholarly Effort

My interest in international collaboration and in work with colleagues at North-Eastern State University, Magadan, Russian Federation undergirded my research and scholarly effort. Nearly every course and project included an international element. The visit in March, 2008 by the Dean of Pedagogical Faculty brought this partnership to other MSU faculty and student colleagues. The delegation to Russia in June, 2008 also enhanced the partnership efforts.

My own research agenda is developing focus around the education of pre-service teachers and international education. All these areas are being developed with a cross-cultural, international approach. In general, there are three themes that I am working on:

4. Early education environments using the ACEI “Global Guidelines Assessment”
5. Early education environments using a strategy of children making pictures and journal entries about their environments
6. Early education environments as influenced by teachers’ philosophies and theories of education

During AY 2007-08, I personally contributed to an increase in the quality and quantity of ES:EEC faculty research and scholarship in the department, with journal articles, book chapter, conference presentations, papers in conference proceedings, manuscript reviews, and proposals to the IRB and to funding sources. These efforts included two articles in peer-reviewed journals and a chapter in a peer-edited book. For documentation, see PDR section with Criterion 2 materials.

Criterion 3: Continuing Professional Education and Study

Standards: 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. Includes demonstrated continuing preparation and growth in subject matter disciplines and techniques of instruction.

AY 2007 – 08 goals:

1. Participate in and contribute to the MSU, Mankato POGIL Community of Practice.
2. Participate in at least two national professional conferences.
3. Maintain memberships in several professional organizations to stay current in my field.

MSU, Mankato

“Cooperative Learning Community of Practice,” Center for Excellence in Teaching and Learning, AY 2007 – 2008.

“Courageous Conversations about Race,” College of Education Workday, April 2, 2008

National Professional Conferences and Seminars

2007 annual conference of the National Association for the Education of Young Children, Chicago, IL, November 7 – 11, 2007.

2008 annual conference of the Association for Childhood Education International in Atlanta, GA, March 26 – 29, 2008.

“Designing Courses for Significant Learning,” Dee Fink and Associates, Chicago, IL, May 23 – 25, 2008.

Other Professional Conferences

Minnesota Conferences

2007 Fall Congress of the Minnesota Association of Colleges for Teacher Education, Minneapolis, MN, October 11 – 12, 2007.

2007 annual conference of the Minnesota Valley Association for Early Childhood, North Mankato, MN, October 13, 2008.

International Conferences

2008 Annual Hawaii International Conference on Education, Honolulu, HI, January 5 – 8, 2008.

2008 Conference: Early Education in Russia and the USA at North-Eastern State University in Magadan, Russian Federation, June, 2008.

2008 World Conference of the Association for Childhood Education International in Moscow, RU, June 18 – 21, 2008.

Membership in Professional Organizations

American Evaluation Association (AEA)
MN Association of Early Childhood Teacher Educators (MNAECTE)
National Association for the Education of Young Children (NAEYC)
MN Association for the Education of Young Children (MnAEYC)
Association for Childhood Education International (ACEI)
Minnesota Valley Association for Early Childhood Education (MVAECE)
Honor Society Memberships: Phi Kappa Phi (1988) and Phi Beta Kappa (1974).
Delta Kappa Gamma, “Nu” chapter
Minnesota Kindergarten Association
POD Network in Higher Education

Hawaii International Conference on Education January 5 – 8, 2008

Elizabeth Sandell
Research and Scholarship

Poster Session - “Russian Education: From Kindergarten to the Space Age.” Sunday, January 6, 2008 from 1:15 to 3:45 pm. During the poster session, I became acquainted with several people who are interested in either the short-term study tour or some professional connections about Russia:

1. John W. Engel, Ph. D., Professor of Family Resources, Department of Family and Consumer Sciences, University of Hawaii at Manoa, 2515 Campus Road, Miller Hall 100, Honolulu, HI 96822; 808-956-2237; jengel@hawaii.edu.
2. Mary Lynn Hoffman, West Street Elementary School, 5700 West Street, Sanborn, NY 14132; 716-215-3200
3. George Wenner, Canisius College, 2001 Main Street, Buffalo, NY 14208-1098; 716-883-7000; wennerg@canisius.edu
4. Paul Young, Canisius College, 2001 Main Street, Buffalo, NY 14208-1098; 716-883-7000; youngp@canisius.edu
5. Nikki Calabrese, Canisius College, 2001 Main Street, Buffalo, NY 14208-1098; 716-883-7000; calabresen@canisius.edu
6. Ronaele R. Whittington, Ph. D., Assistant Professor, Family Resources, Department of Family and Consumer Sciences, University of Hawaii at Manoa, 2515 Campus Road, Miller Hall 100, Honolulu, HI 96822; 808-956-2237; ronaele@hawaii.edu
7. Mary Bristol, International Site Coordinator, Center for Civic Education, 3305 Glenn Don Dr, Anchorage, AK 99504-3854; 907-333-6725; akbristol@gci.net
8. Joy Faini Saab, Ed. D., Associate Professor, College of Human Resources and Education, West Virginia University, 604 Allen Hall, Box 6122, Morgantown, WV 26506-6122; 304-293-4385; joy.saab@mail.wvu.edu.

I also met someone from Seoul, South Korea and have connected her with Dr. Linda Good who is going to teach in South Korea during her sabbatical in Spring, 2008:
Jeong Mi Lee, South Korea, jamiefeb@hanmail.net.

“Theoretical Incompatibilities in Teachers’ Self-Understandings of Educational Practice: An Examination Using Q Methodology.” Geoffrey Madoc-Jones, Ph. D., and Natalia Gajdamaschko, Ph. D. Presentation and discussion about incompatibilities between teachers’ theoretical beliefs and educational practices. Researchers found four “factors” or perspectives that were common among teachers: (1) education should focus on the natural child (Rousseau); (2) education should focus on interiorization of cultural tools (Vygotsky); (3) education should focus on socializing the child (Dewey); or (4) education should focus on “excellence.” (Plato). Each factor was more or less common among teachers of children of specific age levels (e.g., elementary school, middle school, high school, or college). The research approach (Q sort; see www.qmethodology.onet.net.) included a small, but intensive sample of practicing teachers. The results suggest that teachers would be more effective if they reflected and challenged their theoretical basis for their teaching practice.

Natalia Gajdamaschko, Ph. D., Assistant Professor, Simon Fraser University, 8888 University Drive, Burnaby, BC, Canada V5A 1S6; nataliag@sfu.ca. See *Journal of Operant Subjectivity*, 2005/6, 29 (1/2): 58-80.

“Equilibrium/Disequilibrium in the Compost Heap: The Contributions of African American Women in the U. S. Academies and Society.” Evelyn Reid, Ph. D. and panel members. Presentation, role play, and discussion about the issues, concerns, dreams, and challenges that confront African American women in higher education. Discussion suggested possibilities for “allies” to come alongside to learn from and to facilitate success by African American women. Evelyn Reid, Ph. D., Assistant Professor, Multidisciplinary Studies, Webster University, 470 E. Lockwood Ave., Saint Louis, MO 63119; 314-968-8725; evelynreid33@webster.edu.

“A Third Culture Re-acculturation Rubric: To assist and inform intercultural transition progress.” Rachel E. Timmons, Ed. D. Presentation and discussion of a rubric based on research about cross-cultural transitions of third culture people (TCP). The transition period between cultures may range from one to three years. Descriptors provide ideas for thought and reflection about the transition process when returning from in-depth experiences in second cultures. This tool may be useful for us at COE, MSU, Mankato as we help students who return from international studies experiences as they transition back into their home culture. For example at less than one year back at home, TCPs with limited competencies at re-acculturation may lack a sense of belonging to their community and feel alienated from friends and colleagues who have not had the same experience. (This is level 1 in the rubric.) However, TCPs with advanced competencies (level 4) maintain healthy relationships with their international host culture but have developed relationships with both communities (i.e., social capital) and actively contribute ideas from their positive global perspective.

Rachel E. Timmons, Ed. D., Associate Professor, California Baptist University, 8432 Magnolia Ave., Riverside, CA 92504; 951-343-4483; rtimmons@calbaptist.edu; 11687 Queensborough, Riverside, CA 92503; 951-352-8545; timmonsr@sbcglobal.net.

“Promoting Creative Thinking in Early Education.” Rebecca Beris and Nicola Yelland. Presentation and discussion of the need for a creative society (in education and business, for example) and about the concept of “possibility thinking” in order to promote creativity and problem-solving. Teachers can use these activities to promote creativity: posing questions for exploration, play, immersion, innovation, risk-taking, self-determination, and being imaginative. This fits well with the current “project approach” to early education in which the content of the curriculum is actually created by the students and teachers as they work together. Nicola Yelland, Professor, School of Education, Victoria University, Box 14428, Melbourne, AU 8011; Nicola.Yelland@vu.edu.au

Reflections

Criteria 3: Continuing Professional Education and Study

I participated in three international conferences, three national conferences, and two Minnesota conferences. I maintained memberships in ten professional organizations. Several state and national memberships are related to the content area of early childhood education and the others are related to teacher education or higher education.

The conferences provided opportunities for me to network with colleagues. I learned about new developments in early education and teacher education. I met colleagues with whom I may collaborate on research or writing projects. And I received feedback on my own ideas presented during conference sessions. These experiences also gave me ideas about involving undergraduate students in research and scholarly projects. I look forward to developing these ideas further during the next several years.

Criterion 4: Contributions to Student Development

Standards: Faculty members are expected to support student learning and growth. Evidence of such support might include, is not limited to effective academic or career advising, service as an advisor 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 scholarship and fellowships. Includes the demonstrated ability to contribute to student learning and growth.

AY 2007-2008 goals:

1. Continue and document my performance in my role of academic adviser for a number of students in early childhood education this year.
2. Carry out responsibilities as faculty adviser for one student organization, such as the ECE Club.

Academic Adviser

Academic Advising

During AY2007-08, I was academic adviser for approximately 80 students. (See section of PDR with Criterion 4 documentation.) These advisees include 75 undergraduate students and 5 graduate students. Here is an email that I sent all advisees early in the year:

From: Sandell, Elizabeth Jill
Sent: Sat 10/14/2007

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 Monday and Friday 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 in the academic year, I generally respond within a day. I can also be reached by phone during my office hours on Monday and 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 > 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

Feedback on Academic Advising

During Spring semester, I prepared an on-line survey for my advisees to complete after each advising session. (See PDR section on Criterion 4 for documentation.)

Advising Alerts

During AY2007-08, as chairperson, I also tried to keep faculty colleagues up-to-date with new information that would be useful in their roles as academic advisers. I sent this information out in "advising alerts." Here is an email that I sent all ES:EEC faculty members:

From: Sandell, Elizabeth Jill
Sent: Wednesday, May 09, 2007 10:07 AM

Subject: Advising Alert

TO: EEC Faculty Members
RE: Advising Alert

Please notify your advisees of this information if you think it affects them.

1. Summer Application for Professional Education

Students may apply for admission to Professional Education during the summer. Applications are now available in the COE Advising Office, 117 Armstrong Hall. There will be a required

Writing Assessment Lab on May 29, 2007 from 1:00 to 4:00 PM in ACC 118 and 119. The applications are due by 4:00 pm on May 29. There will be no additional dates for the summer, and any candidate missing this date will need to wait until the fall.

2. EEC 333 Classroom Learning Theory for Fall, 2007

We have added five places to each section of EEC 333 for Fall semester.

3. HP 413 Lifespan Motor Development for Fall, 2007

Dr. Rushing, HP department chairperson, is authorizing admission into HP 413 for 1 credit. Students should contact Dr. Rushing to have him approve their registration. If students are already registered for 2 credits, they may need to drop the 2 credit class and then add the 1 credit class. HP 413 is scheduled for MW 9-9:50 for the first eight weeks of the semester.

4. Substitutions

KSP 235 Human Development is a common substitution for FCS 301 Lifespan Development.

Thea 229, Danc 229, EEC 491 can be substituted for each other. The department chairperson still needs to complete a substitution form when students do this. Laura Bemel will teach a section of EEC 491 during Fall semester on Sept 8 and 15 from 8 am - 4 pm each day. Priority should be given to students in blocks or in the semester before blocks. Giving preference to those with admission to professional education will be a way to handle that. Capacity is 26 students.

KSP 450 is a substitution for EEC 222. KSP has added another section of KSP 450 – Human Relations in a Multicultural Society online for summer session. As of May 9, there were 9 places there. They are also adding places in KSP 550 (graduate level).

Elizabeth J. Sandell, Ph. D.
Assistant Professor and Chairperson

Faculty Adviser for Student Organizations

Early Childhood and Elementary Education Club (ECEE Club)

I am the faculty adviser for the ECEE Club. (See section of PDR with Criterion 4 documentation.) The purpose of this organization is to:

- represent the students in pre-service teacher education programs
- foster professional development among ECEE students at MSU

As of May 2008, there were more than 50 members of the ECEE Club. This organization met monthly on the third Tuesday of each month throughout the academic year. There are several officers: President, Vice-President, Secretary, Treasurer, and Historian. There are several committees: the Social Events Committee, the Fundraising Committee, and the Craft Committee. The ECEE President, Ashley Milewski, was selected to accompany the MSU delegation to Russia in June, 2008.

As faculty adviser, I attended ECEE Club meetings, brainstormed ideas about leadership and events, advised about fundraisers, and planned leadership transitions. The ECEE Club also promoted our department's student trip to the 2007 Annual Conference for the National Association for the Education of Young Children.



Eastern European Student Organization (EESO)

Along with Lydmyla Ardanova, I am co-adviser for the EESO. (See section of PDR with Criterion 4 documentation.) The purpose of this organization is to:

- represent the students of Eastern Europe at MSU, Mankato.
- create an awareness of Eastern European cultures and languages, within the university and general community

The EESO:

- A. Allows membership to any student at Mankato State University-Minnesota and to any individual from an outside community, who may be interested in the Eastern European area and who would like to learn more about its culture and languages.
- B. Holds frequent get-togethers and functions in order to create a sense of community among members, and to expose them to the culture and languages of the Eastern European area.
- C. Holds events at Mankato State University-Minnesota campus, such as art shows and keynote speakers, in hope of informing the larger-scale community and the culture of the Eastern European area.
- D. Helps students who are from the Eastern European area adapt to the culture and life of the United States.

As faculty adviser, I attended EESO meetings, brainstormed ideas about leadership and events, hosted a trip to the Museum of Russian Art (Minneapolis), helped decide about fundraisers, helped to plan leadership transitions, and encouraged and facilitated activities at the International Festival at East High School in April, 2008. EESO members assisted our department with translation of documents and messages between English and Russian languages.

Reflections

Criteria 4: Contributions to Student Development

It is very satisfying to be an academic adviser and to see, over time, how students become professional teachers. My work as department chairperson certainly has given me a new point of view about advising. I have tried to become more intentional and pro-active in advising students, especially students who transfer from other higher education institutions.

Another satisfying role is that of adviser for student organizations. I not only advised the Early Childhood and Elementary Education Club, but also advised the Eastern European Student Organization. Each group had its interests and challenges. I found most of my work as adviser was to bring order and development to the groups. The ECEE Club is incorporating partnerships with students in other countries (notably in Russian Federation), so the activities of the two groups may intersect in the future.

Criteria 5: Service to the university and the community.

Standards: Faculty responsibilities extend beyond the classroom to areas such as the department, college/division, university and greater community. Evidence of faculty service might include, but is not limited to participation in and contribution to: committee assignments, related leadership roles, university-related regional and national bodies including accreditation and program review, governance of the university, community organizations, fostering alumni relationship, community presentations, consulting with community agencies and organizations, special university lectures, seminars, workshops or development activities.

AY 2007-2008 goals:

1. Increase the ES:EEC faculty participation in the broader MSU community. Carry out responsibilities as a faculty member of department and College committees.
2. Document the productivity of the ES:EEC department, including increased student credit hours.
3. Increase the “fun factor” in the department by adjusting the department faculty meeting agendas.

Increasing faculty participation in the broader MSU community

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

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

- (a) A faculty member in the December, 2007, COE pinning ceremony
- (b) A faculty member in the December, 2007, COE graduate hooding ceremony
- (c) A faculty member in the December, 2007, COE commencement exercises.
- (d) A judge in the Undergraduate Research Conference

Here is a list of ES:EEC Committees

EEC Personnel – Review Committee – Steve Reuter, Beth Sandell
EEC Personnel – Search Committee – Lillian Duran, Maureen Prenz
EEC Research/Writing Committee – Peg Ballard, Marsha Traynor
EEC Social/Graduation/Commencement – Marla Mastin, Kirsten Letofsky
EEC Web/Tech/Communications – Karl Matz, Terry Fogg

Here is a list of ES:EEC Department Representatives

COE Assessment Coordinating Committee – Maureen Prenz
COE Chairpersons Committee – Beth Sandell
COE Commencement Committee – Terry Fogg
COE Curriculum Committee – Peg Ballard
COE Diversity Committee – Lillian Duran

COE International Studies Committee – Beth Sandell
COE Professional Education Advisory Council – Beth Sandell
COE Professional Education Review Committee – Marsha Traynor
COE Reassignment and Research Committee – Marla Mastin
COE Scholarship Committee – Kirsten Letofsky
COE Technology Committee – Karl Matz
NCC EdTrAc Advisory Committee – Steve Reuter
MSU Library Liaison – Kirsten Letofsky
MSU School of Graduate Studies Liaison – Peg Ballard
MSU UCAP – Peg Ballard

On sabbatical leaves: Linda Good (full year), Ron Browne (fall semester)

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.

Department productivity

As department chairperson, I wanted to improve productivity of the department, including increased student credit hours. ES:EEC department productivity has stalled during the past few years. It is my hope that by highlighting department statistics, each faculty member will improve their own productivity. Here is a summary:

	2002-03	2003-04	2004-05	2005-06	2006-07
UG credit hours	12,010	11,450	10,951	9,716	8,776
GR credit hours	161	225	316	354	273

Some may argue that the department is “right-sizing” and controlling production of teachers. This may be a positive situation for the competitive teacher job market. The department is also trying to implement capped selective admissions and to increase graduate credit production.

Increased department “fun factor”

As department chairperson, I worked to increase the “fun factor” in the department by adjusting the department faculty meeting agendas to celebrate milestones and achievements, such as tenure appointments, publications, etc.

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

Survival

As department chairperson, I survived the second year in the three-year term as chairperson. However, based on personal and professional priorities, I decided to step down from the chairperson position effective June, 2008.

Other accomplishments in service to the university and broader community

1. As a faculty member, I participated on the Global Guidelines Task Force and the International Committee for the Association for Childhood Education International.
2. As a faculty member, I accepted the appointment as parliamentarian for the Nu Chapter of Delta Kappa Gamma for 2008 - 2009.
3. As a faculty member, I coordinated a visit from Dean Olga Klypa to MSU, Mankato, in March, 2008. Her itinerary included a “Russian Tea” at my home, to which community members were invited. Former MSU President Margaret Preska was one of the participants.
4. As adviser to the Early Childhood and Elementary Education Club (with 54 members), I facilitated student leadership development as well as student participation in the College of Education entry in the Homecoming Parade, October 13, 2007, and student attendance at the annual conference of the National Association for the Education of Young Children in Chicago, IL, in November, 2008.
5. As co-adviser to the Eastern European Student Organization, I facilitated student participation and networking for approximately 35 undergraduate and graduate students.
6. As department chairperson, I participated in the meetings of College of Education chairpersons and administrative staff approximately two times each month.
7. As department chairperson, I participated in the work-day meetings of College of Education faculty members and administrative staff.
8. As department chairperson, I participated in new student orientation for Fall semester.
9. Upon invitation, I joined the “Let’s Dish and Do” group of the Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way. As part of my contribution, I developed a class-based project, Ready. Set. Read!, in which MSU students develop social marketing materials to encourage parents to read to their young children. (See PDR section with Criterion 5 documentation.)