

**Professional Development Report
2008 – 2009
Elizabeth J. Sandell, Ph.D.
Assistant Professor**

**Department of Educational Studies: Elementary and Early Childhood
College of Education, Minnesota State University, Mankato
Revised: June 1, 2009**

CRITERION 1: TEACHING AND OTHER CURRENT ASSIGNMENTS

EFFECTIVE TEACHING

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that: “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...Evidence may include, but is not limited to: 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, timeliness of work assignments, and addressing multicultural perspectives in teaching methods.”

ASSIGNMENTS:

My assignments for AY 2008-2009 included $\frac{3}{4}$ -time teaching throughout the academic year.

AY 2008-2009 GOALS:

1. Successfully complete teaching assignments.
2. Improve and strengthen my teaching and my courses by soliciting and reflecting on student evaluation of courses.
3. Incorporate various elements to improve the teaching and learning environment.

DOCUMENTATION:

Goal 1: Successfully complete teaching assignments.

1. Philosophy of teaching.
2. MSU reports on student credit hour production.

Goal 2: Improve and strengthen my teaching and my courses by soliciting and reflecting on student evaluation of courses.

1. Student evaluations show average at least a 3 on a 5 point scale in each of the classes taught for each year in service.
2. Student evaluations show steady improvement in student evaluations over time.

Goal 3: Incorporate various elements to improve the teaching and learning environment.

1. Ongoing course preparation and revision: course portfolio for EEC 365/366: old and new course syllabi; powerpoint presentation; reflection paper;
2. Integration of technology in teaching: EEC 590 poster; sample “lecture capture.”
3. Culturally responsive teaching strategies: 2008 Summer Teaching Scholar Fellowship report and presentation, November 10, 2008; syllabus for EEC 227.
4. Annual submission of assessment data from courses taught and field experiences supervised: EEC 200, EEC 366.
5. Peer evaluation of classroom performance and documentation of changes to instruction made as a result: POGIL observation.
6. Participation in Textbook Reserve Program for students in EEC 200.
7. Emphasized value of thank you notes to guest speakers, EEC 365.
8. Plan to buy-back textbooks in older edition from students in EEC 200.

REFLECTION ON ARTIFACTSCompletion of Teaching Assignments

Documentation shows that, during AY09, I successfully completed teaching assignments:

Sem	Course	Title	Enroll	Role	Format
Fall 08	200	Intro to El Ed	24	Teacher	3.0 hr/wk class + field exp
Fall 08	220	IS: Rsch	5	Mentor	3.0 hr/wk practicum
Fall 08	235	IS: FX	2	Mentor	3.0 hr/wk field exp
Fall 08	365	Infant-Toddler	21	Teacher	3.0 hr/wk class
Fall 08	366	Infant-Toddler FX	21	Teacher	1.0 hr/wk field experience
Fall 08	499	IS: Rsch	4	Mentor	3.0 hr/wk practicum
Fall 08	590	Educ in the US	7	Teacher	1.0 hr/wk class + field exp
Fall 08	699	Thesis	2	Adviser	Thesis research
Spr 09	200	Intro to El Ed	24	Teacher	3.0 hr/wk class + field exp
Spr 09	220	IS: Rsch	3	Mentor	3.0 hr/wk practicum
Spr 09	235	IS: FX	2	Mentor	3.0 hr/wk field exp
Spr 09	499	IS: Rsch	4	Mentor	3.0 hr/wk practicum
Spr 09	590	Educ in the US	2	Teacher	1.0 hr/wk class + field exp
Spr 09	677	Thesis	1	Adviser	Thesis research
Spr 09	699	Thesis	2	Adviser	Thesis research

Production of Student Credit Hours

According to the MSU Office of Institutional Research, during AY 2007-2008, I generated 432 student credit hours while teaching .75 time.¹ Here is a table that shows my student credit hour production for the past four years.

Course	Semester	Student Credit Hours			
		2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
EEC 200	Fall				72
EEC 200	Spring				72
EEC 220	Fall				16
EEC 220	Spring				8
EEC 220	Summer				6
EEC 227	Spring			75	
EEC 227	Summer				30
EEC 235	Fall				8
EEC 235	Spring				7
EEC 245	Spring				72
EEC 355	Spring		84		
EEC 365	Fall	66			63
EEC 366	Fall	22			21
EEC 412 – 01	Fall	36	57		
EEC 412 – 01	Spring	45	66		
EEC 412 – 02	Fall	24	45		
EEC 412 – 02	Spring	39			
EEC 413	Fall	3	15		
EEC 413	Spring	7			
EEC 435	Fall	39			
EEC 443	Fall			18	
EEC 455	Spring	15			
EEC 455	Summer			3	
EEC 499	Fall			6	13
EEC 499	Spring		3	2	
EEC 499	Spring				16
EEC 499	Summer				4
EEC 590	Fall			20	7
EEC 590	Spring			14	
EEC 590	Spring				2
EEC 606	Spring		3		
EEC 642	Fall			2	
EEC 677	Spring	4		1	2
EEC 677	Summer				4
EEC 680	Fall			9	
EEC 699	Fall				3
EEC 699	Spring				6
Year Total		300	273	150	432
Teaching time		1.00	.50	.50	.75

¹ Report generated by Institutional Research, Minnesota State University, Mankato. May 15, 2009.

Student Evaluations of Courses

According to the MSU Office of Institutional Research, student evaluations of my instruction improved from AY2005-2006 to AY2008-2009. 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. A comparison of student course evaluations shows consistent improvements on the MSU student course evaluations.

Item	AY05-06	AY06-07	AY07-08	AY08-09
Course as a whole	3.81	3.95	4.31	4.31
Instructor's contribution to course	4.11	4.12	4.46	4.18
Use of class time	3.78	3.87	4.42	3.97
Instructor's interest in student learning	4.24	4.45	4.44	4.52
Amount learned in course	3.71	3.83	4.10	4.14
Evaluative & grading techniques	3.83	3.95	4.04	4.07
Clarity of student responsibilities	3.58	3.97	4.23	4.08
Course organization	3.85	4.09	4.32	4.03
Instructor's contribution to discussion	4.19	4.40	4.53	4.45
Instructor's use of examples	4.07	4.27	4.66	4.41
Quality of questions raised by instructor	3.98	4.18	4.51	4.32
Student confidence in instructor's knowledge	4.28	4.55	4.60	4.65
Instructor's enthusiasm	4.31	4.61	4.69	4.66
Encouragement for student expression	4.30	4.40	4.56	4.60
Answers to student questions	4.13	4.32	4.54	4.42

Improvement of Teaching and Learning

To illustrate my ongoing course preparation and revision, I have prepared a course portfolio for EEC 365, Methods and Materials for Teaching Infants and Toddlers. The portfolio includes old and new course syllabi, powerpoint presentations, and a reflection paper.

Producing a Teaching Portfolio for EEC 365, Methods and Materials for Teaching Infants and Toddlers, gave me an opportunity to build on last year's professional development experiences and continue to refine the course.

I used the structure of the Teaching Portfolio to outline curricular changes and their effects on student learning. The procedure for producing a Teaching Portfolio included examining the course's history and my teaching philosophy and then identifying questions or issues to further investigate. These issues arose from student course evaluations, my own reflection about the course, the process of creating the portfolio, as well as what I learned last year from "Process Oriented Guided Inquiry Learning" and "Intentional Course Redesign" development opportunities. I wanted to incorporate elements of these approaches into EEC 365, Methods and Materials for Teaching Infants and Toddlers.

My Teaching Portfolio presents and analyzes new ideas that I added to the course in order to increase the students' study and understanding of methods and materials for teaching infants and toddlers. For a comparison of the course syllabi from Fall 2005 and Fall 2008, please see the attachments. The revised procedures were designed to make the students' progress more explicit for their own evaluation as well as mine as their instructor. The data I analyzed included student attendance and grades, student course evaluations, and excerpts from their reflective writing.

As a result of last year's work with POGIL, I made a few changes to EEC 365, Methods and Materials for Teaching Infants and Toddlers, including additions and alterations to assignments and procedures. Each of these changes related to my overall goal of developing a course that is intentionally designed to provide an intense, focused introduction to teaching infants and toddlers. The Teaching Portfolio approach has provided a structure for this continued inquiry and subsequent refinement of the curricula.

Revision 1: Use POGIL principles to organize students into teams for working in class and outside of class.

Revision 2: Weekly homework and quiz based on readings from the texts

Revision 3: During field experience students post observations and reflections on discussion boards on D2L and incorporate them into a final reflective paper.

Producing a Teaching Portfolio gave me a framework in which to refine the course. Although the methods I used seemed at first too scientific for a subjective area like teaching, the "Hypothesis, Data, Conclusion" structure allowed me to be more objective about my teaching. It is all too easy to get caught up in the personalities of students or blind arrogance about the quality of my work in the classroom. The more scientific structure allowed me to consider my preconceived notions about what I hoped would happen, look at student work as raw data and analyze the situation to come to an informed conclusion. The rigor of this structure kept me on track and provided a system for documenting student work and reflective comments. I plan to continue using this structure in some form to further refine the course each year.

CRITERION 1: TEACHING AND OTHER CURRENT ASSIGNMENTS

CENTER FOR EXCELLENCE IN TEACHING AND LEARNING

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that: “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...Evidence may include, but is not limited to: 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, timeliness of work assignments, and addressing multicultural perspectives in teaching methods.”

ASSIGNMENTS:

My assignments for Spring, 2009 included ¼ time was for Acting Director, Center for Excellence in Teaching and Learning.

AY 2008-2009 GOALS AND ACTIVITIES:

1. Supervise CETL administrative assistant, instructional designer, and graduate assistant.
2. Coordinate all CoPs, including the SoTL groups and the FTCP groups.
3. Attend as many CETL group meetings as possible.
4. Coordinate peer faculty consultations for spring semester; provide consultations as needed.
5. Oversee CETL mentor program.
6. Help with CETL website content if needed.
7. Attend Academic Service Learning Task Force meetings if needed.
8. Prepare focus group proposal for the Internal Review Board for Research with Human Subjects.
9. Develop and implement focus groups for CASTL COPPER project.
10. Participate in CASTL conference calls.
11. Handle email and phone calls.
12. Periodically meet with AVP.
13. Coordinate the FTCP award luncheon.

DOCUMENTATION:

1. Letter from Dr. Stewart Ross, Director, CETL.
2. CETL 2008 – 2009 Annual Report.
3. CASTL COPPER Cluster minutes, October 15, 2008.
4. CASTL COPPER Cluster photograph, October 15, 2008.
5. Proposal to MSU IRB for CASTL COPPER project (IRB Log # 5127).
6. CETL Focus group notes, February 2, 2009.
7. CETL Focus group notes, February 16, 2009.
8. CETL Focus group notes, March 2, 2009.
9. CETL Focus group notes, March 16, 2009.
10. CETL participation history, 2002 – 2009 (in CETL 2008 – 2009 Annual Report).
11. FTCP award luncheon powerpoint presentation (April 29, 2009).
12. FTCP award luncheon photographs (April 29, 2009).

REFLECTION ON ARTIFACTS

FRAMEWORK:

These artifacts represent my work in MSU's Center for Excellence in Teaching and Learning. CETL is the one place where faculty members come together in cross-disciplinary groups to discuss and improve their capacity as teachers and learners in the university setting.

According to the POD Network in Higher Education,² the term Faculty Development refers "to those programs which focus on the individual faculty member." The POD Network describes three types of faculty development programs:

1. Focus on the faculty member as a teacher (e.g., consultation on teaching, including class organization, evaluation of students, in-class presentation skills, and all aspects of design and presentation). This is the focus of CETL at MSU, Mankato.
2. Focus on the faculty member as a scholar and professional (e.g., career planning, professional development in scholarly skills such as grant writing, publishing, committee work, administrative work, supervisory skills, and a wide range of other activities expected of faculty). MSU, Mankato's new Center for Excellence in Scholarship and Research encompasses several of these elements. MSU, Mankato's Human Resources and Academic Affairs offices include the other elements.
3. Focus on the faculty member as a person (e.g., wellness management, interpersonal skills, stress and time management, assertiveness development and a host of other programs which address the individual's well-being). Again, at MSU, Mankato, such programs are provided by the Human Resources office.

The underlying idea behind faculty development is that the faculty members are the driving force behind decision-making and program design in the university. Therefore, assisting faculty members to be as productive as possible will make the entire university more productive.

APPRAISAL:

During Spring semester, I was Acting Director for CETL while Dr. Stewart Ross was on a sabbatical leave. I had specific work goals, listed in my Professional Development Plan. I maintained the Faculty Teaching Certificate Program and other Communities of Practice. I attended meetings related to Academic Service Learning. I continued the work on our campus for the CASTL Leadership Program and specifically designed and carried out a project to document student and faculty perceptions of teaching and learning. This project meant getting IRB approval of the project design, recruiting students and faculty members to be focus group members, hours of organization, facilitating focus group meetings, and transcribing the discussion and conversation.

²Professional and Organizational Development Network in Higher Education. 2009. What is faculty development? Retrieved on May 20, 2009 from <http://www.podnetwork.org/development.htm>.

In addition, I collected information about the CETL faculty participation patterns and statistics for the past seven years. At the end of 2009 spring semester, I drafted the annual CETL report with information and material about the entire academic year.

TRANSFORMATION:

For me, part of the value of working at CETL is that I learned a lot about teaching and learning. I was able to observe several other faculty members and reflect with them about their teaching. I was able to observe faculty members in communities of practice as they reflected about teaching. I was able to learn many things that I will apply to my teaching in EEC.

I was completely surprised when Dr. Ross commented on the value of my work at CETL as a representative of faculty members from the College of Education. Evidently, sometimes, and in some higher education institutions, faculty members treat their education faculty colleagues with less respect than they give to content-specific academics. Dr. Ross felt it was valuable for me to be a role model of what education faculty members can contribute to the academic teaching and learning environment.

CRITERION 2: SCHOLARLY RESEARCH AND CREATIVE ACTIVITY

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that: “Evidence of scholarly/creative activity/research may include but is not limited to, consideration of the faculty member’s publication record, works in progress, unpublished reports, professional assistance to other scholars, papers delivered at meetings of professional societies, computer software and other technologically delivered academic products, awards, invited lectures and 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, musical or theatrical performances, consultantships, research projects, and contribution to the scholarly growth of peers.”

ASSIGNMENTS:

My assignments for AY 2008-2009 included $\frac{3}{4}$ -time teaching throughout the academic year. In Fall, 2008, $\frac{1}{4}$ time was for research release. In Spring, 2009, $\frac{1}{4}$ time was for Acting Director, Center for Excellence in Teaching and Learning.

AY 2008-2009 GOALS:

1. Contribute to research and scholarship, with conference proposals and presentations.
2. Contribute to research and scholarship, with literature reviews and proposals to the IRB.
3. Contribute to research and scholarship with proposals to possible funding sources.
4. Contribute to research and scholarship, with books, book chapters, and journal articles.
5. Contribute to undergraduate research programs offered by the department.
6. Contribute to graduate research programs offered by the department.

DOCUMENTATION:

Philosophy of Research

Goal 1: Contribute to research and scholarship, with conference proposals and presentations.

1. Presentation at MVAECE conference, October, 2008 (local)
2. Presentation at EEC Celebration of Faculty Scholarship, November, 2008 (local)
3. Presentation at ACEI conference, April, 2009 (national, peer-reviewed)
4. Proposal to 2009 Australia Association for Research in Education conference, November, 2009 (international, peer-reviewed)

Goal 2: Contribute to research and scholarship, with literature reviews and proposals to the IRB.

1. Proposal for “Study of Use of Global Guidelines Assessment in Early Childhood Settings.” (IRB proposal log #3416)
2. Approval of “Study of Use of Global Guidelines Assessment in Early Childhood Settings.” (IRB proposal log #3416) IRB approved, July, 2008.
3. Proposal for “Cross-Cultural Understanding of Philosophies of Pre-Service Teachers.” (IRB proposal log #3435)
4. Approval of “Cross-Cultural Understanding of Philosophies of Pre-Service Teachers.” (IRB proposal log #3435) IRB approved, September, 2008.
5. Proposal for “Collegial Conversations about Teaching and Learning.” (IRB proposal log #5127)
6. Approval of “Collegial Conversations about Teaching and Learning.” (IRB proposal log #5127) IRB approved, January, 2009.

Goal 3: Contribute to research and scholarship with proposals to possible funding sources.

1. Development Funds, Longview Foundation, letter of inquiry, June, 2009. Total request: \$29,000.
2. IREX 2009 Partnerships in Collaborative Research Grant, US Department of State, June, 2009. Total request: \$5,000.
3. Translation Funds, “Global Guidelines Task Force.” Association for Childhood Education International, March, 2008. Total award: \$500.
4. Travel Funds, “Global Guidelines Task Force.” Association for Childhood Education International, March, 2008. Total award: \$800.
5. Research Funds from the Research and Reassignment Committee of the MSU College of Education for financial support for two undergraduate students to participate in the National Conference on Undergraduate Research, 2009. Total award: \$2,084.
6. Travel Funds from the International Studies Committee of the MSU College of Education for undergraduate students from Russia to travel to participate in MSU’s Undergraduate Research Conference, RU, April 27 and 28, 2009. Total award: \$2,000.
7. 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.

Goal 4: Contribute to research and scholarship, with peer-reviewed books, book chapters, and journal articles.

1. Behrens, M. and Sandell, E. J. (2008). Professional Relationships in Early Childhood Careers. Dubuque, IA: Kendall-Hunt Publishers.
2. Sandell, E. J., Hardin, B. J., and Wortham, S. C. 2009. Using the ACEI's Global Guidelines Assessment for improving early education throughout the world. *Childhood Education*, 86.
3. Sandell, E. J., O.V. Klypa, and M. S. Taratukhina. (2009). 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.

Goal 5: Contribute to undergraduate research programs offered by the department.

1. Products of Undergraduate Research Teams, including proposals for the MSU Undergraduate Research Conference and the National Conference on Undergraduate Research.
2. I mentor 9 undergraduate students involved in 3 research teams.
3. In MSU, I am a COE rep to the Undergraduate Research Conference Committee, which meets for 2 hours monthly and works for 3 days at the URC in April.

Goal 6: Contribute to graduate research programs offered by the department.

1. Products of Graduate Writing Teams, including proposals for the MSU Undergraduate Research Conference and the National Conference on Undergraduate Research.

REFLECTION ON ARTIFACTS

FRAMEWORK:

These artifacts represent my work as a researcher who makes contributions to the profession of early education and teacher education. My own research agenda is developing focus around the education of pre-service teachers and international education. In Fall, 2008, ¼ time was for research release. All these areas are being developed with a cross-cultural, international approach. Colleagues in Magadan, Russia are collaborating with MSU, Mankato faculty, students, and community members. In general, there are two themes within my research:

1. Early education environments using the ACEI “Global Guidelines Assessment”
2. Early education environments as influenced by teachers’ philosophies and theories of education

APPRAISAL:

During Fall semester, I worked on a project related to reporting on the impact of the Global Guidelines Assessment in schools in Mankato, MN and in Magadan, Russia. This project involved an undergraduate research team and a graduate assistant working on her master’s degree. The project resulted in data collection and analysis of quality in early education in both communities.

Research activities are fine, but products of research and scholarship are what contribute to the academy. This year, I co-authored a book on professional relations, a chapter in a book about early education around the world, and several articles.

As part of my research agenda, I secured funding to support travel to Mankato by visiting scholars from North-Eastern State University, Magadan, Russian Federation. Elena Shkatova and three students spent 3 weeks in April and May in Mankato. They visited many groups on campus and in the community, discussed research projects with faculty members and with students, and made presentations with me at the 2009 MSU Undergraduate Research Conference. (See PDR section with Criterion 2 documentation.)

The EEC faculty members are having more discussion of how research can be included in courses that are taught in our academic programs. For the first time, presentations from the College of Education were included in the 2009 MSU Undergraduate Research Conference, so the conference involved students from every college at MSU. All the presentations from the College of Education were from my work with undergraduate research teams at MSU and at North-eastern State University, Magadan, Russia.

TRANSFORMATION:

The conference presentations provided opportunities for me to network with colleagues. I received feedback on my own ideas presented during conference sessions. I learned about new developments in early education and teacher education. I met colleagues with whom I already

am collaborating on research or writing projects. These experiences also gave me ideas about involving undergraduate students in research and scholarly projects. This has resulted in many student projects (also see report on Criterion 4).

The Holmes Group (1990) report calls for teacher preparation faculty to be engaged in thoughtful inquiry as they work together as partners with perspective teachers to encourage and promote reflection and research on practice. The report states:

Schools that prepare new teachers must do something more. From the time student teachers first begin seriously to hone their skills and to assume their professional attitudes, the habits of reflecting, questioning, and trying out and evaluating new ways of teaching--by themselves and with colleagues-- should become embedded in their professional identity. (Holmes Group, 1990, p.55)

Darling-Hammond and McLaughlin (1995) believe that effective professional development means that teachers must be provided with opportunities to reflect critically on their practice to construct new knowledge and beliefs about content, pedagogy, and learners. "Teachers must be given ample opportunities to learn in constructivist settings and construct for themselves educational visions through which they can reflect on educational practices" (Brooks & Brooks, 1993, p. 121).

I have tried to involve both preservice teachers and teacher educators in professional activities that develop skills of inquiry, reflection, problem solving, and collaboration. My understanding is that the development of these skills will affect the way in which both preservice teachers and teacher educators think about their roles as teachers and influence how they participate in the teaching and learning process.

I look forward to continuing and productive collaborative efforts during the next several years. I plan to try to establish an unpaid internship for undergraduate students. I also will invite MSU Library staff members to provide instructional sessions for my classes, so students learn about research resources and skills within their academic programs.

I want to plan systematically to improve student research practices through action research projects. The action research projects would involve five collaborative steps: (a) identification of a question to be researched, (b) formation of a strategic plan of action in which to answer the question, (c) collection of data in various forms to study the effects of the strategic action plan, (d) reflection upon the results of the strategic action plan to make sense of the processes, problems, issues, and constraints, and (e) creation of new action steps to be taken based on what was learned. My hope is that each semester can encompass one cycle of action research.

Brooks, J. & Brooks, M. (1993). *In search for understanding: The case for constructivist classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Darling-Hammond, L. & McLaughlin, (1995). Policies that support professional development in an era of reform. *Phi Delta Kappan*, 76(8), 587-604.

Holmes Group (1990). *Tomorrow's schools: Principles for the design of professional development schools*. East Lansing, MI: The Holmes Group.

CRITERION 3: CONTINUING PREPARATION AND GROWTH

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that: “Evidence of continuing preparation and growth can be demonstrated by such activities as participation in seminars, workshops and 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 or its pedagogy, etc.”

AY 2008-2009 GOALS:

1. Maintain memberships in several professional organizations to stay current in my field.
2. Participate in at least two national or international professional conferences.
3. Participate in at least two state or regional professional conferences.
4. Participate in at least two local professional seminars or conferences.

DOCUMENTATION:

Goal 1: Maintain memberships in several professional organizations to stay current in my field.

1. American Evaluation Association (AEA)
2. American Educational Research Association (AERA)
3. National Association for the Education of Young Children (NAEYC)
4. MN Association for the Education of Young Children (MnAEYC)
5. Association for Childhood Education International (ACEI)
6. Minnesota Valley Association for Early Childhood Education (MVAECE)
7. Honor Society Memberships: Phi Kappa Phi (1988) and Phi Beta Kappa (1974)

Goal 2: Participate in at least two national or international professional conferences.

1. 2008 annual conference of the International Society for the Scholarship of Teaching and Learning in Edmonton, Alberta, Canada, October 16 – 18, 2008.
2. Challenges and Tensions in International Research Collaborations in Minneapolis, MN, October 2 and 3, 2008.
3. 2009 [annual conference of the](#) Association for Childhood Education International in Chicago, IL, March 18 – 21, 2009.
4. 2009 National Conference on Undergraduate Research, LaCrosse, WI, April 15 – 18, 2009.

Goal 3: Participate in at least two state or regional professional conferences.

1. 2008 Child Care Conference of the MN Valley Association for Early Childhood Education, North Mankato, MN, October 11, 2008.
2. Pre-K Coaches' Training, Minnesota Reading Corps, St. Paul, MN, July 29 – 31, 2008.

Goal 4: Participate in at least two local seminars or professional conferences.

1. "College Textbook Writing 101," Minnesota State University, Mankato, January 30, 2009.
2. "Early Childhood Korean Style," MN Valley Association for Early Childhood Education, January 8, 2009.
3. "International Student Recruitment Tips and Resources for Faculty/Staff Travel," Minnesota State University, Mankato, January 7, 2009.
4. "Lecture Capture System," Minnesota State University, Mankato, January 7, 2009.
5. "Using Electronic Resources in Research," Minnesota State University, Mankato, January 7, 2009.
6. American Red Cross First Aid and CPR Training, March, 2009.
7. Danielson's Framework for Effective Teaching, College of Education, Minnesota State University, Mankato, September 24, 2008.

REFLECTION ON ARTIFACTS

FRAMEWORK:

These artifacts represent my continuing preparation and growth as an instructor and a researcher. This work involves memberships in professional organizations and attendance at continuing education conferences and seminars.

APPRAISAL:

I maintained memberships in eight professional organizations. Several state and national memberships are related to the content area of early childhood education and the others are related to research, teacher education or higher education. I participated in two international conferences, two national conferences, and two Minnesota conferences. I also participated in seven local seminars or professional conferences.

TRANSFORMATION:

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 already am collaborating 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. This has resulted in many student projects (see report on Criterion 4). I look forward to continuing and productive collaborative efforts during the next several years.

CRITERION 4: SUPPORT STUDENT LEARNING AND GROWTH

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that: “Faculty members are expected to support student learning and growth. Evidence of such support might include, but is not limited to, effective academic or career advising, service as an advisor or other support of student committees or organization, 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.”

AY 2008-2009 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. Continue to be available to students as evidenced by maintaining regular office hours, distribution of contact phone and e-mail, etc.
3. Carry out responsibilities as faculty adviser for one student organization, such as the ECEE Club. Evidence of involvement in advising student organizations, supporting students through participation in activities such as commencement and student oriented committees
4. Evidence of mentoring students in research projects or through engagement in presentations at professional conferences
5. Evidence of support and mentoring in graduate thesis, alternate plan paper and creative projects (for graduate faculty only)

DOCUMENTATION:

Philosophy of Service statement

Goal 1: Continue and document my performance in my role of academic adviser for a number of students in early childhood education this year.

1. List of academic advisees (70 undergraduates and 2 graduates) (December, 2008)
2. Summary of EEC Department faculty members’ advising loads
3. Questionnaire for survey of academic advisees (October, 2008)
4. Responses to survey by academic advisees
5. Student comments about quality of advising

Goal 2: Continue to be available to students as evidenced by maintaining regular office hours, distribution of contact phone and e-mail, etc.

1. Examples of advising alerts sent out periodically

2. Example of office hours and appointments scheduled

Goal 3: Carry out responsibilities as faculty adviser for one student organization, such as the ECEE Club. Evidence of involvement in advising student organizations, supporting students through participation in activities such as commencement and student oriented committees

1. ECEE Club membership list
2. ECEE Constitution
3. ECEE Story Time flyers
4. ECEE meeting photographs
5. ECEE notes from officers
6. ECEE club connections with MSU Alumni and MSU Foundation Board
7. ECEE nomination for RSO Adviser Award
8. SRO Advisor Achievement certificate
9. ECEE Adviser note to members
10. EESO membership list
11. EESO Constitution
12. EESO photographs
13. Photographs of iMovie Festival winner from my EEC 245 class
14. Definition of “international education” suggested to MSU International Center
15. Mentor/advisor to MSU student studying in Australia
16. Mentor/advisor to MSU student research project – international scholar stole
17. Summary of recommendations & results of recommendations for student scholarships and awards

Goal 4: Evidence of mentoring students in research projects or through engagement in presentations at professional conferences

1. Photo of undergraduate students on research team
2. Letter to undergraduate student who won a large grant from the URC/MSU Foundation
3. COE representative to MSU’s Undergraduate Research Conference Steering Committee
4. Program for MSU’s 2009 Undergraduate Research Conference
5. Photos of MSU and Russian students presenting about their research projects in MSU’s 2009 Undergraduate Research Conference
6. Letter from GRS Dean about mentoring undergraduate students for URC in 2009.
7. Maas – Article for MSU’s 2009 Journal of Undergraduate Research
8. Program for 2009 National Conference on Undergraduate Research
9. Mentor to students to attend and to present at the 2009 National Conference on Undergraduate Research
10. Program for MSU’s 2009 Graduate Research Conference
11. Mentor to students with research projects in MSU’s 2009 Graduate Research Conference
12. Afdahl – Abstract for MSU’s 2009 Graduate Research Conference
13. Afdahl – Article for MSU’s 2009 Journal of Graduate Research
14. Azarova – Abstract for MSU’s 2009 Graduate Research Conference
15. Azarova – Article for MSU’s 2009 Journal of Graduate Research
16. Hajiyeva – Abstract for MSU’s 2009 Graduate Research Conference

Sandell 2008 – 2009 PDR

17. Madhavarapu – Abstract for MSU’s 2009 Graduate Research Conference
18. Judge for MSU’s 2009 Graduate Research Conference
19. Mentor to graduate student with research presentation at ACEI 2009 conference

Goal 5: Evidence of support and mentoring in graduate thesis, alternate plan paper and creative projects (for graduate faculty only)

1. Mentor to graduate students with a writing group for their theses/APPs
2. Plan of study – Azarova
3. Photographs of thesis defense committee – Azarova
4. Plan of study - Afadahl
5. Notes about funding secured for graduate student research and travel
6. Member of thesis committee – Hajiyeva
7. Member of APP committee – Madhavarapu

REFLECTION ON ARTIFACTS

FRAMEWORK:

These artifacts represent my contributions to student learning and growth. The collection of artifacts has given me a new sense of my role in serving MSU students as an instructor, an academic adviser, and mentor. For 2008 – 2009, I began to pay more attention to my role as an academic adviser for undergraduate and graduate students in EEC. The project to get feedback about the quality of my academic advising was scary for me. There was a long process to get the survey written and entered to the MSU assessment web pages. Then I had to ask students to respond and assure them of their privacy. The survey was finally ready in December, 2008. Twelve students responded to the survey, at a time when most students were focused on final exams and leaving for the semester break.

APPRAISAL:

The documentation shows great productivity (I think) about advising students for their academic programs and about mentoring students for research.

In particular, I wanted to reflect on the documentation which shows the results of the survey that was completed by 12 undergraduate students. This is a summary of the survey results (which are completely included in the documentation files):

For advising knowledge, there were 4 items on the survey. Out of 12 respondents, 8 to 11 agreed or strongly agreed with items that suggest that I was knowledgeable, accurate, helpful, and up-to-date.

For adviser availability, there were 4 items on the survey. Evidently, my advisees know how to contact me and believe they can reach me when needed. Out of 12 respondents, between 10 or 11 agreed or strongly agreed that I was available during office hours or by email or telephone or that they could contact me fairly easily when advice was needed.

For advising skill, there were 8 items on the survey. Evidently, my advisees see me as skillful and resourceful about providing advice. All 12 respondents agreed or strongly agreed that I am approachable. Out of 12 respondents, 10 or 11 agreed or strongly agreed that I take their interests into account when advising, refer them to the right people/places when needed, know where to seek answers if in doubt, and am concerned with their success as individuals.

For advising usage, there were 3 items on the survey. Evidently, my advisees see value and a role for a faculty member to be involved in their advising. Of the 12 respondents, 10 disagreed or were neutral about having their friends provide most of their advising. Also, 8 or 9 disagreed or were neutral that they do most of their own advising and that they have little need to see their adviser often.

TRANSFORMATION:

My approach to service is rooted in my belief that every individual is gifted for specific life work and that one's contentment is found in using those gifts to their fullest. I believe that each person is able to make a positive difference within their sphere of influence in the world.

My personal mission is "to lead, organize, and teach people in transition, so they grow in faith and hope, control their own decisions and resources, and use their gifts and talents." It is this mission statement that guides me in my service to students.

In my work with advisees and with student researchers, I am happy to see them make progress along the way. Sometimes the way is challenging for them. One of my graduate advisees was quite anxious about designing, interpreting, and reporting on her research. She commented, "I have never done anything like this before. I do not know what to do. I am worried." My response was, "Of course you have not done this before. That is why you are doing this now and I will walk with you every step of the way."

Overall, I am pleased with the survey itself and with the web-based process for getting student feedback on my advising. Because I knew I was going to do the survey, I paid special attention to student advising. I plan to do a survey each year to compare results.

I believe one problem about the workload in the EEC department is due to the number of undergraduate student advisees that are assigned to each EEC faculty member. After subtracting leadership release time and first-year fixed-term, if the 10 remaining faculty members advise a proportionate number of undergraduates, we have 80 - 90 UG students per FTE faculty member for advising. EEC faculty members do not have any release time to accommodate this number of advisees. No other department in the College of Education has an advising load even close to that of EEC faculty members. In fact, several departments primarily have graduate programs (CSP, Ed Leadership, Spec Ed) and do not have undergraduate advising loads. My understanding is that the students in KSP are advised in departments related to their content specialty (e.g., biology), and not in KSP.

CRITERION 5: SERVICE TO THE UNIVERSITY AND THE COMMUNITY

GOALS AND DOCUMENTATION

DESCRIPTION:

The IFO contract states that “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 2008-2009 GOALS:

1. Serve as a faculty member of department and College committees.
2. Serve as a member and contributor to professional organizations.
3. Serve as a member and contributor to community organizations.
4. Carry out work with international students and faculty at MSU, Mankato.
5. Carry out responsibilities as Acting Director for the Center for Excellence in Teaching and Learning while Director Stewart Ross is on sabbatical leave during Spring semester.

DOCUMENTATION:

Philosophy of Service statement

My collection includes documentation of my activities to fulfill the goals stated in my Professional Development Plan for 2008 – 2009.

Goal 1: Serve as a faculty member of department, College, and University committees.

1. Department faculty meeting minutes (Sample: November 28, 2008)
2. Email to show timely distribution of department meeting minutes (August 22, 2008)
3. Email to show appointment to COE International Studies Committee (September 11, 2008)
4. International Studies Committee photograph of members
5. Program and photographs from MSU commencement activities (December 2008)
6. Photographs from COE Hooding (December 2008)
7. Letters regarding contributions to Memorial Library archives
8. Letter regarding service on MSU’s 2009 Undergraduate Research Conference Steering Committee
9. Minutes from MSU’s 2009 Undergraduate Research Conference Steering Committee
10. Pages from program for MSU’s 2009 Undergraduate Research Conference 0
11. Letter from Ken Pengelly regarding grant to graduate advisee, Calane Afdahl-Doble.

Goal 2: Serve as a member and contributor to professional organizations.

1. Nomination of Linda Good for MVAECE's Rachel Seebach Advocacy Award
2. ACEI Global Guidelines Task Force membership list
3. ACEI Global Guidelines Task Force photographs

Goal 3: Serve as a member and contributor to community organizations.

1. Photographs from Culture Day at Jefferson Elementary School
2. Minutes from United Way's Success by Six group.
3. Email related to MSU student involvement in United Way's Success by Six group.
4. Letter from President and Board chairperson for Alaska Christian College
5. Board member list for Alaska Christian College

Goal 4: Carry out work with international students and faculty at MSU, Mankato.

1. Notes from committee to select award winner of Maverick Momentum scholarship funds
2. Photographs from MSU's 2009 International Scholar Stole ceremony.
3. Photographs of visiting scholars from North-Eastern State University, Magadan, Russia
4. Schedule for visiting scholars from North-Eastern State University, Magadan, Russia

Goal 5: Serve as Acting Director for the Center for Excellence in Teaching and Learning while Director Stewart Ross is on sabbatical leave during Spring semester.

13. Letter from Dr. Stewart Ross, Director, CETL.
14. See additional documentation in PDR section for Criterion 1.

REFLECTION ON ARTIFACTS

FRAMEWORK:

These artifacts represent my service to the university and the community criterion. The collection of artifacts has given me a new sense of my role in serving the broader community.

APPRAISAL:

When confronted with the need and requirement for service to the university and the community, it is easy to be overwhelmed by the many opportunities. I have chosen to focus my attention on roles that serve my department and that further my goals in other criteria for professional evaluation. In a sense, I try to get double- or triple-duty from any activities in which I am involved. For example, my assignment for Spring semester included acting director of the Center for Excellence in Teaching and Learning. I learned a lot in that role that will improve my teaching methods. Another example is my service on the College of Education's International Studies Committee and as a member of the Global Guidelines Task Force for the Association for Childhood Education International. Those roles further my efforts of international partnership for teaching and research. Participating in the College's Hooding Ceremony and in MSU's Commencement Ceremony also involves service to students.

TRANSFORMATION:

The world often "comes to us" in the form of international students at MSU, Mankato. I am working to connect the international students with our College students, and I would like to take our College students to experience other cultures by intentional and deep residential experiences throughout the world. All this service has helped me focus my attention for students in EEC and in the College of Education.