

Dr. Elizabeth Sandell  
Professional Development Report  
2009 - 2010

Elementary and Early Childhood Departmental Review  
Personnel Committee, Fall, 2010  
Dr. Steven Reuter, Dr. Terry Fogg, and Dr. Jodi Meyer-Mork

**Criterion 1- Demonstrate ability to teach effectively or perform effectively in other current assignments.**

For teaching faculty, effective teaching shall be the principal proportion of the five criteria considered in evaluation.

Because teaching embraces activities and responsibilities beyond classroom instruction, evaluation may address effectiveness in course development, curriculum design, instructional innovation, ability to organize, analyze and present knowledge, instructional advisement and other related activities.”

Faculty members are encouraged to include student assessments as evidence of ability to teach effectively. Evidence may also include, but is not limited to: peer reviews, quality of syllabi, nature and quality of assignments, practices and qualify for assessing student progress, time lines 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.

*Dr. Sandell identified three goals for Criterion 1: (1) successfully complete teaching assignments, (2) improve and strengthen her teaching through student feedback and course evaluation and, (3) re-design three courses.*

*Goal 1.1: Dr. Sandell provided detailed comments on her various teaching assignments. . Her course assignments not only incorporated traditional assignments but included incorporated the Mankato community. For example, the Museum in a Suitcase assignment utilized persons from the Children’s Museum of Southern Minnesota. Dr. Sandell reflected her use of various teaching strategies including but not limited to creating a rubric for major assignments (i.e. ITI project for EEC 412) so that students would better understand as well as self assess their final product prior to submission. Additional documentation teaching techniques included lesson plan creation, course portfolios and the use of ‘real life’ projects such as creating a cereal snack mix. An assignment utilized by early childhood majors during their practicum in a child care center.*

*Dr. Sandell has an extensive teaching record. For example, during the 2009-10 school year Dr. Sandell taught ten (10) different courses! Course evaluations for this time period revealed that students consistently ranked Dr. Sandell’s teaching as high; ranging from 3.64 to 4.52 on a 5 point scale.*

*Goal 1.2: Dr. Sandell provided extensive reflection as well as information on course evaluation. As commented on in 1.1 Dr. Sandell’s course evaluations ranged from 3.64 to 4.52 on a 5 point scale. Dr. Sandell went beyond the use of student evaluation feedback as the only source*

*for feedback on her teaching. Dr. Sandell used the Students Consulting on Teaching (SCOT) from the MSU Center for Excellence in Teaching and Learning. SCOT would observe Dr. Sandell's teaching and interview students (without the instructor present) to provide valuable feedback to Dr. Sandell. Between the SCOT feedback concomitantly with student course evaluations Dr. Sandell identified key course revision that were data driven.*

*Goal 1.3: Dr. Sandell's work in redesigning three courses is particularly noteworthy especially EEC 222w. Her unique design of collapsing sections permitted her to teach fewer hours and provide better student feedback without sacrifice the goals or quality of EEC 222w. Dr. Sandell's redesign of EEC 222w was so successful that it is being continued for the 2010-11 school year.*

Committee comments:

*Dr. Sandell is to be commended for her implementation of SCOT and her creative redesign of EEC 222w. Both reflect the implementation of non-traditional resources and risk taking for the purpose of not only personal improvement but overall program improvement.*

**Criterion 2- Scholarly or Creative Achievement or Research.**

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 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 contributions to the scholarly growth of peers.

*Dr. Sandell identified three goals for Criterion 2: (1) submit conference proposals and presentations, (2) publish chapters in books and articles in peer-reviewed journals and, (3) contribute to the quality of undergraduate programs offered by the EEC department.*

*Goal 2.1: Dr. Sandell documented the publication of two conference proposals that were accepted for presentation; one each at a national and international conference.*

*Goal 2.2: Dr. Sandell documented the publication of one article, **Using the ACEI's Global Guidelines Assessment for improving early education throughout the world (Childhood Education)**. Dr. Sandell was the lead author for one chapter (chapter 6) published in **Global Perspectives in Early Childhood Education: Common Characteristics and Unique Qualities in Preschool Programs (Springer Publishing Co.)**.*

*Goal 2.3: Dr. Sandell reported and narrated nine (9) areas of contribution to improving the quality of undergraduate programs offered in the department. Dr. Sandell was highly involved with involving undergraduate students in research projects and presentations. Under Dr. Sandell's guidance undergraduate students were successful in submitting proposals,*

*publishing articles and awards. Dr. Sandell was detailed in her dedication to involving undergraduates in research practices and projects.*

Committee comments:

*It should be noted that in addition to the above presentations and publications, Dr. Sandell may be the only EEC department faculty member who involved undergraduate students in structured research projects. Dr. Sandell's involvement of undergraduate students in research as well as conference presentations (i.e., Children Conference in Rochester, MN) are most noteworthy.*

**Criterion 3-Evidence of Continuing preparation and study.**

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...

*Dr. Sandell identified four goals for Criterion 3: (1) maintain membership in professional organizations, (2) participate in at least two national or international conferences, (3) participate in at least two state or regional conferences and, (4) participate in at least two local seminars or professional conferences*

*Goal 3.1: Dr. Sandell has maintained a current membership in ten (10) professional organizations. Organizational memberships range from MSU, Mankato (i.e., IF0), community (i.e., Minnesota Valley Association for Early Childhood Education), state (i.e., Minnesota Association for the Education of Young Children), national (i.e., National Association for the Education of Young Children) and, international (i.e., Association for Childhood Education International).*

*Goal 3.2: Dr. Sandell participated in one national and two international conferences.*

*Goal 3.3: Dr. Sandell participated in one state and one regional conference.*

*Goal 3.4: Dr. Sandell participated in nine (9) local seminars or professional conferences.*

Committee comments:

*Many of Dr. Sandell's conference participations were directly related to her scholarly activities and involvement of undergraduates in research. Her involvement with the international community is of particular note given MSU, Mankato's dedication to the international community.*

**Criterion 4- Contributions to student growth and development.**

Faculty 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.

*Dr. Sandell identified three goals for Criterion 4: (1) document role as an undergraduate and graduate academic advisor, (2) mentor students in research and presentation projects and, (3) related professional responsibilities.*

*Goal 4.1: Dr. Sandell advises approximately 90 undergraduate students. Dr. Sandell developed a computer based survey to collect feedback on the quality of her advising. Results indicate that students were quite satisfied with the quality of Dr. Sandell's advising.*

*Goal 4.2: Dr. Sandell's advising and mentoring undergraduate research projects was documented in Criterion 2. Dr. Sandell identified ten (10) activities where she was directly involved with mentoring students, co-authoring a white paper on undergraduate research, judging undergraduate presentations, mentoring undergraduate student research projects and involving students in conference presentations.*

*Goal 4.3: Dr. Sandell served as a faculty advisor for the Eastern European Student Association and a faculty mentor for SCOT. In addition, Dr. Sandell wrote numerous recommendations for students seeking scholarships and employment as well as entrance into graduate programs.*

**Committee comments:**

*Dr. Sandell's mentoring of undergraduate students involved in research projects is to be commended. Her efforts in this area have resulted in undergraduate students being involved in the professional community.*

**Criterion 5-Service to the university and 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.

*Dr. Sandell identified six goals for Criterion 5: (1) carry out responsibilities as a faculty member in the Department of Elementary and Early Childhood Education, (2) carry out responsibilities to MSU, Mankato, (3) carry out responsibilities to the College of Education, (4) carry out responsibilities for professional organizations and, (5) work with international students and faculty and, (6) service to MSU, the community and the profession.*

*Goal 5.1: Dr. Sandell has been a member of the EEC department since 2006. She has regularly participated in faculty meeting and various EEC committees as well as program redesign.*

*Goal 5.2: Dr. Sandell served as a member of several MSU, Mankato committees such as the Steering Committee for the Undergraduate Research Conference and the Task Force on Undergraduate Research, Scholarship and Creative Works.*

*Goal 5.3: Dr. Sandell represented the College of Education as well as EEC on the International Studies Committee.*

*Goal 5.4: Dr. Sandell served as a peer reviewer of an international conference in Australia and served as the chairperson for a task force for Childhood Education International on establishing global guidelines.*

*Goal 5.5: Dr. Sandell presented at international conferences and coordinated international activities with faculty and students from North-Eastern State University, Magadan, Russia.*

*Goal 5.6: Dr. Sandell documented her involvement service to the MSU, Mankato and the community. Her service ranged from participating in departmental events (i.e., COE pinning ceremonies) to serving as a Board of Trustee member for Alaska Christian College.*

**Committee comments:**

*Dr. Sandell service to the MSU, Mankato community as a whole is quite extensive. Her ambassadorship to national and international organizations supports MSU, Mankato's global recognition.*

**General comments:**

*The EEC Personnel Committee recommends that Dr. Elizabeth Sandell's PDR be approved.*