

**APPLICATION FOR PROMOTION**  
**Elizabeth J. Sandell**  
**Fall, 2010**

**CRITERION 1: EFFECTIVE TEACHING**

**PART 1: ASSISTANT PROFESSOR**

**Introduction**

This section includes a summary and discussion of evidence related to improved and effective teaching. Careful review of documentation and reflection about my performance over time in criterion 1 makes clear that my achievements do meet the contractual benchmark of “high achievement” necessary for promotion.

I have used a course portfolio strategy to track revisions and materials for several courses. For example, I have portfolios for EEC 227, EEC 365, and EEC 412 that include intentional course redesign; old and new course syllabi; powerpoint presentations; and reflections about changes to instruction. These portfolios are included in a CD of material along with this application and report. My reflections about these portfolios are included in the last section of this section for Criterion 1: Effective Teaching.

**Activities and Documentation**

My documentation provides data, analysis, and reflection to clearly determine if my teaching across all assignments has a sufficiently cumulative record of consistent positive professional performance and professionally competent achievement appropriate to promotion. During the time period documented in my application for promotion (AY06 – AY10), I taught 37 sections of 17 different courses during 10 semesters and 2 summer sessions.

This is a summary of my professional activities from AY06 through AY10 that relate to sustained excellence and improvement in Criterion 1: Effective Teaching:

1. Completion of teaching assignment and production of student credit hours.
2. Student course evaluations and feedback, with reflection about changes to instruction made as a result of student feedback.
3. Peer review of teaching, with reflection about changes to instruction made as a result of peer evaluation.
4. Philosophy of Teaching.
5. Integration of active learning strategies to improve teaching and learning, with reflection about changes to instruction as a result of the activities.
6. Integration of technology to improve teaching and learning including use of Desire2Learn platform for course materials, assignments, and communications.

7. Integration of culturally responsive teaching strategies to improve teaching and learning, with reflection about changes to instruction.
8. Incorporation of the COE Conceptual Framework, with reflection about changes to instruction.
9. Submission of assessment data from courses and field experiences to COE Student Information Management System.
10. Course syllabi for courses: EEC 200, EEC 222w, EEC 227, EEC 245, EEC 355, EEC 365/366, EEC 368/9, EEC 412/413, EEC 433, EEC 435, EEC 455, EEC 590, EEC 642, and EEC 680.

The main section of this section includes my analysis and reflection about the experience and meaning behind some of the most significant among my professional activities. Detailed course portfolios are provided in a separate CD. Extensive documentation of other evidence is included in a separate collection of materials on CD.

## Discussion and Reflection on Significant Activities

### 1. Completion of Teaching Assignments

According to the MSU Office of Institutional Research, I generated a high number of student credit hours. Here is a series of tables that show my teaching assignments and student credit hour production from AY06 through AY10.

Table 1-1: Enrollment, Hours, Student Credit Hour Production, and Description of Courses Taught AY06 and AY07 by E. Sandell<sup>1</sup>

Sem	Yr	Course	Title	Enrl	Hrs	Role	Format
Fall	05	365-01	Infant-Toddler	22	66	Teacher	3.0 hr/wk class
Fall	05	366-01	Infant-Toddler FX	22	22	Teacher	1.0 hr/wk field exp
Fall	05	412-01	Kindergarten	12	36	Teacher	3.0 hr/wk class
Fall	05	412-02	Kindergarten	8	24	Teacher	3.0 hr/wk class
Fall	05	413-01	Kindergarten	3	3	Teacher	1.0 hr/wk field exp
Fall	05	435-02	Teacher – Parent Rel	13	39	Teacher	3.0 hr/wk class
Spr	06	412-01	Kindergarten	15	45	Teacher	3.0 hr/wk class
Spr	06	412-02	Kindergarten	13	39	Teacher	3.0 hr/wk class
Spr	06	413-01	Kindergarten	7	7	Teacher	1.0 hr/wk field exp
Spr	06	455-01	Supervsn & Ldrshp	5	15	Teacher	3.0 hr/wk class
Spr	06	677-14	Indepdt Study	1	4		
			Student Credit Hours	300			
Fall	06	412-01	Kindergarten	19	57	Teacher	3.0 hr/wk class
Fall	06	412-02	Kindergarten	15	45	Teacher	3.0 hr/wk class
Fall	06	413-01	Kindergarten	15	15	Teacher	1.0 hr/wk field exp
Spr	07	355-02	Curr, Assessmt, Mgt	28	84	Teacher	3.0 hr/wk class
Spr	07	412-01	Kindergarten	22	66	Teacher	3.0 hr/wk class
Spr	07	499-14	Indepdt Study	2	3	Mentor	
Spr	07	606-01	Selected Topics	1	3	Mentor	
Su	07	455-01	Supr & Ldrshp	1	3	Teacher	online
			Student Credit Hours	276			
		Total	Student Credit Hours	576			

<sup>1</sup> Based on reports generated by Institutional Research, Minnesota State University, Mankato. August, 30, 2007.

Table 1-2: Enrollment, Hours, Student Credit Hour Production, and Description of Courses Taught AY08 – AY09 by E. Sandell<sup>2</sup>

Sem	Yr	Course	Title	Enrl	Hrs	Role	Format
Fall	07	443-01	Primary FX	17	17	Teacher	1.0 hr/wk field exp
Fall	07	499-14	Indepdt Study	3	6	Mentor	
Fall	07	590-01	Educ in the US	20	20	Teacher	1.0 hr/wk class+field exp
Fall	07	642-01	Org & Admin of EC	1	2	Mentor	
Fall	07	680-01	Assessment	3	9	Teacher	3.0 hr/wk class
Spr	08	227-01	Dev & Lrng in EC	25	75	Mentor	3.0 hr/wk practicum
Spr	08	499-14	Indepdt Study	1	2	Mentor	
Spr	08	590-01	Educ in the US	14	14	Teacher	1.0 hr/wk class+field exp
Spr	08	677-14	Thesis	1	1	Adviser	
Su	08	227-01	Dev & Lrng in EC	10	30	Teacher	online
			Student Credit Hours		176		
Fall	08	200-03	Intro to El Ed	24	72	Teacher	3.0 hr/wk class+field exp
Fall	08	220-01	Field Study	5	16	Mentor	3.0 hr/wk practicum
Fall	08	235-01	IS: FX	2	8	Mentor	3.0 hr/wk field exp
Fall	08	365-01	Infant-Toddler	21	63	Teacher	3.0 hr/wk class
Fall	08	366-01	Infant-Toddler FX	21	21	Teacher	1.0 hr/wk field exp
Fall	08	499-14	Indepdt Study	5	13	Mentor	3.0 hr/wk practicum
Fall	08	590-01	Educ in the US	7	7	Teacher	1.0 hr/wk class+field exp
Fall	08	699-14	Thesis	1	3	Adviser	Thesis research
Spr	09	200-03	Intro to El Ed	24	72	Teacher	3.0 hr/wk class+field exp
Spr	09	220-01	Field Study	2	8	Mentor	3.0 hr/wk practicum
Spr	09	235-01	IS: FX	3	7	Mentor	3.0 hr/wk field exp
Spr	09	245-01	Health, Safety, & Nut	24	72	Teacher	3.0 hr/wk class
Spr	09	499-14	Indepdt Study	6	16	Mentor	3.0 hr/wk practicum
Spr	09	590-01	Educ in the US	2	2	Teacher	1.0 hr/wk class+field exp
Spr	09	677-14	Indepdt Study	1	1	Mentor	
Spr	09	699-14	Thesis	2	6	Adviser	Thesis research
			Student Credit Hours		387		
		Total	Student Credit Hours		563		

<sup>2</sup> Based on reports generated by Institutional Research, Minnesota State University, Mankato. May 15, 2010.

Table 1-3: Enrollment, Hours, Student Credit Hour Production, and Description of Courses Taught AY10 – AY11 by E. Sandell<sup>3</sup>

Sem	Yr	Course	Title	Enrl	Hrs	Role	Format
Fall	09	200-01	Intro to Elem Educ	22	66	Teacher	3.0 hr/wk class
Fall	09	227-01	Dev & Lrng in EC	26	78	Teacher	3.0 hr/wk class
Fall	09	365-01	Infant-Toddler	23	69	Teacher	3.0 hr/wk class
Fall	09	366-01	Infant-Toddler FX	23	23	Teacher	1.0 hr/wk field exp
Fall	09	412-02	Kindergarten	22	66	Teacher	3.0 hr/wk class
Spr	10	222w-02	Human Relations	25	75	Teacher	3.0 hr/wk class
Spr	10	245-01	Health, Safety, & Nut	24	72	Teacher	3.0 hr/wk class
Spr	10	368-01	Pre-Kindergarten	31	124	Teacher	4.0 hr/wk class
Spr	10	369-01	Pre-Kindergarten FX	31	31	Teacher	1.0 hr/wk field exp
Spr	10	499-14	Individual Study	2	5	Mentor	
			Student Credit Hours		609		
Fall	10	222w-02	Human Relations	38	114	Teacher	3.0 hr/wk class
Fall	10	222w-04	Human Relations	38	114	Teacher	3.0 hr/wk class
Fall	10	365-01	Infant-Toddler	12	36	Teacher	3.0 hr/wk class
Fall	10	366-01	Infant-Toddler FX	12	12	Teacher	1.0 hr/wk field exp
Spr	11	222w-02	Human Relations	Z	Z	Teacher	3.0 hr/wk class
Spr	11	222w-	Human Relations	Z	Z	Teacher	3.0 hr/wk class
Spr	11	222w-	Human Relations	Z	Z	Teacher	3.0 hr/wk class
Spr	11	368-01	Pre-Kindergarten	Z	Z	Teacher	3.0 hr/wk class
Spr	11	369-01	Pre-Kindergarten FX	Z	Z	Teacher	1.0 hr/wk field exp
			Student Credit Hours				
		Total	Student Credit Hours				

<sup>3</sup> Based on reports generated by Institutional Research, Minnesota State University, Mankato. September 3, 2010.

### *Reflections on Teaching Assignments*

Since Fall 2005, I have successfully completed a variety of teaching assignments. During 10 semesters and 2 summer sessions, I taught 37 sections of 17 different courses. As a new faculty member, I had sometimes four new course preparations in a single semester. During subsequent academic years, I had at least one new course preparation every semester.

In my experience, there are some economies of scale that the EEC department could achieve. One example relates to EEC 222w, Human Relations in a Multicultural Society. This 3-credit course is also a writing-intensive course that requires a high level of instructor response and feedback on student work. For Fall 2010, I was assigned to teach 3 sections of EEC 222w, along with one section of EEC 365 and one section of EEC 366. This meant that I carry 13 credits of work for fall semester. Since EEC 222w is a writing-intensive course, I suggested dropping one section and allowing 38 students in each of the other two sections, while still allocating work load and salary for 9 credits (equal to 3 sections of 3 credits). This allowed me to actively teach class fewer hours and use those hours for grading and feedback. If a graduate assistant were assigned to grading course assignments, I could still teach 3 large sections of EEC 222w. This may be valuable because the course is also a general education course and a diversity course – thereby greatly appealing to non-Elementary Education majors throughout MSU.

## 2. Student Course Evaluations and Student Feedback

During the past five years, I have sought to improve and strengthen my teaching and my courses by soliciting and reflecting on student course evaluations and student feedback.

### *Student Course Evaluations*

I asked students for MSU student course evaluations in every course that had a minimum of 5 enrolled students. (It would have been too easy to identify individual students in courses that had fewer than 5 students enrolled.) After consulting with the IFO, I decided to present composite data for the past five years, as well as for each academic year, in this report.

Student course evaluations were collected anonymously and compiled by the MSU Office of Institutional Research. I also used questions periodically throughout the semester to get student responses to course methodologies, scheduling, textbooks, etc. In addition, I had several observations by faculty colleagues, who also interviewed students for their feedback about my teaching.

Table 1-4: Mean Scores in Student Course Evaluations,  
Composite Report AY06 – AY10 for E. Sandell<sup>4</sup>  
[N = 421]

Item	Small Lecture/ Seminar
Course as a whole	4.04
Instructor's contribution to course	4.16
Use of class time	3.89
Instructor's interest in student learning	4.36
Amount learned in course	3.91
Evaluative & grading techniques	3.88
Clarity of student responsibilities	3.85
Course organization	3.96
Instructor's contribution to discussion	4.35
Instructor's use of examples	4.25
Quality of questions raised by instructor	4.12
Student confidence in instructor's knowledge	4.43
Instructor's enthusiasm	4.54
Encouragement for student expression	4.43
Answers to student questions	4.28

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<sup>4</sup> Reports generated by Institutional Research, Minnesota State University, Mankato. August 31, 2010.

Table 1-5: Mean Scores in Student Course Evaluations AY06 through AY10 for E. Sandell<sup>5</sup>

Item	AY06	AY07	AY08	AY09	AY10
Course as a whole	3.81	3.95	4.31	4.31	3.97
Instructor's contribution to course	4.11	4.12	4.46	4.18	4.11
Use of class time	3.78	3.87	4.42	3.97	3.70
Instructor's interest in student learning	4.24	4.45	4.44	4.52	4.25
Amount learned in course	3.71	3.83	4.10	4.14	3.85
Evaluative & grading techniques	3.83	3.95	4.04	4.07	3.64
Clarity of student responsibilities	3.58	3.97	4.23	4.08	3.66
Course organization	3.85	4.09	4.32	4.03	3.75
Instructor's contribution to discussion	4.19	4.40	4.53	4.45	4.32
Instructor's use of examples	4.07	4.27	4.66	4.41	4.07
Quality of questions raised by instructor	3.98	4.18	4.51	4.32	3.87
Student confidence in instructor's knowledge	4.28	4.55	4.60	4.65	4.21
Instructor's enthusiasm	4.31	4.61	4.69	4.66	4.52
Encouragement for student expression	4.30	4.40	4.56	4.60	4.39
Answers to student questions	4.13	4.32	4.54	4.42	4.15

According to the MSU Office of Institutional Research, student evaluations of my instruction show positive feedback over all five years of my teaching at MSU, Mankato. A comparison of student course evaluations shows consistent high scores, from a low of 3.64 to a high of 4.69 on a 5-point scale. I was very pleased with improvements in my teaching, such that average student course evaluations for my teaching have always been above 3.5. This exceeded the average of 3.0 suggested in the EEC department standards.

### *Student Feedback*

In addition to student course evaluations, I received student feedback during AY06, AY07, AY09, and AY10 through observations and discussion with students in my classes conducted by faculty colleagues and by a student consultant. In all these feedback experiences, the observers recorded in writing what went on in the classroom (such as chronology of classroom activities, time spent in questioning, board work, small group discussion, and so on). In this process, the observers described rather than evaluated. The observers provided objective perspectives about what is happening in a course, because they were not working for a grade. The faculty observers and the student observer also gave helpful perspectives because the students have experienced wide range of college teaching situations and styles from other faculty members.

During AY06, I received student feedback during an observation by a faculty consultant sponsored by the Minnesota State University Center for Excellence in Teaching and Learning (CETL). This was part of the Faculty Teaching Certificate Program I. My consultation was

<sup>5</sup> Reports generated by Institutional Research, Minnesota State University, Mankato. August 31, 2010.



conducted by Dr. Stewart Ross, Director, CETL, observed one of my classes, talked with students, and presented his findings to me in an encouraging, supportive environment. It was simply an opportunity to have a discussion about teaching and learning between the consultant and faculty member. The observer recorded in writing what went on in the classroom (such as chronology of classroom activities, time spent in questioning, board work, small group discussion, and so on). This was a formative assessment designed to provide feedback about the course from the students enrolled in the course. The consultant asked the students: (1) what are the 5 best things about this class that should continue? And (2) what are the 5 things you would most like to see changed or improved? In small groups, students created lists. Then the entire group combined lists and prioritized the five things to continue and the five things to improve. The feedback included:

1. Continue: lectures that are fun but have learning content; modeling good teaching for the teaching majors in the class; fair tests; enthusiasm for subject of early education; hands-on activities.
2. Improve: study guide/course packet for students; clarity about assignments (perhaps with examples); rubrics; use the textbook more as basis of classroom learning; extra credit possibilities.

During AY07, I received student feedback during an observation by a faculty consultant sponsored by the Minnesota State University Center for Excellence in Teaching and Learning (CETL). This was part of the Process Oriented Guided Inquiry Learning (POGIL) Program. I had participated in a POGIL learning community and the observation was designed to provide feedback about my implementation of POGIL principles. Again, the observer recorded in writing what went on in the classroom (such as organization of work groups, group roles, small group discussion, and so on). The observer provided feedback about the POGIL facilitation. The feedback encouraged me to continue this approach to small work groups in my classes.

During AY10, I received student feedback during an observation by a student consultant sponsored by the Minnesota State University Center for Excellence in Teaching and Learning (CETL). The Students Consulting on Teaching (SCOT) program involves specially-selected student consultants who are trained to gather data on classroom instructional activities. After the SCOTs observe the class and listen to the students (in the absence of the instructor), the SCOT provides the instructor with feedback. The program provides faculty members with information that helps them have a better sense of what is happening in their classrooms. The program is available to all instructors at the university. The SCOT student consultants are MSU students who are interested in the teaching and learning process. They provide valuable insights to supplement student evaluations and peer reviews.



Students Consulting on Teaching, 2009 – 2010  
Photograph used by permission, CETL, MSU, Mankato

During the last 15 minutes of class, I left the classroom while the SCOT observer conducted interviews with students to assess how well they are learning and how they perceive the class. The observers asked the students to respond verbally and in writing to questions such as:

- What helps your learning in this class?
- What hinders your learning in this class?
- What suggestions do you have for this class?

For more information:

[http://www.mnsu.edu/cetl/programs/SCOT\\_Faculty\\_Handbook.pdf](http://www.mnsu.edu/cetl/programs/SCOT_Faculty_Handbook.pdf)

Here are the comments from the SCOT observation.

What helps students learn in this class:

- a. Organization
- b. Hands on activities (19)
- c. Instructor's attitude (2)
- d. Explanation of standards (2)
- e. Power points on D2L (1)
- f. Examples of past students work shown in class (2)

What hinders students learning in this class:

- a. Unsure of due dates (3)
- b. Not having enough guidance on assignments (8)
- c. Lesson packet can be confusing (5)\*
- d. Other people talking (5)
- e. Lack of new material/repetition from other classes (2)\*

Suggestions the students have for improving this class:

- a. Not having the class so much, it could be 2 days per week\* (6)
- b. Have this class offered on-line/more on-line time (4)
- c. Put the course packet online to save paper (1)
- d. Be able to do work days at home (3)
- e. Let students pick their own partners (3)
- f. Less video (6)

- g. Longer time between lesson plans (4)\*
- h. Provide a table of contents for the lesson packet\*

Transitions

- a. They connect the material well (12)
- b. They need a little bit of work (4)

Learned:

- a. How to write a more detailed lesson plan (6)
- b. Good activities to bring to the class room (3)
- c. Creative curricular (1)
- d. How to bring in health snacks and a variety of choices to bring in (9)
- e. Songs to use in my classroom (4)
- f. How to apply standards (4)

What I observed:

- a. Students had a lot of side conversations at some tables and not much at other tables
- b. Students had very little (if any) use of electronics such as cell phones or computers.
- c. Professor had very neat handwriting on the board
- d. Professor had good connections/transitions to material learned
- e. About ½ of the students took notes during class
- f. Fun and interesting learning environment.

***Reflections on Student Course Evaluations and Feedback***

Here are some ways in which I have changed my instruction policies and strategies based on student evaluations and feedback.

Instructional Hours: Each of my course syllabi since AY08 has included a paragraph about the number of hours that a student should expect to put into work for each class. Here is an example from a 3-credit course:

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This course includes hours 135 hours of learning experiences. This is based on 3 hours each week of learning in organized instructional time (in class and in field observations) and 6 additional hours each week of learning outside organized instructional time. The instructional strategies for this course will include various methods and strategies for enhancing learning: cooperative large and small group activities, role-playing, simulations, assigned and elective readings, lectures, multi-media presentations, guest speakers, field trips, field experiences, and inquiry-oriented discussion circles. (EEC 412 Syllabus, Fall 2009).

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At the beginning of each semester, I review this information with students and remind them that organized instructional time may be in a classroom setting or outside a classroom setting. Also, at the beginning of each semester, I negotiate with students such that we usually do not take 10-minute breaks every hour. Students have the opportunity during small group

activities to excuse themselves if they need a break. Consequently, we usually complete the class meeting 20 to 30 minutes before the posted time. For some courses, we may have fewer meetings on campus.

During the past four years, I have observed practices in the EEC department that are inequitable for students and faculty who are in the Early Childhood Education major when compared with students and faculty who are in the Elementary Education major. Specifically, class may be cancelled for a conference (such as Education Minnesota) that is related to Elementary Education, but class cannot be cancelled for a conference related to Early Childhood Education (such as MnAEYC).

During Fall semesters, students seem to feel disconnected from many campus-based courses. This may have been due to some of the scheduling issues this class experiences that are related to the Block I field experiences. During Fall 2009:

October 23 was a faculty duty day, with no classes at MSU.

On-campus classes did not meet on October 30, November 6, and November 13, because students were off-campus for Block I field experiences.

November 26 was a holiday with no classes at MSU.

Class continuity is disrupted regularly because of the department's approach to cancelling all campus-based classes during field experiences. In the past, this has been complicated because the dates for Elementary Education Block I field experiences are different than the dates for Primary Block field experiences. Since there sometimes are students from both blocks in EEC 412, some students are off-campus when others are on-campus.

My professional situation during Fall 2007 was very challenging. This was my first semester as department chairperson after one year as a fixed-term faculty member. My personal situation during Fall 2007 was also very difficult. This was the time period in which our family received a diagnosis that my mother had Alzheimer's disease and had to manage the related decisions and life arrangements. I do not mean this as an excuse for the student experiences, but more as an explanation.

Course Assignments: During Fall 2009, students expressed some concerns about EEC 227: confusing assignments, additional last-minute requirements, the purpose of the "museum in a suitcase," the review of student presentations, requirements for initial course readings, and email communications.

The syllabus and material for EEC 227 included detailed information about all assignments: general description, instructions, rubric, and announcements. I also provided several updates during the semester by email announcements. In the past, when students needed academic help, I occasionally referred them to the Center for Academic Success (CAS). The CAS staff members usually ask for the instructions and rubrics related to the assignments. I have had compliments from the CAS staff members about the clarity and thoroughness of the instructions for my assignments.

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From the Syllabus: This is an individual assignment. You will plan, prepare, and demonstrate a suitcase of interactive activities to foster development and learning in early childhood. Your material should be documented with plans, artifacts and student reflections. Include a variety of activities around the selected theme. Your collection should include a list of materials needed, instructions to parents, etc. You will have an expense "account" to collect the materials for \$10.00 or less from The Neighborhood Thrift Store. Save and turn in your receipts. Demonstrate the activity in class. Creativity and good use of time will count!! Materials will be donated to a not-for-profit infant/toddler program after the semester. (Course syllabus, EEC 227, Fall 2009)

From D2L: Each "Museum in a Suitcase" will be a small, rolling suitcase filled with educational games, toys, manipulative resources, books and supplies... enough for groups of ten children and adults. They should make great center activities, or they can be designed to enhance whole group instruction. Each suitcase has a different theme, but the possibilities are endless! (EEC 227, Fall 2009)

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The grading rubric for this assignment included points for theme and content appropriate for the ages of children using the materials; use of artifacts and materials; citation of resources; planning and instructions for adults interacting with children around materials in the suitcase; and professional presentation, delivery and language.

In EEC 227, we discussed the "Museum-in-a-Suitcase" assignment repeatedly in class throughout the semester. As I reviewed materials that students were drafting and bringing in for discussion during the semester, I realized that students were just creating fun activities, without any thought to why and how those activities were related to children's development and learning. Students had not made the link themselves, so I sent the email and asked them to be sure to clarify their thinking before they made their presentations in class. There was nothing in that email that we had not already discussed during class. It was not another assignment; it was an opportunity for them to make improvements in a previously described assignment.

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Plan to send me an email to tell me:

- 1) the theoretical basis of your suitcase.
- 2) how the activities in your suitcase are related to at least one of the theorists that we have studied in class.
- 3) how parents, teachers, and children can use the materials in your suitcase for learning and for fun.

As I mentioned in class last week, I do want to see your suitcase products. However, we know that you may want to make improvements for a better grade after your presentation this week. So, you may choose:

- 1) turn in everything (including the email mentioned above) this Thursday, Nov. 12 OR
  - 2) make improvements and turn in everything on or before Friday, Nov. 20.
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The “Museum in a Suitcase” was designed as a capstone project for the course... a way for students to put into practice what they learned about theories of children’s development and learning. In EEC 227, we discussed this assignment repeatedly in class throughout the semester. Peter Olson, Director, Children’s Museum of Southern Minnesota, visited class to explain how such interactive activities were valuable to families in the community and how such activities needed to be soundly based in theories of child development and learning (the topic for EEC 227).

EEC 227 does not have a field experience built into the class or related directly to the class. Several students have told me how much they appreciated the Suitcase project. One student wrote me in an email:

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From: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
Sent: Sunday, January 10, 2010 12:36 PM  
To: Sandell, Elizabeth Jill  
Subject: RE: EEC 227 grading

Hi,

Hope you had a good break!

I loved the Museum in a Suitcase project! It gave me a chance to explore some ideas and come up with a creative project for the local community to take part in. It is a wonderful opportunity for future educators to take part in. It gives us the chance to brain storm, create, and present our ideas like we will eventually to our own classroom some day!

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Peter Olson and Board members from the Children’s Museum of Southern Minnesota were present for student presentations and helped give students feedback about their work. This provided more objective and “real-world” feedback to students. The presentations happened on a class date when I was in Australia for a professional conference. However, a graduate student helped to organize and monitor the class meeting. Peter and the CMSM Board members were ecstatic to be involved in this project. The CMSM started to really use the students’ work in CMSM activities beginning in November, 2009.

Initial Course Readings: I use the first day of class meetings to actually teach and discuss, not just to go over the syllabus and then dismiss the students from class. I learned this during my experience in the Faculty Teaching Certificate Program through the Center for Excellence in Teaching and Learning. Starting strong may involve some initial reading. Here is a summary of what I sent out for reading assignments:

- EEC 200: preface and chapters 1 and 2
- EEC 227: Puckett and Black, chapters 1 and 2; Mooney, chapter 1
- EEC 365/366: no advance reading
- EEC 412: chapters 1 and 2

Email Communications: I have found that it is useful to students to hear from me before the first day of class. I send emails with a summary of the course content and objectives, the required textbooks, the use of D2L, instructional strategies, how to reach me, information about related field experiences, and other information about the first weeks of classes. In the past, I have received positive feedback from students about this type of communication. However, sometimes students respond negatively to the email messages. Here is one message that caused some reactions:

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**From:** elizabeth.sandell@mnsu.edu [elizabeth.sandell@mnsu.edu]

**Sent:** Tuesday, September 22, 2009 6:28 PM

**Subject:** EEC 412 assignments for this week

There is a lot going on this week. I know it is a lot, but these are drafts, and you will get your team members' feedback so you can revise them again, just as you did for the previous sections.

Prepare these items before class this Friday:

Read Chapter 7

Bring 1 cup of cereal to contribute to the cereal snack mix

Drafts for ITI project: (10) Artistic Expression Lesson Plans; (6) Multimedia Anthology, (7) Literature Bibliography, (12) Literacy Plans

The rubrics for these sections are on the D2L assignment "ITI Instructions and Rubrics." If you write one lesson plan that includes two domains (e.g., artistic expression and literacy), that lesson plan will count for both domains and both assignments. Be sure to read the instructions and the rubrics.

Artistic Expression Lesson Plans (section 10) Create two lessons for artistic expression which relate to your ITI project using the lesson plan outline provided.

Literacy Lesson Plans (section 12) Create five lessons for literacy and phonics which relate to your ITI project using the lesson plan outline provided.

Multimedia Anthology (section 6) 1. Identify the multi-media resources for the project. 2. List at least two resources in each of four categories. These categories can include, but are not limited to: video recordings, DVD, software, websites, music, or other multi-media resources. 3. Write a brief description of each resource. You do not have to write a lesson plan that includes the item... just make a list with descriptions of the resources. 4. Correctly cite each resource using APA style.

Literature Bibliography (section 7) 1. Identify the literature resources for the project. 2. List at least two resources in each of the following categories: non-fiction children's books; fiction children's books; and teacher resources. 3. Write a brief description of each resource. You do not have to write a lesson plan that includes the item... just make a list with descriptions of the resources. 4. Correctly cite each resource using APA style.

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Technically, students had known about this deadline from the beginning of Fall semester. These were to be first drafts. Students would get feedback from their peer teams

during class and then have opportunities to revise their drafts into better work products. None of the information in this email was new to students. It had already been posted on the course syllabus, announced in class and noted on D2L. This email simply repeated what students had been told earlier in the semester.

My practice is to send a reminder email at some point during the week between class meetings. In the past, students have told me that they like getting these emails because the messages remind them what they have to work on before the next class meeting. In follow-up emails, I reminded students that these assignments were clearly indicated on the course syllabus and due dates were listed.

The syllabi for my courses clearly state that the schedule is tentative and subject to change. Prior to this communication, I had postponed due dates for several assignments. These due dates were imminent, along with due dates for other assignments that had already been scheduled. When I change due dates, it is usually to the students' advantage. In other words, assignments are due later (not earlier) than originally posted on the syllabus, so that students have more time. Near the end of the semester, students do have questions about final projects. However, especially in EEC 412, there were assignments throughout the semester that required students to complete and review draft sections of those projects. They should have had minimal questions at the end of the semester. The lesson that I am learning is to no longer be flexible about due dates, but to strictly interpret the timeline set at the beginning of the semester.

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#### Student Feedback on Instructor Communication

From: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
Sent: Wednesday, January 07, 2009 5:31 PM  
To: Sandell, Elizabeth Jill  
Subject: RE: Welcome to EEC 200 section 3

Thank you for the email, wonderful way to stay updated!

-xxxxxxxxxxxxxxxxxxxxxxxxxxxxx

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From: elizabeth.sandell@mnsu.edu [elizabeth.sandell@mnsu.edu]  
Sent: Wednesday, January 07, 2009 10:13 AM  
To: xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx  
Subject: Welcome to EEC 200 section 3

Hello,

I am sending you this message because you are registered for EEC 200 section 3. There is more information on the Desire2Learn course site. Please note: there is a tentative course schedule in the Content section of the D2L course. However, there will be several changes in the topics schedule and field placement setting, so please be sure to pay attention in our first class meeting next week.



See you soon.

Dr. Sandell

### 3. Peer Review of Teaching

During the past five years, two peers have observed my teaching in a structured process, one for the Faculty Teaching Certificate Program and one for the Process Oriented Guided Inquiry Learning community of practice. Four peers have observed my teaching in more informal ways. Figure 1 shows one example of the structured process (Feedback from a Peer Coach).

Figure 1-1: Feedback from Peer Coaching Review Report

**Peer Coaching Review**

Instructor: Elizabeth Sandell

Peer coach: Danae Quirk Dorr

Learning goals:

- To reflect on the meaning of professionalism in future teaching roles.
- To apply standards for lesson planning to course assignment. Lesson Plan Rubric
- To understand and plan for academic program plan of study at MSU. Brown sheet

Process goals:

- To work as a productive team on coursework. ✓

Strengths (and why):

- Teams good size/perfect classroom setup
- Students in each group are engaged in process
- Instructor goes around and answers question from person in each team w/ question
- Students in group all seemed to have a role
- Each person participated, there was not just one person in "control" doing all the work & no one seems to be "off on their own!"
- Folder organization was great idea
- One person in each group has computer / personality associated w/ role
- Student teams don't seem to spend a lot of time waiting for help

Areas for improvement (and how)

- Seems some teams worked at different pace (common) when they take "short cuts" when they seem to do things that aren't related
- 1 person focus / 15 min but some teams rotated focus
- Most teams finished early and changed focus
- Technically only team manager should ask team question but that seemed to rotate? This rotation may have been part of the plan for this section.
- perhaps activity / time allotted modification will help
- early accountability
- Some teams had "conversations" during team reporting out
- One team had more ? help time & reporting answer time for 15

Insights

- students worked hard for awhile, then seemed to get "rowdy" after activity ended, it was hard to get them to "settle" after that, then @ and wanted to vent!
- Creativity

*Handwritten notes:*  
UG - P ↑  
B → B - 2 UVV  
B → ↑, instructor ask  
U time + fine voice ↑ answer  
sh

Figure 2 is an example from a teacher from The Children's House, who experienced the results of my teaching while she was a guest speaker in EEC 365.

Figure 1-2: Feedback from Observer in EEC 365

Compliment about Critical Thinking of Students in my POGIL-style classroom

-----Original Message-----  
From: Schwieger, Susan  
Sent: Wednesday, October 22, 2008 10:04 AM  
To: Sandell, Elizabeth Jill  
Subject: class visit

Hi Beth-

I just wanted to thank you for the opportunity to talk to your class about infant/toddler curriculum. It was also great to see their presentations about toddler activity patterns. I was impressed with their observation skills and ability to interpret and present the information to the whole class. Their comments and questions demonstrated good thinking skills and a good solid understanding of toddler behavior and development.

I was also impressed with the questions asked about our presentation. I could tell the students were listening and applying what we said to their experiences gained from their clinicals. It was good to see how valuable their time is in the classroom and how that classroom experience enables the students to really understand what you teach them. You have a class of "thinkers" and I'm looking forward to meeting more of them in my infant room and having them join the teaching profession.

I have gotten many thank-you e-mails from your students which is a nice touch. If you would like us to do anything in the future, please ask. We are always here!

Susan Schwieger  
The Children's House

### *Analysis*

Two MSU colleagues have observed me actually teaching with feedback provided through a structured process. Dr. Stewart Ross observed in Fall, 2006 and provided very positive feedback. Dr Danae Quirk-Dorr observed my teaching in EEC 200 in Fall, 2008 and provided very positive feedback.

Three MSU colleagues team-taught two or more sections of EEC courses with me and, therefore, have observed me teaching. Virginia Maldonado team-taught EEC 435 with me in Fall, 2006 and provided very positive feedback. Dr. Ron Browne team-taught EEC 355 with me in Spring, 2007 and provided very positive feedback. Professor Amy Baer team-taught EEC 200 with me in Fall, 2008 and provided very positive feedback.

Also, Susan Schwieger, Teacher, The Children's House, was a guest speaker in EEC 365 during Fall 2008 and provided very positive feedback.

### ***Reflections on Peer Reviews of Teaching***

These two peer observations provided feedback to me, based on confidential comments of the students in EEC 412 and in EEC 200. I learned two general things. One is that students want to know the value of what they are learning, so I now articulate the goals, standards, and purposes of the class material much more frequently. Another learning was that students value instructor communication between class meetings. I now send an email about once a week in between class meetings to remind students of assignments and to suggest resources.

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

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

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

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

#### **4. Integration of Active Learning Strategies**

During AY06, I completed the Faculty Teaching Certificate Program through the Center for Excellence in Teaching and Learning at MSU, 12 contact hours, divided into eight, 90 minute seminars, plus a peer faculty consultation during the year:

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

These experiences helped me “jump-start” my teaching at MSU in very positive ways. They especially helped me get organized and communicate expectations with students, so that the students could be organized! Also, I have had a personal goal of creating one active learning strategy in each course for each semester.

#### ***Analysis***

During each year, I had several versions of the syllabus for each course. The first version was the syllabus that I inherited from former faculty members who taught the course previously. The second version was the syllabus that I developed before the course actually started. This version was posted on D2L and discussed in class. It was the basis for informing students about policies and procedures and expectations in my classes. The third version included a revised course schedule, based on the adjustments necessary for field experience placements and other changes in the semester schedule as the semester proceeded. The fourth version incorporated the revisions necessary for program reviews, such as the Board of Teaching or NCATE.

I have sought to continuously refining and improving my teaching methods and strategies. 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 previous Professional Development Reports.

It was the Active Learning Strategies that made the biggest difference for me. For example, during Spring 2006 semester, I re-organized EEC 412 Kindergarten Methods and Materials in order to generate eight interactive activities called “Make It; Take It” activities for students.

1. Animal Finger Puppets
2. Bead Patterns
3. Butterfly Lifecycle Book
4. Tangrams
5. Shoe Graph

6. Names of Farm Animals Phonics Game
7. Estimate and Count the Stamps
8. Shoe Patterns

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

### ***Reflections on Active Learning Strategies***

Here are some examples of active learning teaching methods that I incorporated into classes.

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

1. What is the most important point you learned today?
2. What point remains least clear to you?

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



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

Review and comment: Before making a presentation or watching a videotape about a course concept, I asked students to watch carefully for 2 or 3 specific things (e.g., list all the science methods that the teacher used in the videotape) or to evaluate 2 or 3 specific things (e.g., make suggestions for improving the PowerPoint presentation). After the presentation, students worked in groups to combine their comments and then shared them in class. This helped assess student ability to comprehend and think critically about concepts and methodology.

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

Peer Review: Students are assigned to small groups, and the small groups regularly review each other's drafts during the semester.

Cross-Cultural Experiences: 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). Coordinated the March, 2008 and April, 2009 visits and class presentations by Visiting Scholars from North-Eastern State University, Magadan, Russia.

## **5. Integration of Board of Teaching Standards for Initial Teacher Licensure Programs**

Evidence included with course syllabi illustrates several ways in which I integrate standards into the courses that I teach.

In each course syllabus, I always list the approved standards that are assigned to each course. I refer to this list during the opening meetings of each course so that students can see how the course relates to their teacher preparation program.

I also include learning activities in which students reflect and document their progress on reaching those standards through the courses that they take from me. Here is one example:

Assignment: Course Portfolio (10 points)

Collect all the products that you generated in this course. Include artifacts, either scanned or photocopied or .jpg images. Include your reflection about how you have acquired skills as directed by the Board of Teaching licensure standards assigned to this course. You may submit your material in a three-ring binder for evaluation, OR you may earn extra credit by submitting your material through your eFolio web site. Creativity and presentation will count!!

Finally, I encourage (by offering extra credit) students to use efolio as a tool to organize, document, and present their achievements toward licensure. (See above).

## 6. Integration of Technology

As most professors, I have incorporated *PowerPoint* presentations into my classes. One of the most useful for me has been the *PowerPoint* about Friedrich Froebel, the “inventor” of kindergarten. I have used this in EEC 412 each time I teach it. I have also presented it for colleagues who were assigned EEC 412 and wanted me to introduce the history of kindergarten. Finally, I have also used it for presentation at conferences, including the Minnesota Kindergarten Association conference in 2006 at MSU, Mankato. I used student input about the Friedrich Froebel/Kindergarten History *PowerPoint* presentation to revise the actual presentation each year. This demonstrated to the students that I took their critique and suggestions seriously.

### *Analysis*

Beginning immediately in the Fall, 2005, I activated a *Desire2Learn* section for each course. Fall, 2005: EEC 368, EEC 369, EEC 412 (1) and EEC 412 (2), EEC 413, and EEC 435. Spring, 2006: EEC 412 (1) and (2), EEC 413, and EEC 455. Each semester, I revised course materials to make them more user-friendly through *Desire2Learn*.

I concentrated on improving my skills in using D2L and attended several D2L courses:

1. D2L: Introduction and Basic Course Setup
2. D2L: Ongoing Course Administration and Communication
3. D2L: Gradebook and Assignments
4. D2L: Quizzing

From *Desire2Learn* courses at MSU, I learned how to create a course on *Desire2Learn*, to upload course materials (syllabi, presentations, and hand-outs), to email students, to hold on-line chats, to set up the *Desire2Learn* grade book feature, and to create quizzes. I practiced all these techniques throughout the year. These courses helped me refine my use of D2L to enhance my campus-based courses each year.

Here is a summary of the technology policies that I established for my courses.

All students enrolled in the course have access to University email and are expected to check it for information related to this course. Please be advised that the instructor will only use the University-assigned email address. If you use a commercial email provider, and forward your email from the University address, it may be flagged as spam and may not be delivered to your mailbox. You will want to periodically check your system for undelivered mail.

The course instructor will use the *Desire2Learn* course site for course communications and access to course material. *Desire2Learn* may also be used to document and to reflect on field experiences. When you enroll/register for the course, you automatically have access to the course in *Desire2Learn*. The internet address for *Desire2Learn* is: <https://d2l.mnsu.edu/>.

The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Students are permitted to use computers during class for note-taking and other class-related work **only**. Those using computers during class for work not related to that

class must leave the classroom for the remainder of the class period. Laptop computers may be used for appropriate note taking, but improper use of computers in class (surfing the net, e-messaging, checking e-mail, etc.) will result in the loss of the privilege of having computers in class.

### ***Reflections on Integration of Technology***

This strategy proved very beneficial for several reasons:

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

Beginning in AY09, I give students with the opportunity to earn extra credit by uploading their course capstone project to their efolio site. For example, in EEC 412, this was an Integrated Teaching with Inquiry Project/Portfolio. This helps students understand and value their projects for their future teaching careers.

During Fall 2009, I faced feedback from students who thought that I was not understanding of several students who had “lost” their homework when their computers crashed. Since that time, I have included a new paragraph in my course syllabi:

At MSU, there can be no excuse about "losing work" because of computer crashes. Requests for additional time to turn in assignments that were lost due to “computer crashes” will not be considered. Such an excuse amounts to "the dog ate my homework." Every student at MSU has space on the MSU MavDisk, a server that is secure and routinely backed up. Every student at MSU has access to this space on campus and at home. Every student at MSU has access to D2L on campus and at home. Every student will be asked to upload their work-in-progress to D2L drop boxes. At the beginning of the semester, every student will be informed about the instructions and the due dates for the assignments in this course.



## 7. Integration of Culturally Responsive Teaching

The students enrolled in MSU's initial teacher licensure programs are predominantly white, female, middle class, and from southern Minnesota. Therefore, I believe that the teacher training curriculum must be adapted to reflect an understanding of different cultures. Respecting and having a passionate curiosity in each other's cultures are ways to break the disconnection in the teacher-student relationship.

"InTime: Integrating New Technologies Into the Methods of Education" (2009). [Retrieved February 5, 2009 from <http://www.intime.uni.edu/multiculture/curriculum/culture/Teaching.htm>.] defines Culturally Responsive Teaching as "using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them" ("Intime" par. 1). Being mindful of this type of teaching requires "teach[ing] to and through the strengths of students" ("InTime", 2002, para. 1) by using "multicultural information, resources, and materials in all subjects" (para. 1).

Curriculum is everything that goes on in the classroom: materials, teaching strategies, discipline, projects, languages spoken and written, family involvement, foods served, and community connections. A tourist-curriculum approach emphasizes the "exotic" differences between cultures and avoids the real-life daily problems and experiences of people that unite us. Tourist-curriculum is likely to teach about cultures through holiday celebrations and through cultural artifacts, such as food, traditional clothing, and household implements.

Teachers will need to understand how to research the cultural norms of their students. In general, students' behavior in classrooms will "depend upon cultural norms regarding what is polite or respectful, [even] culturally accepted gender roles" (para. 7). If one is to incorporate cultural sensitivity in his or her teaching, "lesson plans need to blend information on how students can become comfortable with American culture with ways that other students can become culturally responsive to members of diverse cultures" (para. 7).

In my active learning strategies, I have tried to incorporate some characteristics of Culturally Responsive Teaching, such as:

- "Acknowledg[ing] the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
- Us[ing] a wide variety of instructional strategies that are connected to different learning styles
- Teach[ing] students to know and praise their own and each others' cultural heritages" ("InTime," 2002, para. 2).

Here is an example of the material that I include in my syllabi that relates to diversity in the courses:

As a requirement of this course, students participate in field experiences and service learning activities with diverse groups of children, youth, and adults. Students work in cooperative groups to develop and deliver class presentation and address the values,

norms, religion, culture, contributions, oppression, and teaching applications about a diverse group. Students reflect on other class presentations on diverse groups.

College of Education graduates value diverse cultures and communities, seeking to help all students achieve the knowledge and skills needed to flourish as successful members of a pluralistic society. They work to form broad-based, inclusive learning communities which engage in respectful and relevant conversations that promote shared understandings. College of Education graduates value multiple perspectives and use culturally relevant strategies in their work. They guide and nurture individuals with whom they work to live and thrive in a diverse and open society.

The Minnesota Board of Teaching sets standards for licensed teacher that include competencies for working with diverse populations: *Teacher candidates need to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have the opportunity to learn.* (Standard 4)

The Minnesota State Colleges and Universities system recognizes and respects the importance of all similarities and differences among human beings. The system and its institutions are committed, through their programs and policies, to fostering inclusiveness, understanding, acceptance and respect in a multicultural society. Diversity includes but is not limited to, age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. Minnesota State Colleges and Universities system's commitment to diversity compels it to confront prejudicial, discriminatory or racist behaviors and policies.

Some groups of underserved students have been traditionally excluded from full participation in our society and its institutions. The basis of exclusion has primarily been race and color including African Americans/Black, Asian, Hispanic, American Indian and multiracial. Underrepresented student groups include underserved students (African Americans/Black, Asian, Hispanic, American Indian and multiracial) plus first generation students and low income students. (In specific instances, other groups of students may be considered underrepresented. For example, in a traditionally female discipline, males may be considered underrepresented.)

Minnesota State University expands on the Minnesota State Colleges and Universities definition of diversity to promote a learning environment that celebrates differences. MSU Mankato defines diversity as: *Diversity at Minnesota State University Mankato is a commitment to create an understanding and appreciation of diverse peoples and diverse perspectives; a commitment to create an academic, cultural, and workplace environment and community that develops mutual respect for all and celebrates our differences.* (See <http://www.mnsu.edu/cultdiv/reports/annualreport2008.pdf>)

It is one of my goals to provide undergraduates with learning and cultural understanding of the cultural communities in our own region. I believe firmly that including relevant native perspectives will help the College of Education produce graduates with:

- (1) Increased adaptability
- (2) Reduced stereotyping
- (3) Increased understanding of other cultures
- (4) Increased preparedness for multicultural public schools
- (5) Enhanced global-mindedness

Although I prefer to avoid the tourist-curriculum, sometimes I am not the best person to provide understandings of other cultures and I want my students to participate in special cultural events. During the past three years, I have been networking with David Larsen, Assistant

Director of American Indian Affairs, Office of Multicultural Affairs. I learned that none of the other EEC faculty members were incorporating the Mahkato Wacipi into their courses during Fall semester. This is an opportunity too good for our students to miss. David Larsen inspired me to consider the event as an opportunity for the entire class. In several course syllabi, I include the opportunity for students to earn extra points by attending special events, such as the Mahkato Wacipi. This shows that I considered such events to be valuable even from the very beginning of the semester.

After the 2009 Mahkato Wacipi, David Larsen told me that MSU President Davenport and his wife, along with Provost Scott Olson, had also attended the Mahkato Wacipi. They joined with the other dignitaries during the Grand Entrance and also invited Dakota elders to the President's home for a gathering after the Mahkato Wacipi. I think if President Davenport considers this to be an important cultural event, the MSU faculty and students could emulate his attitude.

Education Day at the 2009 Mahkato Wacipi was an important opportunity for our EEC students. I think I was appropriately flexible. I allowed the EEC students to choose when to attend the Mahkato Wacipi – at their convenience during our regular class time (Friday afternoon) or that Friday morning or even on Saturday. I allowed them to use a number of hours equivalent to the class period (about three hours) and to include travel time in that period, so it would not require more time than a regular class meeting.

Here are some of the comments from MSU students about what they learned at the 2009 Mahkato Wacipi:

“I got a first-hand look at the culture, traditions, dress, and so much more of the Native American ways. The Mahkato Powwow was originally created to honor the thirty-eight hanged on December 26, 1982, but has grown to become an experience for people of all races to encounter.”

“I used all five senses to pull in every bit of information I could in understanding the Native American people.”

“It was a great listening and learning experience.”

“As I continued to learn more about the Native American peoples, I realized I was oppressing this group simply by being ignorant. I knew nothing, so I was stepping on traditions and being ignorantly rude.”

“This information will help me later in life as a teacher. I will try to understand the traditions and reasoning of the children ... who are Native American, and I can now share my experience with them and try to connect personally with that child [in my classrooms].”

“Many artifacts were presented which was very useful. It truly was a cultural experience and showed diversity which we are told to present when we are in our teaching professions, but oddly enough we don't see it that much in our classes besides it being referenced.”

“The ‘treasure hunt’ assignment was difficult in the sense that the answers were not obvious and could not be given just by sitting in on the stations, and when asking some male Dakotas, it felt like they did not want to answer (which could've been the wrong impression or just asked the wrong person at the wrong time).”

“Overall, I felt it was a positive trip and gave a different perspective on things. I also feel, that had it not been for this class, I never would have gone to the Pow-Wow on my own.”

Another student pointed out ways to improve the experience of the Mahkato Wacipi Education Day for students in the EEC 412 Kindergarten Methods and Materials course:

“To me, it was somewhat interesting to learn about their culture, but I wish that it would relate more to kindergarten since this was Kindergarten methods class. For me personally though, having that for third graders was great for me to experience since I am very much interested in teaching third grade. If you could somehow relate this culture experience or "education day" to the ITI project [the course capstone project] as section of some sort, I feel that this day would have been more beneficial for everyone and the students would have taken it more seriously than some did, as i (sic) saw people trying to rush and get through the worksheet.”

One student did use the experience at the PowWow as the basis for her entire EEC 412 capstone project about Native Americans. Here is how she introduced her project:

“The children will learn different information about the Native American culture including horticulture, music and instruments, literature and folk tales, and daily living routines. The children will learn about the whole culture and become familiar with different aspects that may be similar or different to what the children see and experience on a daily basis. This topic is an excellent topic to introduce because it talks about people. It talks about people who the children may or may not see on a daily basis. ... While the different curriculum areas are being covered, the introduction that people are different and special in their own way will be intertwined throughout the entire topic and curriculum areas. ... The [kindergarten] students will develop a sense of self-worth and acceptance of others; it will also promote pro-social skills... “

While we were at the PowWow, I videotaped Joanne Zacharias reading her book, *Taku Wadaka Te? What Do You See?* You can see it on YouTube at <http://www.youtube.com/watch?v=yxSPVDJ8mP8> If you watch it, please register some comments so folks pay attention to it. You can also watch it on MSU's streaming server: <http://msustr0.campus.mnsu.edu:8080/coe/sandee1/EEC222/Zacharias.wmv>

### *Reflections on Integration of Culturally Responsive Teaching*

COE international partnerships, including those with North American First Nations, can only help enhance the effectiveness of COE programs. Faculty members and students can learn from colleagues in other institutions about technology in education; teaching and learning in settings with different resources; models from other cultures about educational leadership, support for student orientation to higher education, science and mathematics education, working with special populations, etc. Partnerships can:

- (1) Enhance teaching and learning in COE
- (2) Provide value by its foundations and relationships
- (3) Create and maintain a relationships of respect and trust

**8. Incorporation of Board of Teaching Standards**

Each of my course syllabi includes reference to the relevant Board of Teaching standards for teacher licensure. (See course syllabi in documentation.) Also, please see an attachment that is an example of a student assignment for EEC 365. In this assignment, students provided reflection about how the course helped them learn and understand material related to each teacher standard assigned to the course.

## 9. **Incorporation of the COE Conceptual Framework**

Each of my course syllabi includes reference to the College of Education’s Conceptual Framework:

Grounded in a vision of learning communities, the College of Education has at its heart collaboration and connectedness to students, schools, neighborhoods, and society. To achieve this vision, the College of Education seeks to graduate individuals with passion for and proficiency in content, with thoughtful and principled pedagogy, and a strong sense of educational purpose. College of Education graduates possess the attributes, knowledge, and skills to effectively promote the success of students, families, and schools. They see their own learning and the learning of others as occurring in a cycle of experience, reflection, and re-conceptualization—a process of seeking new knowledge that both fits into and changes existing understanding. Furthermore, College of Education graduates understand that individuals are embedded in family, school, and community systems, and they seek to foster positive systems change as well as individual growth.

College of Education graduates value diverse cultures and communities, seeking to help all students achieve the knowledge and skills needed to flourish as successful members of a pluralistic society. They work to form broad-based, inclusive learning communities which engage in respectful and relevant conversations that promote shared understandings. College of Education graduates value multiple perspectives and use culturally relevant strategies in their work. They guide and nurture individuals with whom they work to live and thrive in a diverse and open society.

Based on the College of Education Conceptual Framework, I design my teaching with “the end in mind” ... that we want to graduate individuals with specific characteristics, knowledge, and skills. Other sections of this report emphasize some of my strategies designed to reach that goal (see materials related to active learning, culturally responsive teaching, and course portfolios). Here is a list of some of the other strategies:

- Use multiple intelligences to address interests and learning styles of all students
- Peer evaluation on selected work and presentation
- Create learning portfolio
- Create focused collection of lesson plans
- Use variety of assessments including authentic, hands-on performance tasks and written responses that require application
- Reflect upon direct observations of children and infer and reason from these observations in collaboration with peers and instructors
- Discuss individual and group differences in the context of students’ prior knowledge, learning, and motivation
- Discuss issues related to teacher expectations and beliefs
- Analyze experiences of diversity, difference, and privilege in schools
- Conduct field-based inquiry project using interview, observation, and document analysis
- Analyze case studies and write descriptions of solutions to challenges

- Complete instructional sequence which includes unit assessment that describes pre- and post-assessments
- Use small group/cooperative learning strategies to engage all learners
- Use course materials and assignments available on web sites and via email
- Complete journal entries
- Respond to comprehensive questions about course concepts

### ***Reflections on Incorporation of the COE Conceptual Framework***

This report could just be a list of activities. The real meaning is in the results... in the characteristics of students that I teach. Here is part of a letter from one of my students. I think this gives some insight into the result of my efforts to inspire students to learn and grow in ways that are congruent with the Conceptual Framework:

Dr. Sandell was my professor in EEC 365/366, Teaching Infants and Toddlers. She was also my academic advisor for two and a half years. I feel very fortunate for the opportunity to learn from her through both of these experiences, and I would like to offer my insight about her as a teacher and an advisor. In her class, Dr. Sandell shows immense knowledge and passion for the field of Early Childhood Education, and she continuously encourages students' personal and professional growth. I particularly enjoyed her ability to engage the students by starting each class period through the exploration of questions related to Early Childhood Education. By doing this, students became not only engaged in the class, but also involved in their own learning, as well as passionate about their future field. She also held her students accountable for the knowledge and skills they attained through her class. Dr. Sandell gave a short quiz reviewing important content from the last class and reading assignments each class period. This was beneficial to me because it helped me not only retain the information better but also take the information and think about how I would apply it to scenarios when working with infants and toddlers. She ... helped us reflect and analyze information and apply skills she had been teaching.

## **10. Submission of Assessment Data**

The Early Childhood Education program in which I have been teaching seeks to provide ECE students with a broad base of content and pedagogical knowledge in order that they become skilled teachers in elementary and early childhood education classrooms. Therefore, we regularly assess ECE student learning outcomes related to domains of teaching responsibilities, such as planning and preparation, enhancing learning environments, teaching for student learning, professionalism, and knowledge of child development and learning. We also assessed student learning outcomes related to knowledge of child development and learning for the area of early childhood education.

As scheduled, I entered assessment data in the College of Education Survey Assessment System. I submitted data for assessments for:

Teacher Candidate Credential Level II: EEC 366, 369, 413

Professionalism: EEC 200, 222w, and 369

Core Assessments: EEC 365, 368, and 412

Fa 2005 EEC 412 (01) Integrated Thematic Unit  
Fa 2005 EEC 412 (02) Integrated Thematic Unit  
Fa 2005 EEC 413 (01) Field Experience Level 2  
Sp 2006 EEC 412 (01) Integrated Thematic Unit  
Sp 2006 EEC 412 (02) Integrated Thematic Unit  
Sp 2006 EEC 413 (01) Field Experience Level 2  
Fa 2006 EEC 412 (01) Integrated Thematic Unit  
Fa 2006 EEC 412 (02) Integrated Thematic Unit  
Fa 2006 EEC 413 (01) Field Experience Level 2  
Sp 2007 EEC 412 (01) Integrated Thematic Unit  
Fa 2008 EEC 200 (03) Field Experience Level 1  
Fa 2008 EEC 441 (01) Field Experience Level 3  
Sp 2009 EEC 200 (03) Field Experience Level 1  
Fa 2009 EEC 200 (01) Field Experience Level 1

### ***Reflections on Submission of Assessment Data***

For me, program assessment becomes simply part of the overall program cycle. Program leaders plan, do, review, and decide about programming. The process of program assessment occurs at every part of the programming cycle. When program assessment is well-thought-out, it can enhance each step of the cycle. Assessment can become part of the regular business of the program cycle, rather than being an “add-on” to the program.

These are my preferred methods of assessment. I am pleased that the COE Survey Assessment System provides for procedures that build from course-embedded assessments, such as:



1. Surveys or questionnaires: structured questionnaires to generate quantitative data. Surveys may be mailed, sent electronically, completed on-site, or through face-to-face or telephone interviews. Surveys may include behavior checklists, show of hands to answer question, and others.

2. Produced materials: collection of materials, including samples of work that encompass the breadth and scope of the program or activity being evaluated. Journals or diaries record events over time and reveal the personal perspective of the writer or recorder. Logs record chronological entries that are usually brief and factual. These methods can include participant logs, diaries or journals, photographs before and after, videotapes, artwork, etc.

3. Tests: assessments in which there are usually correct answers or standards of comparison. This method can include teacher-created knowledge tests, tests by health-care providers, etc.

4. Interviews: information collected by talking and listening to people, either face-to-face or by telephone. May be highly structured or conversational. These may be one-on-one interviews, group members responding to a series of questions, etc.

5. Case studies (record and date): in-depth examination of a particular case (such as a program, group of participants, single individual, site/location). Case studies use multiple sources of information and methods to provide as complete a picture as possible. Testimonials of people indicating their personal responses and reactions, may include participant self-reported anecdote, staff written success stories, life histories, etc.

## **Course Portfolios**

I used the structure of the Course Portfolio to outline curricular changes and their effects on student learning. The procedure for producing a Course 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.

For example, I have portfolios for EEC 227, EEC 365, and EEC 412 that include intentional course redesign; old and new course syllabi; powerpoint presentation; and reflections about changes to instruction. These portfolios are included in a CD of material along with this application and report. My reflections about these portfolios are included in the last section of this section for Criterion 1: Effective Teaching.

## 1. Course Portfolio for EEC 227

EEC 227 Early Learning Development is designed to be a course in child growth and development, from the prenatal period through age eight years, for students instead of KSP 235 Human Development or FCS 301 Lifespan Development. The timing for offering EEC 227 on MSU's course schedule is a department preference, not necessarily a design factor.

EEC 227 was offered for the first time in AY08. It was offered in Summer 2008 (for 10 students on-line) because it was part of my MSU Faculty Teaching Scholar grant project. Dr. Good taught EEC 227 in Fall 2009. I taught EEC 227 again in Fall, 2009 (for 26 students). In Fall, 2009, the class included students in Early Childhood Education as well as students in Elementary Education (to substitute for Psych 433) needed the course for their majors at that time to stay in sequence for their degrees.

EEC 227 is a 200-level course, with no prerequisites and no requirements for special applications or permissions. Education students can take the course before application to Professional Education. This makes it quite attractive to students in EEC as well as from other academic majors. I have had students from Social Work and from Psychology enrolled in my sections of EEC 227. This could be a course that actually earns money for the College of Education if students in majors other than EEC take the course.

I do not think that advisors should allow a 200-level course to be such a specific part of a prescribed sequence that it would cause students would to get off schedule and experience advising problems. If our academic major is so prescribed that a sophomore-level course can get the sequence out of whack, then I think we are too prescribed and not flexible enough. Or maybe EEC should move to a cohort model, with once-a-year admission for ECE majors, similar to that model followed in Special Education.

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).

EEC 227 explores child growth and development from prenatal through age eight years and introduces developmental theorists who have had an impact on American early childhood education. 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.

The work products that resulted from this project included:

1. Revised course syllabus
2. Revised materials with notes about cross-cultural instructional strategies, on-line teaching strategies, and process-oriented guided inquiry learning (POGIL); Russian theorists

3. Application to the MSU IRB related to Global Guidelines Assessment
4. Global Guidelines Assessment and related materials translated into Russian language
5. Global Guidelines Assessment presentation at conferences in Russian Federation
6. Philosophies of Teaching presentation at conferences in Russian Federation
7. Institutional Review Board presentation at conferences in Russian Federation
8. Impact assessment report based on data from three Russian-speaking teachers or faculty members and three English-speaking teachers or faculty members
9. Final project report

To complete the requirements of the 2008 Summer Teaching Scholar Fellow grant, I submitted complete reports to the Office of Academic Affairs and in my Professional Development Report for Academic Year 2008 – 2009. This material filled one three-ring binder. The EEC department chairperson assigned this course to Dr. Linda Good for the Academic Year 2008 – 2009.

### ***Analysis***

My research on-site in the Russian Federation, as well as writing time in the US, 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.

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.

### ***Reflection on Course Portfolio for EEC 227***

I was not able to incorporate any planned changes until I was assigned to teach this course again in Fall, 2009. However, producing a Course 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.

## **2. Course Portfolio for EEC 365**

To illustrate my ongoing course preparation and revision, I 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 Course Portfolio for EEC 365, Methods and Materials for Teaching Infants and Toddlers, gave me an opportunity to build on professional development experiences and continue to refine the course.

I used the structure of the Course Portfolio to outline curricular changes and their effects on student learning. The procedure for producing a Course 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.

### ***Analysis***

My Course 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 course portfolio. 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.

### ***Reflection on Course Portfolio for EEC 365***

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.

As a result of work in AY08 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 Course Portfolio approach has provided a structure for this continued inquiry and subsequent refinement of the curricula.

A challenging situation arose in Fall, 2009, when I requested field placements for students enrolled in EEC 366. Dr. Ballard interpreted the situation as my request for field

placements in “Christian-based settings.” I was not looking for Christian settings; I was looking for quality programs that serve infants and toddlers. In the past, my understanding was that student teaching placements could not be made in faith-based settings. My understanding was that students in non-student teaching field experiences could be placed at their own request in faith-based settings – if that worked in partnership with the university. I learned this information from previous Board of Teaching communications (Ken Peatross, director).

In Fall 2009, I had one student who specifically asked to be assigned to Bethlehem Lutheran Child Care Center. When the OFE staff members reviewed the request, the graduate assistant told me that Dr. Good said that students could not be placed in faith-based settings, but had to be placed in public settings. This appeared to me to be an arbitrary interpretation by another faculty member. If it was an arbitrary interpretation by another faculty member, then I was concerned about the OFE basing its assignments on that single faculty member.

Furthermore, the interpretation of the words “public settings” and “public institutional placements” is problematic in infant-toddler care and education. There are very few programs that are actually financed and sponsored by public agencies. The Children’s House, Head Start, ECFE, and ECSE are the only ones that come to mind. And these programs have very limited space for students in experiences with infants and toddlers. The Children’s House is the only program that has infant and toddler programming on-site. Organizations (other than those four listed above) sponsor infant-toddler care and education programs that are licensed by a state agency and often receive public money (for food nutrition programs, for special education support, etc.). These programs are “open to the public” and cannot discriminate among their participants. The designation of “public settings” is ambiguous and open to interpretation.

The communications that I received from OFE staff members and Dr. Miller’s referred to student teaching and public education. Since EEC 366 is not about student teaching and the meaning of “public” is ambiguous, I still did not understand their interpretations of the situation.

In further discussion and clarification with OFE staff members, I came to understand that there was more recent information that prohibited MSU from placing students in faith-based settings. I was not upset with the OFE staff members; I was upset with the process that did not give me all the relevant information so that I could understand the situation. To date, I still have not actually seen the letter from the MN Attorney General that rules that state universities should not place students in faith-based settings. I would welcome this information so I can apply it to situations in the future.

Furthermore, during Spring, 2010, the OFE placed students from EEC 369 in at least two settings that were faith-based: Little Saints Preschool in St. Peter and Countryside Montessori School. I did not request these placements. I did not realize they were in faith-based environments until I did my observation site visits. These decisions were made by the OFE staff members. I find this double-standard to be distressing and contributing to a hostile work environment.

## **Philosophy of Teaching**

My personal and professional 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. This mission influences my philosophy of teaching.

My approach to teaching is about transformation rather than information. In other words, as a teacher, I am intentional about seeking ways to transform concepts into terms that can be understood, internalized, and applied by learners. In the past, teachers created the future; now, too often, we are reacting to the future. I want to foster the development of colleagues who take informed action to create the future. Teaching is important to me because it exercises one of my natural gifts, and teaching gives me an opportunity to influence the future. I want to teach with such distinction that other teachers would be able to identify our graduates by their distinctive style of teaching.

My approach to teaching has been influenced by

John Dewey (1859 – 1952), an American educator, known for his exploration of the relationship between thinking and reflection, and about the importance of a learner’s interaction with environments for learning.

Lev Vgotsky (1896 – 1934), a Russian developmental psychologist, known for describing the role that social interaction plays in cognitive development, particularly related to language.

Jean Piaget (1896 – 1980), a French-Swiss developmental psychologist, known for organizing cognitive development into a series of stages.

Jerome Bruner (1915 - ), an American developmental psychologist, known for describing the role of active psychological processes (influenced by culture) in an individual’s perception and mental development. More recently he has emphasized narrative and the nature of interpretive activity in fostering development.

Paulo Freire (1921 – 1997), a Brazilian educator, known for emphasizing education as respectful dialogue within the lives of learners and teachers in ways that enhance community and transform reality.

My objectives for learners include:

1. achieve and nurture an enthusiasm for early education and child development
2. apply their knowledge to the science and art of teaching young children and of working with their families
3. become reflective practitioners who apply problem solving strategies to new situations
4. become responsible for their own continuous learning and contribute their new knowledge to the profession

As I construct learning experiences for teachers of young children, I use the following steps in my decision-making process:

1. Describe what we want the learners to become. This description is developed with the program’s goals of teaching young children, professional standards, and the institutional

program scope and sequence. Because I want learners to be life-long learners, I demonstrate teaching and learning as a collaborative relationship that involves the teacher and learners in partnerships in which both “sides” teach and learn from the other. Because I want learners to grow into professionals, I seek to demonstrate ethical standards and practices.

2. Describe where learners are now. This description is based on understanding and respecting diverse talents and ways of knowing. Learners in my courses are similar (in terms of human development) and unique (in terms of background and culture). I start my teaching based on “where the learners are now.” They have differing ways of perceiving and processing information. In my classes, I seek to encourage and establish open and supportive interpersonal relationships that respect and foster inclusion of diversity.

3. Determine what will move learners along through the next step of development. These decisions are based on resources available for learners to interact with new ideas and experiences, to explore and practice skills, and to respond with applying their knowledge to new life situations. As much as possible, I want to connect real-world experience and knowledge to the course materials.

I want to create a classroom climate that nurtures enthusiasm for learning and teaching. I also want learners (and myself) to think and speak critically about issues in new ways. So, I try to engage learners in critical thinking and interpretation of information and scholarship. In my teaching methods, I try to incorporate methods that empower learners to question, discover, explore, interact, experiment, search, construct and reconstruct. I demonstrate a teaching role that guides, coaches, facilitates, models, encourages, motivates, and mentors learners within a set of content-related objectives. This means that together we integrate what we know from our personal experiences and understanding with the research literature in the field.

I encourage learners to understand and embrace the values and concepts of their own cultural, religious, or ethnic background, yet remain open to the ideas of those from other backgrounds. I encourage learners to value the knowledge they have developed through their own life experiences and push the established body of professional knowledge. I strive to create positive relationships between myself and the learners, so they understand that I am personally interested in their success. I want to treat upper-level students as colleagues and, for example, will offer feedback on their work that is similar to that which I give colleagues on the faculty.

I work hard to intentionally and thoughtfully determine best uses of space and environments, technology and manipulative materials, and active learning techniques. I try to vary the style in which I present information so I can reach as many students as possible. I alternate between lecturing, interactive activities, small group discussions, in-class writing assignments, and in-class demonstrations. I encourage students to engage in the course through: requiring participation, forming learning teams, making activities interesting and active, encouraging on data and rational discourse, requiring hand-in assignments, involving myself to foster learning, and incorporating peer grading.

As much as possible, I intentionally try to align the curriculum and instruction with assessment and evaluation. With in-class activities and short assignments, I encourage learners



to record their accomplishments and progress during the teaching series. I vary my evaluation techniques, so learners with different abilities have an opportunity to perform well. I incorporate many “low stakes” assignments throughout the term, so the learners can receive feedback on their thought processes and their understandings in ways that will not jeopardize their progress toward a degree. I design assignments that build or scaffold on each other, so that skills learned in earlier assignments can be applied to new material. For major assignments, I create rubrics that define and illustrate the standards of performance. Peer grading is used so that learners practice valuing each person’s contribution. I have found that group members may dislike grading each other’s work, so I also include having students grading the work of other project groups beyond their own.

The evaluation of my teaching is based on several strategies, including student surveys throughout the term and colleague observation and feedback. As courses progress, I may make mid-course changes in methods or materials based on what I learn about the students in the course.

My personal developmental edge is related to integrating diversity into my teaching and incorporating technology in appropriate ways for diverse learning audiences. I am exploring these edges by intentional dialogue with colleagues whose backgrounds are different than my own, by participating in professional exchanges and teamwork opportunities, by fostering collaborative learning communities of faculty and learners, and by reflective journal activities.

## Course Syllabi

The appendixes to my Application for Promotion include the syllabi for all the courses that I have taught at MSU since 2005 (one syllabus per course): EEC 200, EEC 222w, EEC 227, EEC 245, EEC 355, EEC 365/366, EEC 368/369, EEC 412/413, EEC 433, EEC 435, EEC 455, EEC 590, EEC 642, and EEC 680.

The BOT standards for licensure are referenced in all my course syllabi that are related to teacher licensure preparations. However, the BOT standards were not included in this particular binder because, to my knowledge, there was not a requirement (departmental or otherwise) that a faculty member submits copies of complete syllabi for every course he/she has taught, when that faculty member applies for promotion. I tend to divide my course syllabi into 7 or 8 sections, because some of my course syllabi would be many pages long if I submitted complete versions. I learned in the CETL Faculty Teaching Certificate Program that a shorter version is less intimidating to students when they arrive on the first day of class. So, I divide material from my syllabi into sections including course description, BOT Teacher Standards, course policies and procedures, course calendar, course assignments and grading, and others.