

CRITERION 1

DEMONSTRATED ABILITY TO TEACH EFFECTIVELY AND/OR PERFORM EFFECTIVELY IN OTHER CURRENT ASSIGNMENTS.

(50%)

Goal:	Method:	Documentation:	ED Goal:
1. Organize the learning of each learning community.	1a. A program portfolio will be developed for each learning community. This portfolio will include the course syllabi, a comprehensive overview of each weekend, including any handouts.	Syllabi Weekend Agenda Comprehensive Weekend Overview	1.1 1.2 1.3

2011-2012 Summary:

- This year, I worked hard to organize the learning communities by continuing to utilize the learning community portfolio to keep a running record of what has been done in each group. The portfolio is a binder that contains the course syllabi, weekend agenda, comprehensive overview of the weekend, all handouts, weekend evaluations, and the correlating *Instructional Improvement Logs*.

2012-2013 Summary:

- Again, I worked hard to organize the learning communities by continuing to utilize the learning community portfolio to keep a running record of what has been done in each group. The portfolio is a binder that contains the course syllabi, weekend agenda, comprehensive overview of the weekend, all handouts, weekend evaluations, and the correlating *Instructional Improvement Logs*.

2013-2014 Summary:

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2014-2015 Summary:

- This year, I worked hard to organize the learning communities by continuing to utilize the learning community portfolio to keep a running record of what has been done in each group. The portfolio is a binder that contains the course syllabi, weekend agenda, comprehensive overview of the weekend, all handouts, weekend evaluations, and the correlating *Instructional Improvement Logs*.

2. Collect monthly evaluations regarding student growth and application of their learning.

2a. At the end of each weekend, students will be asked to complete a computerized evaluation of the weekend. Questions to be included in the evaluation include:

-Rate your learning experience this weekend.

- Did you learn at least one or more new activities, techniques or methods that you will apply in your classroom this month?

-What went well this weekend?

-What if anything would you like to see changed?

-General comments.

2b. Students complete these evaluations anonymously.

2c. A computer program will compile the evaluation results automatically.

2d. Evaluation results will to be utilized for preparing, planning and improving future weekends. To guide this, my feedback implementation form will be utilized.

Survey Monkey Weekend Evaluation Reports 1.1
1.2
1.3

Instructional Improvement Logs

2015 Restructured Weekend Evaluation Questions

Evaluation Review Co-Facilitator Retreat Agenda

Graduate Council Reports

Graduate Council Mission & Scope Handout

2011-2012 Summary:

- I have continued to conduct student evaluations each weekend that I met with the students. These evaluations are completed and compiled by Survey Monkey in an effort to keep the individual student remarks anonymous. I have taken these evaluations and implemented my *Instructional Improvement Log* for each. Based on the outcome of the log, any necessary improvements are made and implemented for the next weekend. Between the two learning communities, I have 20 separate weekend evaluations and 20 corresponding *Instructional Improvement Logs*.

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2014-2015 Summary:

- After the summer facilitator retreat, my facilitating team revised the way we collect weekend information. During the retreat we reviewed all the past data and looked for common themes between the various years and learning communities. Based on the student feedback, we made several improvements to our learning community program.
- Based on the data analysis from past graduate students, I conducted a review and revision of the graduate council governance process. Doing this included developing a graduate council mission and scope as well as training the students on the process and procedures.
- This year, I continued to administered weekend learning community evaluations. Based on the student's evaluation feedback, my facilitators and I have made immediate improvements to our weekend agendas and facilitating procedures. These changes have been documented on the instructional improvement logs. This is also a form I developed and implemented several years ago. Use of these forms has helped me make immediate changes for the betterment of SMSU and the students we serve.

3. Collect student feedback on my ability to facilitate.	3a. At the end of each weekend and semester, students will be asked to complete a computerized evaluation focusing on my facilitation skills. 3b. The evaluation results will be computer generated. 3c. The results will be used to make facilitation	Survey Monkey-Facilitator Evaluation Reports Facilitation Improvement Logs	1.1 1.2 1.3
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	improvements. These results will be documented on my facilitation improvement log.		
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2011-2012 Summary:

- At the end of each semester, I have the students evaluate my facilitation skills. This evaluation is conducted electronically through Survey Monkey. I have taken the computerized results and completed a *Facilitation Improvement Log* prior to the next semester. Each year, I have each learning community conduct two separate semester evaluations for a total of four between the two learning communities. There are also four corresponding *Facilitation Improvement Logs*.

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2014-2015 Summary:

- I supervised a doctoral internship for my co-facilitator, Jay Meiners. He utilized his research internship to review several years of my facilitation data. Based on his comprehensive report and recommendations, changes were made to my facilitation plans for the new LC's starting in the fall of 2014.
- At the end of each semester, I have the students evaluate my facilitation skills. This evaluation is conducted electronically through Survey Monkey. I have taken the computerized results and completed a *Facilitation Improvement Log* prior to the next semester. Each year, I have each learning community conduct two separate semester evaluations for a total of four between the two learning communities. There are also four corresponding *Facilitation Improvement Logs*.
- Based on the student's evaluations, my facilitators and I have made immediate improvements to our facilitating styles and weekend agendas. These changes have been documented on the facilitation improvement logs. This is also a form I developed and implemented several years ago. Use of these forms has helped me make immediate changes for the betterment of SMSU and the students we serve.

- Both of my co-facilitators have written letters regarding what it is like to work as part of my facilitating team.

4. Collect student feedback on overall 2-year program.	4a. At the end of the two-year program, students will be asked to complete a series of computerized program evaluations.	Computerized Results of Program Evaluations	1.1
	4b. The results of the program evaluations will be computer generated.		1.2
	4c. The results will be analyzed in an effort to make program improvements.	Facilitation Improvement Logs	1.3
	4d. The results will be shared with the education department for accreditation documentation and program policy and/or improvements.	Instructional Improvement logs	

2011-2012 Summary:

- At the end of the two year learning community cycle, I sent the computerized evaluations to my students. They were completed and returned electronically. These evaluation were reviewed, facilitator and instructional improvement logs (which I developed) were completed.

2012-2013 Summary:

- N/A—The surveys are only sent at the end of the two year program. This was the end of year #1, therefore, it was an off cycle and the surveys were not disseminated.

2013-2014 Summary:

- At the end of the two year learning community cycle, I sent the computerized evaluations to my students. They were completed and returned electronically.
- At the end of the two year program, I planned and hosted a facilitating team retreat. At this retreat we reviewed the two years of facilitator evaluations, weekend evaluations, and departmental program surveys. Based on the graduate feedback, we made changes to the program to be implemented within the new LC's starting this fall.

2014-2015 Summary:

- N/A—The surveys are only sent at the end of the two year program. This was the end of year #1, therefore, it was an off cycle and the surveys were not disseminated.

5. Revise & Update Syllabi	5a. Syllabi will be updated after each time the course is taught. Updates will be based upon emerging information, new publications and student feedback.	Syllabi Technology Integration Handout CSI International Network of Colleagues	1.1 1.2 1.3
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2011-2012 Summary:

- Although I updated my course syllabi a few years ago, I am currently conducting a comprehensive update of them again. To do this, I have scheduled for my co-facilitators to come to my home office for a two-day retreat. Since the learning communities operate on a spiraling curriculum, this will be a tedious and detailed process. As a result, I will be able to update my integrated/spiraled curriculum and weekend format.
- The courses I taught as part of my regular load this year were:
 - ED 624: Action Research Project Design
 - ED 626: Democracy, Diversity & Education
 - ED 631: Professional Development through Collegial Interaction
 - ED 627: Action Research Project Implementation
 - ED 634: Educators as Change Agents
 - ED 635: Content & Curriculum Development

2012-2013 Summary:

- Again, I have been conducting a comprehensive update of my syllabus. Since the learning communities operate on a spiraling curriculum, this is a tedious and detailed process. As a result, I am able to update my integrated/spiraled curriculum and weekend format.
- The courses I taught as part of my regular load this year were:
 - ED 621: Critical Theory of Education Systems
 - ED 625: Research Based Analysis of Teaching
 - ED 632: Linking Pedagogy & Content
 - ED 622: Applied Research & Assessment in Education
 - ED 623: Professional Planning & Assessment
 - ED 633: Current Issues in Education

2013-2014 Summary:

- Again, I have been conducting a comprehensive update of my syllabus. Since the learning communities operate on a spiraling curriculum, this is a tedious and detailed process. As a result, I am able to update my integrated/spiraed curriculum and weekend format.
- Much research time has been devoted to reviewing literature on the topics within the courses I teach which has been in preparation for revision/updating of all my learning community course syllabi as well as summer courses I plan to teach (AE 553, 555, 557).
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2014-2015 Summary:

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 - ED 621: Critical Theory of Education Systems
 - ED 625: Research Based Analysis of Teaching
 - ED 632: Linking Pedagogy & Content
 - ED 622: Applied Research & Assessment in Education
 - ED 623: Professional Planning & Assessment
 - ED 633: Current Issues in Education
- As I do each year, this year I have made updates to my syllabi and curriculum. This includes but is not limited to updating the books, articles, speakers and topics that are brought to the learning communities.
- Through my continued volunteer work as the founder of the Center for Scholastic Inquiry, I have developed an international network of higher education professionals from across the globe. These individuals have become trusted colleagues with whom I am able to share best practice techniques and emerging research. These interactions inform nearly all of my assigned teaching topic/areas. I have used the information to bring the latest and greatest content to my learning community students.
- Bringing the latest technology to my students is very important to me. Just a few of the new formats/products that I have introduced or continued to utilize with my students this year include the following: Issue, Animoto, Remind 101, Markup Sync,

Survey Monkey, and Kahoot.

<p>6. Professional Development Courses</p>	<p>6a. Update and offer current professional development courses for area teachers and learning community alumni.</p> <p>6b. Create and offer new professional development courses for area teachers and learning community alumni.</p> <p>6c. Assist in creating and distributing marketing materials for these courses.</p>	<p>Syllabi</p> <p>Marketing Materials</p> <p>New 10 Credit Package for Beyond Masters Teacher Lane Changes (AE 553, AE 555, AE 557)</p> <p>New Course Syllabus (AE 502: Research in Action)</p> <p>AE 502 Marketing Materials</p> <p>New Course Syllabus (AE 523: Critical Reflection on Research)</p> <p>10-Credit Package Marketing Flier</p> <p>Faculty Development Grant Application</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.6</p>
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2011-2012 Summary:

- At student request, I have developed a course (AE 502: Research in Action) that corresponds with our spring learning community conference. For the first time ever, practitioners attending the conference had the option to earn graduate credit. With suggestions from my graduate students, I developed a course syllabus for the course, submitted it to the department for review and to the curriculum committee. After the course was approved, I marketed the course throughout the region and taught the course.
- Because I believe in faculty development, Provost Weatherby has approved a few of my initiatives to offer faculty book clubs to the University. My current endeavor is the development of a multidisciplinary, multi-union (staff and faculty) project with the focus of blogging. This project is currently under development with a implementation date that falls within the 2013-2-14

academic year.

2012-2013 Summary:

- At student request, I have developed a course (AE 502: Research in Action) that corresponds with our spring learning community conference. For the second year in a row, practitioners attending the conference had the option to earn graduate credit. Again, I marketed the course throughout the region and am currently teaching the course.
- I have developed a course (AE 523: Critical Reflection on Research) that corresponds with my companies academic research conferences. I developed this course and offered it to SMSU as a means of driving revenue back to campus and not to competing universities.
- Last summer (2012) and this summer (2013), I have offered AE 553, 555 and 557 to our past learning community graduates. They have requested these courses for advanced professional development as well as lane changes. I have also developed all the marketing materials for these courses. Following the 2012 courses, I conducted a course evaluation. Students overwhelmingly reported gratitude for the “meaningful and applicable professional development”.

2013-2014 Summary:

- Based on student feedback, I tweaked the courses that were offered last summer.

2014-2015 Summary:

- This year, I have worked closely with the other learning community faculty on new curricular development. Specifically, we have worked on revamping the portfolio process.

<p>7. Learning Community Program Maintenance</p>	<p>7a. I have prepared a site selection checklist that I utilize when negotiating for, selecting and securing an appropriate and affordable LC host site.</p> <p>7b. Maintain frequent and positive communication with the host site personnel.</p>	<p>Site Selection Checklist</p> <p>Written Correspondence</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.6</p> <p>2.1</p> <p>2.2</p> <p>2.3</p>
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2011-2012 Summary:

- Further, I believe strongly in our learning community program cost containment. In an effort to keep site and operational cost down, I have developed a site selection checklist that I utilize when negotiating for, selecting, and securing an appropriate and affordable LC host site. I developed this checklist in an effort to focus on cost containment while maintaining an extremely

high standard for site quality.

2012-2013 Summary:

- In an effort to keep site and operational cost down, I have continued to use my site selection checklist when negotiating for, selecting and securing an appropriate and affordable LC host site. I developed this checklist in an effort to focus on cost containment while maintaining an extremely high standard for site quality. While seeking fall 2012 sites, this checklist was utilized during negotiations.

2013-2014 Summary:

- I continued to be in close communication with my site managers at Arrowwood in Alexandria and the staff at the Willmar Middle School.
Working on maintaining these relationships helps us when trying to secure and negotiate future learning community sites. These relationships are fostered through handwritten cards, emails, phone calls, and rare occasion text messages.

2014-2015 Summary:

- In a continued effort to keep site and operational cost down, I have utilized my site selection checklist when negotiating for, selecting and securing an appropriate and affordable LC host site. I developed this checklist in an effort to focus on cost containment while maintaining an extremely high standard for site quality. While seeking fall 2014 sites, this checklist was utilized during negotiations.
- Again, I have been in close communication with my site managers at SMSU in Marshall and the staff at the LQPV High School. Workings on maintaining these relationships helps us offer a smooth program as well as when trying to secure and negotiate future learning community sites. These relationships are fostered through handwritten cards, emails, phone calls, and rare occasion text messages.

Ancillary Goals Summary:

- I revised/updated my vitae this year.
- This past fall, my facilitating team and I conducted a review of our grading procedures/processes and updated them. This resulted in a very clear and concise process of facilitator assessment, self-assessment, and peer assessment.
- I have been conducting research into a few areas that I would like to write future courses for including: trauma, TSM, making learning real, educator reflection—boys, girls and nature).

Dr. Tanya Yerigan Curriculum Vitae

Dr. Tanya Yerigan Website

Dr. Tanya Yerigan Blog Site

Dr. Tanya Yerigan Learning Community Facebook Page

- I have engaged in institutional research on our SMSU markets (cuts, those with and without masters, new hires, hiring freezes, district contracts and new negotiations, spending or spending cuts and referendum proposals). This research has helped direct where I may/may not try to market for my future sites.

Institutional Research—Marketing Guide