**Faculty Member: Jill Gonzalez Bravo Rank: Assistant Degree: Doctorate**

**School/Department: School of Education Chair: Brenda Harris**

**# of years at MNU: 3 Full-time (Part-time Since 2009) Evaluation Year:** 2017

This form encourages faculty members to record their yearly scholarship, teaching, and service. It also provides the basis for suggested areas of improvement and meeting established goals. The major categories are taken from Boyer’s Model of Scholarship and Teaching. General category definitions are included. A complete explanation of the faculty evaluation/promotion cycle is in the Faculty Handbook.

|  |  |  |  |
| --- | --- | --- | --- |
| **University Motto** | **To Learn** | **To Serve** | **To Be** |
| **Domains of Scholarship** | Scholarship of **Discovery**  Scholarship of **Integration** | Scholarship of **Application**  Scholarship of **Teaching** | Scholarly **Character**  Scholarly **Presence** |
| **Foundational literature on scholarship** | Ernest Boyer’s model of scholarship | Ernest Boyer’s model of scholarship | Parker Palmer’s vision of scholarship |

**Instructions to Faculty Member:**

Complete all items relative to your yearly academic life. There will be items that do not pertain to your area of service or scholarship. Mark these items NA. You may need to provide a rationale for your chair.

**Instructions to Chair:**

The chair’s rating is to the right of the faculty member’s rating where specified. The chair is not expected to rate every item in the report, but must agree with any item the faculty member has given a NA. Comment on items where desired or necessary.

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| --- | --- | --- | --- | --- |
| **Required documentation:** | **YES** | **NO** | **NA** | **Comments/Rationale for NA:** |
| **Faculty Self-Report** (this document) completed and  submitted to chair by Dec. 1 | x |  |  |  |
| **Performance Goals** completed in collaboration w/ chair (attached) | x |  |  |  |
| **Performance Evaluation** scheduled w/ chair | x |  |  |  |

**Ratings: 0= Not attempted**

**1 = Partially met -** did not achieve expected results

**2= Met -** consistently satisfactory

**3 = Exceeded -** commendable, exceeds expected results

**NA =** Not applicable for reasons cited

**I. Faculty Evaluation Cycle: Assessment of Teaching**

I am in year \_\_\_\_\_ of the faculty evaluation cycle per the MNU Faculty Handbook. I understand that if I have not completed the requirements for this evaluation year, I must repeat it. \_\_\_\_\_\_\_\_\_\_\_(Initial)

Indicate the items for your current year of the cycle and evaluate only the method(s) you selected for the assessment. See the Faculty Handbook for explanations of items.

**YEAR 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Professional Review (select one)** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| Course Analysis |  |  |  |
| Field-based Evaluations |  |  |  |
| Student Interviews |  |  |  |
| Self-Report Journal |  |  |  |
| Video & Self-Analysis |  |  |  |
| Peer Collaboration |  |  |  |
| **Instructional (classroom) Observation** |  |  |  |
| Chair |  |  |  |
| **Student Course Evaluation**  Results for the observed course  *(75% student response needed)* |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating for Year 1** | **Faculty:** | **Chair:** | **NA (not in this year of the cycle):** |

**YEAR 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional (classroom) Observation** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| Peer |  |  |  |
| **Student Course Evaluation**  Results for the observed course  *(75% student response needed)* |  |  |  |

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| **Rating for Year 2** | **Faculty:** | **Chair:** | **NA (not in this year of the cycle):** |

**YEAR 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructional (classroom) Observation** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| **Student Course Evaluation**  Results for the observed course  *(75% student response needed)* |  |  | **Examples, Supporting documents, Chair’s comments** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating for Year 3** | **Faculty:** | **Chair:** | **NA (not in this year of the cycle):** |

**The following section is intended to document yearly progress in scholarly activity over the 3-year evaluation cycle. There may be overlap, so record your activities in all applicable categories, as determined by the school/department.**

**II. SCHOLARSHIP:** The discovery, integration, and application of discipline-specific knowledge & training, including the scholarship of teaching.

***Discovery:*** *The scholarship of discovery includes original research that advances knowledge in any discipline, and contributes to the intellectual climate of an institution. If this does not apply to your work at MNU, please include an NA for each criterion.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Current research participation:** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments, date approved by HRRB (if required):** |
| Individual Research Project: | **3** | **3** | Continued to stay abreast or identity development and teacher preparation research resulting in the development of professional development opportunities for candidates, faculty, and district leaders. |
| Collaborative Research w/ Others:  Names of collaborator(s): | **3** | **3** | * Partnering with a professor from Illinois State University to conduct a meta-analysis of professional identity development literature. * Chaired the Scholarly Research FLC resulting in a poster presentation, resource development, grant funding, and professional development for faculty during the 2017-2018 academic year. * Collaborated with ESSDACK to develop the following grant initiative   *“INSPIRE: Inspiring New STEM Programs with Innovative and Rigorous Educators,* Kansas Board of Regents, 2017 ($200,000) |
| Collaborative Research w/ Students:  Course name (if applicable): |  | **NA** |  |
| Other applicable research: | **3** | **3** | Wrote CAEP Standard 2 for Accreditation Visit |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating for Discovery** | **Faculty: 3** | **Chair: 3** | **NA:** |

***Integration:*** *The scholarship of integration involves synthesis of information across disciplines, across topics within a discipline, or across time. SOE’s expectation is that each faculty member is active in at least one area listed below.*

|  |  |  |  |
| --- | --- | --- | --- |
| **Current projects:** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| Papers/Presentations | 3 | 3 | * *From Jeopardy to Shark Tank: Ensuring Depth of Knowledg,* MNU SOE Faculty Development, Fall, 2017. * *Those Who Can Teach: Examination of Media’s Impact on the Education Profession,* Educators Rising Conference, MidAmerica Nazarene University, Fall, 2017 * *Reversing the De-professionalism of the Teaching Profession,* Johnson County Community College, Fall, 2017 * *iPads for Education,* Blue Valley CAPS Program Presentations, Overland Park, KS.  Fall, 2017 * *Ethical Considerations & Confidentiality,* Overland Park Christian School, Overland Park, KS.  Fall, 2017. * *Authentic Assessment & Rubric Development,* Summit Christian Academy, Lee Summit, MO. Spring, 2017 * *Pioneering Professors: Strategies to Promote a Culture of Scholarship,* MNU Scholarship Week Faculty Research Poster Forum, Olathe, KS, 2017 * *Developing a Reflective Practice,* Johnson County Community College, Spring, 2017   *Strategies to Ensure Content Validity,* Kansas Professional Development Schools Coalition, Spring, 2017. |
| Scholarly Book(s)/Chapters |  |  |  |
| Journal Articles |  |  |  |
| Music Compositions |  |  |  |
| Fiction/Poetry/Non-fiction |  |  |  |
| Playwriting |  |  |  |
| Other (technical manuals, etc.) | 3 | 3 | * [Developed protocol and training document for safe, secure,  and effective use of video for reflection](https://docs.google.com/document/d/1fUpd86jzCvDtwXc5DugZX_tsy6fY2MWWuUV_KFaasbk/edit?usp=sharing) * [Online Mentor Training](https://docs.google.com/forms/d/e/1FAIpQLSf8hurCYYrA2rZF4E4W3JmbGYQPhek25ytpo0KcHst_MEh8pQ/viewform) * [Student Teaching Mentor Training](https://drive.google.com/file/d/0B8Ghw2vGlaxvUTZ6SFF3X0tiZmM/view?usp=sharing) * [Advising Student Supports](https://docs.google.com/document/d/1jrHpgGpzF8rGz9cbKYrhgyeWbmL33RhJsEBSO2WnjPg/edit?usp=sharing) * [Teacher Work Sample Handbook and Online Tutorials](https://docs.google.com/document/d/1EK6VX2eDNVHJNBfLY8cXzW2Ahh2fIZo-5oRGN6kuh0U/edit?usp=sharing) * Clinical Mentoring Team Recruitment and Marketing Materials * [Possible Selves Teacher Career Pathways Presentation](https://docs.google.com/presentation/d/1I0UX_7KovaQjVXnvVbl4MdfEzefuKWsQTGTlhHe3qwk/edit?usp=sharing) * [TWS Inter-rater Reliability Training](http://youtu.be/2r4EfW5nQdo)   [Established Protocol and Training for the Appropriate Use of Technology in Education](https://docs.google.com/document/d/1fUpd86jzCvDtwXc5DugZX_tsy6fY2MWWuUV_KFaasbk/edit?usp=sharing)Handbook revisions:   * [Practicum Handbook](https://docs.google.com/document/d/1EI9yojrQSK7y4nLCyfw7GDWDOcKyCRw2mvVQmR9zyI4/edit?usp=sharing) * [Student Teaching Handbook](https://docs.google.com/document/d/1r8Da1jy7CNeIMbKKLWZxShsNswysIKZqfXHH5u_Fqt0/edit?usp=sharing) * [International Student Teaching Handbook](https://docs.google.com/document/d/1ypQpwgwZbEAWVawCH54-7XMFPB9jM76JXOCZJisXFRc/edit?usp=sharing) * [University Supervisor Handbook](https://docs.google.com/document/d/1Cw5zKYWUlUmyJbGLrtIuCNPFuehge77T89pg9dinKQo/edit?usp=sharing) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating for Integration** | **Faculty: 3** | **Chair: 3** | **NA:** |

***Application:*** *The scholarship of application (also called the scholarship of engagement) goes beyond the service duties of a faculty member to those within or outside the University, and involves the rigor and application of disciplinary expertise with results that can be shared with and/or evaluated by peers. Application may also address social problems through the application of research (non-profits, commercial entities, professional associations, etc.).*

|  |  |  |
| --- | --- | --- |
| **Discipline-Specific Application:** | **Mark all that apply** | **Examples, indicate attached supporting documents, chair’s comments** |
| Conference: (attending a conference is  reported under Professional Development) |  |  |
| Presenter | **3** | * *From Jeopardy to Shark Tank: Ensuring Depth of Knowledg,* MNU SOE Faculty Development, Fall, 2017. * *Those Who Can Teach: Examination of Media’s Impact on the Education Profession,* Educators Rising Conference, MidAmerica Nazarene University, Fall, 2017 * *Reversing the De-professionalism of the Teaching Profession,* Johnson County Community College, Fall, 2017 * *iPads for Education,* Blue Valley CAPS Program Presentations, Overland Park, KS.  Fall, 2017 * *Ethical Considerations & Confidentiality,* Overland Park Christian School, Overland Park, KS.  Fall, 2017. * *Authentic Assessment & Rubric Development,* Summit Christian Academy, Lee Summit, MO. Spring, 2017 * *Developing a Reflective Practice,* Johnson County Community College, Spring, 2017   *Strategies to Ensure Content Validity,* Kansas Professional Development Schools Coalition, Spring, 2017. |
| Panel Member | **2** | * Educator’s Rising, Event Judge, 2016, 2017 * Beliefs, Values, and Events Inventory (BEVI) Pilot Study Participant, 2016 * Diversification,Recruitment and Retention District Staff Focus Group, Olathe Public Schools, 2016-2017 |
| Poster session | **2** | * *Pioneering Professors: Strategies to Promote a Culture of Scholarship,* MNU Scholarship Week Faculty Research Poster Forum, Olathe, KS, 2017 |
| Member of Professional/Discipline Specific Organization(s) | **3** | * Kansas Learning First Alliance (KLFA), Member, 2017-present * MNU Institutional Review Board, Appointee, 2017-2018 * MNU Teacher Education Department Scholarship Committee, 2017-present * MNU Faculty Learning Community Chair-Scholarly Research, 2016-present * MNU Faculty Development Committee, MNU, 2016-present * Journal of Teacher Education, Manuscript Reviewer, 2016-present * MNU Scholarship Challenge Interviewer, 2016, 2017 * MNU Faculty Search Committee Member, 2015, 2017 * MNU Technology Advisory Committee, 2015-present * Foundations of Excellence-Improvement, Title III Grant. 2015-2016 * ATE Conference Proposal Reviewer, 2015-present * Teaching & Training Pathway Joint Advisory Board Member, 2015-present * MNU Academic Exceptions Committee, 2015-present * MNU Educational Technology Advisory Committee, 2015- present * AOET-NIC Minority Recruitment Committee Member, MidAmerica Nazarene University, 2014-present * Kansas Association of Teacher Educators, Secretary, 2015-2017 |
| Officer | **3** | * ATE-K Advocate Journal, Editorial Board, 2017-present * The Teacher Educator, Manuscript Reviewer, 2017-present * Journal of Teacher Education, Manuscript Reviewer, 2016-present * Kansas Professional Development Coalition, President, 2015-2017 * Kansas Association of Teacher Educators, President Elect, 2017-present |
| Performance (solo, ensemble, conductor,  director, actor, etc.) |  |  |
| Visual Arts |  |  |
| Graphic Design | **2** | Developed marketing materials to promote   * 2+2 agreement with Johnson County * Career Pathways MOA for local districts |
| Recording/Broadcast |  |  |
| Consultant | **2** | * Kansas CAEP Program Review Committee Member, 2017- * Summit Christian Academy, Lee Summit, MO., 2016-2017 |
| Other | **2** | Career Fair featuring over 35 schools and districts |

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| --- | --- | --- | --- |
| **Rating for Application (rate the sum of the activity)** | **Faculty:**  **2** | **Chair: 3** | **NA:** |

***Teaching:*** *The scholarship of teaching and learning refers to the systematic study of teaching and learning processes. It differs from scholarly teaching in that it requires a format that will allow public sharing and the opportunity for application and evaluation by others. It requires creativity and dedication both to student learning and professional development.*

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| **Intentional Inquiry** and teaching-focused research  that results in a product or application to a course: | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| Participated in a workshop or conference **primarily**  devoted to higher education and/or teaching | 3 | 3 | * Retention Summit, Kansas State University, Fall, 2017. * Future Ready Kansas: Support for KESA Action Planning & School Redesign, Fall, 2017. * Kansas ATE/AACTE Conference, Newman University, Fall, 2017. * STEM Conference, Washburn University, Fall, 2017. * Assessing Program and Course Learning Outcomes, Kansas City Professional Development Council, Fall, 2017. * Using Data to Improve Student Outcomes Training, AACTE Online Training Module, Summer 2017 * UBTech Conference, Orlando, FL, Summer, 2017 * Lecture Capture, Instructional Video, Accessibility Training, Orlando, FL, Summer, 2017 * Kansas Education Systems Accreditation (KESA) Outside Visitation Team (OVT) Training, Spring, 2017. * Designing Assessments to Measure Student Outcomes: AACTE Online Training Module, Spring, 2017. * AACTE-ATE Fall & Spring Conferences, KS 2012, 2013, 2014, 2015, 2016, 2017 |
| Observed effective teacher(s) to gain knowledge/  expertise/research (not for evaluative purposes) | 3 | 3 | * Observed the 38 teachers within the educational community and recruited them as members of our Clinical Mentoring Teaching. Documented all observations and incorporated data into Taskstream, SOE’s assessment system. * Observed the following faculty members: Dr. Neil Friesland, Dr. Brenda Harris & Dr. Jo Lamar |
| Revision of content and/or format in one or more  classes based on intentional research/data collection | 3 | 3 | Restructured the following courses to ensure alignment to INTASC Standards and to reflect Concept Based Teaching.   * Student Teaching Seminar * Technology for Teaching & Learning I * Accelerated Program: Technology for Teaching & Learning I   After conducting research on necessary 21st century skills, I developed a unit on ‘Content Curation’ and added a research and product development component in Teaching & Learning I Technology Course |
| **Development of a new course(s) if applicable:** |  |  |  |
| Traditional face-to-face |  |  |  |
| Hybrid (online/face-to-face) | 3 | 3 | Designed STEM Methods Course for Accelerated Elementary Education Program |
| Online |  |  |  |
| MNU Europe |  |  |  |
| Non-MNU population (ex: dual credit high school) |  |  |  |
| Development of a new program based on needs/  assessment/data collection |  |  |  |

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| --- | --- | --- | --- |
| **Rating for Teaching** | **Faculty: 3** | **Chair: 3** | **NA:** |

***Pedagogy:*** *The students in my classes receive content, learning experiences, and training through*

|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher-centered activities:** | **Chair Rating** | **Self Rating** | **Examples, indicate attached supporting documents, chair’s comments** |
| Clear, university-specific syllabus | 3 | 3 | Tech T&L I [Syllabus](https://docs.google.com/document/d/16AKHyqpNDcfzCv3qdzoJBN_dqmON0PPqcEPnUly9N-k/edit?usp=sharing)  [Student Teaching Syllabus](mailto:https://docs.google.com/document/d/1ZAHO4y35iBo0sDRzpsSaK0SL6OmSW_i9uHbksMntstA/edit%3Fusp=sharing) |
| In-class learning activities (group discussion, etc.) | 3 | 3 | Courses are very interactive. Each lesson is intentionally designed to allow candidates to understand, respond to, produce, and evaluate. |
| Timely feedback: assessments, grades posted, and/or assignments returned within 2-3 weeks | 2 | 2 | Though I submit feedback within 2-3 weeks of the assignments, I would like to improve feedback to include more probing questions. |
| Balanced assessment plan | 3 | 3 | Developed the CRAFT performance assessment framework to model relevance and rigor in assessment design.  Ex: C[andidate Depth of Knowledge Activity](https://docs.google.com/document/d/1-Q4OeqqL5bi2JN43mdapyc0zCaA3Umnj6EXpriembzE/edit?usp=sharing) |
| Concept-based teaching | 3 | 2 | Syllabi and each lesson represent concept based teaching.  Concept maps have been developed for each courses and each lesson models teacher learning goal development, assessment design and differentiation. |
| **Technology-centered activities:** |  |  |  |
| Moodle | 3 | 3 | Utilize moodle for course structure, assignments, assessments, and forums. |
| PPT, Podcasts, Video links | 3 | 3 | Edited student created anchor video projects to support candidate creativity for:   * Flipped classroom activity * STAR presentations * TWS Manual Tutorials * Mentor Trainign |
| Experimenting with technology or applications | 3 | 3 | Incorporated technology menu options to aid candidates in utilizing technology for authentic product development. |
| Modeling effective instructional technology practices | 3 | 3 | Technology is not an add-on within courses but considered and environment that is utilized to promote student acquisition of knowledge and application to the development of products. |
| Other |  |  |  |
| **Student-centered activities:** |  |  |  |
| Service-learning emphasis/projects | 3 | 2 | * Teacher Career Fair Event Chair * Organized Professional Development Menu and Speakers for events within MNU’s educational community. |
| Intercultural emphasis/projects | 3 | 2 | * Faciliated international student teaching experience in Costa Rica. Revised handbook, organized Skype with School event, and met with candidates to ensure preparedness. * Served on AACTE NIC Diversifying the Classroom Committee * Beliefs, Values, and Events Inventory (BEVI) Pilot Study Participant, 2016, 17 * Recruited an Mission * Extended Invitation and hosting ‘Teach Beyond’ at our annual Teacher Career Fair |
| Clinical/experiential (student-teaching, practica, internships, etc.) | 3 | 2 | * Organized clinical experiences in schools and districts surrounding MidAmerica Nazarene University. * Mentored candidates serving in clinical placements. |
| Inquiry based or experiential learning | 3 | 3 | * Technology Course is based on experiential learning. All projects center on either the acquisition of 21st century skills or strategies to support future students in the acquisition of skills. * Developed CRAFT (Conflict Role Audience Format Topic) acronym to model performance assessment development and to engage candidates in authentic learning activities. |
| **Other:** Guest speakers, field trips, etc. | 3 | 3 | * Worked with Career & Calling Center to develop workshops for student teachers on resume’ building and interviewing skills. * Directed, Marketed Teacher Career Fair Featuring over 35 districts. |

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| **Rating for Pedagogy** | **Faculty:3** | **Chair: 3** | **NA:** |

**SABBATICAL: *Information only and not rated*** (See Faculty Handbook for Sabbatical criteria/policies)

|  |
| --- |
| I ***meet*** the criteria and ***intend to apply*** for the 20\_\_\_\_ \_\_\_\_\_fall \_\_\_\_spring semester  **Chair supports this application** Yes No Undecided |
| I ***propose*** the following academic pursuits during the sabbatical: |
| I was ***granted*** a sabbatical for the 20\_\_\_\_\_\_ \_\_\_\_\_\_fall \_\_\_\_\_\_spring semester |
| I ***plan to pursue*** the following academic pursuits during the sabbatical: |
| I ***completed*** a sabbatical during the 20\_\_\_\_\_\_ \_\_\_\_\_fall \_\_\_\_\_\_spring semester |
| I ***engaged*** in the following academic pursuits during the sabbatical: |
| I ***produced*** the following as a result of my sabbatical: |

**III. Scholarly Character Development:** Participation in professional development and learning with colleagues inside and outside MNU. Modeling a way of learning that encompasses personal renewal as well as knowledge acquisition.

|  |  |  |  |
| --- | --- | --- | --- |
| **Faculty Development Opportunities** | **Chair Rating** | **Self Rating** | **Examples, indicate supporting documents, chair’s comments** |
| **MNU Faculty Poster Session** |  |  |  |
| Attended | **2** | **2** |  |
| Presented | **3** | **3** | Pioneering Professor Presentation |
| **Book Discussion** |  |  |  |
| Attended | **2** | **2** | Diversity Book Club |
| Presented | **3** | **3** | Facilitated Book Review investigating strategies to support Scholarly Research |
| **Technology** |  |  |  |
| Learning Management System (Moodle) | 3 | 2 | Kaltura |
| Other technology training | 3 | 2 | ML Room Resource Overview Presentation |
| Mentor of New Faculty |  |  |  |
| Service Award | 3 | 2 | Aspiring Academic Leaders Academy Graduate, Kansas Independent Colleges Association, 2017 |
| **Educational Travel** w/ application to  discipline or position. | 3 | 2 | * Retention Summit, Kansas State University, Fall, 2017. * Future Ready Kansas: Support for KESA Action Planning & School Redesign, Fall, 2017. * Kansas ATE/AACTE Conference, Newman University, Fall, 2017. * STEM Conference, Washburn University, Fall, 2017. * Assessing Program and Course Learning Outcomes, Kansas City Professional Development Council, Fall, 2017. * Using Data to Improve Student Outcomes Training, AACTE Online Training Module, Summer 2017 * UBTech Conference, Orlando, FL, Summer, 2017 * Lecture Capture, Instructional Video, Accessibility Training, Orlando, FL, Summer, 2017 * Kansas Education Systems Accreditation (KESA) Outside Visitation Team (OVT) Training, Spring, 2017. * Designing Assessments to Measure Student Outcomes: AACTE Online Training Module, Spring, 2017. * AACTE-ATE Fall & Spring Conferences, KS 2012, 2013, 2014, 2015, 2016, 2017 |
| **Other development opportunities:** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating for Scholarly Development** | **Faculty: 3** | **Chair: 3** | **NA:** |

**IV. Scholarly Presence:** Creating hospitable space for careful listening and connection. It is practiced through speaking and walking with students and colleagues in Christlike grace and truth.

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| --- | --- | --- | --- |
| **Exemplars to Cultivate:** | **Chair Rating** | **Self Rating** | **Comments** |
| I attempt to see myself as others do in daily interactions. | 3 | 3 |  |
| I am open to appropriate suggestions from supervisors/colleagues. | 3 | 3 |  |
| I work in a collaborative manner with department, school, and university faculty. | 3 | 3 | * Worked in collaboration with faculty to align assessments to INTASC, State Standards, and Conceptual Framework * Worked with technology support staff to understand the Kaltura storage systems, established a protocol and training for safe video use and storage |
| I develop appropriate, constructive relationships with students. | 3 | 3 | Freshmen Seminar Instructor  Developed a Sending Service, Smile File and Video to honor graduates  Hosted 28 MNU students at my home for dinner |
| I foster positive relationships within my department, school, university, and community. | 3 | 3 | * Engaged and Chaired a Faculty Learning Community * Diversification,Recruitment and Retention District Staff Focus Group, Olathe Public Schools, 2016-2017 * Northwood Trails Home Owner’s Association, Social Committee, 2016- * Great Plains Alliance of Christian Schools, Teacher of the Year Evaluation Panel, 2016-2017Hope Group Facilitator, Living Hope Church, 2013-present |
| I practice effective interpersonal communication. | 3 | 3 | * Provision of information to candidates, clinical mentoring team members, and practicum course instructors. * Continually working to improve my collaborative and leadership skills. |

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| **Ratings for Scholarly Presence** | **Faculty: 3** | **Chair: 3** | **NA:** |

**V. SERVICE:** Fulfilling the expectations of a faculty member outside the classroom

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| --- | --- | --- | --- |
| **Contribution to MNU** |  |  | **Examples, indicate supporting documents, chair’s comments** |
| I am a member of these committees/planning groups: |  |  |  |
| #1: MNU Institutional Review Board, Appointee, 2017-2018 |  |  |  |
| #2: MNU Teacher Education Department Scholarship Committee, 2017-present |  |  |  |
| #3: MNU Faculty Learning Community Chair-Scholarly Research, 2016-present |  |  |  |
| #4: MNU Faculty Development Committee, MNU, 2016-present |  |  |  |
| Additional MNU Committees:  MNU Scholarship Challenge Interviewer, 2016, 2017  MNU Faculty Search Committee Member, 2015, 2017  MNU Technology Advisory Committee, 2015-present  MNU Exceptions Committee, 2015-present |  |  |  |
| I **regularly** attend required meetings: | **Chair Rating** | **Self Rating** |  |
| Department | 3 | 2 |  |
| Assigned committees | 3 | 2 |  |
| SOE Faculty | 3 | 2 |  |
| Faculty Assembly | 3 | 2 | Student teaching seminar sometimes conflicts with faculty assembly. |
| I contribute my perspective appropriately in meetings. | 3 | 2 |  |
| I am available to students for advising on a regular basis and/or when requested. | 3 | 2 |  |
| I supervise staff/student workers in appropriate/required ways |  | NA |  |
| I participate in Admissions/Recruiting/Retention Activities: |  |  |  |
| Pioneer Days | 3 | Yes-2 |  |
| MAX | 3 | Yes-2 |  |
| NSO (New Student Orientation) | 3 | Yes-3 |  |
| Office visits | 3 | Yes-2 |  |
| High School Visits/School Fairs/Community Colleges | 3 | Yes-2 | 4 Presentations at Johnson County Community College |
| Campus Tours | 3 | Yes-2 |  |
| I contact potential students by (circle all that apply):  Phone F2F Letter Email Social Media (Twitter, Facebook) | 3 | Yes-2 |  |
| I participated in writing a grant. | 3 | Yes-3 | *“INSPIRE: Inspiring New STEM Programs with Innovative and Rigorous Educators,* Kansas Board of Regents, 2017 ($200,000), 2017 |
| I taught Freshman Seminar | 3 | Yes-2 |  |
| **OTHER:** |  |  | Educators Rising |

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| --- | --- | --- | --- |
| **Rating for Service** | **Faculty: 2.5** | **Chair: 3** | **NA:** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Rating Summaries** | **Faculty** | **Chair** | **NA** |
| **Evaluation Cycle** | **3** | **#3** |  |
| **Integration** | **3** | **3** |  |
| **Application** | **3** | **3** |  |
| **Teaching** | **3** | **3** |  |
| **Pedagogy** | **3** | **3** |  |
| **Scholarly Development** | **3** | **3** |  |
| **Scholarly Presence** | **3** | **3** |  |
| **Service** | **2.5** | **3** |  |
| **Overall Average** | **3** | **3** |  |

**VI. SPIRITUAL LIFE:** The spiritual life of the university faculty is a vital element in the mission of MNU. This section is not evaluated by the chair; but may be a basis for discussion.

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| --- | --- | --- | --- |
| I am familiar with the Wesleyan theological perspective that underpins MNU’s Nazarene heritage.  I would like more information. | **YES**  **X** | **NO** | Comments:  I am an active member of Living Hope, a College Church of the Nazarene church plant. |
| **YES** | **NO** | Comments: |
| My spiritual development was positively impacted this year by | **Example:** As a devoted Christ follower I spend time daily in the word and participate yearly in reading through the bible, within the community I meet with and host two neighborhood prayer groups. Within my church family I teach Sunday school, lead a Hope Group, and have been a speaker and facilitator a several Living Hopes Events. I also regularly host dinners for our small group, young adult and teens programs. | | |
| I integrate faith into teaching and interaction with students by | **Example:** Devotions attempt to connect objectives to God’s word. I believe that every good and perfect gift comes from above (James 1:17). This grounds my devotional time. I believe that if what I am teaching is good and perfect, there is biblical support for it. | | |
| **I support the following with my**  **attendance: (circle)** | **Comments:** | | |
| ***Tuesday Chapel*** – Low attender; moderate attender; high attender; N/A (brief rationale) | High Attender | | |
| ***Wednesday Prayers*** *–* Low attender; moderate attender; high attender; NA (brief rationale) | NA: I participatein my Living Hope, a Nazarene affiliated church on Wednesday nights. Upon pastoral request I facilitate Hope Groups. | | |
| ***Thursday Student Chapel*** – low attender; moderate attender; high attender; NA (brief rationale) | Moderate Attender  This is no longer a weekly event but I attend when offered and attend prof talks. | | |
| ***Special Spiritual Development Chapels/Services*** *-* low attender; moderate attender; high attender; NA (brief rationale) | Moderate Attender | | |
| ***Faculty Chapels -*** low attender; moderate attender; high attender; NA (brief rationale) | High attender | | |

**VII. CAMPUS COMMUNITY INVOLVEMENT:** Indicate your level of participation/involvement in the following MNU activities. This section is not evaluated by the chair; but may be a basis for discussion.

**0 = None; 1 = Rarely/low; 2 = Frequently/Moderate; 3 = Always/High**

|  |  |  |
| --- | --- | --- |
| **Faculty/Staff Events** | **Rating** | **Comments:** |
| President’s Events | **2** |  |
| Faculty Coffees/Events | **2** |  |
| Community Fair | **2** |  |
| Various Receptions | **2** |  |
| Employee Wellness Fair | **2** |  |
| On-campus wellness activity | **2** |  |
| Campus Work Day | **2** |  |
| Other: |  |  |
| **Student-Oriented Events** |  |  |
| Athletics | **2** |  |
| Music concerts/recitals | **3** |  |
| Theater productions | **3** |  |
| Student social events | **2** |  |
| Other: |  |  |
| **Alumni-Oriented Events** |  |  |
| Homecoming | **2** | Participated in the bake sale but was unable to attend events due to a family trip out of town. |
| Luncheons | **2** |  |
| I contact alumni in my area by: (circle all that apply):  Phone F2F  **Letter Email**  **Social Media** | **3** | Alumni are invited to the career fair  Informed as to Job events and opportunities.  Alumni are recruited for CMT participation |
| Other: |  |  |

**Hallmarks & Anchors (to be completed by the faculty member):**

The use of the word “hallmark” is to reference that for which MNU is known. The use of the word “anchor” is to reference what is important to our work at MNU. Both link our personal career to the mission and vision of the MNU, and are important to the self evaluation process. The institution’s hallmarks are transformational community, academic excellence, servant leadership, and Christian spiritual vitality. What we must do is determine what behaviors, or anchors, help us represent those hallmarks. Our anchors are high impact behaviors (making a difference in students’ lives and our community through advising, extracurricular connections, and high contact behaviors), quality teaching and learning (rigor, relevance, and relationship), service (developing leaders, serving others, and offering opportunities for service to students and employees), and spiritual health (personal spiritual growth, faith-work integration, and building faith community). All we do at MNU and within the SOE should reflect these anchors and thus are represented in our goal setting process.

*Previous Goals*

In the space below, please identify no more than two goals on which you chose to focus during the last evaluation year. Under each, describe the progress toward goal achievement seen thus far.

|  |  |  |
| --- | --- | --- |
| Boyers Scholarship Area:  Discovery and Integration | SOE Strategic Plan Goal: | Goal 1:   * Teaching: Develop authentic assessments and rubrics and provide accurate and thorough feedback. (2016-2017) |
| Boyers Scholarship Area:  Discovery and Integration | SOE Strategic Plan Goal: | Goal 2:   * Service to my department, MNU and the larger community: Assist with the CAEP accreditation process standards that focus on clinical mentoring experiences and community partnerships. (2016-2017) |
| Boyers Scholarship Area: | SOE Strategic Plan Goal: | Goal 3: |

*New Goals:*

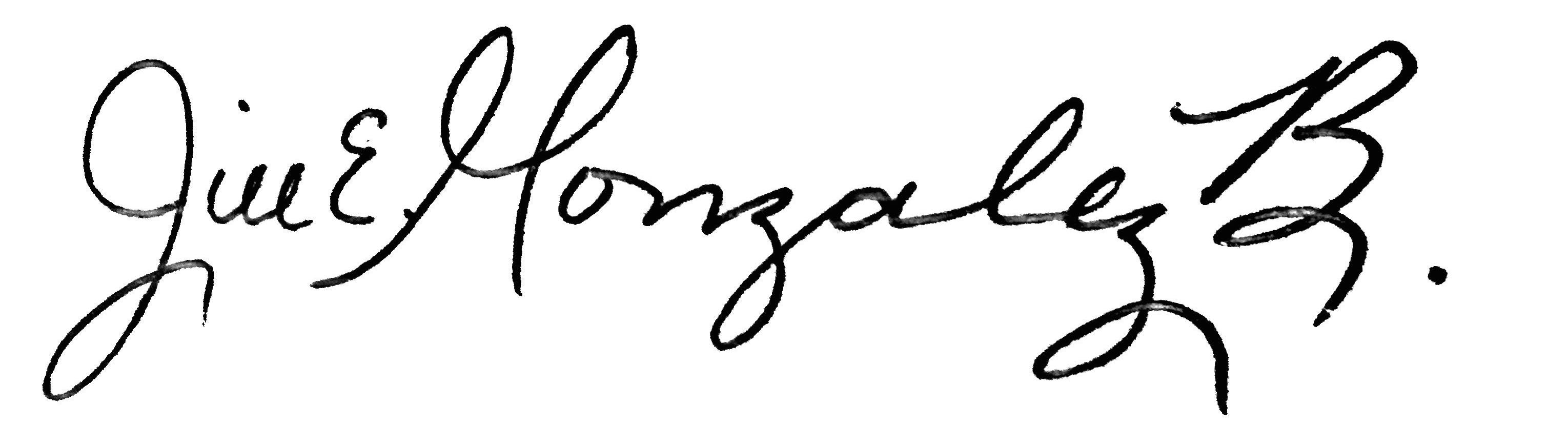
Thinking of our anchors and the SOE strategic plan, identify no more than four goals on which you will focus in the coming year. One goal must relate to technology use/modeling in your classroom so as to reflect good stewardship of the materials provided to us. Another goal must relate to concept-based teaching, demonstrating execution of professional development themes in your classroom. Goals should be measurable and realistic, advancing your personal career goals as well as MNU and the SOE.

|  |  |  |
| --- | --- | --- |
| Anchor Area: | SOE Strategic Plan Goal: | Goal 1 (technology emphasis):  2016-2017-Develop authentic assessments that utilize technology to redefine learning experiences and allow candidates to add to the global community of educators. (Developed CRAFT Framework to promote development of authentic learning experiences)  New 2017-2018-Research competency based learning and digital badging and develop a badge to support clinical training. |
| Anchor Area: | SOE Strategic Plan Goal: | Goal 2 (concept-based teaching emphasis):  2016-2017-Structure syllabi and moodle courses to model concept based teaching. (Completed: presented concept based moodle structure and syllabi for Tech with Teaching & Learning I and Student Teaching Seminar)  New 2017-2018-Research application of concept based teaching and Louis Lannings four skill quandrants to develop teacher educator training and powerful preparation courses. |
|  | SOE Strategic Plan Goal: | Goal 3:  2016-2017-Research and develop workshops and instructional leadership practices to support the surrounding educational community and especially ensure support of our private school clinical team members. (Ongoing goal-Developed five new workshops but as districts submit requests this is an ongoing professional development goal).  New 2017-2018-Research and develop workshops and instructional leadership practices to support MNU and the surrounding educational community. |
| Anchor Area: | SOE Strategic Plan Goal: | Goal 4:  2017-2018-Continuous-Attend chapel regularly, faculty forums on faith, and work to understand models of faith integration in order to develop my role as an effective educator in a faith-based setting. (Completed 2016-2017 Cycle: incorporated integration of faith into Tech for Teaching & Larning I course syllabus) |

The SOE’s reputation and visibility in the community is often represented by faculty. What high contact behaviors can you commit to in the coming year to advance MNU and the SOE?

|  |
| --- |
| * Direct and market teacher career fair * Construct MNU themed gifts for district clinical directors and clinical mentors * Attend 2-3 conferences locally and nationally * Develop and facilitate 4-5 workshops to support the educational community * Serve During the Educators Rising Conference * Recruit faculty to fill CMT and PGSE Professional Development Requests * Recruit community members for STAR panel and write letters of thanks to all participants. * Co-create MOAs with established CMT members * Meet with 2-3 new districts or schools for possible CMT membership * Conduct site visits for 20-30 new CMT mentors * Work with marketing to develop the MNU Clinical Mentoring Site * Serve as the President Elect for Association of Teacher Educators |

I evaluated the above areas as honestly as possible and submit this report to the Department Chair

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_12/05/2017\_\_\_\_­­­\_\_\_

Faculty member

I evaluated the faculty member’s report and discussed my performance assessment with them in a private meeting.

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Department Chair

X I ***highly* *recommend*** *a* continuing contract for this faculty member.

\_\_\_\_\_\_\_ I***recommend***a continuing contract for this faculty member.

\_\_\_\_\_\_\_ I recommend a year for ***probation and observation*** of improvement

\_\_\_\_\_\_\_ I ***do not* *recommend***a contract for this faculty member (new or non-tenure track).

**Chair Rationale:**

Daily you demonstrate your commitment to MNU. I commend you for the way you stay up on the latest research and innovation. You are always seeking ways to grow and hone your craft. You regularly share your expertise with the faculty and the community through presentations and grant writing, etc. It is evident that you have a prayer life and a close walk with Christ. You are genuinely kind and caring to students and colleagues. You work hard to continuously refine and improve the expectations and standards of the clinical and field based experiences for our candidates. You have established great community partners. You are making an outstanding impact on students, faculty, community, and the teaching profession.

**Faculty Member Rejoinder/Comments:**

I have read this faculty evaluation report and support the Chair’s evaluation/recommendation. Questions about ratings have been discussed with the Chair and changes indicated above.

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Dean, School of Education

I accept this report of the faculty member, the chair’s evaluation, and the Dean’s review.

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Provost