

Objective 2-3a:

To accomplish the objectives 2, 3, and 3A, I completed the following: I surveyed my students to determine what areas of the course they felt needed improvement or areas they were particularly interested in learning about that was not included in the syllabus and what did they particularly want included before the end of the semester to support their learning. I gave the survey to all of my classes at mid-term in fall and spring semesters.

For use of the Ipad, I have used the Speed grader to grade student in-class presentations and for conference presentations. I am learning how to use it over time. It has been beneficial.

I attended several workshops on the use of the new Student Assessment of Instruction (SPOI) to learn how to use the data from them for improvement of my teaching. The first administration of the SPOI will be in the Spring semester, so unable to use the data for this APDR.

Objective 4:

To accomplish this objective, I revised the Student Internship Handbook, revised the course assignments, and wrote the syllabus for the non-final practicum. Students will be placed for the first time in Fall 2015 semester in the non-final practicum. I contacted all of the current placement sites and discussed the new non-final practicum and how they will be involved in hosting students for just two days per week and still hosting final internship students five days per week. All of the sites were delighted to have both types of internships.

Teaching 2014-2015	Course	Credits
Summer 2014	EEC 3268 Play Development & Assessment	3
Fall 2014	EDG 4936 Senior Seminar in Child and Youth Studies	3
Fall 2014	EDG 4940 Internship in Child and Youth Studies	3
Spring 2015	EEC 3268 Play Development & Assessment	3
Spring 2015	EDG 4936 Senior Seminar in Child and Youth Studies	3

Data driven decisions

1. Mid-term evaluations
2. Attended a workshop to learn more about using Canvas.
3. Attended workshops on the use of the SPOI to inform my teaching effectiveness

Peer assessment of instruction:

1. Continued to work with faculty members in the College of Health Professions and Social Work and College of Arts and Sciences regarding peer assessment of instruction.
2. Continued peer assessment of instruction with several colleagues in the COE.

Written description of teaching activities for evaluating achievement: The four short-term objectives were completed by several methods. First, a survey took place over the fall and spring semesters with the incoming CYS interns and I surveyed the course EEC 3268 both summer and spring semesters at mid-term. The information gathered in the CYS program in the fall and spring semesters was used to provide program and course improvement. In the analysis of the data collected, the improvements to my teaching included the following changes: (1) better use of CANVAS, (2) minor changes to the assignments in the Senior Seminar for CYS. The analysis is described below.

I collected 34/42 mid-term evaluations from EEC 3268 in summer 2014 and 38/40 spring 2015 and the majority of the suggested changes were to use of CANVAS. The students wanted me to use the calendar feature as opposed to the weekly outline I give them in the Module section of CANVAS. The spring students (7/40) also wanted to be emailed weekly regarding class, assignments and any due dates. I have to determine if this relatively few number of students request is worth the time needed or to develop a better system to communicate with students who are not reading the course material. None of the students had any thoughts about improving the course or course delivery. I use the mid-term evaluation as a way to make changes or modifications based on student feedback. This has been a very important aspect of my teaching for several reasons, it helps me answer questions that student would not otherwise ask because the evaluation is anonymous and it provides clarity for students who have expectations for the course that may not be congruent with the course objectives. In the fall 2014, I surveyed and held an end of course discussion with the CYS students regarding the courses and program. 8/17 returned the survey completed and 17/17 made comments regarding the

program and the courses. From that information, I was able to make both programmatic and course specific changes using the feedback from students.

The specific changes included revision of the Action Research Project to include not only traditional classroom research but also grant writing and program review and adding a non-final field experience component. One of the other changes being developed for the CYS program is moving the Professional Development Plan to the non-final practicum to make it more relevant for students in the final Internship. I also developed the new non-final practicum course syllabus for EDG 4942 with objectives, learning outcomes, and assignments. These significant changes came from input from the agencies where students are in their Internship and from students themselves who wanted to make an impact on the agency where they were placed.

As for programmatic changes, the students requested more information regarding electives and placements for practicums. Both of these issues have been addressed in the revised program that went into effect after these students will graduate. Another programmatic change included the use of university Supervisors in the field as opposed to me conducting the supervision. I supervised in the fall semester, but not in spring. I spent time training the Supervisors for the CYS program. For my work in the Early Childhood Education initial teacher preparation program, I worked with Dr. Elia Vazquez-Montilla and Dr. Tunde Szecsi to revise and update courses in the Early Childhood Education program updated accordingly and for SACS, CAEP, and DOE reviews. As such, I worked on various tasks related to program assessment including updating the critical tasks for EEC3268 and EEC 4307 with Dr. Elia Vazquez-Montilla and Dr. Tunde Szecsi for the Early Childhood program DOE, CAEP, and SACS updates. This past academic year we made major revisions to the ECE program by eliminating three (3) courses and reducing the number of hours in the major from 129 to 120 to conform to the new state requirements. As a result of that task, the two courses in the ECE program, EEC 3268 and EEC 4307 will be revised to reflect the changes throughout the major and is a work in progress. All of the program work is located on both the Share drive and on Livetext. took a workshop on how to use assessment tool in the course management system. Also, the new SPOI became a total web-based perception of instruction and I attended three workshops on how to assess my teaching effectiveness using the new system. I incorporated use of this in my classes and will work over the summer to analyze the data received.

I have always used the online course management system. I integrated CANVAS into my courses and For my service in the schools, I continued my work with the Early Childhood/Child Development program at Manatee High School. I have spent at least one day in each semester this year in those classrooms. Although I have a course release for my work at UFF-FGCU Chapter President, I continue to maintain a full course load in fall 2014 and continued to supervise three CYS interns in spring 2015 without additional compensation. I feel a large portion of my teaching within the CYS program is mentoring students. Mentoring students in the practicum and senior seminar is vital to the student's success and something I take very seriously. I tell my students I am available to them anytime and to communicate with me often and early to avoid problems. This is one of the reasons I continue to supervise CYS interns, I enjoy seeing them blossom from student to professional. The CYS internship experience is so different from teacher preparation and requires the student to make independent decisions and sometimes in a less structured environment and thus require availability at all times. The CYS program is continuing to grow due to student success and I am fortunate to work with the students. Another very important aspect of my teaching is the continuous process of peer assessment of instruction. For many years I have worked with colleagues across campus in peer assessment of teaching. I find it valuable to see others teach and have them watch me teach too; it helps me grow professionally. I take my teaching very seriously and hold myself and my students to high expectations. I will go the extra effort to support student success. However, I am not without criticism from students, and use that feedback when appropriate to make my instruction more effective. This past year I the only negative comments were regarding the use of LiveText, and I solved that problem by adding to the CYS program revision the caveat that all students will purchase Live Text. In the portfolio, I have included one syllabus from summer, spring and fall for documentation. In addition to teaching, as the Omega Epsilon chapter faculty advisor, I along with Dr. Dawn Martelli and chapter members organized the 3rd Annual Dress for Success Fashion Show for the College of Education. This annual event invites all COE students to come and see how to dress for Internship and Interviews. This year we asked Dr. Jane McHaney, our Dean, Dr. Dawn Martelli and Mrs. Diane Kratt to serve as judges. The COE faculty always support this event and asked their classes to attend and give extra credit because they value the information the students are provided with in the event. This year the attendance was over 100 students. Although working with Omega Epsilon is a service activity, I believe this event has a large teaching component and impact on my teaching and student learning outcomes.

I believe the intensity of my work in **TEACHING** warrants an **"exceeds" expectation** for the past year.

Scholarly Contribution/Scholarship/Professional Development

Long Term Goals (3-5 Years)

My long-term goals for **SCHOLARSHIP** include the continued involvement in the program, courses, and curriculum development in

the COE. In addition, scholarship will include preparation of proposals for presentation at professional conferences, participation in various research projects, and writing and submission of manuscripts for publication in professional journals.

Objectives for 2015-2016

Objective 1: Preparation and submission of at least 2 manuscripts for publication in peer reviewed journal.

Objective 2: Submit at least one proposal for a national conference and have accepted.

Objective 3: Continue data collection for Vol. II of book entitled: Our Ideas are Wonderful Too!

Objective 4: Develop a scholarly agenda for the dissemination of work from the CYS program.

Objective 5: Begin the analysis of data collected from the CYS program with a manuscript preparation in mind.

Annual Professional Development Report – Scholarly Contribution/Scholarship/Professional Development:

Objective 1: I have prepared and submitted two publications. I have had manuscripts accepted for publication and one book chapter published, two additional manuscripts in preparation, and one in review.

Objective 2: I have submitted three proposals for national conferences, one has been accepted for the KDP Convo in October 2015.

Objective 3: I have continued to collect data for Vol. II of the book and will continue for at least one more year.

Objective 4: I am in the beginning stages of preparing several manuscripts for publication from the CYS program.

Objective 5: At the end of spring semester 2015, I will have three semesters of data to begin the analyses for manuscript preparation.

Brief description of scholarship activities & evidence for evaluating achievement: I am continually in the process of preparing manuscripts for publication, examining appropriate research topics, and regularly presenting at a variety of venues. Over the past academic year, I continue to work on Vol II of my book, Our Ideas are Wonderful Too! The publication of the book was slated for submission in early fall, however after speaking with the Office of Early Learning (OEL) and determining that most Director Credentials are not due for renewal until 2017, the collection of data will continue until I receive the necessary 30 stories. The stories in the book come from childcare Directors and projects they conduct in their centers. The State of Florida requires Directors to write at least one article every five years and have it published to renewal of their state credential and the book satisfies the requirement. I have worked with the OEL in the past when I published Vol I of the book.

In addition to the book, Dr. Vazquez-Montilla and I had a manuscript accepted in The Journal of the Florida Association for the Education of Young Children and has submitted another manuscript together to Florida Educational Leadership Journal, currently in review.

In other scholarship, I had an article accepted with four of my colleagues at Kappa Delta Pi in the New Teacher Advocate. I had a short section of a book chapter published and a reprint of a previous article published.

In the area of presentations, I presented at the International level in New York at the International Learner conference with Dr. Vazquez-Montilla our manuscript on teaching techniques for online teaching and learning. I presented at the state and local levels on several occasions. I was an invited keynote speaker on two occasions solo and one occasion with Dr. Vazquez-Montilla. Included in the portfolio are copies of the solicitation for the stories for the book, copies of the publications, presentations, and draft manuscripts.

I believe the level of my **SCHOLARSHIP** warrants an **“exceeds” expectation** for the past year.

Scholarship 2014-2015	
Book: Elliott, E.M. (Ed.). Our ideas are wonderful too! (In preparation)	Accepted and Submitted Publications: Vazquez-Montilla, E. & Elliott, E.M. (March, 2014). Bibliotherapy: Building a culture of care with young children. <i>The Journal of the Florida Association for the education of young children</i> , 6(1), 20-27. http://en.calameo.com/read/001184940ac00d4c47fa7

<p>Presentations: International: Elliott, E., & Vazquez, E. Quality techniques for teaching teachers at the university level. Paper presented at the International Learner Conference 2014. New York, New York – July 2014. (manuscript in review) Local: Elliott, E. Leading the pathway to professionalism. Presented at Circles of Care, Childcare of Southwest Florida annual conference. March 21, 2015. (manuscript in preparation) Vazquez-Montilla, E., & Elliott, E. M. Teaching to Inform Parents – A TIPs brochure. A bilingual</p>	<p>Elliott, E.M., Jeewek, J., Mallett, C., Strauss, E. K., and Toy, T.C. (2014). Meetings to go. <i>New Teacher Advocate</i> (Vol. 22(2), pp. 12-13). Indianapolis: Kappa Delta Pi. Elliott, E. (2014). Everybody has an old shoe. <i>FLAAYC E-Facts</i> (Vol. 4(1), pp.12-14). Retrieved from http://www.flayc.org/images/stories/August_2014_Newsletter.pdf. (Original work published 2011). Elliott, E.M. & Vazquez-Montilla. (in review). Maintaining rigor and value in the educational process using an online course delivery model. <i>Florida Educational Leadership</i>. Book Chapters: Elliott, E.M. (2015). Enhancing and advancing through assessment. In Selmi, A. M., Gallagher, R. J., Mora-Flores, E. R., <i>Early Education Curriculum for all Learners Integrating Play and Literacy Activities</i>, pp. 264-265. Los Angeles: Sage. Invited Speaker: Elliott, E. & Vazquez-Montilla, E. Keynote speakers for the Florida Association for the Education of Young Children, Annual Conference. Orlando, FL – October 26, 2014. Elliott, E. Striving for Excellence. Commencement speaker for Fort Myers Institute of Technology, 2014. Ft. Myers, FL – May 22, 2014.</p>
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Service

Long Term Goals (3-5 Years)

Long-term goals for **SERVICE** will emphasize four areas: (a) service to the profession, (b) service to the community, (c) service to the university, and (d) service to the college. Continued Service to the university, the college, the community, and to my profession are integral components of my overall professional development. Over the years, I have developed national and international relationships that have resulted in my becoming a state level Executive Board member of my professional organization, a steering committee member for a local community activity and a keynote speaker for organizations worldwide. These commitments continue to strengthen my service component over the next year. I serve on university committees, college committees, community activities, and serve on the local executive board for my professional organization.

Objectives for 2015-2016

Service to the University

1.) Serving on Judicial Affairs – Student Code of Conduct Committee and Academic Integrity Committee, 2.) Serve on the Planning and Budget Committee and 3.) Serve on Honorary Degree Committee.

Service to the College

1)Serving as faculty advisor to Omega Epsilon – KDP. This responsibility is beyond “meets objective.” 2.) Serving as the Program Leader for the Child and Youth Studies program.

Service to Community

I work annually with the SW FL Reading Festival by serving on a local committee. In March during the festival I work at least 20 hours for the event

Service to Profession

1.) I serve on the Executive Board of the Lee County Chapter of the FLAAYC which is my professional organization. 2.) For the next year I will be serving as the National Chair for the Kappa Delta Pi – International Honor Society in Education Convocation 2015.

Annual Professional Development Report – Service

Service to the University

I served on at least one hearing a month in the fall semester and have served on two hearings this semester. The office of student affairs provides a yearly certificate for participation. Each committee for the PBC has meeting minutes.

Service to the College

In addition to serving as the faculty advisor, I served as a mentor to Dr. Dawn Martelli so she can become the Co-faculty Advisor of Omega Epsilon next academic year. Serving as the Program Leader for the Child and Youth Studies program. The position was intense this year as it required additional work for SACS, additional curriculum review and submission to the COE and UCT for changes that were a result of other program changes, and updating of all program materials to reflect additional changes.

Service to Community

My community service this year did not involve working with the Reading Festival this year, as the festival committee decided to invite FL SW School of Education in my place. (As a side note, I was called and asked to volunteer at the last minute, one week before the festival and I declined as I had a previous commitment.)

Instead, I worked with the Circles of Care Conference held at Southwest Florida College along with eight students from the COE as we manned a recruiting booth for the college at an all-day event. My work with Circles of Care was at various times throughout the past few months and from 7am to 5:30pm on March 14, 2015, the day of the conference. In addition, I serve on the Advisory Board for Ft Myers Institute of Technology.

Service to Profession

I serve on the Executive Board of the Lee County Chapter of the FLAEEYC which is my professional organization. This is my last year serving on the board. Board membership requires attending monthly meetings and monthly trainings. For the next year I will be serving as the National Chair for the Kappa Delta Pi – International Honor Society in Education Convocation 2015. I was elected to serve as the National Chair for CONVO 2015. This duty requires monthly and bi-monthly conference calls, reviewing conference proposals, and serving on the National Budget Committee.

Brief description of service activities & evidence for evaluating achievement: As the National Chair for KDP, I have conducted monthly and in some month's bi-monthly conference calls with the national association, served as a reviewer for the national conference proposals, and attended to other duties as assigned by the national headquarters, which include conducting a statewide Teacher Leadership Conference called iLEAD. The iLEAD conference was held on the FGCU campus the first Saturday of spring break and was attended by over 50 students from campuses all over the state of Florida. Our chapter was the host chapter with 25 members attending from our chapter along with three other faculty members, Dr. Elia Vazquez-Montilla, Dr. Susan Cooper, and Dr. Dawn Martelli who served as facilitators. I served as the Lead Facilitator.

My service commitment has been significant this past academic year. I serve on my profession's local board, I serve on two committees (program review and grants) for the Early Learning Coalition of SWFL, and I serve on the Advisory Board for ECE at Ft Myers Institute of Technology. I also serve as the National Chair for CONVO 2015 and serve on the National Budget Committee for Kappa Delta Pi.

For the COE, I serve as the faculty advisor for Omega Epsilon – Kappa Delta Pi, International Honor Society in Education, I serve as the Chair of the COE Peer Support Committee, and I am my department's representative for the COE Faculty Council.

For the university, I have a Presidential appointment to the Planning and Budget Committee (PBC) and serve on the subcommittee Strategic Planning and Institutional Effectiveness and I serve on the Student Code of Conduct and Academic Integrity Committee and on the Honorary Degree committee.

Other Duties

Long Term Goals (3-5 Years)

Objectives for 2015-2016

Annual Professional Development Report – Other Duties

ANNUAL PROFESSIONAL DEVELOPMENT REPORT - OVERALL:

All-in-all I believe the past academic year was very successful in all three areas, teaching, scholarship and service. This annual review does not present every activity I participated in nor does it present the countless interactions with students, faculty or community members in the normal routine of my day, week, month or academic year at FGCU. The review captures the highlights of my position as a faculty member over the past year. I exceeded all of the goals I set for myself and continue to be a productive and active faculty member in the College of Education.

Signatures:

Faculty Member **Date**

Chair **Date**

Dean **Date**