I. INTRODUCTION

Biographical Statement

Name: Adrian Rodgers
College of Education and Human Ecology
Department of Teaching and Learning

A.   Education

Doctor of Philosophy Teacher Education and English Education March, 1999	*Teacher and Teacher-Researcher Classroom Collaboration: Planning and Teaching in a Secondary English Classroom Using Process-Oriented Drama Approaches.* Advisors: Dr. Ken Howey; Dr. George Newell The Ohio State University, Columbus, Ohio
Master of Arts Educational Theory & Practice June, 1997	Advisor: Dr. Cecily O'Neill The Ohio State University, Columbus, Ohio
Master of Arts Social History May, 1986	Memorial University St. John's, Newfoundland, Canada
Bachelor of Education Secondary Education May,1986	Memorial University, St. John's Newfoundland, Canada
Bachelor of Arts Major - English, Minor - History May 1983	Memorial University, St. John's, Newfoundland, Canada

B. Professional Positions

Associate Professor   The Ohio State University, Newark, OH.
October, 2010 – Present

Director, International Programs   The Ohio State University, Columbus, OH.
August, 2014 – August, 2016

Assistant Professor   The Ohio State University, Columbus, OH.
2004 – September, 2010

Assistant Professor   University of Dayton, Dayton, OH.
2001 – 2004   Middle Childhood Education

Assistant Professor   University of Toledo, Toledo, OH.
1998-2001   Secondary Education

Graduate Teaching Associate   The Ohio State University, Mansfield, OH.
1997

Graduate Research Associate   Project UNITE (Urban Network to Improve Teacher
1996-1998   Education)
                                 The Ohio State University, Columbus, OH.

Graduate Teaching Associate   Ohio State University, Columbus, OH.
1994-1996   Professional Introduction to Teaching Program

Secondary English Teacher   Menihek High School,
1986-1994   Labrador City, Labrador, Canada.

II. CORE DOSSIER

College of Education and Human Ecology
School of Teaching and Learning

Teaching

1) **Undergraduate, Graduate, and Professional Courses Taught Since Date of Hire or in Past Five Years (whichever is more recent)**

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations	
					Student	Other
AU 2023	T&L 2189	19	100			
AU 2023	T&L 5468	21	100		SEI	FTAD Peer Observation Dr. Becky Huang
AU 2023	T&L 8998	1	100			
AU 2023	T&L 8999	3	100			
AU 2023	ESPHE 4403	8	100		SEI	FTAD
SU 2023	T&L 5468	18	100		SEI	FTAD
SU 2023	T&L 5468	16	100		SEI	FTAD
SU 2023	T&L 8998	1	100		None	
SU 2023	T&L 8999	2	100		None	
SU 2023	ESCE 2189S	14	100		SEI	
SP 2023	T&L 2189	12	100		None	
SP 2023	T&L 7193	1	100		None	
SP 2023	T&L 8998	3	100		None	
SP 2023	T&L 8999	2	100		None	
SP 2023	ESPHE 4403	9	100		SEI	FTAD
AU 2022	T&L 8999	1	100		None	
AU 2022	T&L 8999	1	100		None	
AU 2022	T&L 5468	17	100		SEI	FTAD
AU 2022	T&L 5468	17	100		SEI	FTAD
AU 2022	T&L 5220	6	100		SEI	FTAD
AU 2022	T&L 8998	1	100		None	
SU 2022	T&L 8998	1	100		None	
SU 2022	T&L 7193	2	100		None	
SU 2022	T&L 5468	23	100		SEI	FTAD
SU 2022	T&L 5468	13	100		SEI	FTAD
SU 2022	SOD					
SP 2022	T&L 8999	1	100		None	
SP 2022	T&L 8999	1	100		None	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
SP 2022	T&L 7193	1	100		None	
SP 2022	ESPHE4403	11	100		SEI	FTAD
SP 2022	T&L 2189	11	100		None	
AU 2021	T&L 8999	1	100		None	
AU 2021	T&L 8999	1	100		None	
AU 2021	T&L 7193	1	100		None	
AU 2021	T&L 7193	3	100		None	
AU 2021	T&L 5468	19	100		SEI	FTAD
AU 2021	T&L 5468	18	100		SEI	FTAD
AU 2021	T&L 5220	12	100		SEI	FTAD
SU 2021	T&L 7193	1	100		None	
SU 2021	SOD					
SP 2021	T&L 8999	1	100		None	
SP 2021	T&L 7193	1	100		None	
SP 2021	ESPHL 4403	10	100		SEI	FTAD
SP 2021	T&L 2189	10	100		SEI	
AU 2020	T&L 8999	1	100		None	
AU 2020	T&L 7193	1	100		None	
AU 2020	T&L 5220	13	100		SEI	FTAD
AU 2020	T&L 2189	18	100		None	FTAD
AU 2020	EdStuds4403	18	100		SEI	FTAD
SU 2020	SOD					
Spr 2020	T&L 8999	1	100		None	
Spr 2020	T&L 7193	1	100		None	
Spr 2020	T&L 5468	9	100		SEI	FTAD
Spr 2020	T&L 2189	10	100		None	FTAD
Spr 2020	EdStuds 4403	10	100		SEI	FTAD
Fall 2019	T&L 5191	3	100		SEI	
Fall 2019	T&L 5220	17	100		SEI	
Fall 2019	T&L 8999	1	100		None	
SU 2019	T&L 5468	24	100	Online	SEI	
SU 2019 SOD	EdStuds2189	15	100	Ed Abroad	SEI	Ed Abroad Office eval
Spr 2019	T&L 8999	2	100		None	
Spr 2019	SRA					
Fall 2018	FPL					
Fall 2018	T&L 8999	1	100		None	
Fall 2018	T&L 8999	1	100		None	
SU 2018 SOD	ESCE2189	14	100	Ed Abroad	None	
Spr 2018	T&L 8999	1	100		None	
Spr 2018	T&L 8998	1	100		None	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Spr 2018	T&L 7193	1	100		None	
Spr 2018	T&L 4189	1	100		None	
Spr 2018	T&L 3189	4	100		None	
Spr 2018	T&L 3189	3	100		None	
Spr 2018	T&L 5453	19	100		SEI	UCAT
Fall 2017	T&L 5191 Stdt T	4	100		None	
Fall 2017	T&L 5339 LitEval+Instr	17	100		SEI	UCAT
Fall 2017	T&L 5339 LitEval+Instr	17	100		SEI	UCAT
Fall 2017	T&L 8999 Research	3	100		None	
Spr 2017	T&L 3189 Field Exp	3	100		None	
Spr 2017	T&L 4189 Adv Field	2	100		None	
Spr 2017	T&L 8999 Research	1	100		None	
Fall 2016	T&L 8999 Research	1	100		None	
Fall 2016	T&L 7193 Ind Stud	1	100		None	
Spr 2016	T&L 4189 Adv Field	5	100		None	Peer Observ
Fall 2015	T&L 8999 Research	1	100		None	
SU 2015	T&L 7193 Ind Stud	1	100		None	
Spring 2015	T&L 5453 Content Rdng	4	100		SEI	
Fall 2014	T&L 8998 Res Apprent	1	100		None	
Spring 2014	T&L 5453 Crit Literacy	22	100		SEI	
Spring 2014	T&L 7193 Ind Studies	1	100		None	
Fall 2013	T&L 8998 Res Apprent	1	100		None	
Fall 2013	T&L 7193 Ind Study	4	100		None	
Fall 2013	T&L 5195 Ind Stud	4	100		None	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Fall 2013	T&L 5195 Ind Stud	3	100		None	
Summer 2013	T&L 7193 Ind Stud	1	100		None	
Summer 2013	T&L 5892 Workshop	8	0	100 – Instructor of Record for O&E course	None	
Spring 2013	T&L 7193 Ind Studs	3	100		None	
Spring 2013	T&L 5892 Workshop	13	0	100 – Instructor of Record for O&E course	SEI	
Spring 2013	T&L 5110-0010 Classrm Guid	3	100		SEI	
Spring 2013	T&L 5110-0020 Classrm Guid	4	100		SEI	
Spring 2013	T&L 5110-0010 Classrm Guid	12	100		SEI	
Fall 2012	T&L 5110 Clssrm Iss Guid EC	14	100		SEI	
Fall 2012	T&L 5195 Reflect Sem	7	100		SEI	
Summer 2012 SOD	T&L 3193 Ind Studies	2	100		SEI – undergrad sect of T&L 6280	
Summer 2012 SOD	T&L 6280 4/5 Dev Grd Lrns	4	100		SEI	
Spring 2012	T&L 601.20 Fnd MC Ed	14	100		SEI	
Spring 2012	T&L 854.70 Rdng Soc Set, EC	20	100		SEI	
Spring 2012	T&L 893.70 Adv St – Er Child Ed	1	100		No formal course eval	
Winter	T&L 603.20	14	100		SEI	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
2012	Interdisc Tchng MC					
Winter 2012	T&L 810.70 Clssrm Iss Guid EC	20	100		SEI	
Winter 2012	T&L 871 Hist Cntmpy Thry TL	2	100		SEI	
Winter 2012	T&L 893.20 AdvSt-MCE	4	100		No formal course eval	
Autumn 2011	T&L 893.20	4	100		No formal course eval	
Autumn 2011	T&L 893.70 AdvSt- Erly Child Ed	1	100		No formal course eval	
Summer 2011 QOD	T&L 7011 TchrEd in the US and Indonesia = 6 semester hours	24	50	Pilot course delivered in Indonesia; semester format co-taught with Indonesian faculty	No SEI – No US stdts were registered so course not in SIS.Indonesian stdts earned credit at home & then trans-ferred to OSU	Student Narrative using standardized Newark Campus form and procedure
Summer 2011 QOD	T&L 727.10 SpTpx-ElemEd-NatBdCert	19	0	Instructor of Record for O&E course	SEI	
Summer 2011 QOD	T&L 727.10 SpTpx-ElemEd-NatBdCert	13	0	Instructor of Record for O&E course	SEI	
Summer 2011 QOD	T&L 893.20 AdvSt- Mid Child Ed	1	100		No formal course eval	
Summer 2011 QOD	T&L 893.50 AdvSt-IntTchLrng	1	100		No formal course eval	
Spring 2011	T&L 601.20 FndMidChild Educ	18	100		SEI	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Spring 2011	T&L 727.10 SpecTpx-ElemEd-NatBdCert	14	0	Instructor of Record for O&E course	SEI	
Spring 2011	T&L 854.70 RdngSocSetting – EC	16	100		SEI	PeerEval by MaryBx-Noe
Spring 2011	T&L 893.20 AdvSt-MidChildEd	1	100		No formal course eval	
Spring 2011	T&L 893.70 AdvSt-ErChildEd	1	100		No formal course eval	
Winter 2011	T&L 603.20 Interdisc Instr In MC Ed	20	100		SEI	
Winter 2011	T&L 810.70 Clasrm Issues In Guid-ECE	12	100		SEI	
Autumn 2010	T&L 893.70 Adv Std – ECE	1	100		No formal course eval	
Summer 2010 QOD	T&L 816 Lang Arts in Elem School	7	100		SEI	EHE O&E Feedback Form
Summer 2010 QOD	T&L 871 Hist & Conty Thry of T&L	12	100		SEI	
Summer 2010 QOD	T&L 887.20 Adv Fld Exper	1	100		No formal course eval	
Spring 2010	T&L 601.20 Fnd of Mid Child Ed	8	100		SEI	
Spring 2010	T&L 694.20 Grp Std Mid Child Educ	11	100		SEI	
Spring 2010	T&L 854.70 Rdng Soc Setting ECE	4	100		SEI	
Spring 2010	T&L 893.20 Adv Std – MCE	1	100		No formal course eval	

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Spring 2010	T&L 893.70 Adv Std – ECE	1	100		No formal course eval	
Winter 2010	T&L 603.20 Interdisc Instr In MC Ed	19	100		SEI	FTAD
Winter 2010	T&L 810.70 Clasrm Issues In Guid-ECE	4	100		SEI	FTAD
Winter 2010	T&L 893.70 Adv St-ECE	5	100		No formal Course eval	
Autumn 2009	T&L 893.20 Adv Ind Stud	1	100		No formal course eval	
Autumn 2009	T&L 893.70 Adv Ind Stud	2	100		No formal course eval	
Autumn 2009	P&L 650 History of Ed	25	100		SEI	FTAD
Summer 2009 QOD	T&L 893 Independent Study	2	100		No formal course eval.	
Summer 2009 QOD	T&L 999.10 Dissertation Research	1	100		No formal course eval.	
Spring 2009	T&L 601.20 G3 Foundations of MC Ed	20	100		SEI	FTAD & Peer Evaluation
Spring 2009	T&L 854.20 G 3 Reading in the Social Setting	15	100		SEI	FTAD
Spring 2009	T&L 893.20 Independent Study	1	100		No formal course eval.	
Spring 2009	T&L 999.10 Dissertation Research	1	100		No formal course eval.	
Winter 2009	T&L 603.20 G 3 Interdisc Tchng MC	26	100		SEI	FTAD

Quarter or Semester/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Winter 2009	T&L 810.70 G 3 ClassroomCo mmunities & Issues of Guidance	11	100		SEI	FTAD & Peer Evaluation

Quarter/ Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Winter 2009	T&L 884.20 G 5 Field Experience	6	100		Stdt Narrative	FTAD
Winter 2009	T&L 893.20 Independent Study	2	100		No formal course eval.	
Winter 2009	T&L 999.10 Dissertation Research	1	100		No formal course eval.	
Fall 2008	P&L 650 History of Modern Educ	22	100		SEI	FTAD & Peer Evaluation
Fall 2008	T&L 893.50 Independent Study	1	100		No formal course eval.	
Fall 2008	T&L 999.70 Dissertation Research	1	100		No formal course eval.	
Su 2008 QOD	T&L 893.20 Independent Study	1	100		No formal course eval.	
Su 2008 QOD	T&L 893.50 Independent Study	1	100		No formal course eval.	
Sp 2008	T&L 601.20 G3 Foundations of MC Ed	6	100		SEI	FTAD
Sp 2008	T&L 853.07 G3	5	100		SEI	FTAD

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
	Critical Approaches to Content Reading					
Sp 2008	T&L 893.70 Independent Study	1	100		No formal course eval.	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Wi 2008	T&L 460 Elem Educ: Child Guidance U 4	20	100		SEI	FTAD
Wi 2008	T&L 603.20 G 3 Interdisc Tchng MC	8	100		SEI	FTAD
Wi 2008	T&L 810 G 3 ClassroomCommunities & Issues of Guidance	6	100		SEI	FTAD
Fall 2007	On duty quarter but no scheduled courses					
Su 2007 QOD	T&L 893.70 Independent Study	3	100		No formal course eval.	
Sp 2007 SRA						
Wi 2007	T&L 603.20 G 3 Interdisc Tchng MC	15	100		SEI	
Wi 2007	T&L 885 G 5	5	100			Student feedback

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
	Field Experience					forms were summarized by the Field Supervisor
Wi 2007	T&L 810 G 3 Classroom Communities & Issues of Guidance	14	100		SEI	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Au 2006	On duty quarter but no scheduled courses					
Au 2006	T&L 893.20 Independent Study	1	100		No formal course eval.	
Au 2006	T&L 893.70 Independent Study	1	100		No formal course eval.	
Su 2006 QOD	T&L 922 G 3 Writing Proposals in LLC	7	50	Co-taught course with another instructor at Columbus	SEI	Peer Evaluation
Su 2006 QOD	T&L 893.70 Independent Study	1			No formal course eval.	
Su 2006 QOD	T&L 887.70 Advanced Field Experience	1			No formal course eval.	
Sp 2006	T&L 674.07 G 3 Family Participation	17	100		SEI	Faculty & TA Development (FTAD)
Sp 2006	T&L 693.56 Independent Study	1	100		No eval	.
Sp	T&L 693.70	1	100		No eval	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
2006	Independent Study					
Sp 2006	T&L 854.20 G 3 Reading in the Social Setting	12	100		SEI	
Sp 2006	T&L 854.07 G 3 Reading in the Social Setting	3	100		SEI	Faculty & TA Develop.
Sp 2006	T&L 893.20 Advanced Study-MC Educ	1	100		No eval	
Sp 2006	T&L 893.56 Advanced Study- Lang Lit Rdng	1	100		No eval	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Sp 2006	T&L 893.70 Advanced Study – ER Child Ed	3	100		No eval	
Wi 2006	T&L 603.20 G 3 Interdisc Tchng MC	12	100		SEI	
Wi 2006	T&L 884 G 5 Field Experience	5	100		Stdt Narrative	
Wi 2006	T&L 884 G 5 Field Experience	5	100		Stdt Narrative	
Au 2005	On duty quarter but no scheduled courses					
Su 2005 QoD	P&L 609.07 Teaching as a Profession U/G 3	20	100		SEI & Student Narrative	Peer evaluation
Su 2005 QoD	T&L926.70 M.Ed.Capstone, EC G 3	22	100		SEI & Student Narrative	
Spr 2005	On duty quarter but no scheduled courses					
Wi 2005	T&L 460 Elem Educ: Child Guidance U 4	13	100		SEI	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Wi 2005	T&L 603 Interdisciplinary Teaching & Learning for MC G 5	16	100		SEI	

Quarter/Year	Course Number Title Credit Hours	Enrollment	% of Course Taught	Explanation (if not 100%)	Formal Course Evaluations Student	Other
Au 2004	T&L 674 Family participation in early childhood school programs U 3	10	100		SEI	Peer Evaluation
Au 2004	T&L884.50 Planned field experience; Middle childhood & T&L 884.70 Planned field experience; Early childhood G5 * Represents 2 sections of field supervision	10 *	100		N/A	Student feedback forms were summarized by the Field Supervisor

2) **Involvement in graduate/professional exams, theses, and dissertations**

Received P status in the Graduate School July 5, 2007.

a) Graduate students: list completed and current and include:

i) **Doctoral Students (dissertation advisor)**

Current as of 2023	**Completed**
Tryanti Abdulrahman	Andri Andriansyah Dec 2023
Sidrah Rachman	MaryKate Patterson May 2023
	Yohannes Widiyanto(2016, CoAdv)
	Zeynep Isik-Ercan Sept, 2009
	Patricia Biancone (2018)
	Firman Parlindungan (2019)
	Umi Retnaningsih (Co-Advisor)

ii) **Master's Students Plan A (thesis advisor)**

Current as of 2023	**Completed**

None at this time.   Erni Adelina (2017)
                                     Marling, Tanya
                                     Russ, Jami
                                     (both @ University of Dayton,
                                     2005)

iii)   Master's Students Plan B (advisor)

Current as of 2023   **Completed**
                                Hayleigh Dean (MA), 2022
None at this time   (M.Ed. unless specified)
                                Biehle, Kristin (MA) 2013
                                Bojokowski, Julie (MA) 2013
                                Elgeziri, Dena (2013)
                                Wilson, Olivia (2013)
                                Jamie Cook (2012)
                                Crabill, Ashlee (2012)
                                Crane, Kristen (2012)
                                Crist, Morgan (2012)
                                Din, Mahlia (2012)
                                Hothem, Emily (2012)
                                Martin, Lyndsi (2012)
                                Kellogg, Morgan (2012)
                                Wunsch, Rob (2012)
                                Whitehead, Linda (2012)
                                Donahue, Elizabeth (2011)
                                Bloise, Charlotte (2010)
                                Cribbs, Sara (2010)
                                Fackler, Amy (2010)
                                Flowers, Shannon (2010)
                                Van Schaik, Jessica (2010)
                                McWilliams, Kelly (2009)
                                McClaskey, Sally (MA; 2008)
                                Ashley, Barbara (2007)
                                Knable-Canfield, Ashley
                                (2007)
                                Schenk, Jennifer (2006)
                                Spahr, Shellie (MA; 2006)
                                Pastol, Amanda (2006)
                                Poland, Sarah (2006)
                                Wiley, Christine (2006)
                                Allen, Kathleen (2005)
                                Beard, Ashley (2005)
                                Considine, Emily (2005)
                                Meyer, Donna (2005)
                                Mitchell, Angie (2005)
                                Polchik, Romaine (2005)

iv) **Doctoral Students (dissertation committee member)**

Current as of 2023	Completed
None at this time	Maretha Dellarosa (2022)
	Irfan Rifai (2019)
	Melinda McClimans (2018)
	Yanty Wirza (2017)
	Ani Pujiastuti, (2016)
	Umar Abdullah (2015)
	Dashora, Pushpanjali (2010)
	Nichols, Jennifer (2010)
	Smith, David(ended 3/12)
	Doepker, Gina (2007)
	Arnold, Jackie (2006) *
	* sub for committee member in last
	month of student's study

v) **Doctoral Students (general examination committee chair)**

Current as of 2023	Completed
None at this time	Sidrah Rachman (2023)
	Andri Andriansyah (2020)
	Firman Parlindingan (2017)
	Mary Kate Patterson (2016, 2021)
	Isik-Ercan, Zeynep
	(co-advised with Barbara Seidl)
	Completed December, 2009
	Bruening, Paige (until 06/07 when
	student changed School, co-advised
	with Brian Edmiston)

vi) **Doctoral Students (general examination committee member): Do not include service as a Graduate School representative.**

Current as of 2023	Completed
Angga Hidayat	
	Mutia Sufia
	Risa Haridza
	Maretha Delarosa
	Hirn, Colby
	Dashora, Pushpanjali
	Passed Generals Fall / 08
	Nichols, Jennifer
	Passed Generals Fall / 07

vii)   Master's Students (thesis committee member)

Current as of 2023	**Completed**
None at this time	Angela Faust 2020

viii)   Master's Students (examination committee member)

Current as of 2023	**Completed**
None at this time	Abi Muchtar (2023)
	Hertanto, Mustika Aji (2017)
	McDede, Meaghan (2012)
	Mullins, Krystin (2012)
	Reimer, Mike (2012)
	Slater, Elizabeth (2012)
	Wetherill, Carrie (2012)
	Horn, Bryan (2011)
	Wesley, Brenda (2011)
	Yahn, Jacqueline (2011) - MA
	Abbott, Alisha (2010)
	Willis, Melinda (2010)
	Byrd, Jennifer (2009)
	Conley, Amanda (2009)
	Durbin, Allison (2009)
	Estadt, Chris (2009)
	Bishop, Brooke (2007)
	Mulbay, Amanda (2007)
	Hartman, Emily (2006)
	Olinger, Kay (2006)
	Sichina, Carrie (2006)
	Adcock, Katie (2005)
	Clouston, Lindsey (2005)
	Heasley, Jennifer (2005)
	Holmberg-Frischen, Monica (2005)
	Kinney-Hill, Hollie (2005)
	McKoy, Vanessa (2005)
	Sommerkamp, Chris (2005)
	Weaver, Tracy (2005)

b) Describe any noteworthy accomplishments of graduate students for whom you have been the advisor of record, for example, publications during or emanating from graduate program, awards for graduate work, prestigious post-docs, or first post-graduate positions.

$2,700 OIA and Office of Research Award to my Doctoral advisee Andri Andriansyah for a proposal titled "Kindergarten student teachers' response to literature based teaching in an online teacher preparation methods course." May, 2022.

A paper co-presented by MA students Triubaida Arfiandhani, Riana Permatsasari, Windha Kusumuwanti and I was presented at the International Conference on School Evaluation and Improvement in Yogyakarta, January, 2014.

I advised Mary Katherine Patterson who presented at the MWERA conference, November, 2012.

I advised doctoral student Zeynip Isik-Ercan. She published:

Isik-Ercan, Z., Kang, H.Y., & Darling, K. (2006, October). *Negotiating New Territories: Learning Student Teaching Supervision On-The-Job*. Presented at the Annual Meeting of the Mid-Western Educational Research Association, Columbus, OH.

And presented:

Isik-Ercan, Z. (2009, April). *Carving a space for themselves: Evolving roles and perspectives in supervising pre-service teachers*. Paper presented at the Annual Meeting of American Educational Research Association, San Diego, CA.

Katz, L. & Isik-Ercan, Z. (2009, April). *Reconceptualizing field experiences and its relationship to other teacher preparation contexts*. Paper presented at the Annual Meeting of American Educational Research Association, San Diego, CA.

Isik-Ercan is now Department Chair at Rowan University and started Fall, 2014.

Gina Doepker, on whose doctoral dissertation committee I served, now serves as a faculty member at Valdosta State University in Valdosta, Georgia, and was awarded the Outstanding College Reading Teacher of the Year award from the Georgia Reading Association.

   c) **Senior Honors Theses:**

Current	Completed
None at this time	Ziegler, Megan (SP, 2006)
	'Seeking opportunities for social justice.'

   d) **Noteworthy Undergraduate Student Accomplishments:**

At my direction, Jewel Seery and Kaitlyn Summers who were undergraduate students enrolled in my Education Abroad course, completed the Global Option in the College of Education and Human Ecology.

At my direction, Kevin Henry who was an undergraduate student enrolled in my Education Abroad course, was the first Regional Campus student to complete the Global Option in the College of Education and Human Ecology.

3) Involvement with postdoctoral scholars and researchers

In 2019 I hosted the following researchers: Liang Gu, China and Abdul Hadi, Indonesia.

In 2018 I hosted the following researchers: Suharjo, Indonesia; Ramli, Indonesia; Sylviana He, China; Ling Liu, China; Thobeka Mda, South Africa.

In 2017 I hosted the following researchers: Jiali Li, China; Sylviana He, China;

2016 - Eduart Wolok, Indonesia; Karmila Macmud, Indonesia; Edi Johan Syah Djula, Indonesia; Hermanto Ahmad Yusuf, Indonesia; Lei Zhu, China; Luo Wei, China,; Peng Yi, China; Jiali Li, China' Linlin Chen, China; Li Qionghua, China; Sunardi, Indonesia;

2015 - Anna Spiridonova, Russia.

4) Extension and Continuing Education Instruction

Fall, 2020 – Spring, 2024. Faculty mentor, Second Year Transformational Experience Program (STEP), Newark Campus.

In Summer, 2022 I was the lead instructor for a grant obtained by OSU's East Asian Studies Center coordinating training to 25 teachers across the country focused on infusion of Global Education content into their curriculum.

In Summer, 2017 I taught an Intensive Education Micro Course for 3 weeks at Huazhong Agricultural University, Wuhan, China.

In Summer, 2010 I taught Ed T&L 816, Language Arts in the Elementary School which was tailored to meet the needs of Columbus City School teachers.

5) Curriculum Development Since Date of Hire or Last Promotion (whichever is more recent)

In 2023, I led one of the first Education Abroad courses in the post-covid era: Indonesia Field Experience Program. This was EXTREMELY challenging. It required 2 preparation visits with multiple covid testing and quarantine. It also required extensive preparation of the students pre-departure, and a complete re-build of the Indonesia network who hosted the students. Additionally, I sought to add majors beyond Teacher Education to FEEP and included Hospitality Management and Fashion & Retail Studies. This required the preparation of multiple sites to host the students.

In addition to these experiences, I was excited by the College of Education and Human Ecology's offer to deliver Continuing Education Units (CEUs) to Central Ohio teachers. I responded to this opportunity by designing 3 CEU offerings:
- Teaching 101 – 'How to Teach' for Instructors without Education Degrees
- Classroom Management, and
- Integrating International Components into Teaching

All three proposals failed to make the required enrollment, but I am pleased at the College's entrepreneurship and my opportunity to offer proposals for local teacher needs I perceived.

Before 2020, in Summer 2019, I co-developed TL 5468 in an online context with less than 6 weeks notice.I delivered the course in a condensed 8 week format at the same time as I was revising the textbook for Pearson publishing. I was not satisfied with the results of the course, so in SPR / 2020 I taught the course, starting in person, but finishing in the online covid era. To support analysis of the course I worked with the Michael Drake Center on Teaching at OSU to get a mid-term report (FTAD). Again I was not satisfied with the results of the course. This course plays a pivotal role in the development of beginning teachers. Working with Pearson Publishing, I am now a co-author on one of the textbooks used for this course which will be published in SU/ 2021. I am looking forward to teaching the course again using the textbook I have co-authored.

In 2020 I also applied to and was awarded a $4,000 Service Learning Grant, from the Office of Academic Enrichment at OSU. This is to support teaching enhancements in T&L 2189 when offered in the Ed Abroad format. I had hoped to spend these funds in Summer 2020 documenting how we could improve the Ed Abroad offering of T&L 2189 but those funds are currently on covid hold.

In AU 2020 I also taught ESPHE 4403 for the second time. During this time I focused on developing a more sophisticated Carmen Shell with the goal of having a completed product by the end of the 2020-21 year.

In SU 2019, for the second time I taught Ed Studies 2189 in an Ed Abroad format.

In Fall 2018, I completed the online modules on teaching offered by UCAT. Additionally, after noting a low SEI in T&L 5453 which was due to the placement of the course after student teaching instead of before, I joined the Department Sub Committee on the re-development and realignment of courses to ensure appropriate sequencing of courses.

In May 2018 I developed and led Ed Studies 2189, bringing 14 students including 4 from Newark to observe schools in Indonesia. What is important about this development is that it is a course required for major and can be used for the EHE Global Option, supporting access to international perspectives by our students.

Because of my commitment to innovative teaching I have worked to develop curriculum at multiple levels, including Undergraduate, Early Childhood M.Ed., Middle Childhood M.Ed., MA, Ph.D., and ongoing Professional Development education.

In 2012 and 2013 OSU-Newark faculty received a one course release as a part of the Regional Educational Faculty Teaching Load policy. Specifically, the work I conducted related to this policy included:
- Role of 'faculty lead' for Ed T&L 4403, Teaching as a Profession and the accompanying Ed T&L 2189, Field Experience; Ed T&L 5110, Classroom Communities and Issues of Guidance; Ed T&L 5453, Critical Reading in the Content Area; Ed T&L 5955, Workshop for National Board Certification; and Ed T&L 6280, 4/5 Development for Middle School Learners. The 'faculty lead' role includes meeting with non-tenure track instructors who teach the course to review compliance with licensure requirements and sequencing with

other licensure courses and experiences. Additionally, the faculty lead focused on revising syllabi to reflect semester values.
- Part of the scope and sequence of curriculum issues are dealt with in a series of all-day retreats which faculty attend and where we collaborate with one another at Newark campus. Additionally, I participate in three 'Area of Study' clusters at OSU-Columbus. It is in these clusters that many licensure issues are considered and participation in the AOSs helps create a process where information can be relayed back to Newark campus.

Undergraduate Education:
Revised the curriculum for T&L 674 – Family Participation
My goal was to create a more experience-based course with opportunities for students to work more closely with families. With this in mind I consulted syllabi from Human Ecology faculty in Columbus, and syllabi used by colleagues at the University of San Diego. I opted for more web-based resources, a book club, and three assignments in which students interviewed parents who were family friends. Students created a plan for their future work as teachers that would lead to increased parent involvement.

Developed Sharing Fairs
In a number of courses I have been teaching I have become interested in a more authentic sharing of products developed by my students. On a number of occasions, I have developed "Sharing Fairs" complete with agendas and key note presenters. This is especially important as a regional campus faculty member teaching undergraduate classes. For example, in Spring 2008 my students in Ed P&L 650, History of Modern Education had the option to interview family and friends who attended school during the progressive era. They then had the option to invite these friends and family members to their final presentations during exam week. This was important because it provided students with an authentic audience for their work. This work also captured the interest of University Relations who began to prepare a story on these presentations. I used this approach again in Fall, 2009.

Middle Childhood M.Ed:
Experimented with interdisciplinary teaching strategies
In T&L 603, Interdisciplinary Teaching, I have been working to have M.Ed. students experiment with interdisciplinary teaching strategies with the goal of those students actually undertaking that work as teachers. This can be a difficult task, especially in Middle School classrooms, which seem increasingly compartmentalized by disciplinary and testing requirements. I read with great interest the descriptions of one of my M.Ed. students in 2007 who was partnered with a co-operating teacher who was also one of my M.Ed. students in 2005. I asked my 2007 student to discuss challenges in interdisciplinary teaching with their co-operating teacher, so it was interesting to see how my M.Ed. student from 2005 who is now teaching had negotiated the complexities and was mentoring the newer student.

Integrated field assignments into classroom work
When I first taught T&L 601, Middle Childhood Foundations for 5 credit hours I focused on theoretical foundations evaluating students using literature reviews. When this course was re-structured to a 3 credit hour course with an accompanying field experience I focused on 4 components of Middle Childhood with highly contextualized readings, field work, and conclusions.

<u>Innovation in M.A. Studies: Supporting MA Students in Sharing Professional Knowledge</u>
I also used the Sharing Fair concept to support MA students in sharing their highly contextualized professional knowledge with preservice teachers. For example, at one session an undergraduate shared her Honors Paper as a keynote presenter while M.Ed. students shared their work at roundtables. M.A. students and Ph.D. students who were enrolled in an MA class, or were working as lecturers on campus, acted as discussants. By creating these kinds of authentic contexts for student work, my goal is to have students take greater interest in their work and understand the purpose of that work goes beyond 'course requirements' to support conversation among a community of practitioners. I used this approach again in Spring, 2009.

In 2010 I also taught Ed T&L 694.20 online.

In June and July, 2011 I was one of 3 faculty in the US selected to pilot the delivery of a joint masters degree sponsored by a consortium of 3 Midwest universities and 10 Indonesian Colleges of Teacher Education. The goal of the consortium is to co-teach with Indonesian faculty 3 MA level courses on site in Indonesia which act as a gateway to selecting and supporting Indonesian graduate level students in enrolling in MA programs in the US. My course, Ed T&L 7011, Teacher Education in the US and Indonesia, is a course specially developed for this program and required significant development and revision to tailor to the needs of the Indonesian students. It is also hoped that US students will travel to Indonesia and participate in the program although none were able to during the start-up year.

<u>Ph.D. Development: Revised curriculum for T&L 922, Writing Proposals in LLC</u>
This course has historically been taught to doctoral students writing dissertation proposals at the Columbus campus. I co-taught the course and helped to revise the curriculum so that each student could be closely apprenticed to write a research or grant proposal. We included intensive one-to-one writing conferences to develop and refine their proposals.

<u>Professional Development: Co-development of an Academy for K – 6 Literacy Coaches</u>
Because of considerable interest in using literacy coaches as a tool for professional development and reform, I collaborated with three other faculty members to develop a nine day Literacy Coaching Academy. The purpose of this work is to build on what my collaborators learned as a part of a larger multi-institution research initiative, to pilot the use of a book I co-authored on coaching to support coaches in training. and to place theory into practice. The Academy provided an opportunity to understand how coaches learn about and take on coaching practices and will lead to further research and development. At present, course credit for the Academy can only be earned through independent study, but at some point in the future there may be the possibility to develop the Academy into a course for credit. I was one of 4 faculty who taught the Coaching Academy again for 8 days in the Fall of 2009, Fall 2010, and Fall 2011, hosting about 35 teachers, mostly from Delaware County, Ohio.

6) **Brief description of your approach to and goals in teaching, major accomplishments, plans for the future in teaching**

I believe that in 2023, I exceeded the criteria for excellent teaching. My SEIs which are discussed in section 7 are comparable to the Department and College means. This means that I surely met the criteria. In addition to this I was also focused on offering educational experiences beyond the campus classroom walls. I did this in 3 ways:

1. I was a STEP mentor for Newark Campus. Per Associate Provost Gilliam, STEP activity is now reportable under Teaching in the Dossier. I note that in AU/23 there was only 1 other tenure-line faculty member who was a STEP mentor. STEP opens a lot of opportunities for students and I am pleased to be able to support students in this way, including students that are outside my major.

2. I offered the first Education Abroad course in the post-covid era – Indonesian FEEP ESCE 2189 offered by Columbus Campus This was very challenging because the preparation for the course has to be conducted during a quarantine period. One third of the students were Newark Campus students so I feel it had an impact on my campus. Additionally, all 4 of the Newark Campus students also enrolled in the Global Option with the College of Education and Human Ecology which will be tagged on their transcript. So far as I know, the only Regional Campus students in any major to complete the Global Option with their college are Newark Campus Education students.

3. I taught 2 sections of T&L 5468 in SU/23 for Columbus Campus. Because of the nature of summer enrollment, these sections are taught entirely online. Students who are located around the world enroll. This creates unique challenges for me as the instructor but despite these challenges I still had SEI scores comparable to Department and College norms. For these reasons I feel I have EXCEEDED expectations on Teaching.

Prior to entering the professoriate I received a national teaching award in Canada from the Marshall McLuhan Foundation. This award recognized my leadership as a school teacher in supporting adolescents in creating, writing, and performing over 20 plays that portrayed the issues they faced in their lives. In my work with high school students I focused on:
- Constructing learning experiences with students rather than for students.
- Supporting students in empowering themselves.
- Supporting students in becoming agents of change.

Current Teaching Goals and Approach to Teaching
My current approach to teaching has its foundation in my experience as a high school teacher and it has continued to evolve since that time. My theoretical perspective on teaching and learning is informed by Vygotsky in that I am just as interested in what my students can accomplish with my help as I am in what they can do independently. In my pre-service teacher preparation courses I emphasize student ownership of their fieldwork evaluation, and my assignments and in-class instruction are closely linked to the real-life job of teaching.

My teaching goals and approach to teaching at the tertiary level can be characterized now by these foci:
- Creating a constructivist classroom climate where, increasingly, students will set rigorous requirements for themselves in determining what is to be learned, how it is to be learned, and how it is to be evaluated.

- Supporting students in taking risks so that they can try things that are new to them without fear of failure and undertake cutting edge practices after they obtain teaching positions.

In both undergraduate and graduate level courses, I use a process approach for evaluation. I allow students to revise assignments using my comments with the goal of improving learning. As a result, I see significant improvements in the quality of student work between initial and subsequent drafts and I feel satisfied that this is evidence of growth in student thinking with instructor support. I think this willingness to respond to the needs of adult learners demonstrates an ethic of caring that I would hope prospective teachers will emulate in their own classrooms.

Major Accomplishments

Teacher educators study teacher preparation models but my work at the Newark campus has given me an opportunity to understand teacher preparation from the 'inside' out. I have taught 20 sections of 11 different courses in 5 years since my appointment in Fall 2004, mostly at the bachelors and M.Ed. level, and I have supervised introductory and middle level field experiences. The number of new preparations for 11 courses was challenging, but my first hand knowledge of so many different courses has given me good insight into the scope and sequence of teacher preparation at Ohio State. I feel I better understand the orientation of the program, how courses connect with one another, and how they should and should not overlap.

Over the past several years I have succeeded in designing authentic learning experiences as a part of my classes. Since in-service teachers are increasingly using team approaches to problem solving I have tried to emulate this in my preservice classes. To help us work smarter, for the past 2 years I have ordered laptops delivered to the classroom for students who do not have their own so that we can undertake individual tasks and then share work with the group. In addition to individual students sharing their work with their group, I have also sought opportunities for students to share work with the entire class, and sometimes other classes I teach, through the use of the Sharing Fairs I described in the Curriculum Development section above.

I am pleased to see this focus on authentic practices tied to work in schools is having an impact. For example in T&L 603, Interdisciplinary Teaching, my students planned and taught their first mini-units in their Field Placement. Last year one of my students was placed with a teacher who was in my 603 class three years ago - her classroom provided an excellent model for my student of how interdisciplinary teaching could be undertaken.

Plans for the Future
I plan to work on strengthening the link that students make between their course work on campus, their field experiences, and their belief that they can make a difference in the future lives of their students. To do this I would like to expand my use of technology to maintain peer-peer, student-instructor, and small group-instructor interactions beyond class. Three options I would like to explore are using Skype for video conferencing, virtual conferences using Second Life, and a Second Life simulation using the same kinds of hypothetical examples we now use from our textbooks.

7) Evaluation of Teaching

In 2023 I evaluated my teaching in 3 ways:
1. SEIs.
2. Office of International Affairs Narrative Evaluation
3. Peer Observation

I received 2 SEIs in ESPHL 4403. Spring 2023 I received 4.4 on item 10 and the Campus mean was 4.4. Therefore I met the criteria. In ESPHL 4403 only 2 of 7 students responded. I also noted that because this course is permanently ending, there were 2 first year students in a course intended for sophomores. On item 10 I scored 3.0 and the Campus mean is 4.35, but the standard deviation was 1.41. Additionally, historically response rates < 5 are not considered valid. Therefore I do not feel that this score is in anyway reflective of my teaching.

I received 3 SEIs in TL 5468. In the AU/23 Class Detail Report which reflects my Newark Campus offering, my item 10 score was 4.56 and the Campus mean was 4.35 so I was exceeded expecations with 9/21 students responding. Students wrote:
- "I think the way that Dr. Rodgers constructed his class was very beneficial." , and
- "Dr. Rodgers is a great professor who I learned a great deal from this semester…" and
- "Dr. Rodgers is a good teacher and has clear expectations." And
- "I enjoyed having the quizzes, it helped conform / reinforce what was talked about in class."

I note that this is the FIRST TIME IN MY TEACHING CAREER where a student said they liked quizzes!!

I was unable to obtain the TL 5468 Columbus Campus Detailed Class Reports for SU/23 at the time of writing this report. I can report from the summary that one section had only 1 responded and another section had only 3 respondents. My item 10 mean for 1 respondent was was a 4.0 and the university mean was 4.58. In the other section with 3 respondents my item 10 score was 4.67 and the university mean was 4.58. Although such low responses have no statistical significance, it does show that I met expectation using the SEI for these 2 courses.

In addition to the SEIs, for ESCE 2189 S which was an Education Abroad offering in May, 2023, I can offer narrative comments from the Office of International Affairs Narrative Evaluation. I explicitly asked for an SEI for this course but I do not see the SEI on the SEI www site.

In response to the narrative, I noted that there are no questions asked about the instructor. Instead, the focus is on the impact of the course. In this case, I originated this course, designed it, and identified every feature and host involved so I feel I can claim the accomplishments behind this course. Of 14 enrolled, 4 were Newark Campus students. Only 4 students completed the evaluation. There are 20 questions. Some questions are demographic. Questions which go to the heart of the content are about professional goals, career, critical thinking, diversity and equity, leadership, professionalism, teamwork, cultural and communication competency. On all these criteria the course was scored as either 'A lot' or 'Very much.' In the narrative one student wrote: "The program was so eye opening. It was needed to change my life for the better…." Another student wrote "I enjoyed this program but it did not seem long enough…." I take great delight in learning that a program which ran 25 consecutive days for 16 hours a day was not long enough!

Lastly I can share a peer observation by Professor Becky Huang in my Department at the Columbus Campus for TL 5468, AU/23 at Newark Campus. She wrote:

"Dr. Rodgers' enthusiasm and carefully planned instruction and activities contributed to the success of this… meeting I observed." And "Dr. Rodgers appeared very knowledgeable about the topic and the field, as reflected in this class, the syllabus, and the course materials on the Carmen course site." And "Dr. Rodgers' class is very organized and structured, making it easy to follow." And Dr. Rodgers used technology to support student learning. The videos and google images he selected were relevant and complemented the lecture well…. I found Dr. Rodgers' class very informative and enjoyable, His lecture slides are organized and visually appealing, and he provided clear explanations for the different concepts…. He planned the class carefully (to the minute!) and executed the plan effectively." ..

Based on all of this evidence, I believe this is a clear case of exceeding expectations. .

In 2022
I worked closely with the Drake Institute to:
1. Complete the Technology Enhanced Teaching Endorsement including multiple Professional Development Workshops, written work, professional assessment from the Drake Institute staff, and earning a certificate.
2. Solicit teaching consultations for all of my courses from the Faculty and TA Development Office. This feedback occurs mid-semester at the faculty member's request, and I used it to make mid-course corrections on parts of my courses which were unclear.
3. I conducted an item analysis of each SEI for 2022 focused on the item #10 score. In 2 cases I was slightly below the Department average, one time $1/10^{th}$ of a point below and one time $2/10^{th}$ of a point below. Four times I was above the mean for Department, College and University, including two perfect 5.0 scores.

I also looked at the narratives which were all positive, except for one:

In ESPHL 4403:
"Dr. Rodgers went above and beyond to help model best practices."

In T&L 5468, online Summer for Columbus Campus:
"Really great instructor, super knowledgeable and helpful. One of the best online classes I have ever taken!"

In T&L 5220:
"This is one of the most well-organized and well taught courses that I have ever taken. Dr. Rodgers is very knowledgeable and does a great job engaging students."

In 5468, Newark Campus:
"Dr. Rodgers knows the content he is teaching very well and he teaches it in many effective ways. He genuinely cares about his students and sets them up for success for not only tests and quizzes, but in the actual field as well. Everything he teaches has a purpose. He is a grwat professor and I learned so much from him!"

"This course was well organized and clearly taught. Dr. Rodgers cares very much about his students' well-being and success."

The one negative comment I received for T&L 5468, Newark Campus was from one student:

"The course did not follow the syllabus. Every due date was incorrect on both the syllabus and the carmen page… Additionally, the amount of videos played in class was way too much. The point of field is to see what we learn in methods classes put into practice…. Professor stated that he did not know how to teach running records, so we watch an hour video on it…."

This comment helps me understand how I have to explain and set up some instructional practices for the students so they better understand their purpose. I did make one mistake in setting up the course in Carmen at the beginning of the semester and I paid for that mistake all term! When I imported material from a previous semester course shell, I clicked 'change dates'. I will never do that again. That feature causes the Carmen system to guess as to what the date in the new shell should be. It guessed wrong all the time. It's much better that I select each date manually. That is what the student was referring to.

The student also said there were too many videos. Most videos are less than 5 minutes long and intended to demonstrate what the text book is talking about. Clearly she did not like them, but they are useful. For example, the course talks about very specific teaching techniques. You could be in a classroom waiting a month to see a particular technique. Using video, I can isolate that technique and demonstrate it.

Lastly, the student claims I said 'I did not know how to teach a particular assessment procedure known as the Running Record.' That's not true. What I said was, I did not know how to teach it as well as our guest speaker who appeared by video, and who had studied with the creator of the Running Record. I found that global expert and they demonstrated the technique for an hour with the class by video. Although not appreciated by this student, I think that clarification demonstrates my use of technology to bring global experts to the class.

I also had a peer observation of my ESPHL 4403 class in April, 2022 by Assistant Dean Binaya Subedi who is now the Department Assistant Chair. He writes:
"…Dr. Rodgers valued student dialogue and participation. Dr. Rodgers often raised questions and guided students, and I felt that it was through struggling with complex issues regarding school / society that students were learning in the class…. Dr. Rodgers also mentioned that a critical practice he followed was on providing feedback to student responses so that students were constantly learning from instructor feedback."

He concludes his letter:
"Overall, because of Dr. Rodgers' teaching practices, students were deeply engaged in learning. I also observed that Dr. Rodgers had a productive rapport with students since the students responded to his questions, comments, and the knowledge he shared during the class. An important pedagogical intervention that grounded Dr. Rodgers' practice was enabling students to be critical thinkers: a practice he felt students would use in their classrooms in the future."

In 2021

Because I had worked very hard on my teaching in 2020 with assistance from the Drake Institute, I wanted to continue that work in 2021. I focused on 3 efforts:

1. I completed 2 Professional Development Opportunities through the Drake Institute and Service Learning Office. I received useful and some celebratory feedback on this work as documented in another section.

2. I solicited teaching consultations for all of my courses from the Faculty and TA Development Office at the Drake Institute. This feedback occurs mid-semester at the faculty member's request, and I used it to make mid-course corrections on parts of my courses which were unclear.

3. I conducted an item analysis of each SEI for 2021 and considered 3 results:

A) I compared my #10 Overall rating with Newark, EHE, and OSU means. I found that 2 of my item 10 scores were over the comparative means and 2 were under.

B) I did an 'over under' comparison for items 1-9 to determine if students were trending more positively or negatively. Based on this, I found that in all courses I was above the mean on about half of my #1-9 items and under the mean on about half. Occasionally I was at the mean. This was the case for all courses. This was a surprise to me since I thought I would be above the mean on more items where I had an above average item 10 score and vice versa if I had a below average mean on the item #10 score. But in fact, students had more positive feedback in every course on some items and more negative feedback in every course on some other items.

C) To better understand this response pattern, I looked at the narrative comments. These were overwhelmingly positive to the point I did not write all positive comments below. In ESPHL 4403:

"I thought this class was great…. Each day was mapped out…. We had weekly check-ins regarding our field…."

"Always willing to help and his communication was great…."

In T&L 5220:

"Dr. Rodgers is an exceptional professor…."

"Great professor. Always consistent."

In T&L 5468-6537:

"One of the best professors I had so far."

"I learned a lot from this class and he was willing to help students."

"I have him for multiple classes and he is always consistent and willing to help."

With these comments in mind, I noted with some surprise a comment in ESPHL 4403:

"He was not clear… then would not answer my questions."

I also noted in T&L 5468-36318:

"A 7 minute break in 4 hours" and "Took points off for lateness."

By point of clarity, I would say I have a strong policy on tardiness because in the students' future careers, if they are late in arriving at a classroom with children, they could be sued or lose their teaching license in the event of a mishap. For that reason, we are quite punitive on tardy arrivals. Also, I would sometimes say to students, 'take 30 minutes to complete this group work while I circulate. Sometime during that time, take a break.' I later learned some groups chose to 'overwork' themselves and deprive themselves of a break – I think that is what is being referred to. With that in mind, now I allot a break time and do not leave it to student choice.

The last comment I would make is I know based on student feedback that I am available to answer student questions but clearly a couple of students did not perceive that. For that reason I have made a note to hold 'mid semester check-ins' with each student to structure a time so that all students have the opportunity to have personal conversations and address issues.

In 2020

I saw the opportunity to really work hard on the development of my teaching in 2020 with the dawn of the covid era. With that in mind I requested consultations from the Michael Drake Center on Teaching for every course I taught in a seminar format throughout 2020. This was very helpful to me – much more so than the SEI – for a couple of reasons. The first is that it helped me make changes mid-semester. In SPR, 2020, I learned that many of the decisions I made in the Carmen Shell were causing confusion. Based on student feedback, I was able to correct those issues mid semester. Because that feedback came mid-semester some of the decisions I had made could be changed and some of the decisions I had made could not be changed based on the published syllabus.

The second challenge was I was never a very big user of Carmen. I preferred to use paper. In fact in 2019 I had not even activated some of the Carmen shells for courses I teach. March, 2020 caught me by surprise because I went from unpublished Carmen shells to having to teach the entire course by distance. Receiving feedback from my students was a powerful motivator to work very hard on my Carmen Shells so that I could create and deliver a more powerful product. For example in AU/ 20, I was able to use streaming video and interactive read-aloud books in my TL 5468 class. This is a work in progress and I had my share of technical failures, but I am very committed to this form of innovation in teaching.

When looking at my SEI scores for SPR/20, the scores are much lower than I would like. I think this is because I moved from in person to online asynchronous with no notice on account of covid, This caused a lot of confusion and that's reflected in the student narratives. I purposely chose an asynchronous delivery format because my concern was that since our students may live in a rural area they may not have access to high speed www service, and that suspicion was confirmed by informal surveys I did with my classes. By AU/20 I reasoned that students would have made access to high speed streaming so all my classes were offered synchronously, Indeed, my SEI's for 4403 improved markedly. My SEIs for 5220 were low, but I can see from the FTAD Michael Drake Institute mid-semester feedback that's because I made certain assumtions in the design of the online Carmen Shell for the students that I thought were good choices, but on implementation turned out to be bad choices. I was able to fix some of that mid-semester based on the feedback, but because the syllabus was published I could not change some of my assumptions mid-semester. I will continue my use of FTAD feedback mid-semester, and using that I am confident I can address student concerns, In summary, I see my SEI scores for 2020 lying below the mean as covid related, and have a plan to address them and indeed, build a more powerful and potent learning experience.

My SEIs for TL 5468, Summer 2019 were lower than I would have liked. A number of factors contributed to this. I was notified I would be teaching the class about 6 weeks before it started. Also, it had never been delivered in an online format before. Additionally, 3 of the 6 weeks before the class started I was already overseas leading an Ed Abroad class. The result were well-developed modules, but ones which were open for a short time since the course was condensed from 15 weeks into 8 weeks. This meant the material had to be delivered at a rapid pace, faster than most students were used to. Additionally, I had a major health issue about half way through the course including a hospitalization, which contributed to the delay in returning grades to students midway through the course. Nevertheless, given the short implementation time, condensed nature of the course, and hospitalization, I feel good that I was able to get the course implemented online.

In addition to this I am very proud that I was able to offer for the second year, the Ed Studies 2189 Field Experience in an Education Abroad format. It's very challenging to offer any course in an Ed Abroad format, and this course is complicated by having to find field placements for all the students in a foreign setting. Despite these challenges the course received high SEIs. Additional documentation of teaching is available in the Ed Abroad Course Evaluation which is conducted independently of the SEI.

Four courses were identified in my annual letters of review as areas of concern due to lower than average SEIs: Ed. T&L 603, Ed. T&L 810, Ed. T&L 854 and Ed. T&L 926. I had the opportunity to teach three of the four courses again. In each case my SEIs improved significantly to reach or exceed college means. For the ten SEI reports I received in 2008 and 2009, I met the comparison group mean for one course and exceeded the comparison group mean on all nine others. These scores are evidence that my teaching has improved significantly and I have maintained that improvement over time.

I worked closely with the office of Faculty Teaching and Development (FTAD) to solicit student feedback in order to improve my teaching. An FTAD representative visits the college classroom half way through the quarter and, with the faculty member absent, consults with students in small groups and then as a whole group about what students think is working and what isn't working in terms of the instructor's teaching. The FTAD consultant summarizes and reviews the students' comments for the faculty member. (13 written summaries are contained in Book Two). Following each consultation I then acted on student feedback to address learning needs. I also solicited end-of-quarter narrative evaluations as a supplement to the SEI and these are also contained in Book Two.

8) **Awards and Formal Recognition for Teaching**

Technology Enhanced Teaching Endorsement. Drake Institute. 2022.

Instructional Redesign Professional Development Institute, Drake Institute. OSU. May, 2021.

Summer Service Learning Redesign Institute, OSU Service Learning Office. July, 2021.

2020. $4,000. Office of Service Learning, OSU, Service-Learning Grant.

2018. Named as 'Which Faculty Member had the most significant influence on you?' in the EHE Graduating Student Survey.

2017. Named as 'Which Faculty Member had the most significant influence on you?' in the EHE Graduating Student Survey.

9) **Academic Advising**

In 2023 I advised doctoral students MaryKate Patterson and Andri Andriansyah to completion. I continue to advise Tryanti Abdulrahman and Sidrah Rachman.

OSU-N staff advise undergraduate students. I was the advisor for one undergraduate honors thesis which was completed in 2006.

M.Ed. Students
In 2013 I advised 2 M.Ed. students.

In 2012 I advised 2 M.Ed. students and I completed 10 M.Ed. students.

In 2011 I advised 10 M.Ed. students and I completed 1 M.Ed. student.

In 2010 I advised 6 M.Ed. students and I completed five M.Ed. students.

In 2009 I advised 7 M.Ed. students and I completed one additional M.Ed. student. I am also second reader for 2 M.Ed. students and I completed an additional 4 M.Ed. students as second reader. In 2008 I advised 7 M.Ed. students. I am also second reader for 4 M.Ed. students. In 2007 I advised 3 M.Ed. students. I am also the second reader for 4 M.Ed. students. In 2006 I completed my advising of 4 M.Ed. students who graduated in Summer of 2006. I was also the second reader to 3 M.Ed. students who graduated in Summer of 2006. Additionally, in the Fall of 2006 I was assigned as the advisor to 4 newly arrived M.Ed. students and as a masters committee member to 4 newly arrived students who are scheduled to complete the degree in Summer, 2007.

In 2005 I completed my advising of 6 M.Ed. students who graduated in Summer of 2005. I was also the second reader to 8 M.Ed. students who graduated in Summer of 2005. Additionally, in the Fall of 2005 I was assigned as the advisor to 4 newly arrived M.Ed. students who are scheduled to complete the degree in Summer, 2006.

M.A. Students
In 2013 I completed 2 MA students. In 2012, 2011 and 2010 I served as advisor to 2 M.A. students. In 2009 I served as advisor to 3 M.A. students. In 2008 I completed one M.A. student, and advise two M.A. students. Throughout 2005 I advised one MA student who completed her degree in 2006. In 2005 I was also assigned one new MA student who is scheduled to complete in 2009. I also learned that advisors are assigned by a T&L faculty member in Columbus and that I was not on the list of faculty to whom students could be assigned. My name is now on that list, and I have requested more frequent assignment of MA students.

Doctoral Students

In 2014 I served on 4 doctoral dissertation committees. In 2013 I served on 3 Doctoral Generals Exams Committees. In 2012, and 2011 I served as chair of one Doctoral Generals Exam Committee.

In 2010 I served as chair of one Doctoral Generals Exam Committee. I also served on 2 doctoral dissertation committees.

I met with my advisees about monthly and worked with them more frequently as they completed their master's projects. We typically began our work as a group and then worked individually in the two months preceding program completion.

10) Completion of Teaching Development Programs

Because I completed a very lengthy certification in 2022 with the Drake Center, In 2023 I decided to work with a Drake Consultant to individually customize my professional development using the Small Group Instructional Diagnostic Summary Report. Each session requires a pre-briefing, on-site consultation and debriefing, a total of 3 sessions per event lasting up to 3 hours total. I conducted these for ESPHL 4403 on 2/13/23 and again on 9/13/23 and T&L 5468 on 10/02/23, for a total of 3 courses and 9 sessions.. These sessions involve a facilitator from the Drake Center meeting with students who can anonymously offer formative feedback to the instructor. The impact of these sessions reinforced small but meaningful changes that I was able to make within the Carmen shell. For example, students suggested that I make better use of the course calendar (which is something I had not used before because I used the 'To Do' task list. This was a great learning experience for me because I did not realize that some students navigate the Carmen Course shell using different features than I use.

In TL 5468, which has a high-stakes state teacher exam linked to it, students reinforced my decision to focus on text preparation when they shared that they "appreciate the ways in which the course has been designed to prepare them for the state licensure exam.

In 2022, I worked closely with the Drake Institute to complete the Technology Enhanced Teaching Endorsement. The endorsement required the completion of 8 professional development sessions 90 – 120 minutes in length and a written product scored by expert assessors. My sessions included: Using Technology to Support High Impact Practice, Planning for Your Online Course, Engaging Students in Online Collaboration, Managing Course Files: Maximizing instructor Workflow, Creating Rubrics, Virtual Studio, Recording Lecture Videos with Power Point, and Making Your Course Accessible. This was a very demanding and time consuming endorsement but is necessary in navigating increasingly online environments.

In 2021, I worked very hard on my teaching especially because so much of the curriculum was being delivered in distance education modes. I had learned in previous years that the Drake Institute delivered 3-tier Instructional Redesign Portfolio Writing Made Easy training and I had completed the first and second tiers in previous years. I completed the third tier of training and a portfolio in May of 2021, for which I received compensation from OSU, and internal review comments including:
"Excellent use of the CCS experience to update a dated course using evidence-based practice."
"Your response to student feedback and your own experience is noteworthy. It is obvious that you were taking the assessment and evaluation of your IR effort seriously."
"Overall a nicely constructed IR. This could serve as a model for how to effectively use existing / available data from a course for assessment, while identifying areas for which additional data collection using new sources could be planned in future."

In addition to this third tier of training from the Drake Institute, I also completed a Summer Service Learning Redesign Institute through the Service Learning Office with training implemented by the Drake Institute. This training was attached to a Service Learning Grant which I received in 2020 but for which training and implementation was delayed until 2021.

This training is documented in my BuckeyeLearn Transcript, and a Certificate of Completion.

In AU 2020 I worked very hard on my TL 5220 course shell. When I taught this course in AU 2019 I didn't even use Carmen! By December, 2020 I had a sophisticated shell with book and video resources and will be submitting this to the Michael Drake Center for Teaching to be documented as the 3rd phase in the Teaching Support Program (since I completed the first two stages in 2019 and undertook training from the Drake Center in 2020). Post-covid, I believe online learning is here to stay in some version, and my goal is to create a sophisticated, elegant, and potent learning experience for my students. There will be growing pains, as there were for me this semester, but I see this as an opportunity to innovate.

Lastly, in Summer 2020 I participated in the Michael Drake Institute Teaching Support Program short course which focused on Carmen redesign. I used those ideas to shape my Carmen shells for AU/20.

Research

1) **List of books, articles, and other published papers.**

   a) **Books and Monographs**

Tompkins, G.E., Rodgers, E. & **Rodgers A.** (2022 – released in 2021). *Literacy for the 21st Century.* Columbus, OH:

      Pearson.

The book was originally authored by Tompkins, who is now deceased. Pearson has hired the second and third authors to update the contents. This work is shared equally. This book is the publishers' leading literacy methods text book.

Rodgers A. (2021). *Instructor's Manual for Literacy for the 21st Century.* Columbus, OH:

      Pearson.

The Manual accompanies the textbook. I authored all of the contents of the manual.

Rodgers, A., & Bainer Jenkins, D. (2010). *Redesigning supervision: Alternative models for student teaching and field experiences.* New York: Teachers College Press.

I conceptualized the book and wrote the prospectus. In this 7 chapter book, I am sole author of 2 chapters, and joint author of 2 other chapters. I wrote 90 percent of the two chapters which I co-authored.

Rodgers, A. & Rodgers E. (2007). *The effective literacy coach: Using inquiry to support teaching and learning.* New York: Teachers College Press.

I conceptualized the volume with my co-author and co-wrote the prospectus and 5 of the 10 chapters. I revised half of the chapters and worked with my co-author to complete the publication process.

b) Edited Books

Rodgers, A. & Rodgers E. (Eds.) (2004). *Scaffolding literacy instruction: Strategies for in K-4 classrooms.* Portsmouth, NH: Heinemann.
I co-wrote the proposal for the volume with my co-editor, and invited contributors to submit chapters. I reviewed chapter submissions and made decisions with the editor on which chapters to include. I read drafts of the chapters and revised and edited them.

c) Chapters in Edited Books

Rodgers, A. (2021). Challenges in international sponsored student admissions: A case study. In B. Shneikat (Ed.). *Global perspectives on recruiting international students: Challenges and opportunities.* (pp. 139-154). Rotterdam, The Netherlands: Sense Publishers.

Rodgers, A. & E. Rodgers. (2014). Effective literacy coaching for teachers: Context and practice. In S.B. Wepner, D.S. Strickland, & D.J. Quatroche (Eds.). *The administration and supervision of reading programs. (*pp. 43 – 58). New York: Teachers College.

I wrote 3 of 5 sections and revised parts written by my co-author.

Rodgers, A. (2012). Supervision 1.3: Leveraging trends in teacher preparation. In Cuenca, A. (Ed.). *Supervising student teachers: Issues, perspectives, and future directions.* (pp. 169 – 190). Rotterdam, The Netherlands: Sense Publishers.

Rodgers, A., & Rodgers, E.M. (2007). Preparing for diversity: Professional development for today's educators. In Honchell, B., & Schulz, M. (Eds.). *Literacy for diverse learners.* (pp. 217 – 237). Norwood, MA: Christopher Gordon.

I wrote 3 of 5 sections and revised parts written by my co-author

Rodgers**,** E. & **Rodgers**, **A**. (2004). The role of scaffolding in teaching. In A. Rodgers & E. Rodgers (Eds.) *Scaffolding literacy instruction: Strategies for in K-4 classrooms.* (pp. - 10). Portsmouth, NH: Heinemann.

I helped to conceptualize the role of scaffolding in teaching and I wrote approximately half of the chapter.

Rodgers, **A**. (2004). Some assembly required: Scaffolding in the classroom. In A. Rodgers & E. Rodgers (Eds.) *Scaffolding literacy instruction: Strategies for in K-4 classrooms..* (pp. 162-172). Portsmouth, NH: Heinemann.

Rodgers, **A**. (2002). Old roads and new paths: What happens when two teachers attempt an alternative teaching strategy within a peer collaborative relationship. In E.M. Rodgers &

G.S. Pinnell (Eds.) *Learning from teaching in literacy education: New perspectives on professional development*. (pp. 135-157). Portsmouth, NH: Heinemann.

d) Bulletins and Technical Reports

Not at this time.

e) Peer-Reviewed Journal Articles

Parlindungan, F., & Rodgers, A. (2023). Negotiating Language and the Islamic identity. *Journal of Education in Muslim Societies, 5* (1), 4-25.

Parlindungan, F., & Rodgers, A. (2023). Texts used in the English Language Arts classroom of an American Islamic school. *Studies in English Language and Education, 9* (3), 1002-1018.

*This article was published in late 2022 but not shared with me until after the 2022 report was due so I am claiming it as a part of the 2023 year. This is not an issue for the Departmental reporting because they look at a 3 year average.

Parlindungan, F., & Rodgers, A. (2022). Texts used in the English Language Arts classroom of an American Islamic school. *Studies in English Language and Education, 9* (3), 1002-1018.

Sukmayadi, Y., Rodgers, A., Masunah, J., Karyono, T., & Maas, G. (2022). Exploring cross-ultural components in international Teacher Education programs to build compentenc(ies) for Indonesia. *Sociology Study, 12* (3), 99-109.

Isik-Ercan, Z., & **Rodgers, A.** (2017, Fall). Carving a space for ourselves: Reflecting on the supervision of preservice teachers *The Professional Educator, 41* (2), 1 – 15.

Rodgers, A. (2014, May). Concepts and directions for literacy teaching: Designing critical reform from the ground up. A response to Coaching Literacy Teachers as they Design Critical Literacy Practices by Rebecca Rogers. *Reading Writing Quarterly, 30* (3), 262 - 265.

Rodgers, A. (2011, May). Redesigning and professionalizing teacher education by piloting alternatives to traditional supervision: Addressing the challenges of the Indonesian context. *Indonesian International Journal of Education, 5* (2), 121 - 133.

Rodgers, A., & Fried, M. (2009). A design for action: Analyzing problems of implementation. *Journal of Reading Recovery, 8* (2), 51 – 60.

I collaborated with my co-author who is a clinical faculty member by observing her work in schools, and jointly co-presenting with her at a Reading Recovery conference in 2006. I was then invited to submit a manuscript based on the presentation to the Journal of Reading Recovery. I am the sole author of the manuscript.

Rodgers, A., & Keil, V. (2007). Restructuring a traditional student teaching supervision model: Fostering enhanced professional development and mentoring within a professional

development school context. *Teaching and Teacher Education, 23,* 63 – 80.

I conceptualized the new model, took the lead in implementation of it at the site, and wrote most of the first draft. I then revised the work of my co-author and submitted the work to 2 journals. I revised the manuscript extensively and then sent it to my co-author who made additional, minor changes. I then worked with my own copy editor, and with the journal, to complete the publication process.

Keil, V., **Rodgers, A.,** & Switzer, T. (2005). Crafting an effective professional development school partnership. *The Ohio Journal of Teacher Education, 18,* 25 – 29.

I worked as a partner with the first author on a body of professional development work and suggested that we create a 'how to guide' for publication in a professional journal. I wrote the first draft.

Rodgers*,* A. (2001). Exercising the challenges of curricular integration. *English Leadership Quarterly, 23,* 13 – 16.

f) **Editor-Reviewed Journal Articles**

Not at this time.

g) **Reviews**

Rodgers, A. (2002).*Book review.* [Review of the book *Community literacy programs and the politics of change*]. *Education and Urban Society, 35,* 144 – 145.

Editor reviewed

Rodgers, A. (1997).*Book review.* [Review of the book *Drama and feeling*]. *Theatre Studies, 42,* 78 – 79.

Editor reviewed

h) **Abstracts and short entries** (indicate whether peer reviewed)

Not at this time.

i) **Papers in Proceedings**

Not at this time.

j) **Unpublished Scholarly Presentations**

Peer-reviewed Presentations

Andriansyah, A., & **Rodgers, A.** (2023, November). *Creating 3D quality work with a 2.5G*

connection. e-Learning Forum Asia, Singapore.

Rodgers, A. (2021, October). *Educational Research in Indonesia.* Discussant, IndoFocus Online Conference.

Rodgers, A. (2019, May). *Opportunities for e-learning in Indonesian K-3 education.* Paper presented at the E-learning Forum Asia 2019, Bangkok, Thailand.

Rodgers, A. (2018, October). *Professional development for teachers and lecturers in regard to literacy competence for the Industrial Revolution, 4.0.* Paper presented at the Educational Science International Conference, Samarinda, Indonesia.

Rodgers, A. (2018, July). *Using photos as sources for prewriting activity.* Paper presented at the 9th Conference on Teaching English as a Foreign Language, Purwokerto, Indonesia.

Rodgers, A. (2016, October). *Using process oriented drama techniques for literacy teaching.* Paper presented at the 5th English Language Teaching, Literature, and Translation Conference, Semarang, Indonesia.

Rodgers, A. (2016, October). *Using alternative teaching techniques to pursue meaning in language learning and teaching.* Paper presented at the 3rd International Language and Language Teaching Conference. Yogyakarta, Indonesia.

Rodgers, A. (2016, May). *Using alternative teaching techniques in English language teaching.* Paper presented at the 4th International Seminar on English Language Teaching, Padang, Indonesia.

Rodgers, A. (2016, May). *Alternative literacy teaching: The case for process oriented drama approaches* Paper presented at the 4th International Conference on Language, Society and Culture in Asian Contexts, Malang, Indonesia.

Rodgers, A. (2015, May). *Addressing changes in applying for international graduate education programs.* Paper presented at the Annual Meeting of the Teachers of English as a Foreign Language in Indonesia. Denpasar, Indonesia.

Rodgers, A. (2014, January). *Using a cross case analysis to propose reforms in Indonesia student teacher supervision.* Paper presented at the Annual Meeting of the International Conference in School Evaluation and Improvement. Yogyakarta, Indonesia.

Ardianti, T.,Permatasari, R., Kusumuwanti. W., & **Rodgers, A.** (2014, January). *Teachers' limitations and challenges that impede their roles as agents of change.* Paper presented at the Annual Meeting of the International Conference in School Evaluation and Improvement. Yogyakarta, Indonesia.

Patterson, M.K., & **Rodgers, A.** (2012, November). *Changes in a writer's identity: Reframing the positionality of an elementary school writing teacher.* Paper presented at the Annual Meeting of the MidWestern Educational Research Association. Evanston, IL.

Rodgers, A., (2010, May). *Using structure and culture as a tool for examining the redesign of student teacher supervision: A cross-case analysis.* Paper Presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

Rodgers, A., (2010, May). *Designing literacy coaching preparation: Faculty collaboration and literacy coach response.* Paper Presented at the Annual Meeting of the American Educational Research Association. Denver, CO.

Rodgers, A., (2010, March). *Redesigning supervision and using coaching as tools to renew teacher preparation from the ground up.* Paper Presented at the International Teacher Education Conference. Bandung, Indonesia.

Rodgers, A., (2010, February). *Alternative approaches to student teacher supervision: A cross case analysis.* Paper Presented at the Annual Meeting of the Association of Teacher Educators. Chicago, IL.

Rodgers, A., Rodgers, E., Estice, R.M., & Scott, L. (2008, May). *ELVIS is in the Building: Creating Your Own Volunteer Retired Teacher Tutor Network.* Paper Presented at the Annual Meeting of the International Reading Association, Atlanta, GA.

Rodgers, A., & Rodgers, E. (2007, November). *Toward a Model of Literacy Coaching.* Paper presented at the Annual Meeting of the National Reading Conference, Austin, TX.

Rodgers, A. & Rodgers, E. (2007, May). *Coaching Conversations: Guiding Teacher Inquiry to Promote Reflection and Change.* Paper presented at the Annual Meeting of the International Reading Association, Toronto, ON.

Rodgers, A. & Rodgers, E. (2007, April). *Using Action Research as a Tool to Support Coaching and Teaching.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Rodgers, E. & **Rodgers, A.** . (2007, April). *Examining Teacher Renewal in a Vintage Professional Development Site.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Rodgers, A. & Rodgers, E. .(2007, April). *Sound it Out: The Power and Peril of Systemic Pressure on Literacy Coaching and Teaching* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Rodgers, A. (2007, January). *Combining Action Research by Teachers and Narrative Case Studies by Literacy Coaches to Create Tools for Change in Teaching.* Paper presented at the 20th Annual Conference of Interdisciplinary Qualitative Studies, Athens, GA.

Rodgers, A. (2005, December). *Supporting Authentic Inquiry in a Content Area Reading Course for Preservice Teachers: Directions and Dilemnas*. Paper presented at the National Reading Conference, Miami FL.

Rodgers, A. & Keil, V. (2005, April). *Constructing an Alternative Mentoring Model for Initial Professional Preparation.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ.

Rodgers, A. (2005, April). *Using Action Research to Leverage Change in Delivering a Service Course.* Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, PQ.

Keil, V., & Rodgers, A. (2005, February). *Restructuring a Traditional Student Teaching Model in a PDS.* Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education, Washington, DC.

Rodgers, A. & Keil, V. (2004, April). *Leveraging Professional Development Schools as a Tool for Restructuring a Traditional Student Teacher Supervision Model.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Invited Presentations

Rodgers, A. (2023, December). *Quality literacy practices in Indonesian classrooms: What and what not to do..* International Conference on Education, Science, Technology, & Health, Banda Aceh, Indonesia. Keynote presentation.

Rodgers, A. & Andriansyah, A. (2023, December). *Creating 3D quality work with a 2.5G connection.* Universitas Islam Negeri Ar-Raniry Banda Aceh, Banda Aceh, Indonesia.

Rodgers, A., (2022, December). *Observations of Bahasa Indonesia instruction: Kelas 1-3.* Universitas Negeri Padang, Padang, Indonesia. Keynote presentation.

Rodgers, A., (2022, September). *Opportunities for technology infusion into Indonesian language education.* International Conference on Learning Innovation and Research in Basic Education. Universitas Negeri Malang, Malang, Indonesia. Keynote presentation.

Rodgers, A., (2022, May). *Grouping strategies in Qu'ran study groups versus Bahasa Indonesia teaching: Age 6-8.* Islamic education for society 5.0. Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, Purwokerto, Indonesia.

Rodgers, A., (2021, January). *OSU's 50 year partnership with Indonesia.* Faculty Talks Outside the Box. The Ohio State University – Newark. Newark, OH.

Rodgers, A., (2020, December). *Findings of literacy observations in Kelas 1 – 3.* American Corner at Universitas Muhammidiyah Yogyakarta and the US Embassy, Secretary of State, Jakarta, Indonesia (Online).

Rodgers, A., (2020, December). *Approaches to conversational English.* Universitas Airllanga, Surabaya, Indonesia (Online).

Rodgers, A., (2019, November). *Trends in early childhood literacy teaching in Indonesia.*

Keynote Presentation presented at the 3rd UPI International Conference on Primary and early childhood education, Universitas Pendidikan Indonesia, Cibiru, Indonesia.

Rodgers, A., (2019, September). *Using drama to support arts education.* Keynote Presentation presented at International Conference on Art and Design Education, Universitas Pendidikan Indonesia, Bandung, Indonesia.

Rodgers, A., (2019, May). *OSU Student panel on international students living on US Campuses.* Invited presenter, @ America, US Embassy, Secretary of State, Jakarta, Indonesia.

Rodgers, A., (2018, November). *Children's literacy development in 21st century learning.* Keynote Presentation presented at Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia.

Rodgers, A., (2018, November). *Emerging trends in Indonesian early literacy development.* Keynote Panel presented at the UNNES Primary Education in the Digital Era Conference, Semerang, Indonesia.

Rodgers, A., (2018, October). *Strategies to enhance early childhood education.* Keynote Presentation presented at the Universitas Negeri Malang first International Conference on Early Childhood and Primary Education Conference, Malang,Indonesia.

Rodgers, A., (2017, November). *Using process oriented drama approaches to teach English.* Key note presentation, First international conference on early childhood English Education through creative arts. Wuhan University of Communication, Wuhan, China.

Rodgers, A., (2017, March). *International partnerships in Indonesia.* Key Note Panel presented at the UNNES' University Presidents Forum, Universitas Negeri Semarang, Semerang, Indonesia.

Rodgers, A., (2017, March). *Advice for applying to US Graduate programs. Invited presenter, @ America, US Embassy, Secretary of State, Jakarta, Indonesia.*

Rodgers, A., (2016, October). *Using process oriented drama techniques for literacy teaching.* Keynote paper presented at 3th English Language in Teacher Education in Teacher Education Conference, UIN Syarif Hdayatullah, Jakarta, Indonesia.

Rodgers, A., (2016, June). *Using process oriented drama techniques for literacy teaching.* Keynote paper presented at Connecting Global Community International Students Conference, Universitas Negeri Gorontalo, Gorontalo, Indonesia.

Rodgers, A., (2016, May). *Using drama as a tool for literacy teaching.* Keynote paper presented at the Hess Education Conference, Taipei, Taiwan.

Rodgers, A., (2016, April). *Sharing power and culture in literacy teaching.* Keynote paper presented at the 2016 Jambi International Seminar on Education, Jambi, Indonesia.

Rodgers, A., (2016, March). *Exploring international engagement through partnership development in teaching, research, and service.* Aligarh Nano-V and STEM-Con Conference, Aligarh, India.

Rodgers, A., (2015, October). *Strengthening professionalism: Using conversations to look more carefully at teaching.* Keynote paper presented at the Kementarian Riset,Teknologi dan Pendidikan Tinggi, Universitas Negeri Manado Fakultas Ilmu Pendidikan. Manado, Indonesia.

Rodgers, A., (2015, May). *Recognizing graduate application materials as a genred culturally embedded form of writing.* Keynote paper presented at the International Seminar on English Language Teaching, 2015. Universitas Negeri Padang, Padang, Indonesia,

Rodgers, A., (2012, November). *Redesigning preparation of beginning teachers: Using conversation as a tool for changing practice.* Paper Presented at the OSU-Newark Faculty Lecture Series. Newark, OH.

Rodgers, A., (2012, June). *Redesigning professional teacher preparation.* Keynote paper presented at the Seminar Nasional Diseminasi Hasil Pelatihan Luar Negeri Bidang Pendidikan Dasar Program Bermutu (Better Education through Reformed Management and Universal Teacher Upgrading.) Denpasar, Bali, Indonesia.

Rodgers, A. (2011, June). Exploring literacy response as a tool for supporting preservice teacher preparation. In F. Rokhman, Multicultural education as the implementation of character building in school: A comparative between Indonesia and the US. Semerang State University. Semarang, Indonesia.

Rodgers, A. (2011, March). The role of the US – Indonesian Teacher Education Consortium in supporting development of teacher preparation in Indonesia. In B. Ross, Putra Sampoerna Foundation Access America Symposium, Jakarta, Indonesia.

Rodgers, A. (2008, November). Tailoring your project to support community member needs. Presented at the OSU Outreach and Engagement Workshop, OSU-Columbus.

Rodgers, A., & Katz, L. (2008, November). The job hunt after the doctorate. Presented at the RLEMC and ReCEE AoS, OSU-Columbus.

Rodgers, A. (2008, May). School-University partnerships in the age of educational reform. Presented at the Lunch for the Brain series, OSU-Newark Cultural Arts Committee.

Rodgers, A., Estice, R.M., & Scott, L. (2008, February). *Creating a Retired Teacher Volunteer Network.* Paper presented at the Annual Meeting of the National Reading Recovery and K – 6 Classroom Literacy Conference, Columbus, OH.

Rodgers, A., & Rodgers, E. (2008, January). *Professional Development for Literacy Coaches.* Paper presented at the Annual Meeting of the Southeastern Regional Reading Recovery and Early Literacy Conference, Virginia Beach, VA.

Rodgers, A., & Rodgers, E. (2008, January). *ELVIS Lives! Create Your Own Network of Expert Literacy Volunteers in Schools (ELVIS).* Paper presented at the Annual Meeting of the Southeastern Regional Reading Recovery and Early Literacy Conference, Virginia Beach, VA.

Rodgers, A., Bainer-Jenkins, D., Earley, M., Murnen, T., Matuga, J., & Banister, S. (2007, October) *How to Write a Review.* Paper presented at the Annual Meeting of the Midwestern Educational Research Association, St. Louis, MO.

Bainer-Jenkins, D., Parish, T., Walker, D., Mertler, C., **Rodgers, A,** Earley, M. (2007, October). *Tips for Successful Scholarly Writing.* Paper presented at the Annual Meeting of the Midwestern Educational Research Association, St. Louis, MO.

Fried, M , **Rodgers, A.,** & Rodgers, E. (2007, June). *Re-energizing Sites: Support and Pressure for Teaching and Learning.* Paper presented at the National Teacher Leader Institute –Leadership Academy, Tyson Corners, VA.

Fried, M , **Rodgers, A.,** & Rodgers, E. (2007, June). *Support with Pressure: Re-energizing Teaching and Learning at Vintage Sites.* Paper presented at the National Teacher Leader Institute – Leadership Academy, Tyson Corners, VA.

Rodgers, A., & Rodgers, E. (2007, February). *Coaching Conversations*. Paper presented at the National Reading Recovery Conference, Columbus, OH.

Rodgers, A. (2006, February). *Professional publishing: Writing for a regional journal.* Paper presented at the Annual Meeting of the Eastern Educational Research Association, Hilton Head, SC.

Bainer-Jenkins, D., & **Rodgers**, **A**. (2004, October). *Professional publishing: Turning your theory and action into articles.* Paper presented at the Annual Meeting of the Mid-Western Educational Research Association, Columbus, OH.

k) **Potential Publications in Review**

Patterson, M.K, & **Rodgers, A**. (Submitted). First graders literacy identity. *Reading Teacher.*

2) **List of creative works pertinent to your professional focus (If you have no creative works to list, write "None" for number 2. Do not list each individual letter.)**

Rodgers, A. (2023, November). IABIE Podcast Prof. Adrian Rodgers. IABIE I Ikatan Habibie Alumni Channel, Youtube. Jakarta, Indonesia. https://www.youtube.com/watch?app=desktop&v=OVCJpKFRyJU&feature=youtu.be 11 views.

Rodgers, A. (2021, February). 多级别学生如何处理 (How to manage class with multilevel students?) [Video]. Bilibili. https://www.bilibili.com/video/BV1N741187h7/. Length: 7'56''.

Clicks: 123

Rodgers, A. (2021, February). 语法的定义是什么 (When is appropriate to introduce grammar to K-6 kids?) [Video]. Bilibili. https://www.bilibili.com/video/BV1N741187iA/. Length: 5'38''. Clicks: 117

Rodgers, A. (2021, February). 什么时候用手机 (When is appropriate to let kids use smartphones?) [Video]. Bilibili. https://www.bilibili.com/video/BV1N741187N7/. Length: 5'39''. Clicks: 99

Rodgers, A. (2021, February). 学生到处乱跑怎么办 (Why my students always keep running around?) [Video]. Bilibili. https://www.bilibili.com/video/BV1N741187Mk/. Length: 6'59''. Clicks: 800

Rodgers, A. (2021, February). 如何应对差生 (How to teach kids who are already behind or less motivated?) [Video]. Bilibili. https://www.bilibili.com/video/BV1N7411875W/. Length: 6'23''. Clicks: 138

Rodgers, A. (2021, February). 如何找机会用英文 (How to find chances to use English?) [Video]. Bilibili. https://www.bilibili.com/video/BV1n741187eE/. Length: 6'15''. Clicks: 86

Rodgers, A. (2021, February). 跟不上教学大纲进度怎么办 (What should I do when I realize I can't keep up with the teaching tasks set by my education bureau?) [Video]. Bilibili. https://www.bilibili.com/video/BV1n741187Fj/. Length: 7'00''. Clicks: 37

Rodgers, A. (2021, February). 如何使用绘本 (How can we tell a story well?) [Video]. Bilibili. https://www.bilibili.com/video/BV1n741187A6/. Length: 6'02''. Clicks: 240

Rodgers, A. (2021, February). 你对自然拼读怎么看 (What is your view on phonemic?) [Video]. Bilibili. https://www.bilibili.com/video/BV1G74118773/. Length: 6'34''. Clicks: 245

Rodgers, A. (2021, February). 如何应对优等生 (How to challenge the top students in the class?) [Video]. Bilibili. https://www.bilibili.com/video/BV13741187SQ/. Length: 6'11''. Clicks: 94

Rodgers, A. (2021, February). 如何面对不在乎的家长 (How to deal with parents who don't care?) [Video]. Bilibili. https://www.bilibili.com/video/BV1G741187Ft/. Length: 7'07''. Clicks: 140

Rodgers, A. (2021, February). 家长付钱孩子不开心，怎么办 (Parents are paying for class, while the kids are not willing to learn. How should I balance the relation?) [Video]. Bilibili. https://www.bilibili.com/video/BV13741187tt/. Length: 7'32''. Clicks: 48

Rodgers, A. (2021, January). 如何让我的学生一同进步 (How do I make all students in a class improve together, without just focusing on one?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16101251314899. Length: 7'32''. Clicks: 350

Rodgers, A. (2021, January). 如何促进学生、家长、教师三者的沟通 (Students are having trouble with their parents, and parent-child communication is not too good, how can I help them as much as possible?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16101251314900. Length: 7'32''. Clicks: 406

Rodgers, A. (2021, January). 如何提高学生的写作能力 (The ability to write comprehensively comes slowly for some students, what should I do?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16101251314898. Length: 7'32''. Clicks: 477

Rodgers, A. (2020, December). 如何让我的课变有趣 (How do I make my classes fun?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16076954042209. Length: 7'32''. Clicks: 1382

Rodgers, A. (2020, December). 以问路话题为例演绎六大模式 (Six modes of English Studying.) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16076954042207. Length: 7'32''. Clicks: 973

Rodgers, A. (2020, December). 中学生感兴趣的两大活动 (Two kinds of activities that middle school students are interested in.) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16076954042208. Length: 7'32''. Clicks: 918

Rodgers, A. (2020, December). 学生水平参差不齐怎么办 (How to manage class with multilevel students?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16083703063948. Length: 7'32''. Clicks: 710

Rodgers, A. (2020, December). 如何鼓励怕失败而不努力的学生 (How to encourage students who are fear of failure?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16083703063949. Length: 7'32''. Clicks: 740

Rodgers, A. (2020, December). 让学生爱我还是怕我 (Should I rule by fear or love??) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16088947322238. Length: 7'32''. Clicks: 533

Rodgers, A. (2020, December). 如何吸引学生的注意力 (How do I deal with calling the room to order and getting the students to pay attention to me?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16088947322239. Length: 7'32''. Clicks: 622

Rodgers, A. (2020, December). 学生总是求关注怎么办 (Students would make a fuss when I do

not call on him to answer questions, what should I do?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16094033011798. Length: 7'32''. Clicks: 381

Rodgers, A. (2020, December). 学生不做作业怎么办 (Students won't do homework, what should I do?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16094033011799. Length: 7'32''. Clicks: 559

Rodgers, A. (2020, December). 班级人数超过50时如何高效教学 (How to manage a class of over 50 students? And how to use teaching time effectively?) [Video]. The Babel Academy Membership Video Course. https://www.cctalk.com/v/16094033011800. Length: 7'32''. Clicks: 533

Rodgers, A. (2018). I am the author of two online blogs which are intended as community resource supports for community literacy and for faculty and student partnerships between Indonesia and the USA. They are:
www: https://u.osu.edu/usintec/
www: https://u.osu.edu/booknook/

Rodgers, A. (2018). Online Test Bank items. In E. Rodgers & G. Tompkins (Eds.). *Literacy in the early grades*. Columbus: Pearson. Contract accepted.

ASPIRE online topics to support coaching. In Autumn, 2011 I began collaborating with Dr. Patti Brosnan on the development of 5 online modules that will support facilitators in using online content to support conversations regarding coaching and mentoring.

3) **Brief description of the focus of your research, scholarly or creative work, major accomplishments, and plans for the future.**

In 2023 I spent some time working on re-connecting with my Indonesian colleagues in the post-covid era. Based on this I have been invited to pursue a number of possibilities. I also took stock of my current publications and have decided to focus more on sole authored articles in marquis journals.

In 2022 I am most pleased about the completion of my Fulbright Specialist project in Indonesia and about the publication of 2 co-authored peer reviewed articles; one with my doctoral advisee and one with a colleague at an Indonesian institution. Although I am second author on both articles, they were a lot of work and required extensive writing and re-writing from me. Both articles had been submitted to other journals before they were able to find a publication outlet, and both article went through a number of revisions.

My Fulbright Specialist project had also been delayed for 2 years due to covid but was a big success and I got very strong positive feedback from my Indonesian colleagues who were my hosts. We focused mainly on pedagogical techniques for university classroom teaching with a focus on Teacher Education.

In 2021 I am exceedingly pleased by the publication of the Tompkins, Rodgers, Rodgers text which I use in EDU T&L 5468. The text is very rich with additional resources such as an instructor manual (which I authored) and video resources (which I use in my teaching). I am very excited about the opportunity for intersection between teaching and research.

Many of the traditional venues in Indonesia where I would share research evaporated in the covid era so I pursued the creation of short professional development videos for teachers of literacy in China. I first became interest in China when a colleague shared with me the opportunity for significant impact because of the large number of educators there. With that in mind, working with an Ohio-based company, I created and published about a dozen videos for in-service educators. What was exciting about this opportunity is I can request the number of views for each video so I know exactly how many teachers I am reaching. Additionally, this is a subscription based www site so it is reasonable to assume that if someone clicks on the video they are watching it. I was excited to see the number of clicks which I equate to attendees at a professional development workshop. This suggests to me the videos, which are like professional development presentations, are having a powerful impact. Regrettably, because of the increasing insularity that the Chinese government is currently pursuing, I expect that this opportunity for the professional development of teachers will not continue much into the future.

I focused a lot of energy in 2021 on teaching because we were in a covid-related online delivery mode. This distracted from my publication schedule. I did complete a lot of coding and analysis of data in 2021 and in 2022 will complete the writing of manuscripts which I will submit to journals.

During AU/19 and SPR/20 I was awarded Faculty Professional Leave and a Special Research Assignment. I collected data from multiple sites including school and university classrooms in 7 different cities in Indonesia. I am now in the process of analyzing that data.

The lines of inquiry that I pursued as an assistant professor at The Ohio State University – Newark have their roots in my early professional career. As a secondary language arts teacher I worked to extend the curriculum in new ways in order to foster student voice, particularly for disenfranchised students. Over an eight year period my students and I co-authored and staged 23 original plays. My experience as a teacher wanting to work in innovative ways with the curriculum led to my interest in teacher professional development; I wondered about the features and design of professional development that might support teachers who want to change their practice.

My dissertation research and the related book chapter, "Old Roads And New Paths: What Happens When Two Teachers Attempt An Alternative Teaching Strategy Within A Peer Collaborative Relationship" (Rodgers, 2003), represent my initial inquiry into the challenge of educational reform. I used a narrative case study to describe what happened when an experienced teacher tried to incorporate process-oriented drama approaches in his high school English curriculum. I found that teacher and school effects, including the teacher's own perceptual frame and colleagues' philosophies about 'how English should be taught', created tensions that influenced whether and how the teacher took up changes to instruction. As a result, I began to think about the design of alternative models of professional development that would be based on bottom-up reform efforts.

From this background of teaching experiences and early research, I developed two lines of inquiry:
1. Articulating a bottom-up design for teacher professional development.
2. Describing features that might be necessary within such a design in order to support instructional change.

As part of my exploration in to the design features necessary for change, I reviewed literature related to professional development, educational reform and collaborative inquiry. I also undertook an analysis of one coach's field notes that had been collected over several years across multiple coaching visits. This literature review and document analysis led to the publication of The Effective Literacy Coach: Using Inquiry to Support Teaching and Learning (Rodgers & Rodgers, 2007a). I conceptualized this volume, wrote half of the chapters and contributed to revising the remaining chapters. I proposed that key features of a professional development design that supports instructional change include opportunities for collaborative inquiry and an emphasis on reflection-in-action. I argued that the power of literacy coaching lies in the interactions that occur between coach and teacher when they collaborate around student learning.

From this close look at the design features necessary for change, I went on to describe in "Preparing for Diversity: Professional Development for Today's Educators" (Rodgers & Rodgers, 2007b) in practical terms how bottom-up professional development might be taken up by teachers so that professional development was not something 'done to them' but something constructed by them that they could influence, alter and shape to meet their own needs. I took the lead on this chapter and wrote three of the five sections.

I then brought my inquiry about bottom-up reform to a larger context for investigation. From my original study with one teacher, I shifted my analysis to a literacy coach working with a number of teachers in two school districts over a two year period. I collected data during that time as the coach worked with the teachers in whole group, small group and individual settings. This investigation helped me understand and better describe the complexity of a bottom-up model for change. I found that, as Fullan has described, both consensus from the top and pressure from the bottom are needed for reform. In "A Design for Action: Analyzing Problems of Implementation" (Rodgers & Fried, 2009), I describe how both top down and bottom up elements were necessary for change in the two school districts that were the context for the study and I articulate a model for problem solving the change process. This scholarly work was based on my observations of my co-author who was the coach in this article.

In terms of future directions, I have a second article related to this research under review. In this article, I probe what occurs in, as Anthony Bryk calls it, the 'black box' of professional development. I describe how the coaching that I observed supported teacher thinking and reflection. I report that coaching was contextualized by student learning and that it promoted teacher thinking and reflection.

In addition to exploring bottom-up change initiatives in the context of teacher professional development; specifically, I began to explore an alternative model for preservice teacher supervision and mentoring that is based in faculty and teacher collaboration. Initial results from that research were published in "Teaching and Teacher Education" (Rodgers & Keil, 2007). I conceptualized the new model described in this article, took the lead in implementing it at the site and wrote most of the first draft of the paper. We found that it was possible for bottom-up

change to occur within a top-down initiative: in this case, a partnership that was initially created by top level administrators at the university and school district but developed by teachers and faculty. A major finding from this line of research has been that changing instructional practices in fundamental ways requires changing the culture of the school. In "Redesigning Student Teacher Supervision" (Rodgers & Bainer Jenkins, 2010) with Teachers College Press, I continue to explore and describe features of a bottom-up orientation to teacher learning and development in preservice teacher settings.

My goal now is to build a model for successful professional development that supports deep change and empowers teachers in the reform process. I expect this to be a long term pursuit rather than a short-term project, which will take me on a trajectory of inquiry that investigates how teachers can be partners in reform, rather than acted on by a system. The 'big question' in my research line is the development of a theory of 'bottom-up systemic change.' In investigating and documenting 'bottom-up' approaches to reform, I hope to help educators solve the puzzle of complementing the present-day 'top-down' approaches represented by many federal, state and local mandates.

4) Description of quality indicators of your research, scholarly, or creative work

Publication	Quality Indicators
Rodgers, A., & Bainer Jenkins, D. (2010). *Redesigning supervision: Alternative models for student teaching and field experiences.* New York: Teachers College Press.	Teachers College Press is a high quality university press.
Rodgers, A., & Fried, M. (2009). A design for action: Analyzing problems of implementation. *.Journal of Reading Recovery, 8* (2), 51 – 60.	*Journal of Reading Recovery* reports an acceptance rate of 40%. This article was first presented as a paper at a national conference and I subsequently received an invitation to submit a manuscript to the journal. The manuscript was then sent for blind, peer review.
Rodgers, A., & Keil, V. (2007). Restructuring a traditional student teaching supervision model: Fostering enhanced professional development and mentoring within a professional development school context. *Teaching and Teacher Education, 23,* 63 – 80.	*Teaching and Teacher Education* is a peer-reviewed, international journal published by Elsevier. Editors estimate the acceptance rate at 17% (They estimate they publish 64-70 of the 380-400 articles submitted annually.) Recent impact factor 0.769 Cited by Smith, K. (2007). Empowering school- and university-based teacher educators as assessors. *Educational Research and Evaluation, 13* (3), 279 – 293.

Rodgers, A. & Rodgers E. (2007). *The effective literacy coach.* New York: Teachers College Press	Teachers College Press is a high quality university press. This book is published in a well-known series with editors Celia Genishi and Dorothy Strickland. During 2009 this book became one of nine 'best selling' books in the Language and Literacy series. Reviewed twice: Midwest Book Review. (2008). Retrieved January 23, 2008 from http://www.amazon.comreview/product/0807748013/ref= dp_top_cm_cr_acr_txt/102-298 on 1/23/08. The Midwest Book Review (January, 2008) "enthusiastically recommended" this book for use by reading teachers. Tollefson, K. (2008). Book Reviews. *Teachers College Record*. Retrieved July 5, 2009 from http://www.tcrecord.orgIDNumber:14867. In her *Teachers College Record* review, Tollefson wrote "Rodgers and Rodgers' clarity about the coach's need to enter the relationship as a co-learner, with respect for the teachers' autonomy and wisdom, serves as an important reminder for administrators and coaches alike…. [T]his is an important book that should be read by literacy specialists, teachers, administrators, and teacher educators everywhere – but most particularly in the schools where teachers are learning in this era of 'accountability' that they will fail no matter how hard they try, and in the classrooms where students are learning the very same thing. Adrian Rodgers and Emily Rodgers point here to a potentially transformative way of honoring teachers and their students, of transferring ownership for professional development, and of effecting real and lasting reform from the ground up." Cited six times: Blackstone, P.A. (2008). Story seeking: An approach for literacy coaching. *Analytic Teaching, 28* (1), 28 – 34. Burkins, J.M. (2009). *Practical literacy coaching: A collection of tools to support your work.* Newark, DE: International Reading Association. Campbell, P.F., & Malkus, N.N. (2009, April). *School improvement through elementary mathematics coaches: Impact on teacher beliefs and student achievement.* Presented at the Annual Meeting of the American Educational Research Association, San Diego, CA. DeWeese, C. (2008). *Professional development and literacy coaching: A case study of kindergarten, first, and*

second grade balanced literacy instruction. Unpublished doctoral dissertation. Kansas State University, Manhattan, KS.

Peck, S.M. (2009). Endless possibilities for learning and reflection: Lessons from urban literacy clinics. In J.C. Richards & C.A. Lassonde (Eds.), *Literacy tutoring that works* (pp. 119-131). Newark, DE: International Reading Association.

Peterson, D.S., Taylor, B.M., Burnham, B., & Schock, R. (2009). *The Reading Teacher, 62* (6), 501-509.

Peterson, Taylor, Burnham & Schock's (2009. p. 501) cited the book, stating "In [Rodgers] model of coaching a critical component of coaching conversations was the use of concrete data on the teacher's instruction to facilitate self-reflection and change. This critical component is often the missing piece to reading reform efforts."

Rodgers, A. & Rodgers E. (Eds) (2004). *Strategies for Scaffolding Literacy Instruction in K-4 Classrooms*. Portsmouth, NH: Heinemann.	Heinemann is a leading publisher for literacy related volumes for teachers. The prospectus was peer-reviewed. 4,223 copies have been sold. Cited three times: Cummins, L., Poku, S.A., Bancroft, K., & Theall, M. (2008). Promoting the Scholarship of Teaching and Learning in a Faculty-Staff Learning Community. *The Journal of Faculty Development, 22* (1), 40 – 51. Fogelberg, E., Skalinder, C., Bernstein, L., Satz, P., Hiller, B., & Vitantonio, S. (2008). *Integrating literacy and Math: Strategies for K – 6 teachers.* New York: Guilford. Holzman, L. (2009). *Vygotsky at work and play.* New York: Routledge.
Rodgers, A. (2002). Old roads and new paths: What happens when two teachers…	Unsolicited review:In Craig, C.J. (2003). Book Review. *Teachers College Record, 105* (7), 1380 – 1386. Craig wrote "[I] want to highlight brilliant sections of the text. My favorite chapter is 'Old roads and new paths' authored by A. Rodgers…." (p. 1384).

5) Research Funding

    a) Funded research on which you are or have been the *principal investigator*

Service Learning T&L 2189 Implementation.
Principal Investigator, February, 2020.
Amount: $4,000.

Using Chinese video models of English teaching to demonstrate communicative language approaches to teaching English Language Learners.
Principal Investigator, December, 2017 – December, 2018.
OSU Global Gateways (Shanghai). Amount: $1,000.

International Dual Masters Degree Preparation at The Ohio State University
Principal Investigator
July 2012- July 2014
United States Agency for International Development - Jakarta.
Amount: $70,000

Literacy Coaching Academy
Author: **Adrian Rodgers**
September, 2007 – June, 2008
The Columbus Foundation
Amount: $8,000

I wrote and obtained the grant request. I collaborated with three other faculty to create a Literacy Coaching Academy. Each faculty member contributed equally to the effort. Together we hosted 17 educators from 7 states for 9 days in Columbus. We used a collection of videos of teaching and coaching that was developed by another faculty member with federal grants and corporate partners. I then followed educators back to their schools in an effort to determine the 'carry over' of the concepts discussed in the Coaching Academy in each school.

Preparing Expert Literacy Volunteers in Urban Schools
Authors: **Adrian Rodgers**, Emily Rodgers, Pat Scharer, David Andrews
July 2006- July 2008
Excellence in Engagement Grant, Ohio State University Outreach and Engagement.
Amount: Grant totals $ 81,680

I wrote the grant request and assembled the team. I supervise subcontractors on the grant, and have written proposals to present initial findings. I wrote the progress reports for the grant.

Partners in this project include Columbus Public Schools and the Columbus Education Association-Retired Teachers (CEA-R). The goals of the project are to
1. To create a sustainable model for preparing retired teachers to be expert literacy volunteers in kindergarten – third grade classrooms in Weinland Park ES.
2. To prepare a cadre of these retired teachers to be trainers themselves of expert literacy volunteers.
3. To develop ready-made instructional modules for the expert literacy volunteers to use; these modules will reflect and highlight our scholarship in children's literature, writing, and reading.
4. To provide much needed support for classroom teachers in our urban schools.

5. To disseminate our research and scholarship around early literacy in service of teachers and students in our community.

   b) **Funded research on which you are or have been a** *co-investigator*

   Not at this time.

   c) **Proposals for research funding that are pending or were submitted but not funded**

The research-practice partnership (RPP) Grants Program, Pending, 2023.
The Spencer Foundation. Amount: $396,245. My role is external consultant.

Completing a case study of Indonesian school teaching in early grade literacy.2020.
Not funded, OSU Office of International Affairs. Amount: $10,000.

Continuing Indonesian case study data collection in K-3 and S1 classrooms. 2019.
Not funded. OSU Global Gateways. Amount: $6,000.

Fulbright Specialist, 21ˢᵗ Century Literacy Partnership with Undiksha University, Bali, Indonesia. Author: Adrian Rodgers. Submitted December, 2018 for Spring, 2019. World Learning and the US Secretary of State. Not funded.

Observing and describing literacy teaching, learning, and professional development across Indonesia, Grades 3 – 8 for Fall 2018 – Summer, 2019. Author: Adrian Rodgers. August, 2017. Institute of International Education. Core Fulbright Research Appointment. Not Funded.

Promoting an active start through early years physical literacy and health-based physical education. Authors: Jacqueline Goodway & Adrian Rodgers. Submitted March, 2015. Institute of International Education. . Amount: $150,000 Rejected.

Promoting an active start through early years physical literacy and health-based physical education. Authors: Jacqueline Goodway & Adrian Rodgers. Submitted December, 2014. Institute of International Education. . Amount: $150,000 Rejected.

Implications of K-16 school reform on teachers and teaching: Urban, suburban, and rural case studies of schools, teachers, teaching, and learning in midwest America.
Author: **Adrian Rodgers**
Submitted December, 2013.
Study of the US Institute – Secondary Teachers. US Secretary of State. Amount: $239,754 Rejected.

Promoting an active start through early years physical literacy and health-based physical education.
Authors: Jacqueline Goodway & **Adrian Rodgers**.
Submitted December, 2013.
Institute of International Education. . Amount: $250,000
Rejected.

TELE-ELVIS: Technology Enhanced Learning for Expert Literacy Volunteers in Urban Schools
Authors: **Adrian Rodgers**, Emily Rodgers, Pat Scharer, David Andrews
Submitted December, 2006.
Batelle Endowment to The Ohio State University. Amount: $65,000
No priority score provided.

d) **Funded training grants on which the candidate is or has been the equivalent of the** *principal investigator*

2022. Licking County Foundation. Researching internship opportunities for OSU Education Abroad students in Indonesia. $3,000.

2021-22. Faculty Initiated Student-Assistant Grant. OSU-Newark. 2021. $1,998.00.

2021-22. Fulbright Specialist administered by World Learning. Project FSP-P006673. A vision of education in a disruptive era. Institut Agama Islam Negeri Purwokerto – IAIN Purwokerto. Purwokerto, Indonesia.

State of Ohio Summer Honors Institute
Principal Investigator: **Adrian Rodgers**
July, 2000 and July, 2001
State of Ohio; Contract for $62,500 / year.

A colleague wrote the 2000 grant and was funded. She then left the institution and I became the PI. I assembled the team and supervised subcontractors on the grant. I wrote the interim and final reports. In 2001 I was PI. I wrote and received the grant, assembled the team and supervised subcontractors, and wrote the interim and final reports.

The goal of the project was to:
1. Recruit the 'best and brightest' high school students to attend University of Toledo non-credit courses in the summer with the hope they would attend UT after high school graduation..
2. To support faculty in developing innovative participatory courses for the 'best and brightest'.
3. To consider how faculty might implement innovative pedagogy in their university teaching.
The funding agency placed limitations on data collection thereby limiting the research that could be undertaken with this grant.

e) **Proposals for training grants that were submitted but not funded**

2022. Elevating STEAM Education through Co-op Experiences. I coordinated the identification of 3 other OSU faculty who would work with me as the professional development implementers for a grant sought by the Putera Sampoerna Foundation, Jakarta from the US Embassy there. $96,042.

2021. Fulbright Specialist administered by World Learning. Project FSP-P006010. HU-SO International Conference 2021. Burhapa University. Thailand.

2020. Fulbright Specialist administered by World Learning. Project FSP-P005960. Internationalization of teaching and learning. Financial University. Moscow, Russia.

   f) Any other funding received for your academic work

Scholarly Activity Grant, OSU-Newark
Principal Investigator, November, 2023.
Amount: $500

I. OSU-Newark Competitive Seed Grant-

Author: **Adrian Rodgers**
Awarded December 2005
Ohio State University – Newark
Amount: Grant of $1,499.40.
II. OSU – Newark Competitive Seed Support fund

Author: **Adrian Rodgers**
Awarded December, 2005.
Ohio State University – Newark
Amount: Grant of $1,500

III. OSU – Newark Competitive Seed Support fund

Author: **Adrian Rodgers**
Awarded March, 2009.
Ohio State University – Newark
Amount: Grant of $2,000

6) Prizes and awards for research, scholarly or creative work. Nominations for such awards should not be listed.

Not at this time.

Service

1) Editorships or service as a reviewer for journals, university presses or other learned publications

Editorial Board Member, *The Reading Teacher,* 2019-2023.

Reviewer, Conference Proposals
Annual Meeting of the American Educational Research Association.
Invited
1999-2005 and 2022-23.

Editorial Board Member, *Indonesian Journal of Integrated English Language Teaching ,* 2022.

Editorial Board Member, *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal,* 2022.

Editorial Board Member, *Linguistica,* 2022.

Editorial Board Member, *Compare,* 2022.

Reviewer, *Journal of Literacy Research*, 2020.

Reviewer, *Journal for Education Students Placed at Risk.* 2020.

Reviewer, *Lingua,* Universitas Sriwijaya, Palembang, Indonesia (Appointed). February, 2020.

Reviewer, *International Journal of Elementary School Teachers,* Universitas Negeri Makassar, Makassar, Indonesia (Appointed). June, 2019.

Reviewer, *Asia Pacific Contemporary Education Review,* Universitas Pendidikan Indonesia, Bandung, Indonesia (Appointed). April, 2019.

Reviewer, *Journal of English Education and Linguistic Studies,* State College for Islamic Studies, Kediri, Indonesia (Appointed). December, 2017.

Reviewer, *Register Journal,* State Institute for Islamic Studies, Salatiga, Indonesia (Appointed) October, 2017.

Reviewer, *Contemporary Education Review,* Bandung, Indonesia (Appointed) January 2016.

Co-Editor, *Mid-Western Educational Researcher.* (Appointed)
I co-edit the journal with Deborah Jenkins-Bainer. The journal publishes peer-reviewed research articles 4 times a year. Term of office: October, 2004 – October, 2007

Editorial Board member, *Literacy Teaching and Learning* (Appointed) September 2002 – 2016.

Editorial Board member, *Journal of Literacy Research* (Appointed) December 2004 – 2016.

Editorial Board Member, *Reading Teacher* (Appointed) January 2016 – 2018.

Reviewer, *Teaching and Teacher Education* (Appointed) September 2011 – 2018.

Reviewer, *Center for Early Learning Information* (Appointed) September 2004 – 2018.

Reviewer, *Asia Pacific Education Review,* Seoul National University, Korea. (Appointed) March, 2017 – 2018..

Invited Reviewer, Fulbright Final Selection Committee, Jakarta, Indonesia. (Appointed)
August, 2016.

Guest Reviewer, *Reading Research Quarterly*.
September 2009.

Guest Reviewer, IRA Research Poster session.(Occasional Reviewer)
May 2008.

Guest Reviewer, *International Journal of Qualitative Studies in Education*
March, 2006.

Guest Reviewer, *Language Arts.*
August, 2006.

Reviewer, Conference Proposals
National Reading Conference.
Invited. 1999 – 2004.

Invited Reviewer of Book Prospectuses. Corwin Publications, San Francisco.
June, 2005 and February, 2007.

2)   List of offices held and other service to professional societies.

Member, International Committee, National Reading Conference, 2005 – 2007.

Conference Site Convenor, Indonesia Focus 6th Annual Conference, Columbus, OH, 2014 and 2015.

3)   Consultation Activity (industry, education, government)

2022 – 2027. Faculty Initiator, Kolaboration Ohio-Pendidkan Indonesia (KOPI) replacing the multi-year USINTEC MOU between OSU's Office of International Affairs and Multiple Indonesian Universities. An OSU MOU with 10 Indonesian University partners. Of the 186 MOU's that OIA lists on their www site, this is the only MOU with multiple institutional partners (10) making it 10 times bigger than any of OSU's other MOUs.

2022. Co-Faculty Initiator, OSU – Philippine Normal University, Manila. An MOU between OSU and PNU exist in the area of Teacher Education.

Consultant, Academic Program Reviewer, Sampoerna University, Jakarta, Indonesia. 2023-2024.

In November, 2018 I was a consultant for the PhD in English Education Program Proposal for Mulawarman State University in Samarinda, Indonesia.

In October, 2017 I was a consultant for Sino-Connect LLC, which hosted 15 educators from China on a visit to Central Ohio who were engaged in customized professional development.

In December, 2010 I applied for Fulbright Specialist status which I obtained in June, 2011. This will support continuing T&L outreach efforts and Indonesian partnerships. I will remain on the roster for 5 years. In July 2013 I completed my first Fulbright Specialist appointment sponsored by the State University of Semarang.

In October, 2013 I completed the Elementary Literacy Qualification so I could be a qualified Teacher Performance Assessment assessor for Pearson.

In July, 2011 I presented a workshop to the graduate faculty in the Department of Foreign Languages, Semarang State University, Semarang, Indonesia on alternative to traditional instruction to solicit student response.

In Autumn, 2010 and Autumn, 2011 I received a 2 course release to support the $12 million federally funded ASPIRE grant which supports redesign of teacher preparation components within the School of Teaching and Learning.

During the Fall of 2005 and all of 2006 I served as an unpaid consultant along with one other faculty member and one staff member to the Mansfield City School District. Our role was to identify and support professional development needs in an early literacy intervention program. Specifically, my goal was to support an inquiry-centered approach to this consultancy. In Fall, 2006 and Winter 2007 we added Marysville City Schools to our collaborative effort and I again served in an unpaid consultancy capacity.

4) **Clinical Services.**

Not at this time.

5) **Other Professional/Public Service such as a reviewer of grants or proposals or as external examiner, if not listed elsewhere.**

Guest Speaker, 2023, Teaching and Learning Doctoral Pro-Sem course, "Searching for a job in the professoriate."

Reviewer, 2023 Review Panel for 2024-25 Fulbright US Student Program National Screening Committee.

Reviewer, 2023 Review Panel for 2024-25 Fulbright Specialist National Screening Committee.

Reviewer, 2023-24 Review Panel for Foreign Language and Area Studies Awards, East Asian Studies Center, The Ohio State University.

Reviewer, Social Sciences and Humanities Research Council of Canada (SSHRC). I reviewed a proposal for funding by a Canadian University faculty member to SSHRC in 2010.

Project Supervisor, Expert Literacy Volunteers in Schools (ELVIS). I supervise the ongoing implementation of the ELVIS project, a network of retired teacher volunteers, who serve at Weinland Park Elementary School, a partner school with the College of Education and Human Ecology in the Columbus Campus neighborhood. 2006 – 2013.

6) **Administrative Service.**

   a) **School Committees**

Member, Newark Campus Space Committee, 2021 - 2024.

Member, Newark Campus, Professional Standards Committee, Scholarly Assistance Grant SubCommittee, 2021-2023.

Member, Newark Campus, Professional Standards Committee, Faculty Initiated Student Assistantship Grant SubCommittee, 2021-2023.

Member, Graduate Studies Committee, Department of Teaching and Learning, Ohio State University. June, 2021 – May, 2023.

Member, Newark Campus Holt Scholarship Award Committee, 2020 - 2022.

4th year review subcommittee Chair, OSU Newark Promotion and Tenure Committee review of Dr. Dorian Harrison, Dept. of Teaching and Learning, Newark Campus. 2022.

Promotion and Tenure Subcommittee Member, Lucille Toth, Assistant Professor, Dept. of French and Italian, Newark Campus. 2021.

Interim Education Department Representative, Academic Affairs Committee, OSU Newark. 2022.

Peer Reviewer, Peer observation and review of Dr. Dorian Harrison, Dept. of Teaching and Learning, Newark Campus. 2021.

Co-Author, Research Section, OSU-N Campus Review Strategic Document. 2021.

Peer Reviewer, Peer observation and review of Dr. Cory Brown, Dept. of Teaching and Learning, Newark Campus. 2021.

Member, Newark Campus Academic Affairs Committee, January, 2017 – December, 2019.

Member, Reading Endorsement Working Group, Spring, 2019.

Chair, Newark Campus AdHoc Tree Canopy Committee Report, 2017.

Member, Newark Campus P&T Sub-Committee, 2017.

Peer Reviewer, Peer observation and review of Dr. Theresa Hessler, Dept. of Ed Studies, Newark Campus.

Alternate Member, OSU-Newark – Academic Affairs Committee, 2012 & 2013.

Member, Educational Media Center Director Search Committee, Ohio State University – Newark, 2012.

Member, OSU-Newark - Central Ohio Technical College Campus Framework Planning Committee, 2011 - 2012.

Member, OSU-Newark - Central Ohio Technical College Semester Conversion Committee, 2009 - 2012.

Member, OSU-Newark Professional Standards Committee, 2010 - 2013.

Peer Reviewer, Peer observation and review of Dr. Nathaniel Swigger, Dept. of Political Science, Newark Campus.

Member, OSU-Newark Seaton Essay Writing Award Committee, May, 2008, May, 2009 and May, 2011. I recommended student work for writing awards from the campus.

Peer Reviewer, Peer observation and review of Dr. Dana Munteanu, Dept. of Classics, Newark Campus.

Member, Graduate Studies Committee, School of Teaching and Learning, Ohio State University. Autumn, 2011 – August, 2015.

Member, Student Needs Committee, Ohio State University – Newark.
Appointed January, 2008 – December, 2010. I reviewed student applications for Student Research Awards.

Member, 2008 – 2010. Committee on Academic Misconduct hearings. Ohio State University – Newark. I serve on this committee as needed in my capacity as Student Needs Committee member.

Secretary, OSU-Newark Faculty Assembly, September, 2008 – June, 2009. I took the minutes for the monthly Faculty Assembly meetings.

Member, OSU-Newark Executive Committee, 2008-2009. I contributed to the monthly Executive meetings.

Chair, Faculty Well-Being Committee, OSU – Newark.
Appointed December, 2004 – December, 2007. During this time I chaired for 2 consecutive years a 1 day orientation for new faculty. In 2007, acting on suggestions from faculty and the OSU-N Dean, I organized 2 'brown bag sessions' of interest to new faculty with the topics

'Handling stress during the pre-tenure period' and 'Six ways to document your teaching for P&T'.

b) **College or University Committees**

Panelist, OSU Drake Institute External Review. 2022.

Member, OSU Outreach and Engagement Awards Committee, March, 2018.

Member, Vice Provost for Undergraduate Studies at OSU Search Committee, May -July, 2017.

Member, International Affairs Committee, 2014 to 2016.

Member, President and Provost's Council on Sustainability, 2012 to 2016.

Member, Education and Human Ecology International Committee, 2013 to 2016.

Member, Senate Ad Hoc Committee on Sustainability, 2014 to 2015.

Member, OSU Executive Quarter - Semester Conversion Committee, 2009 - 2013.

Member, Selection Committee, OSU Outreach and Engagement Awards, May, 2008 and 2009.

Member, Hayes Graduate Research Forum Judging Committee, Columbus. Spring, 2009

Alternate, College Council, September 2007 – June, 2008.

Member, Denman Judging Committee, Columbus. Spring, 2006.

Member, College of Education Scholarship Award Committee – Columbus. Winter 2005; Winter 2006.

c) **Initiatives undertaken to enhance diversity in your unit, college, or the university**

Speaker, OSU-N Global Citizen Student Group, 2020, 2021, 2023.

Invited Participant, Diversifying the curriculum Equity and Inclusion Committee, OSU-Newark. 2022.

Participant, Licking County Educational Services, Participating PAX Adult Leader Training, Praxis Institute. 2021.

Judge, Sampoerna Middle School Science Fair, Jakarta, Indonesia. 2021.

Faculty Contact, Granville High School International Project, Spring 2019 and 2020.

Member, Access Committee, Ohio State University – Newark. Appointed Aug, 2006 - 2016.

Representative, Sampoerna Foundation Indonesian Student Recruitment Tour, March – April, 2011. I conducted a 2 week recruitment tour of Indonesia soliciting students for the dual masters degree program in the School of Teaching and Learning at OSU.

Volunteer, A Call to College School outreach visit, Newark, OH, May, 2011.

Presenter, School of Teaching and Learning Office of International Education, Workshop for Visiting Indonesian Scholars: Redesigning supervision and using coaching as tools to renew teacher preparation from the ground up. Columbus, OH, October, 2011.

Representative, Roads Scholar Tour, September, 2010. I was a member of a 2 day tour of Southeast Ohio representing OSU and learning more about OSU Outreach and Engagement efforts.

    d) **Administrative Positions held, e.g. graduate studies chair**

Director, International Programs, College of Education and Human Ecology. August, 2014 – August, 2016.

    e) **Service as a graduate faculty representative on a dissertation in another unit or university.**

Graduate Faculty Representative. The Ohio State University. June, 2023. Second Doctoral Candidacy Exam for Nikita Khosen, Food, Biological, and Environmental Engineering.

Graduate Faculty Representative. The Ohio State University. June, 2022. Doctoral Dissertation Defense for X. Xu, Graduate Program in Agricultural, Environmental, and Development Economics.

Graduate Faculty Representative. The Ohio State University. July, 2021. Doctoral Dissertation Defense for D. Oh, Graduate Program in Educational Studies.

Graduate Faculty Representative. The Ohio State University. May, 2020. Doctoral Dissertation Defense for L. Joseph, Graduate Program in Educational Studies.

Graduate Faculty Representative. The Ohio State University. April, 2019. Doctoral Dissertation Defense for D. Kulyk, Graduate Program in Chemistry.

Graduate Faculty Representative. The Ohio State University. November, 2017. Doctoral Dissertation Defense for Sanyam Bajaj, Graduate Program in Computer Engineering.

Graduate Faculty Representative. The Ohio State University. November, 2016. Doctoral Dissertation Defense for Rakshit Ramachandra, Graduate Program in Biomedical Engineering.

Graduate Faculty Representative. The Ohio State University. August , 2012. Doctoral Dissertation Defense for Shinjie Lin, Graduate Program in Food Science and Technology.

Graduate Faculty Representative. The Ohio State University. September, 2007. Doctoral Dissertation Defense for Sejin Ha, Graduate Program in Textiles and Clothing.

7) Advisor to student groups and organizations

List name of group or organization and specific responsibilities as advisor.

Faculty Advisor, Permias Indonesia OSU Student Association. Columbus, OH 2023-24.

Faculty Guest Speaker, TLC (Teaching and Learning Cares) First Year Mentoring Program, Newark Campus.

Fall, 2017 – Spring, 2020. Faculty mentor, TLC (Teaching and Learning Cares) First Year Mentoring Program, Newark Campus.

Assistant Resident Director, Liverpool, UK Education Abroad Course for OSU-Newark, March, 2020.

Fall, 2017 – Spring, 2020. Faculty mentor, TLC (Teaching and Learning Cares) First Year Mentoring Program, Newark Campus.

8) Office of Student Life committees

Lifetime Member, IndoBuckeyes OSU Alumni Association. Jakarta, Indonesia.

Presenter, Teaching and Learning Cares (TLC – First Year Education Major Mentoring), 2020 and 2021.

Facilitator, Finding a job in the professoriate workshop, RLEMC AoS, Dept. of T&L, April, 2012.

Facilitator, Next Steps Workshop, OSU-N Undergraduate Research Forum, March, 2011 and 2012.

9) List of prizes and awards for service to your profession, the university, or your unit. Nominations for such awards should not be listed.

Outstanding Faculty Recognition, GraduAsian Student Society. Spring, 2014.

International Engagement Distinguished Award. Office of International Education. February, 2013. Presented to the United States – Indonesia Teacher Education Consortium for Excellence in International Outreach and Engagement, accepted by Adrian Rodgers, Executive Director.

Certificate of Excellence in Scholarly Reviews, Journal of Literacy Research. November, 2012. I was one of three out of approximately 150 reviewers recognized for excellent reviews of manuscripts undere consideration.

10) Brief elaboration that provides additional information about service activities listed above.

For the past 3 years my goal was to support the development of international and global opportunities for Newark Campus students. I was especially determined to do this in the post-covid era when international travel is so difficult. That's one of the reasons I became a STEP mentor (2020-23). I am pleased to report that after 2 years working with EHE and OIA (starting February, 2020), we have a signed MOU with partner Indonesian universities. I was the originator and sole champion of the MOU. In terms of partner count, this will be an MOU 10 times larger than any other OSU OIA MOU and is an OUTSTANDING CONTRIBUTION in service of OSU. As follow-up from a meeting between the Dean of EHE and the

President of Philippine Normal University, an OSU-PNU MOU is now operational. As an extension of this work 4 Newark Campus students are now enrolled in the Global Option with the College of Education and Human Ecology which they can complete at the Newark Campus.

Also related to Student Life, I am now the Faculty Advisor of Permias, a student life organization. .

I was pleased to represent OSU-Newark on the GLOBALLY RECOGNIZED Fulbright Selection Committees for both the Fulbright Specialist and for the Fulbright US Student representative..

I was active on 3 OSU-Newark Committees. In addition to the Newark Campus Space Committee, there was activity on two subcommittees of the Professional Standards Committee: FISAG and SAG. I was also a guest speaker at 2 Newark Campus groups: The Teaching and Learning Cares student group and the Global Studies student group. At both groups I spoke about about international opportunities for Newark Campus students.

In 2020 I joined the Ed Abroad Liverpool course. I hope to continue to grow this work in the future. One of the results, of which I am particularly proud, is based on my presenting at the STEP co-curricular seminar, where I discussed the Global Option (GO) in EHE. As a result, one of my students from an Ed Abroad course I led to Indonesia, who was also a student in my T&L 5220 course in Spring, 2020 completed the GO. He was the first regional campus student in any major to complete the Global Option and, as a result, accepted a teaching position in Taiwan.

I have sought to support our community of educators on the Newark campus first, by serving as a member of the Faculty Well-Being Committee for two years and then by Chairing the Committee in 2007. As Chair I organized a day-long orientation for new faculty in 2006 and 2007, solicited a presentation to faculty by the coordinator for Special Needs students, and dealt with other committee responsibilities such as the administration of the annual Faculty Well-Being survey. I served as the Secretary to the Faculty Assembly for 2008 – 09 and kept the Assembly's minutes and reports. I also attended a monthly meeting of the Executive. I also serve as the Faculty representative on the Newark campus disability committee and as a member of the Student Matters Committee.

Although service begins at home, I have also sought to serve my College and the larger university system. For two years I served on the College of Education's Scholarship committee and disseminated scholarships to Bachelor's, Master's and Doctoral students across all 5 campuses. I served on the selection committee for University-wide Outreach and Engagement grants for 2 years, and as a judge in both the Denman and Hayes Research Forums. I also partnered with faculty in Columbus to develop a volunteer program to recruit and train retired teachers to volunteer in elementary schools. I am currently piloting this work in a partner school in Columbus, and I obtained two years of funding for the initiative from the University's Outreach and Engagement Office. This initiative continues to operate without funding and I now seek state and national partners who might also attempt this work.

In addition to campus and outreach initiatives, I have also shared my scholarly insights through a number of vehicles. I have served as a conference proposal reviewer for the American Educational Research Association (AERA) and other organizations and I am on the editorial board of two journals and one on-line searchable portal (the *Journal of Literacy Research, Literacy Teaching and Learning*, and the Center for Early Literacy Information). Additionally, for three years I served as the co-editor of the *Mid-Western Educational Researcher* (*MWER*)

and as a member of the Board of the host organization. The *MWER* is the official publication of the Mid-Western Educational Research Association, a regional affiliate of AERA, and publishes quarterly with a focus on refereed articles from across all the divisions of AERA. In my service as co-editor, I focused on the development of quality scholarship by increasing submissions and reducing the acceptance rate from about 40 percent to 20 percent over the course of the 12 issues we published. In my effort to build a community of educators I instituted a more streamlined submission and review process and reconstituted the editorial board. Lastly, to help scholars develop their work I undertook a number of mentoring activities including the development of a group of graduate student reviewers and presentations at MWERA's annual meeting on the review process. In a letter of thanks from the Association dated 11/12/07, President Craig Mertler wrote "we are truly impressed at the number and quality of the innovations that you have led as a part of your co-editorship, and appreciate the impact it has had on the scholarship of the members of MWERA, an organization who serves as an important regional affiliate of AERA."

This work has served as a useful foundation for supporting my understanding of the review process, the role of an editor, and the importance for regional campus faculty at land grant research institutions to be leaders in outreach and engagement. I would like to continue the work I have started on a larger scale and over the next five years I aim to co-edit a national or international journal, serve on a college wide committee, and lead an outreach initiative at a multi-state level.

III. EVALUATION

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A. Internal Letters of Evaluation

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1.1) Regional Campus faculty deliberative body

III. EVALUATION

A.   **External Letters of Evaluation**

IV. STUDENT EVALUATION OF INSTRUCTION

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A. Cumulative Fixed-Response Survey Data

Ed. Studies – PHE 4403 Field Experience – U3						
SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	**SP 20**	**AU 20**	SPR 21	**SP 22**	**SP 23**	**AU 23**
Students enrolled	**10**	**18**	10	4	8	7
Evaluations completed	**3**	**14**	9	10	5	2
Instructor well organized	**3.33**	**3.71**	4.56	4.75	4.6	4.0
Intellectually stimulating	**3.67**	**4.29**	4.44	3.75	3.6	3.0
Instructor interested in teaching	**3.33**	**4.5**	4.44	4.75	4.4	3.0
Encouraged independent thinking	**3.67**	**4.36**	4.33	4.0	4.0	3.5
Instructor well prepared	**3.33**	**4.43**	4.56	5.0	4.2	4.5
Instructor interested in helping students	**3.33**	**4.29**	4.44	3.67	4.2	3.0
Learned greatly from instructor	**3.67**	**4.14**	4.67	3.75	4.25	2.5
Created learning atmosphere	**3.67**	**4.29**	4.67	3.75	3.8	3.0
Communicated subject matter clearly	**2.67**	**4**	4.22	4.25	4.2	2.5
Overall rating	**3.33**	**4.43**	4.33	4.33	4.4	3.0

Note: Students completed the SEI online.

Ed. T&L 460 Elementary Education: Child Guidance U 4

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	WI 05	WI 08		
Students enrolled	13	19		
Evaluations completed	13	20		
1. Instructor well organized	5.0	4.7		
2. Intellectually stimulating	5.0	4.8		
3. Instructor interested in teaching	5.0	4.9		
4. Encouraged independent thinking	5.0	4.9		
5. Instructor well prepared	4.9	4.9		
6. Instructor interested in helping students	5.0	4.9		
7. Learned greatly from instructor	4.9	4.8		
8. Created learning atmosphere	4.9	4.9		
9. Communicated subject matter clearly	5.0	4.9		
10. Overall rating	5.0	4.8		

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

Ed. T&L 601.20 Foundations of Middle Childhood Education G 3 hours

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SP 08	SP 09	SP 10	SP 11	SP 12
Students enrolled	6	20	8	18	14
Evaluations completed	6	18	8	17	11
1. Instructor well organized	4.5	4.3	4.0	4.7	4.3
2. Intellectually stimulating	4.8	3.8	4.3	4.1	3.1
3. Instructor interested in teaching	4.8	4.8	4.9	4.8	4.6
4. Encouraged independent thinking	4.8	4.3	4.6	4.6	3.5
5. Instructor well prepared	4.8	4.7	4.5	4.6	4.5
6. Instructor interested in helping students	4.8	4.8	4.9	4.8	4.4
7. Learned greatly from instructor	4.8	4.1	4.3	4.1	3.1
8. Created learning atmosphere	4.8	4.2	4.5	4.7	3.7
9. Communicated subject matter clearly	4.8	4.2	4.8	4.5	4.2
10. Overall rating	4.8	4.3	4.5	4.6	4.1

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators. Beginning in 2010, students completed the SEI online.

*Professor Richardson completed a peer observation of my teaching in Spring 2009 and it is included in the core dossier.

**Ed. T&L 603 Interdisciplinary Teaching and Learning
For Middle Childhood G (5hrs 2005; 3 hrs 2006, 2007, 2008, 2009,
2010 & 2011)**

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	WI 05	WI 06	WI 07	WI 08	WI 09	WI 10	WI 11	WI 12
Students enrolled	15	12	15	8	26	9	20	14
Evaluations completed	15	11	15	8	25	9	10	10
1. Instructor well organized	3.3	4.3	4.4	4.8	4.3	3.8	4.5	4.7
2. Intellectually stimulating	3.4	3.8	3.7	5.0	4.3	4.3	4.6	4.5
3. Instructor interested in teaching	4.7	5.0	4.3	4.9	4.9	4.7	5.0	4.9
4. Encouraged independent thinking	4.5	4.1	4.2	4.6	4.7	4.2	4.7	4.7
5. Instructor well prepared	3.8	4.7	4.5	4.8	4.6	4.3	4.9	4.7
6. Instructor interested in helping students	4.6	5.0	4.5	5.0	4.8	4.6	5.0	4.8
7. Learned greatly from instructor	3.3	3.8	3.9	4.8	4.5	4.0	4.8	4.3
8. Created learning atmosphere	3.9	4.2	4.2	4.8	4.5	4.0	4.8	4.5
9. Communicated subject matter clearly	3.4	4.4	4.4	4.8	4.2	4.3	4.9	4.4
10. Overall rating	3.9	4.2	4.2	4.9	4.5	4.2	4.9	4.7

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators. Beginning in 2010, students completed the SEI online.

Ed. P&L 609 Teaching as a profession U/G 3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 05			
Students enrolled	20			
Evaluations completed	20			
1. Instructor well organized	4.9			
2. Intellectually stimulating	4.7			
3. Instructor interested in teaching	5.0			
4. Encouraged independent thinking	4.6			
5. Instructor well prepared	5.0			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	4.9			
8. Created learning atmosphere	4.8			
9. Communicated subject matter clearly	4.9			
10. Overall rating	5.0			

*Professor Erchick completed a peer observation of my teaching in Summer 2005 and it is included in the core dossier.

Ed. P&L 650 History of Modern Education U/G 3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	Fall 08			
Students enrolled Evaluations completed				
1. Instructor well organized	4.7			
2. Intellectually stimulating	4.8			
3. Instructor interested in teaching	5.0			
4. Encouraged independent thinking	4.8			
5. Instructor well prepared	4.7			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	4.8			
8. Created learning atmosphere	4.8			
9. Communicated subject matter clearly	4.6			
10. Overall rating	4.8			

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

*Professor Warner completed a peer observation of my teaching in Fall 2008 and it is included in the core dossier.

Ed. T&L 674
Family participation in early childhood school programs U3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 04	SP 06		
Students enrolled	10	17		
Evaluations completed	Missing*	16		
1. Instructor well organized	*	4.4		
2. Intellectually stimulating	*	4.5		
3. Instructor interested in teaching	*	4.8		
4. Encouraged independent thinking	*	4.5		
5. Instructor well prepared	*	4.4		
6. Instructor interested in helping students	*	4.8		
7. Learned greatly from instructor	*	4.3		
8. Created learning atmosphere	*	4.4		
9. Communicated subject matter clearly	*	4.3		
10. Overall rating	*	4.3		

Note: I distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

*The SEI scores for Autumn 2004 were not received by the processing office in Columbus. I have documented in Book 2 that the student submitted the SEIs via campus mail at the Media Center; this documentation is in Book 2. I did, however, receive a peer observation which I discuss in the narrative evaluation section which follows.

**Professor Bendixen-Noe completed a peer observation of my teaching in Autumn 2004 and it is included in the core dossier.

Ed. T&L 694.20 prior to SU/12. Became Ed T&L 3193 & 6280 – 4/5 Dev Grd Lrns in SU/12.
Group Studies in Middle Childhood Education – ONLINE - G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SP 10	SU 12		
Students enrolled Evaluations completed	11 6	2 in 3193 / 4 in 6280 2 evals completed		
1. Instructor well organized	3.8	4.5		
2. Intellectually stimulating	4.2	5.0		
3. Instructor interested in teaching	4.8	4.5		
4. Encouraged independent thinking	4.8	5.0		
5. Instructor well prepared	4.5	4.0		
6. Instructor interested in helping students	4.7	5.0		
7. Learned greatly from instructor	4.2	4.5		
8. Created learning atmosphere	4.2	4.5		
9. Communicated subject matter clearly	4.2	4.5		
10. Overall rating	4.5	5.0		

Note: In 2010, students completed the SEI online. This course was taught 100 % ONLINE.
*In 2012, fewer than 6 students completed the SEI and no scores were available.

Ed. T&L 810.70 prior to SU/12.
Became Ed. T&L 5110 beginning SU/12
Classroom Communities and Issues of Guidance G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	WI 07	WI 08	WI 09	WI 10	WI 11	WI 12	AU 12
Students enrolled Evaluations completed	14 13	6 6	11 11	4 3	12 10	20 16	14 less than5
1. Instructor well organized	3.6	4.7	5.0	4.7	4.1	4.8	**
2. Intellectually stimulating	3.5	4.3	4.9	3.7	3.6	4.6	**
3. Instructor interested in teaching	4.2	5.0	5.0	4.7	4.9	4.9	**
4. Encouraged independent thinking	3.9	4.3	5.0	4.7	4.4	4.8	**
5. Instructor well prepared	3.8	4.7	5.0	5.0	4.4	4.8	**
6. Instructor interested in helping students	4.2	5.0	5.0	4.7	4.8	4.9	**
7. Learned greatly from instructor	3.5	4.7	5.0	4.3	3.8	4.6	**
8. Created learning atmosphere	3.5	4.7	5.0	5.0	4.2	4.7	**
9. Communicated subject matter clearly	3.5	4.7	5.0	4.7	4.1	4.7	**
10. Overall rating	3.6	4.8	5.0	4.3	4.2	4.8	**

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators. Beginning in 2010 students completed the SEI online. In 2010, the SEI office did not automatically issue a report for enrollments less than 6 but I requested this report.

*Professor Kantor completed a peer observation of my teaching in Winter 2009 and it is included in the core dossier.

** SEI not available – fewer than 5 respondents.

Ed. T&L 816
Language Arts in the Elementary School G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 10			
Students enrolled	7			
Evaluations completed	3			
1. Instructor well organized	5.0			
2. Intellectually stimulating	5.0			
3. Instructor interested in teaching	5.0			
4. Encouraged independent thinking	5.0			
5. Instructor well prepared	5.0			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	5.0			
8. Created learning atmosphere	5.0			
9. Communicated subject matter clearly	5.0			
10. Overall rating	5.0			

Note: In 2010 students completed the SEI online.

Ed. T&L 853.07
Critical Reading in the Content Area G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	Spr 08			
Students enrolled	5			
Evaluations completed	5			
11. Instructor well organized	5.0			
12. Intellectually stimulating	5.0			
13. Instructor interested in teaching	5.0			
14. Encouraged independent thinking	5.0			
15. Instructor well prepared	4.8			
16. Instructor interested in helping students	5.0			
17. Learned greatly from instructor	5.0			
18. Created learning atmosphere	5.0			
19. Communicated subject matter clearly	5.0			
20. Overall rating	5.0			

Note: A student distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

Ed. T&L 854
Reading in the Social Setting G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SP / 06 Sect .20 M.Ed.	SP / 06 Sect .07 MA/Ph.D.	SP / 09 Sect.70 M.Ed./MA	SP / 10 Sect.70 M.Ed.	SP/11 Sect.70 M.Ed.	SP/12 Sect.70 M.Ed.
Students enrolled Evaluations completed	10 * 12	3 * 3	15 14	4 4	16*** 14	20 17
1. Instructor well organized	3.6	4.7	4.9	**	4.4	4.4
2. Intellectually stimulating	3.4	4.7	4.6	**	3.8	3.8
3. Instructor interested in teaching	4.9	5.0	5.0	**	4.9	4.7
4. Encouraged independent thinking	4.2	5.0	4.9	**	4.6	4.2
5. Instructor well prepared	4.0	5.0	5.0	**	4.8	4.5
6. Instructor interested in helping students	4.7	5.0	4.9	**	5.0	4.7
7. Learned greatly from instructor	3.6	4.7	4.7	**	4.0	4.0
8. Created learning atmosphere	3.8	5.0	4.9	**	4.5	4.4
9. Communicated subject matter clearly	3.7	5.0	5.0	**	4.4	4.4
10. Overall rating	3.9	4.7	4.9	**	4.5	4.5

Note: I distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators. In 2010 students completed the SEI online.

* Note: Both Section .20 and Section .07 students in Spring, 2006 attended all of the same classes using the readings, but they were enrolled in different sections. This practice changed by Spring, 2009 so that M.Ed. and M.A. students were enrolled using the same identifier.

** Fewer than 6 students were enrolled in the course so no SEI so no report was issued.

*** *Professor Bendixen-Noe completed a peer observation of my teaching in Spring 2011 and it is included in the core dossier.

Ed. T&L 871
Historical and Contemporary Theories of T&L G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	WI 12			
Students enrolled	2			
Evaluations completed	2			
1. Instructor well organized	4.5			
2. Intellectually stimulating	5.0			
3. Instructor interested in teaching	5.0			
4. Encouraged independent thinking	5.0			
5. Instructor well prepared	5.0			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	5.0			
8. Created learning atmosphere	5.0			
9. Communicated subject matter clearly	5.0			
10. Overall rating	5.0			

Note: Although there were only two respondents and an SEI was not generated, since this was a new course to me I contacted the SEI office and asked them to report the data they had collected.

Ed. T&L 871
Writing Proposals in LLC G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 10			
Students enrolled	12			
Evaluations completed	7			
1. Instructor well organized	4.7			
2. Intellectually stimulating	4.6			
3. Instructor interested in teaching	4.9			
4. Encouraged independent thinking	4.9			
5. Instructor well prepared	4.9			
6. Instructor interested in helping students	4.7			
7. Learned greatly from instructor	4.7			
8. Created learning atmosphere	4.9			
9. Communicated subject matter clearly	4.6			
10. Overall rating	4.9			

Note: Students completed the SEI online.

Ed. T&L 922*
Writing Proposals in LLC G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 06			
Students enrolled	7			
Evaluations completed	7			
11. Instructor well organized	5.0			
12. Intellectually stimulating	5.0			
13. Instructor interested in teaching	5.0			
14. Encouraged independent thinking	5.0			
15. Instructor well prepared	5.0			
16. Instructor interested in helping students	5.0			
17. Learned greatly from instructor	5.0			
18. Created learning atmosphere	5.0			
19. Communicated subject matter clearly	5.0			
20. Overall rating	5.0			

Note: I distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

*Professor Bloome completed a peer observation of my teaching for Ed. T&L 922 and it is included in the core dossier.

Ed. T&L 926.70
M.Ed. Capstone – Early Childhood G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 05			
Students enrolled	22			
Evaluations completed	22			
1. Instructor well organized	4.2			
2. Intellectually stimulating	3.6			
3. Instructor interested in teaching	3.9			
4. Encouraged independent thinking	4.4			
5. Instructor well prepared	3.9			
6. Instructor interested in helping students	3.8			
7. Learned greatly from instructor	3.3			
8. Created learning atmosphere	3.7			
9. Communicated subject matter clearly	3.7			
10. Overall rating	3.7			

Note: I distributed the SEI in the final class session, and the forms were collected by one of the students in the course who submitted them via campus mail in a sealed envelope to SEI administrators.

Ed. T&L 2189
Field Experience – U3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 19 Ed Abroad	SP 20 No SEI	AU 20 No SEI	**SP 21** **No SEI**
Students enrolled Evaluations completed	15 5	10	18	10
Instructor well organized	4.6			
Intellectually stimulating	4.6			
Instructor interested in teaching	5.0			
Encouraged independent thinking	5.0			
Instructor well prepared	4.8			
Instructor interested in helping students	5.0			
Learned greatly from instructor	4.4			
Created learning atmosphere	4.4			
Communicated subject matter clearly	4.4			
Overall rating	5.0			

Note: Students completed the SEI online.

Ed. T&L 5110
Classroom Guidance G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 12			
Students enrolled	14			
Evaluations completed	6			
1. Instructor well organized	4.5			
2. Intellectually stimulating	4.0			
3. Instructor interested in teaching	4.8			
4. Encouraged independent thinking	4.8			
5. Instructor well prepared	4.7			
6. Instructor interested in helping students	4.7			
7. Learned greatly from instructor	4.2			
8. Created learning atmosphere	4.5			
9. Communicated subject matter clearly	4.7			
10. Overall rating	4.7			

Note: Students completed the SEI online. Because there were fewer than 7 respondents the scores were not made available but I requested them directly from the SEI office.

Ed. T&L 5195
Student Teaching Seminar U/G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 12			
Students enrolled	7			
Evaluations completed	2			
1. Instructor well organized	5.0			
2. Intellectually stimulating	4.5			
3. Instructor interested in teaching	5.0			
4. Encouraged independent thinking	4.5			
5. Instructor well prepared	4.0			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	4.5			
8. Created learning atmosphere	5.0			
9. Communicated subject matter clearly	5.0			
10. Overall rating	4.5			

Note: Students completed the SEI online. Because there were fewer than 7 respondents the scores were not made available but I requested them directly from the SEI office.

Ed. T&L 5220
Middle Childhood Foundations U3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 19	AU 20	AU **21**	AU **22**
Students enrolled	17	13	11	2
Evaluations completed	12	6	7	6
Instructor well organized	4.0	3.5	4.29	5.0
Intellectually stimulating	4.0	3.83	4.00	5.0
Instructor interested in teaching	4.4	4.5	4.71	5.0
Encouraged independent thinking	4.3	4.33	4.57	5.0
Instructor well prepared	4.3	3.67	4.71	5.0
Instructor interested in helping students	4.4	4.17	4.71	5.0
Learned greatly from instructor	3.9	3.67	4.14	5.0
Created learning atmosphere	4.2	4.0	4.57	5.0
Communicated subject matter clearly	3.9	2.67	4.00	5.0
Overall rating	4.2	3.83	4.71	5.0

Note: Students completed the SEI online.

Ed. T&L 5339
Reading Assessment and Evaluation U/G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 17	AU 17		
Students enrolled	17	17		
Evaluations completed	15	15		
1. Instructor well organized	4.1	4.8		
2. Intellectually stimulating	4.3	4.7		
3. Instructor interested in teaching	4.6	5.0		
4. Encouraged independent thinking	4.5	4.9		
5. Instructor well prepared	4.3	4.9		
6. Instructor interested in helping students	4.7	5.0		
7. Learned greatly from instructor	4.3	4.9		
8. Created learning atmosphere	4.5	4.9		
9. Communicated subject matter clearly	4.4	4.9		
10. Overall rating	4.8	5.0		

Note: Students completed the SEI online.

Ed. T&L 5453
Critical Literacy U/G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SP 14	SP 15	SP 18	
Students enrolled	22	4	19	
Evaluations completed	5	3	12	
1. Instructor well organized	4.0	4.7	2.8	
2. Intellectually stimulating	3.6	4.7	2.5	
3. Instructor interested in teaching	4.6	4.7	4.5	
4. Encouraged independent thinking	4.2	4.3	4.0	
5. Instructor well prepared	4.2	4.7	3.8	
6. Instructor interested in helping students	4.2	5.0	4.6	
7. Learned greatly from instructor	3.8	4.7	2.9	
8. Created learning atmosphere	4.6	4.7	3.4	
9. Communicated subject matter clearly	3.8	4.7	3.0	
10. Overall rating	4.2	4.7	3.6	

Note: Students completed the SEI online.

Ed. T&L 5468
Reading Foundations U3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	SU 19	SP 20	AU 21 - 6537	AU 21 - 36318	SU 22 - 10199	SU 22 23970	AU 22 13025	AU 22	SU 23	SU 23	AU 23
Students enrolled Evaluations completed	24 14	9 8	19 14	18 15	6 21	3 14	8 16	9 17	16	18	4.5 6
1. Instructor well organized	2.8	2.38	4.64	4.27	4.5	4.67	4.38	4.0	4.3	4.0	4.22
2. Intellectually stimulating	3.3	3.5	4.57	3.93	4.33	4.67	4.13	4.33	5.0	4.0	4.67
3. Instructor interested in teaching	3.6	3.5	5.00	4.67	4.83	5.0	4.63	4.78	5.0	5.0	4.0
4. Encouraged independent thinking	3.5	3.57	4.79	4.60	4.83	5.0	4.63	4.89	5.0	3.0	4.67
5. Instructor well prepared	2.8	2.25	4.79	4.64	4.5	4.67	4.38	4.11	4.67	4.0	4.56
6. Instructor interested in helping students	3.4	3	4.93	4.47	4.33	5.0	4.75	4.33	5.0	4.0	4.0
7. Learned greatly from instructor	2.9	2.88	4.64	4.47	4.5	5.0	4.38	4.11	4.67	4.0	4.33
8. Created learning atmosphere	3.1	3.13	4.64	4.27	4.5	5.0	4.63	4.44	5.0	3.0	4.33
9. Communicated subject matter clearly	2.6	2.25	4.64	3.87	4.33	5.0	4.57	4.11	4.67	5.0	4.33
10. Overall rating	3.1	2.75	4.79	4.33	4.83	5.0	4.75	4.22	4.67	4.0	4.56

Note: Students completed the SEI online.

Ed. T&L 6280
Student Teaching Seminar G3

SEI QUESTIONNAIRE Rating Scale: 1(SD) – 5 (SA)	AU 12			
Students enrolled	6			
Evaluations completed	2			
1. Instructor well organized	4.5			
2. Intellectually stimulating	5.0			
3. Instructor interested in teaching	4.5			
4. Encouraged independent thinking	5.0			
5. Instructor well prepared	4.0			
6. Instructor interested in helping students	5.0			
7. Learned greatly from instructor	4.5			
8. Created learning atmosphere	4.5			
9. Communicated subject matter clearly	4.5			
10. Overall rating	5.0			

Note: Students completed the SEI online. Because there were fewer than 7 respondents the scores were not made available but I requested them directly from the SEI office.

IV. STUDENT EVALUATION OF INSTRUCTION

B. Fixed-Response Student Evaluation Data

(Individual course fixed-response student evaluation reports)

IV. STUDENT EVALUATION OF INSTRUCTION

C. Summary of Open-Ended Student Evaluations

As a supplement to SEIs, I collected multiple open-ended evaluations as an additional means of data collection and report these in Book Two.

I used student narratives as the primary means of evaluation for the course below:

Ed. T&L 884/885 Field Experience Autumn 2004, Winter 2006, Winter 2007, Winter 2009
The summaries are at the end of this section. Students completed narrative forms from the OSU-N Field Handbook and submitted them to the OSU-N field coordinator who is a staff member. Forms were then summarized and reported by the field coordinator to the faculty member for Winter 06, Winter 07, and Winter 2009. Despite requests, the field supervisor did not summarize scores for Autumn 04.

The items on the form included:
1. Overall evaluation of supervisor (1 – 5)
2. What were your supervisor's strengths?
3. How might your supervisor improve?
4. Additional comments:

T&L884.50 / T&L 885 Planned field experience; Middle childhood G5
T&L 884.70 / T&L 885 Planned field experience; Early childhood G5

	AU 04	WI 06	WI 07	WI 09
Students Enrolled	6	10 **	5	6
Overall Evaluation of Instructor	Missing*	4.1	4.0	5.0

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*During the transition between a long-serving Field Placement Coordinator and the search for a new Coordinator, scores were not summarized.
** Two sections of field experience are summarized on one report.

In addition, for this course I also invited Faculty and TA Development to provide feedback. The summary is reported in Book Two.

Small Group Instructional Diagnostic Summary Report

Instructor: Adrian Rodgers
Position:
Department: Teaching and Learning 5339 – Section 39
Course: Evaluation and Instructional Literature
Date: 10-18-17
Students: 16
Consultant: Stephanie Rohdieck

At the initiative of the instructor, the consultant conducted this midterm student assessment. A total of 16 students participated in the interview. They formed small groups in response to the three open-ended questions as indicated below. After a 10-minute discussion, these groups took turns sharing their comments with the rest of the class, and general comments were gathered and included in this report. Anonymous written comments for each group are indicated below. The number of students in each group is indicated in parentheses and the comments were shared by all in that group unless otherwise indicated in parentheses next to that comment. All comments were collected, typed, and included in this report.

1. **What are the strengths of the course and instructor that assist you in learning?**

General Comments:
- All – Flexible due dates & classwork/everything
- Rough draft was helpful
- Like that redos
- Directions are clear – good job of clearing up
- Likes to figure things out as a group
- Gives class time to work on assignments & can give feedback

Group-generated Comments:
Group One (3):
- (3) Takes time to discuss assignments in detail
- (3) Gives work time in class where we can ask questions
- (3) Encourages questions
- (3) Flexible/understanding

Group Two (3):
- Low stress, helps students figure out problems as a whole class
- Time in class to work on assignments
- Tells us exactly what he expects of us
- Goes over agenda at beginning of class
- Flexible
- Chance to redo assignments

Group Three (3):

- He is flexible with deadlines based on how we are doing
- Answers questions efficiently
- He gives clear directions/clarify's when problems come up
- He gives us class time to work on projects/assignments

Group Four (4):
- Email/texts quickly
- Willing to meet w/ you anywhere/time
- Checks for understanding
- Class time to work
- He's understands there is life outside of school
- Makes class interactive/funny
- Clear expectation
- He assess us
- Changes day to accomidate our needs

Group Four (3):
- Flexable
- Checks for understanding
- Makes time for individuals
- Highlights important info for exam

2. What things are making it more difficult for you to learn?

General Comments:
- Textbook – confusing, but QRI, layout is problematic
- Current assignment (QRI Assessment) – would have liked a paper to look back -

Group-generated Comments:
Group One (3):
- (3) Textbook, how hard it is use
- (3) Readings are a lot, and not always useful information
- (2) No information on Carmen

Group Two (3):
- Have more rubrics for assignments
- Unclear assignment directions in the syllabus
- Textbook (QRI)

Group Three (3):
- Does not have rubrics
- No online part of class like a carmen page for papers and grades

Group Four (4):
- QRI book is terrible (format, layout)

- Nothing he is doing, but the book is just terrible

Group Four (3):
- A little more structured/rubric

3. What specific changes would you recommend to the instructor that would assist you in learning?

General Comments:
- He suggested reorganizing the textbook already & it was helpful today to make them find it
- Would have liked a written rubric (more than just verbal)
- Online resource (Carmen!)
    - Submitting
    - Dropbox
    - Grades

Group-generated Comments:
Group One (3):
- (3) Syllabus – confusing
    - Glad to eliminate unnecessary information but a lot of verbage still
- (3) More student examples
- (3) Guided notes of test material
    - Is it just over reading, or just terms?

Group Two (3):
- Revise Syllabus
- Detailed rubrics

Group Three (3):
- Provide rubric for assignments
    - Would be helpful to see how we are being scored

Group Four (4):
- Nothing in the next 6 weeks, but the QRI book is confusing

Group Four (3):
- Carmen – online access to materials/grades

Small Group Instructional Diagnostic Summary Report

Instructor: Adrian Rodgers
Position:
Department: Teaching and Learning 5339 – Section 40
Course: Evaluation and Instructional Literature
Date: 10-19-17
Students: 15
Consultant: Stephanie Rohdieck

At the initiative of the instructor, the consultant conducted this midterm student assessment. A total of 15 students participated in the interview. They formed small groups in response to the three open-ended questions as indicated below. After a 10-minute discussion, these groups took turns sharing their comments with the rest of the class, and general comments were gathered and included in this report. Anonymous written comments for each group are indicated below. The number of students in each group is indicated in parentheses and the comments were shared by all in that group unless otherwise indicated in parentheses next to that comment. All comments were collected, typed, and included in this report.

1. **What are the strengths of the course and instructor that assist you in learning?**

General Comments:
- He cares (only i e how they are doing)—ask @ stress
- Wants us to succeed. Assignments aren't too hard, but relevant/helpful
- Flexible—changed deadlines b/c other courses have big things done. Adjusts, but still gives readings
- Also @ deadlines feel less stressed out
- Tails to ss specific needs
- Redo assignments a strength! Learning from mistakes
- Quick w/ grading

Group-generated Comments:
Group One (3):
- Checks for <u>all</u> student understanding
- Very approachable
- Personable
- Flexible—changes assignments/deadlines if needed
- Positive and helpful
- Cares about us
- Daily schedule

Group Two (3):
- Dr. Rodgers is very caring about his students and has always asked us how we are doing. He is very approachable. He is clear throughout his teaching and always makes sure we <u>ALL</u> understand. Flexible—okay with changing his plans to fit our needs.

Group Three (3):
- He is personable/cares what we think about his class
- Makes students feel welcome
- Will answer questions as many times as necessary, in many ways
- Want him to teach all of our classes
- Offers examples and experiences
- Asks how we are doing
- Will do anything for you
- Flexible
- Does everything w/our best intentions in mind.

Group Four (3):
- Tailors the his students specific needs
- Reachable (text, email, etc.)
- He wants us to learn and succeed
    - No traps!
- Assignments are all allegned to the course
- Clear expectations
- Daily schedule!

Group Five (3):
- Very personable & easygoing
- Mistakes can be fixed
- He instructs to help not dictate
- Ask for feedback in class & incorporates feedback
- Thorough
- Reading in class
- Clear instruction
- <u>Only</u> professor that shows personal interest in students
- Works hard that we are successful
- Lowkey
- Low stress
- Doesn't make me want to pull my hair out

2. **What things are making it more difficult for you to learn?**

General Comments:
- Lots of reading, sometimes it is hard, <u>but</u> in class he helps us out. Lots of pages, <u>but</u> he always goes over it in class.

Group-generated Comments:
Group One (3):
- N/A- he is awesome

Group Two ():

-

Group Three (3):
- Nothing, except teach all of our classes

Group Four (3):
- Too much reading

Group Five (3):
- Text readings for some students

3. **What specific changes would you recommend to the instructor that would assist you in learning?**

General Comments:
- Continue pinpoint especially important parts/sections to read/know
- ALL- share strategies w other faculty

Group-generated Comments:
Group One (3):
- We do not think anything needs changed.

Group Two ():
-

Group Three (3):
- Nothing.

Group Four (3):
- Pinpoint really sections in reading, which has done some of but could use more

Group Five (3):
- Nothing! This professor is my favorite. Expectations are realistic. Flexibility is implemented.