SELECTED TEACHING EVIDENCE / ACADEMIC PORTFOLIO

Designing professional learning that connects research, reflection, and practice.

Five documented course-design examples from rural Alaska and Minnesota, 2016–2024. Prepared as a public-facing exhibit for college and university teaching portfolios.

A consistent design approach

Across my work with practicing educators, the course structure returns to authentic questions, useful evidence, collegial dialogue, classroom application, and reflective revision. This exhibit illustrates those design decisions through selected courses rather than reproducing institutional syllabi.

A portfolio of complementary teaching roles

2016 **Educational leadership** — 3-credit seminar; practitioner discussion and a collaborative reflection paper.

2018 **Personalized and evidence-based learning** — Graduate-credit work on the whole child, school readiness, instructional practice, and educator reflection.

2023 **Research-based instructional inquiry** — Parallel 1- and 2-credit course designs with differentiated scope of implementation.

2023–24 **Cross-district professional learning** — Three-credit collaborative course connecting educators in rural Alaska and Minnesota.

Portfolio boundaries

These exhibits are newly written summaries based on the original course documents, not reproductions or institutional endorsements. Course credits, roles, assignments, and design components come from the supplied syllabi. Course evaluation results appear in a separate teaching-evidence summary; this document does not claim measured gains in student achievement.

FACULTY TEACHING EVIDENCE / 01 AND 02

Leading inquiry. Designing for the whole child.

Two three-credit courses show how I connect leadership theory, educational context, collaborative design, and professional application.

CASE STUDY 01 | EDL 590 • FALL 2016 • 3 CREDITS • INSTRUCTOR / GRADING RESPONSIBILITY

Seminar in Educational Leadership

The course brought educators and administrators together to examine leadership within rural school systems and apply ideas to their actual responsibilities.

- **Learning architecture:** Nine synchronous seminars paired with asynchronous work, student-led discussion, readings, guest speaker conversations, and collaborative inquiry.
- **Applied leadership:** Participants examined indicators of strong schools and developed a seven-metric inventory tied to school priorities.
- **Reflection and synthesis:** The course culminated in collaboratively authored reflective work that connected theory to professional decisions.

Assessment evidence: Participation and collegial support (20%); collaborative reflective paper (30%); participant discussion facilitation (50%).

CASE STUDY 02 | ED 555 • SPRING 2018 • 3 CREDITS • INSTRUCTOR / GRADING RESPONSIBILITY

Developing the Whole Child: Personalized Learning

Built around a shift from one-size-fits-all practice toward attention to learners' academic, social, and emotional needs.

- **Data-informed design:** Educators used quantitative and qualitative data, including inquiry informed by *Driven by Data*, to identify priorities.
- **System-level application:** Teams examined school-readiness measures and Future Ready Schools components to develop locally appropriate strategies.
- **Professional inquiry:** Collaborative sessions and reflection supported a school-specific personalized learning framework.

Assessment evidence: Participation and collegial support (50%); reflective paper (50%).

FACULTY TEACHING EVIDENCE / 03 AND 04

From instructional evidence to classroom experimentation.

Two course formats illustrate how professional learning can be structured around active participation, purposeful observation, and practitioner reflection.

CASE STUDY 03 | ED 556 • SUMMER 2018 • 1 CREDIT • PRIMARY INSTRUCTOR WITH CO-INSTRUCTORS

Evidence-Based Practices for Effective Teaching

This concentrated course brought educators together to examine student readiness and learning conditions through the lens of evidence-informed classroom practice.

- **Learning priorities:** Instruction addressed whole-child development, trauma-informed approaches, social and behavioral learning, and 21st-century competencies.
- **Experience-based learning:** The published schedule combined team learning, instructor and administrator presentations, ProACT training sessions, and planning time.
- **Application:** Participants completed a workbook and final presentation addressing their vision for effective teaching in the local context.

Assessment evidence: Participation (50%), final presentation (15%), and application/assessment (35%).

CASE STUDY 04 | ED 556 • SPRING 2023 • 1- AND 2-CREDIT FORMATS • PRIMARY INSTRUCTOR

Research-Based Instructional Practices

These parallel course designs retained a common focus on Marzano's instructional framework while varying the expected breadth of classroom inquiry.

- **Differentiation by credit:** The one-credit syllabus centered the study and implementation of one instructional element; the two-credit version expanded the focus to three.
- **Evidence of implementation:** Participants used self-assessments, peer observation, instructional rounds, and documented instructional applications.
- **Reflective accountability:** Educators synthesized implementation evidence, professional challenges, and next steps in a final reflective product.

Assessment evidence: Both formats linked participation and applied practice with reflective evidence; the specific assignments and schedule differed by credit level.

FACULTY TEACHING EVIDENCE / 05

Connecting educators across rural distance.

A cross-district course design illustrates collaboration, field-based inquiry, and an emphasis on feedback and continuous improvement.

CASE STUDY 05 | ED 556 • FALL 2023–SPRING 2024 • 3 CREDITS • PRIMARY GRADING INSTRUCTOR

Research-Based Instructional Practices II

Designed for educators in Haines Borough School District, Alaska, and Cook County Schools, Minnesota, this course linked research-based instruction with school-based observation and professional exchange.

- **A common instructional language:** Participants selected three focus areas within Marzano's instructional framework, including at least one engagement-related element.
- **Feedback as instructional inquiry:** The syllabus incorporated Hattie-informed feedback loops with students, instructor consultations, classroom implementation, peer observation, and instructional rounds.
- **Learning across systems:** Synchronous cross-district sessions provided opportunities to compare local teaching conditions and strategies in two rural settings.
- **Shared product:** The final project asked educators to contribute resources and examples of practice to a collaborative repository for staff use.

Assessment evidence: Coursework comprised application and assessment (50%) and a final collaborative project (50%).

Implications for college and university teaching

These course designs show a sustained approach to professional preparation: start with relevant research, build opportunities for educator choice, examine authentic evidence from practice, and return to thoughtful dialogue. That same sequence informs my contemporary work in mathematics methods, clinical supervision, and rural instructional leadership.

Source and scope note. Institution-neutral synthesis of course syllabi supplied by the instructor: EDL 590 (2016); ED 555 (2018); ED 556 Evidence-Based Practices (2018); ED 556 Research-Based Instructional Practices, 1- and 2-credit versions (2023); and ED 556 Research-Based Instructional Practices II (2023–2024). Institutional affiliations and course titles are identified in the full academic CV. Course descriptions and assignments document design intentions, not independent evidence of student learning outcomes.