Department of Middle, Secondary and Mathematics Education

Annual Performance Report

Approved: 2022
James Madison University  
College of Education - MSME Department  
Annual Performance Report for 2021-22 Academic Year

This form is for submitting data to the AUH (required) and to the PAC (if faculty member wishes). The requests made and the information reported do not restrict academic freedom as defined by AAUP. Please see the MSME APR Rubric for descriptions of quality and quantity expected.

DIRECTIONS
- Submit completed form and course evaluation data (electronic) to the AUH by the second Monday after graduation (Monday, May 23, 2022). If you would like to receive formative feedback and/or be considered for COE awards, please also submit your APR form/course evaluations (electronic) to the AUPAC chair by the second Monday after graduation (Monday, May 23, 2022).
- Include only activities conducted within the prescribed time period (May 1, 2021 – April 30, 2022).
- Provide information in the requested formats and page lengths. Tables may be added as needed.
- Consult accompanying MSME APR Rubric for quality descriptions in each category.

PERSONAL DATA
- Name: ______________________________  Department: __________________________
- Current Rank and Title(s): _____________________________________________________
- Year of effective appointment to present rank: __________________________________

I. SCHOLARLY ACHIEVEMENT AND PROFESSIONAL QUALIFICATIONS (SEE MSME APR RUBRIC)
* = Required Activity

A. Professional Development Activities* - Recommended page limit – \( \frac{1}{2} \) page; single-spaced
- Identify 3 professional development activities that you have engaged in during the APR year (e.g., Center for Faculty Innovation workshops (CFI), attending professional conferences, engaging in self-study, webinars, or professional book groups, conducting professional literature study, engaging in formal coursework).
- Briefly explain your purpose in completing these activities, i.e., the goal for engaging in each activity. Discussion should focus on scholarship that is “learned” rather than that which is “produced”.
- NOTE: You do NOT have to discuss impact in this section; please discuss impact in the “Innovations of Teaching” section (IF you want to).

B. Publications* - Please list publications from the last 3 years beginning with the most recent. List all publications in proper APA format (BUT include month – even if not part of APA – to clarify the 3-year cycle). Use headings corresponding to the bullets below. If the publication is “in press,” please note. Provide links to publications when available. Please indicate whether or not you used the COVID clock extension from the 2020-2021 academic year.
- List published papers/projects such as articles or book chapters (peer reviewed).
- List published papers/projects such as articles or media contributions (not peer reviewed).
- List papers and projects in progress or under review. Indicate if peer reviewed.

NOTE: If a publication has been accepted but not published, please include documentation of acceptance and projected publication date.
NOTE: The department defines peer review as “external review by scholars in the field.”

Peer review web site: https://www.editage.com/insights/7-common-types-of-academic-peer-review

<table>
<thead>
<tr>
<th>Place an “x” in the category that applies to you. If none apply to you, please leave blank:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three peer-reviewed publications within the 3-year period (beginning May 1, 2019) and two additional activities (Excellent)</td>
</tr>
<tr>
<td>Two peer-reviewed publications within the 3-year period (beginning May 1, 2019) and two additional categories with evidence of <strong>extensive work</strong> in one of those categories (Excellent)</td>
</tr>
</tbody>
</table>
| One peer-reviewed publication within the 3-year period (beginning May 1, 2019). In addition, completed one of the following (Excellent). (Please an x in the blank that applies):  
  __ Two additional activity categories with evidence of **extensive work** in both categories.  
  __ Three additional activity categories with evidence of **extensive work** in one of those categories. |

**Extensive work** is defined as comprehensive work that (1) builds either in breadth (multiple iterations) or depth (focused or sustained activity) and (2) requires substantial time and effort on the part of the faculty member AND/OR makes an impact in the field.

**Additional Scholarly Achievement and Professional Qualification Activities**

Place an “X” in the blank to indicates an additional activity. Place an “XX” in the blank indicate an activity with extensive work.

_____ Non-peer Reviewed Publications (listed above)  
_____ Peer Reviewed Conference Proceedings  
_____ Presentations at Professional Conferences  
_____ Engaging in Research Projects  
_____ Grant Writing  
_____ Consulting  
_____ Curriculum Development  
_____ Reviews Completed

Please list and/or describe your additional activities below. See rubric for quality indicators in each category. **Optional charts** are included in several categories. Faculty members can choose whether or not they would like to use them. *Please delete the charts if not using them.*

C. **Peer Reviewed, Published Conference Proceedings** (Provide reference and describe process for publishing paper associated with conference presentations. Please use proper APA format.)

D. **Professional Conference Presentations** (Please list in proper APA format; please explain if you were not in attendance/in the program)
- International presentations
- National presentations
- Regional presentations
- State presentations
- Local presentations
E. **Engaging in Ongoing Research Projects**: Describe the scope and progress of ongoing research project(s) you are doing.

F. **Grant Writing and Management/Maintenance** (list and note your role in the grant)
   - List funded grants.
   - List unfunded grants.

<table>
<thead>
<tr>
<th>Title</th>
<th>Source</th>
<th>Amount</th>
<th>Funded (yes/no)</th>
<th>Status/term Date Funded</th>
<th>Your Role: Describe briefly what you did (Recommended: 60-words limit per grant).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G. **Consulting work with schools and agencies** (that which involves scholarly expertise and the development of new or revised content) – briefly describe duration and nature of work.

H. **Curriculum Development**
   - List curriculum and materials developed for use beyond JMU course work.

I. **Professional Reviews** (describe number and nature of work)
   - Editorial boards
   - Scholarly reviews published in journals
   - Conference proposals
   - Dissertation reviews
II. **TEACHING AND ADVISING (SEE MSME APR RUBRIC)**
* = Required for Satisfactory

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses Taught/Reassigned Time</th>
<th>Load/Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. **Teaching Evaluation via Teaching Artifacts***

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>submits and discusses course evaluations OR alternative artifacts (ONE per artifact per semester) that are indicative of excellence in teaching.</td>
<td>Faculty submits and discusses course evaluations OR alternative artifacts (ONE artifact per semester) that are indicative of satisfactory in teaching, which may include the following:</td>
<td>Fails to meet criteria for satisfactory rating.</td>
</tr>
<tr>
<td>o Course Evaluations$^1$</td>
<td>o Course Evaluations$^1$</td>
<td></td>
</tr>
<tr>
<td>o AUPAC Observation Feedback and Analysis/Reflection</td>
<td>o AUPAC Observation Feedback</td>
<td></td>
</tr>
<tr>
<td>o AUH Observation Feedback and Analysis/Reflection</td>
<td>o AUH Observation Feedback</td>
<td></td>
</tr>
<tr>
<td>o Peer Observation Feedback and Analysis/Reflection</td>
<td>o Peer Observation Feedback</td>
<td></td>
</tr>
<tr>
<td>o Self-Study Description and Analysis/Reflection</td>
<td>o Representative Assignments – Assignment, Rubric AND Student-Work Samples</td>
<td></td>
</tr>
<tr>
<td>o Representative Assignments – Assignment, Rubric AND Student-Work Samples</td>
<td>o Non-Peer Reviewed publications of teaching approaches/techniques</td>
<td></td>
</tr>
<tr>
<td>o TAP with analysis and reflection</td>
<td>o TAP results</td>
<td>Please clarify the purpose, and/or use of the artifact.</td>
</tr>
<tr>
<td>o Student letter with analysis and reflection</td>
<td>o Student letters</td>
<td></td>
</tr>
<tr>
<td>o Other (must be approved by AUH)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 – If using Course Evaluations for a semester, please submit all course evaluations for that semester.

**Please Indicate the artifact you are submitting for evaluation each semester:**

- Summer 2021:
- Fall 2021:
- Spring 2022:
NARRATIVE (B-C): Provide a narrative on your teaching. Discuss the following either separately or in combination. Use headings to clarify your chosen organizational system (recommended length – 2 pages, single-spaced, one-inch margins):

B. **Analysis of Teaching**
   Discuss summative & formative assessment and actions taken in response

C. **Innovations in Teaching**
   a. Describe specific efforts to keep course content and delivery current, design new courses that incorporate current best practices, experiment with new instructional approaches, integrate technology and/or engage in collaborative activities. Provide references in your reflection for support/clarification.
   b. If you choose, discuss the impact of the activities listed in the Professional Development section.

D. **Additional Activities** (1 required for excellent; see rubric for descriptions)
   - Collaboration to Shape Courses/Field Placements
   - Advising
   - Additional Work with Students

D. **Administrative and/or other Reassigned Time** – If applicable, describe work completed through any administrative assignments or reassigned time that you were awarded.
III. PROFESSIONAL SERVICE (SEE MSME APR RUBRIC)

* = Required for Satisfactory

A. Department, College, and/or University Engagement
• List university, college, departmental, and program related committees/commissions, boards and/or student hearings, etc.
• Briefly describe your role and impact/significance of the work.

<table>
<thead>
<tr>
<th>Name of Committee and Position (member, chair, etc.)</th>
<th>Level: University, College, Program, etc.)</th>
<th>Frequency of meetings OR Number of meetings attended</th>
<th>Level of involvement beyond meeting attendance. Describe briefly what you did. (Recommended: 40-word limit per committee)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion of extensive work (if considered for excellent):

B. Additional Engagement Activities* – An “X” indicates an additional activity; An “XX” indicates extensive work.

• Two or more additional activities required for satisfactory*
• Extensive work (XX) in at least one of those 2 + categories required for excellent

______ Additional Work at the Department, COE, or University Level (describe above)
______ Local/Community Engagement
______ State Engagement
______ National/International Engagement
______ Engagement in Professional Organizations
______ Presentations
______ Consulting
______ Collaboration
______ Mentoring of New JMU Faculty

Please list and/or describe your additional activities below (or above in the case of “Additional Work at the Department, College, or University Level”). See rubric for quality indicators in each category.

• Local/Community Engagement - Describe and explain how the work has made an impact and/or had significance in the field at the local school, district, agency, business, etc. level.
• **State Engagement** Describe and explain how the work has made an impact and/or had significance in the field at the state level.

• **National/International Engagement** – Describe and explain how the work has made an impact and/or had significance in the field at the national/international level.

• **Engagement in Professional Organizations**
  - List membership, leadership, and other involvement in professional organizations at the national, state, and local level (include discussion of reviews here).
  - Briefly describe your role and/or impact of your participation (if applicable).

• **Presentations and Professional Conferences**– List presentations provided to classes, schools, or organizations, etc. These presentations are largely informal in nature.

• **Consulting** – Evidence of collaborative work with P-12 partners either in or out of Virginia. These in-service sessions do not involve the development of new or different content on the part of the presenter.

• **Collaboration/Community Engagement** – Evidence of partnerships with colleagues and/or collaboration across departments in the university and/or with other institutions, etc., with the goal of building relationships and increasing dialogue.

• **Mentoring of New JMU Faculty** – Describe your activities and explain how the work has made an impact and/or had significance on the faculty member, department, college, and/or university.

C. Optional: Provide a reflection on your Service (recommended length – less than one page).

IV. **OTHER PROFESSIONAL ACTIVITIES (OPTIONAL)**
Use this portion of the APR form, if needed, to discuss professional activities not addressed elsewhere or to explain activities in the above sections that may not be a good “fit” in the sections assigned.

V. **EDUCATIONAL JUSTICE GOALS AND/OR ACTIVITIES (OPTIONAL)**
Discuss your educational justice goals and/or activities. You can include what you have done and/or what you plan or hope to do. Reference the 5 Ps in your discussion (https://drive.google.com/file/d/1flGHayvZtybPY6Q1_iJCa1O_Gef3sfv/view)

Approved by the Dean of COE: May 26, 2022
Approved by the Provost: June 24, 2022