Regents' Teaching Excellence Award for Online Teaching Portfolio

David Glassmeyer, Ph.D. Kennesaw State University

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October 29, 2019

Dr. Martha Venn Vice Chancellor for Academic Affairs University System of Georgia

Dear Dr. Venn and Awards Selection Committee:

It is my great pleasure to nominate Dr. David Glassmeyer, Associate Professor of Mathematics Education in the Department of Secondary and Middle Grades Education at Kennesaw State University, for the 2020 Regents' Teaching Excellence Award for Online Teaching. Dr. Glassmeyer is one of the great champions of online teaching at KSU. In addition to consistent outstanding performances in his own teaching, Dr. Glassmeyer has been a key player in our online strategy by converting several f2f courses to the online environment while maintaining the high standards demanded by the Quality Matters rubric and the National Council of Teachers of Mathematics standards.

As you review this application, you will notice that the words used to describe his teaching include "Exceptional," "Excellent," "Stellar," "Shining," "Profound," "Top-notch," and similar. Dr. Glassmeyer is animated by a deep sense of equity. His passion for online teaching is fueled by his desire to give access to teachers in rural areas of Georgia, and his commitment to affordability is evidenced in his extensive use of Open Educational Resources. His online classes have a significant synchronous component, which he skillfully manages to foster both a sense of belonging in the course and to engage the students in order to foster deep learning. He makes extensive and effective use of collaborative learning and community engagement, two High-Impact Practices, which are extremely challenging to execute in an online environment. On a meta level, he engages the global dialogue about online pedagogy by producing scholarship documenting the impact of his methods.

His students sing his praises. His audience is composed of working teachers, who respond to his pedagogy not only by engaging with its elements but also by adopting it in their own teaching. Faten Thabet credits him thus: "I am so thankful for Dr. Glassmeyer's teaching because of the impact it has had on me and my career as a high school math teacher. I've won awards and gotten recognition for my teaching methods, that were inspired and guided by Dr. Glassmeyer." Joel Roth speaks to his dedicated mentorship: "He facilitated my growth as a student and as a researcher through his willingness to always be available. Nearly every week for two years, he guided me. At every step, he challenged me while giving me the confidence to face those challenges. All of this was accomplished through an online format that allowed me the flexibility to attend to my professions and my family, while still holding to a high level of rigor. We worked together to publish an article in the Journal of Mathematics Education Leadership for the National Counsel of Supervisors of Mathematics. The work was accepted and presented at the Annual Conference of the Georgia Council of Teachers of Mathematics in Rock Eagle, GA and at the annual meeting and Exposition of the National Council of Teachers of Mathematics in San Diego, CA."

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His peers are similarly congratulatory. His chair, Dr. Wendy Sanchez, an accomplish educator recognized by the National Science Foundation, is in awe of his prowess: "I have taught several online courses and have been teaching in some capacity for 28 years, so I am not a novice, but I am certainly an amateur when compared to Dr. Glassmeyer." Dr. Anissa Vega, herself a recipient of the Regents' Teaching Excellence Award for Online Teaching, adds: "I am impressed with the quality and dedication David has invested in his online courses and students. Many of my own graduate students and advisees seek out his courses and praise the learning experience he facilitates. He has a reputation for being responsive to his students and providing timely in-depth feedback on projects and assignments."

Dr. Glassmeyer's impact is felt far beyond Georgia, as you will see from his external letters from Boston University and from the University of Braunschweig in Germany, where Mr. Jan Block, a consultant for the authority of school administration in Lower Saxony, is promoting his methods: "I shared with my colleagues details of how online courses for math teachers could be delivered, which was a result of talking, observing, and learning from Dr. Glassmeyer. Until now, we don't organize this with elements of blended-learning, but we are on our way to change now. Dr. Glassmeyer has also had an impact on my colleagues at the University of Braunschweig, Germany. After sharing information about Dr. Glassmeyer, one math education colleague, Dr. Matthias Müller, invited him to visit and present at our university in summer 2019. During the visit, they discussed details of online education, so his influence at my university continues."

It was a challenge to condense all of Dr. Glassmeyer's accomplishments in 20 pages. We hope we have done justice to his commitment, his skills, and his impact. We are proud of him and confident that the USG will recognize his excellence.

Sincerely, Kacx & Sch

Kathy Schwaig, PhD Provost and Senior Vice President for Academic Affairs



10/22/19

Dear reviewers,

It is with great enthusiasm that I recommend Dr. David Glassmeyer for the Regents' Award for Online Teaching. I have been Dr. Glassmeyer's colleague since 2013 when he began his employment at Kennesaw State University (KSU). Dr. Glassmeyer and I are both mathematics education faculty. Currently, I serve as his department chair in the Department of Secondary and Middle Grades Education in the Bagwell College of Education at KSU. I have observed Dr. Glassmeyer teaching face-to-face classes in the past, and know him to be an excellent teacher. Prior to writing this recommendation, I observed one of his online classes. I was amazed at how he translated his strengths in teaching face-to-face into an online environment, with which I have significantly struggled myself.

Dr. Glassmeyer's online teaching is synchronous, that is, he and his students are all online at the same time, using headphones and microphones to interact together in a Blackboard Collaborate session. When I have taught online, I have struggled to reproduce groupwork and class discussions in an online environment in ways that are comparable to my face-to-face practices. I also struggled making the same kinds of personal connections with my students when my courses are online. However, it was clear from observing Dr. Glassmeyer's online teaching that he does not struggle with these important facets of teaching. Dr. Glassmeyer posed mathematical problems and then sent students into small groups of 3 to work on the problem. He moved among the groups while students were working and then brought them back together to have a whole-group discussion. From his observations, he specifically chose which group presented when in a way that helped build up the mathematical conversation and moved the whole group forward with their mathematical thinking. His students recognize his ability to create this kind of classroom community. For example, one of his students in his Technology in Mathematics class wrote on a course evaluation,

Of all my online courses, I have taken this semester, I feel I know my classmates the best in this class and I feel this is due to the types of assignments Dr. Glassmeyer gives us. He encourages us to share ideas and suggestions with each other....

Another student wrote, "His class is a warm and welcoming space where students feel comfortable taking risks and learning from their mistakes." I ask you, reviewers, have you ever heard an online class described this way? I know that when I next teach online, I will be consulting Dr. Glassmeyer on the front end to help me build in some of the strategies he uses so effectively.

Not only does Dr. Glassmeyer employ strategies that enable him to avoid the pitfalls I (and many others) encounter in online teaching, but his teaching also meets national standards. For brevity, I will address three of these standards which are well-aligned to literature in the field of mathematics education (NCTM, 2014, p.10) that demonstrate Dr. Glassmeyer's excellence in

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both content and delivery. Dr. Glassmeyer teaches prospective and in-service middle and high school mathematics teachers. Consequently, not only is Dr. Glassmeyer teaching students *mathematics*, but he is also having them learn in ways commensurate with how we want them to *teach mathematics* to students in grades 6-12.

Mathematics Teaching Practices	The National Standards for Quality Online
	Courses
Implement tasks that promote reasoning	3. The course instruction includes activities
and problem solving. Effective teaching of	that engage students in active learning.
mathematics engages students in solving and	5. The course provides opportunities for
discussing tasks that promote mathematical	students to engage in higher-order thinking,
reasoning and problem solving and allow	critical reasoning activities and thinking in
multiple entry points and varied solution	increasingly complex ways.
strategies.	
Facilitate meaningful mathematical	10. The course provides opportunities for
discourse. Effective teaching of mathematics	appropriate instructor-student and student-
facilitates discourse among students to build	student interaction to foster mastery and
shared understanding of mathematical ideas	application of the material.
by analyzing and comparing student	
approaches and arguments.	
National Council of Teachers of Mathematics. (2014). Principles to	The National Standards for Quality Online Courses
actions: Ensuring mathematical success for all. Reston, VA: Author.	https://www.inacoi.org/wp-content/uploads/2015/02/national- standards-for-quality-online-courses-v2.pdf

In the class I observed, students first discussed three articles they read for homework. Then, they worked in groups of 3 on a mathematical task related to the articles. In this segment of the lesson, students were asked to use matrix addition to transform a generic point (x, y) by a translation of (h, k) and then to use matrix multiplication to do the same transformation. Lastly, they were asked to discuss why multiplication might be preferred over addition for translations. Students in this class would have experience adding and multiplying matrices in prior courses, but Dr. Glassmeyer was asking them to *figure out* what matrices would fit the situation and *why* one would be preferable over the other in the context of other transformations. Students were actively working in groups, using technology (Desmos) to make and test conjectures about what matrix would work to yield the desired result. This task required higher-order thinking and problem solving, and students were talking to each other in small groups, then participating in a large-group discussion wherein Dr. Glassmeyer expertly helped the students build a mathematical narrative that made sense. Dr. Glassmeyer seamlessly executed all parts of this lesson. I kept thinking, "how did he DO that?" I have taught several online courses and have been teaching in some capacity for 28 years, so I am not a novice, but I am certainly an amateur when compared to Dr. Glassmeyer.

I have looked through the last year of Dr. Glassmeyer's teaching evaluations. They are some of the best I have read. I think the following student's comment is representative of the kind of student feedback he receives:

I believe that David Glassmeyer has a unique aptitude for synthesizing the course content with the online experience, integrating synchronous and asynchronous experiences with discussion posts, article reviews, and investigations of various math tools. He is also extremely fair and flexible when accommodating individual student needs and is timely in his response to emails and other communication methods.

Dr. Glassmeyer creates an online environment in which students feel comfortable, challenged, and supported. Many teachers are not able to create such an environment in face-to-face courses, let alone in online courses. Each year, our faculty selects one student to honor as the most outstanding graduate in their program. That student selects the faculty member who was most influential on their thinking. Dr. Glassmeyer is regularly chosen by our outstanding students for this honor. Dr. Glassmeyer is so humble; I hope he does himself justice in his application! He is a stellar online educator, a real asset to KSU and the University System of Georgia. I cannot imagine a more deserving awardee for this distinguished honor.

Warmest Regards,

Mundy Blanchez

Wendy B. Sanchez Interim Department Chair and Professor of Mathematics Education Department of Secondary and Middle Grades Education Bagwell College of Education Kennesaw State University wsanchez@kennesaw.edu

David Glassmeyer

Education

Ph.D. Educational Mathematics, University of Northern Colorado, 2014

- M.Ed. Integrated Mathematics Adolescent Young Adult, Wright State University, 2009
- B.S. Mathematics, Wright State University, 2008

Positions

Associate Professor of Mathematics Education, Kennesaw State University, 2018-Present Assistant Professor of Mathematics Education, Kennesaw State University, 2013-2018 Graduate Teaching Assistant & Graduate Research Assistant, University of Northern Colorado, 2009-2013

Peer-Reviewed Journal Articles Related to Online Teaching

- **Glassmeyer, D. M.**, & Dibbs, R. A. (2012). Researching from a distance: Using live web conferencing to mediate data collection. *International Journal of Qualitative Methods*, *11*(3), 292-302.
- Ku, H., Akarasriworn, C., Rice, L. A., Glassmeyer, D. M., & Mendoza, B. (2011). Teaching an online graduate mathematics education course for in-service mathematics teachers. *Quarterly Review of Distance Education*, 12(2), 135-147.
- **Glassmeyer, D. M.**, Dibbs, R. A., & Jensen, R. T. (2011). Determining utility of formative assessment through virtual community: Perspectives of online graduate students. *Quarterly Review of Distance Education*, *12*(1), 23-35.

Book Chapters Related to Online Teaching

- **Glassmeyer, D. M.** (2020). Supporting mathematics teaching practices in online teacher education: An example using logarithms, pH, and synchronous course meetings. In P. Wachira & J. Keengwe (Eds.), *Handbook of Research on Online Pedagogical Models for Mathematics Teacher Education* (pp. 55-67). Hershey, PA: IGI Global.
- Dibbs, R. A., Glassmeyer, D. M., & Lahman, M. E. (2013). Transparent technology: Using smartphones for sensitive interview topics. In M. Lichtman (Ed.), *Qualitative research for the social sciences* (pp. 168-173). Thousand Oaks, CA: SAGE Publications, Inc.
- Ku, H., Akarasriworn, C., Rice, L. A., Glassmeyer, D. M., Mendoza, B., & Hauk, S. (2011). Lessons learned from teaching in hybrid learning environments for in-service mathematics teachers. In Maddux et al. (Eds.), *Research highlights in technology and teacher education 2011* (pp. 115-120). Chesapeake, VA: Society of Information Technology & Teacher Education (SITE).

Proceedings Related to Online Teaching

- Brakoniecki, A., Glassmeyer, D. M., & Amador, J. (2016). Examining preservice teacher thinking about technology-based trigonometric explorations through a replacing, amplifying, and transforming framework. In M. B. Wood, E. E. Turner, M. Civil, & J. A. Eli (Eds.), *Proceedings of the 38th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 1463–1470). Tuscon, AZ: The University of Arizona.
- Ku, H.Y., Sachau, L. & Glassmeyer, D. (2015). An Evaluation of Various Technological Aspects of the Math Teacher Leadership Center Program. In *Proceedings of Society for Information Technology & Teacher Education International Conference 2015* (pp. 317-320). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- Ku, H. Y., Akarasriworn, C., Rice, L. A., Glassmeyer, D. M., & Sachau, L. (2012). In-service mathematics teachers' perceptions toward synchronous and asynchronous online discussions. Society for Information Technology & Teacher Education International Conference, (SITE). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

- **Glassmeyer, D. M.** (2012). Building community in a blended mathematics teacher education program. *Proceedings of the 12th International Congress on Mathematical Education.* Seoul, Korea: Korea National University of Education.
- **Glassmeyer, D. M.**, Rice, L. A., & Ku, H. Y. (2011). The role of technology for in-service teachers: improving graduate education through informed decisions. *Proceedings of the 33rd Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education*. Reno, NV: University of Nevada.
- Ku, H. Y., Akarasriworn, C., Rice, L., Glassmeyer, D. M., Mendoza, B. & Hauk, S. (2011). Facilitating effective online learning: Findings from a graduate mathematics education course. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 423-426). Chesapeake, VA: AACE.

Selected Research Presentations Related to Online Teaching

- **Glassmeyer, D. M.** (Jul. 2019). Maintaining mathematics teaching practices in online teacher education: An example using Blackboard Collaborate, logarithms, and pH. *Psychology of Mathematics Education (PME)*. Pretoria, South Africa: University of Pretoria.
- **Glassmeyer, D. M.** (Jul. 2012). Online mathematics courses for teachers: How synchronous technology can facilitate high-quality teacher education. *12th International Congress on Mathematical Education (ICME)*, Seoul, Korea.
- Powers, R. A. & Glassmeyer, D. M. (Feb. 2012). Professional development at a distance: Designing and facilitating online courses for in-service mathematics teachers. 16th annual conference of Association of Mathematics Teacher Educators (AMTE), Fort Worth, TX.

Advising Completed (Almost) Entirely Online

- Dissertation Chair: Rob Lohuis, Ed.D. in Secondary Education Math. Current student.
- Committee Member: Safna Kalariparambil, Ed.D. in Instructional Technology. Current student.
- Committee Member: Brandon Headrick, Ed.D. in Teacher Leadership. Current student.
- Dissertation Chair: Cheryl Sikes, Ed.D. in Secondary Education Math. Current student.
- Dissertation Chair: Marco Romanelli, Ed.D. in Secondary Education Math. Current student.
- Dissertation Chair: Charles Sizemore, Ed.D. in Secondary Education Math. Current student.
- Dissertation Chair: Joel Roth, Ed.D. in Secondary Education Math. Graduated May 2019.
- Dissertation Chair: Jeremiah Veillon, Ed.D. in Secondary Education Math. Graduated May 2019.
- Dissertation Chair: Andrew Smith, Ed.D. in Secondary Education Math. Graduated May 2018.
- Committee Member: Jennifer McKinney, Ed.D. in Secondary Education Math. Graduated May 2016.

Service Related to Online Teaching

- Department: Member of the M.Ed. Program Committee, 2017-Present
- Department: Member of the Ed.S. and Ed.D. Program Committee, 2015-Present
- College: Founder and Faculty Advisor of the Graduate Math Ed Student Organization, 2019-Present
- National: Technology Committee for the Association of Mathematics Teacher Educators, 2019-Present

Awards Related to Online Teaching

Secondary and Middle Grades Education Department Faculty Award in Teaching, 2018-2019 Outstanding Graduating Student Designated Faculty Member for Special Recognition

Designated by graduate Joel Roth from the Ed.D. in Secondary Education program, 2019 Designated by graduate Staci Dombrowski from the Ed.S. in Secondary Education program, 2019 Designated by graduate Christie Fuller from the M.Ed. in Middle Grades Education program, 2018

Reflective Statement

Previous Regents Online Teaching award winners have described online teaching as both "wonderful and terrifying" (Joyner, 2018), a sentiment I agree with based on a decade of teaching and researching in online settings. I have also found that practice and intentional gradual improvement minimizes the drawbacks and maximizes the affordances of online education; in other words, with work and patience you can transition from finding online education terrifying to finding it familiar and even wonderful. This portfolio demonstrates my commitment to engaged online teaching and student success within the context of online education, specifically mathematics teacher education. My intent is not only just to show what I do, but to provide examples and ideas for other teacher educators as well as highlight the high-quality online education programs available to teachers in Georgia and beyond our state border.

Teaching and Learning Philosophy

Research on mathematics education provides the foundation for the pedagogical decisions I make when structuring, implementing, and assessing my online courses. I base my teaching philosophy on this research, which best aligns with the social constructivist view of learning established by Vygotsky (1987) and culturally responsive pedagogy by Ladson-Billings (1995, 2014). As the teaching artifact section details, my use of real-time online interaction allows me to incorporate social constructivist principles in my classroom through collaborative learning, scaffolding, and self-regulation. To measure the quality of my mathematics teaching, I use *Principles to Actions* (NCTM, 2014), which summarizes eight research-based essential teaching skills called Mathematics Teaching Practices (MTPs).

Strategies

I incorporate the following strategies in each of my online courses: (1) examine the course objectives and select research-based activities, articles, textbook chapters, and assessments to help the learners achieve these course objectives; (2) enact instruction in a manner consistent with mathematics education research; (3) assess learners on the course objectives to provide data that students have met course objectives; and (4) revise my teaching strategies based on these data, student evaluations, self-reflection, and feedback from peers, administrators, and students. This approach resembles the backwards instructional design of establishing the enduring understandings and then structuring appropriate activities to meet these teaching goals (Wiggins & McTighe, 2001). My instructional strategies include using synchronous meetings to incorporate a problem-based, inquiry manner that includes real-world applications to facilitate understanding of the material. I use problems designed to foster motivation and connect content to other concepts, both mathematical and multi-disciplinary. Small group work is common, though I use a flexible approach to instruction that includes occasional individual tasks, whole-class discussion, interactive lecture, and meaningful use of technology.

Objectives

As a mathematics teacher educator, my primary objective is to support pre- and in-service mathematics teachers in achieving their highest potential as educators in order to ensure the success of each and every K12 student in their classroom. A related objective is to model and foster research-based teaching practices and support equitable and effective policies in teacher education. These objectives are accomplished by being intentional about my online teaching practices, ensuring learners meet course objectives in online coursework, and establishing and maintaining high-quality online graduate programs to equitably service rural Georgia teachers.

Summary of Teaching Artifacts

Below I briefly summarize (1) how I use synchronous (real-time) course meetings; (2) an innovative teaching artifact called the Student Interaction Project; and (3) my online mentoring.

Teaching Practice: Synchronous Course Meetings

Each of my online courses has a synchronous component where learners are asked to join online at specific times and dates using Blackboard Collaborate. Here is an actual anonymized example:



The chatbox allows for additional interaction including the sharing of links.

Blackboard Collaborate being used to share video and audio in a small group room.

The class shown above met 12 times during the semester for 105 minutes in the late afternoon after the teachers' K12 school day had ended. Teachers use audio and video sharing to work on mathematical tasks in small groups of three, responding to task questions by writing on the common whiteboard using handwritten diagrams, text, screenshotting, and pasting representations. Occasionally application sharing is used by me or the teachers to show more interactive or dynamic activities, such as GeoGebra sketches.

This task integrates logarithm and pH and allows teachers to explore complex relationships, like logarithms, and see how these ideas are used to explain real-world phenomena, like heartburn. I developed the task with interdisciplinary team and converted the task to an online format for the content course. I gave a pre- and post-test using the established instrument titled Logarithms and pH Assessment (Park & Choi, 2013) to measure how students' mathematical and scientific knowledge of exponential and logarithmic relationships were impacted by this activity. A Wilcoxon Signed Rank Test at an 95% confidence level ($\alpha = .05$) revealed statistically significant improvements in teachers' performance between the pre- and post-test, indicating the task successfully helped teachers understand both logarithms and pH.



Qualitative evidence from student comments triangulated this evidence, such as the following statement on the course evaluation:

• I can truly say that I understand [logarithms] for the first time in my life...so much so, that I would be confident now in actually teaching them!

More largely, feedback on my synchronous teaching practices have been extremely positive. It is not an exaggeration to say I have received over 100 comments from course evaluations and unsolicited emails with statements like:

- I can't say enough how much this course has helped me as I begin my Master's program! I was quite nervous to embark on a journey with only online classes...This course was wonderfully designed, and the sync sessions were just what I needed in order to be successful in this class.
- Thank so much for being so passionate about technology and for leading by example. I have enjoyed this course and loved our online sessions, they really did make us feel more connected and like a collaborative community.
- I would like to say thank you for being an awesome professor who I was lucky enough to have for three courses in this program here at Kennesaw State University. I really appreciate your hard work to develop meaningful learning tasks and the time you have spent creating a collaborative learning environment despite the constraints of an online learning setting.

- You not only provided us with wonderful resources, but you structured the activities in way that modeled effective and research-based teaching strategies.
- Fantastic job creating an engaging course that addresses real needs in educating mathematics instructors. Moreover, his class design has led to a real collaborative environment for learning, which would be challenging enough in person but is doubly so in a fully online environment. I wish this level of interactivity and productiveness was the rule in online courses.
- Dr. G is exceptional and has strongly contributed to my professional growth this year. He facilitates excellent online courses with great discussions and worthy tasks. I am particularly impressed by and grateful for the individualized and personalized feedback he provides for each and every assignment. He grades in a timely manner and I am able to engage in a weekly dialogue through these feedback notes. While the course is online, the engagement exceeds many of my previous face-to-face courses.

Quantitative course evaluation data show similar patterns in learner experiences in my online instruction. Of the 229 KSU students in all of my online courses who have completed a course evaluation, 224 (98%) agreed or strongly agreed "the instructor, David Glassmeyer, was effective in helping me learn." Of the 229 KSU students in all of my online courses who have completed a course evaluation, 225 (98%) agreed or strongly agreed the online course contributed to their "knowledge and intellectual skills."

I also gather learner feedback from formative assessment, speaking with students directly during the synchronous sessions, and through formal student evaluations. From this feedback I make improvements for my teaching. For example, in spring 2019 I taught a new graduate course for me called Mathematics Teaching and Learning. Informal and formal feedback from students in the course was positive, but one take-away was that the students thought the material could be delivered in monthly, rather than bi-weekly, synchronous course meetings. I have since made those changes to the course structure, in part by being more strategic about what activities can be made asynchronous and how to better use monthly meetings. A second example of course revisions is with an assignment called Technology 20, where teachers must make 20 discussion board postings or replies related to a technology that can be used in the mathematics classroom. Several students gave informal or formal feedback from fall 2018 indicating they would rather focus on quality over quantity of postings in order to more substantially evaluate the technology being used. One student eloquently put it: "A Technology 10 assignment (still requiring each person to post at least 4 pieces of unique technology, then reply to 6 others) would be plenty (and maintain the alliteration)!". When I taught the course next in fall 2019, I incorporated this change because of the valid reasons teachers provided. I also improve my teaching by participating in online educator workshops, such as KSU's Unconference, and attend math education research presentations about online education.

Teaching Artifact: Student Interaction Project

The Student Interaction Project (SIP) is a typical kind of assignment in my online courses because it promotes learner engagement with their community, which is one of the High Impact Practices (HIPS). The SIP asks mathematics teachers to: (1) select an upcoming mathematical topic they will be teaching and read at least two research-based articles on how students think about that topic, (2) develop an interview protocol to measure student thinking on this topic, (3) interview a student in their class who is struggling with the content and analyze what is found, (4) develop and implement an intervention to support this student's thinking, and (5) write a reflection on what they found and share this in a presentation with the class. The SIP prompts teachers to apply what they are learning within their school community, making a real impact on them and their students by analyzing and solving problems in the school community. Student commentary and reflection indicated the assignment was successful in this aim:

- I also really learned a lot from my SIP project. I never thought I would get so much out of interviewing a student. This project also had me thinking about how to teach the concept of logs in a better way. The activity I came [up] with will help my students in future years better understanding the conceptual meaning of a logarithm.
- I gained a lot more out of [SIP] than I originally expected ... After doing my initial interview, I realized that in the past I never realized how much students rely on procedures in volume problems rather than understanding...I also learned that all of my students benefited from the intervention. I have been teaching this unit as a procedure and never considered the conceptual part of the teaching...My intervention opened my eyes to a lot of the students and their ability to conceptualize...this project was very humbling and made me realize that I have been shoved into the pacing guide of the county. I plan to look over the standards for the next year and modify the lessons in the Pre-Calculus units to support conceptual learning
- Through this course, I have gained effective research-based teaching practices that impact meaningful instruction and learning within my classroom. I gained an understanding of the importance of using multiple representations, utilizing probing questions, and building procedural fluency from conceptual understanding and how to implement these strategies effectively. I was thankful for the challenge to think of ways to use these strategies in my classroom through implementing the Student Interaction Project and the Lesson Implementation and Reflection Project.

As the final sentence of the last student comment suggests, the SIP is one of several assignments asking teachers to apply their knowledge and make positive changes to their school communities.

Online Mentorship and Support

Teaching online at the graduate level includes working closely with doctoral students as they take comprehensive exams, write proposals, conduct research, and defend dissertations. Except for the proposal and dissertation defense, all of this interaction, feedback, and mentorship occurs completely online. My biggest online mentoring accomplishments include successfully chairing three Ed.D. dissertations to completion, leading two online graduate research assistantships and mentoring two graduate students in online directed study courses.

I have also worked to provide our online students monetary support for the classroom and professional development. I sought out, applied for, and was awarded (a) scholarships for new teachers totaling \$5,000, (b) conference funding for graduate students presenting at conferences totaling over \$2,600, and (c) graduate research assistantships totaling \$8,000. My work leading the assistantships resulted in one national peer-reviewed conference presentation with Ed.D. graduate Dr. Andrew Smith (Glassmeyer & Smith, 2018) which we then turned into a peer-review journal article now accepted for publication (Glassmeyer, Smith, & Gardner, accepted). My directed study course with Ed.D. graduate Dr. Joel Roth resulted in a national peer-reviewed conference presentation (Glassmeyer & Roth, 2019) and a peer-reviewed journal article (Glassmeyer & Roth, 2018). These research projects were in addition to students' dissertation research projects, and developed each students' understanding of the process of research design, data collection, data analysis, academic writing, presenting, submitting, revising, and publishing.

Speaking of mentorship, I must also acknowledge the mentorship I have received; I am also only where I am today because of other excellent online educators. A special thank you to goes to Drs. Jodie Novak, Robert Powers, and Tonya Bartell for helping me first see what high-quality online math education looks like.



September 21, 2019

Dear Committee:

It is my pleasure to support Dr. David Glassmeyer nomination for the Regents' Teaching Excellence Award for Online Teaching. He has and continues to make exceptional contributions to our graduate mathematics education programs. As Dr. Glassmeyer's colleague in teacher education (2014 – 2016), assistant department chair (2016 – 2018), and interim department chair (2018 – 2019), I have a strong knowledge of his steadfast commitment to engaged, online teaching and student success.

Dr. Glassmeyer is committed to quality online teaching and learning as evidenced by teaching, service and scholarly activities designed to advance the quality of online teaching and learning. Specifically, he converted our graduate-level mathematics and mathematics education courses to online formats. What is more extraordinary about this service is that he was not yet a member of our department. He did this work in 2016 while he was still in the College of Science and Math. Dr. Glassmeyer's lead on this transition serviced two of our department needs. Dr. Glassmeyer, ever aware of educational equity, recognized our need to provide rural Georgia mathematics teachers access to both professional development and quality graduate education as well as a means to achieve a teaching certificate upgrade. Pragmatically, we also needed to increase program numbers. Thus, he created and has taught three first-rate, Quality Matters certified online courses (MAED 7495, MAED 7595, and MAED 7701) that meet National Council of Teachers of Mathematics standards and has subsequently taught each several times.

Prior to Dr. Glassmeyer's 2018 recent annual review, I looked through his 2018 course evaluations. It became apparent to me that his effective and innovative online teaching practices result in student engagement, student satisfaction, and effectiveness in achieving desired learning outcomes. Sixty-two percent of the students in his two sections of MAED 7495 completed the course evaluation, and all of them agreed or strongly agreed that the "content of [his] course contributed to [their] knowledge and intellectual skills." Each respondent strongly agreed that "[t]he instructor was effective in helping [them] learn." Student comments indicated the course had a significant impact on their learning and teaching:

- "There are a ton of things that I'm going to take back into my 8th grade and Algebra I courses. Being forced to
 think conceptually after teaching for some time really made me realize how sometimes I was cheating my own
 students out of that opportunity."
- "I enjoyed how he was able to use the class in the same type of way that we should teach our own students. For example, we were sent into breakout groups to discuss ideas instead of just being given a lecture. This is how we should teach in our own classrooms."
- "Overall my experiences from the class have been exceptional. I have learned new methods and new ways to
 look at content that will improve my teaching practices and improve the experiences my students will have in the
 classroom...[and] can (and have already) easily pass them on to teachers at my school...I have greatly enjoyed
 the class, the topics, and the interactions I have had."

Not only has Dr. Glassmeyer positively influenced his own students, he has also enabled them to become better teachers to their own grade 6 - 12 students. His exceptional teaching of these two sections alone has the possibility of reaching as many as 5,250 grade 6 - 12 mathematics students across the state of Georgia.

Dr. Glassmeyer also demonstrates an extraordinary commitment to fostering the academic success of online students through the development of rapport with individual learners in and beyond the virtual classroom. Students frequently comment on his strengths as an instructor:

BAGWELL COLLEGE OF EDUCATION Department of Secondary & Middle Grades Education

- Wow! What can I say other than I wish Dr Glassmeyer taught all of my courses in this program. His clarity and teaching style are most helpful as is his approachable demeanor.
- Dr. Glassmeyer is an amazing teacher who takes pride in his classes, and it shows...
- Dr. Glassmeyer goes above and beyond to help his students. He helped me with the assignments from his class and also with my capstone project. He even stayed after class to help answer my questions about textbooks adoption. His classes are always informative and fun.

As the last comment indicates, Dr. Glassmeyer holds synchronous online classes at times throughout the semester and frequently meets virtually with students one-on-one. The capstone project mentioned is one that is completed in a course taught by a research methodologist who encourages students to consult with subject specific faculty. Dr. Glassmeyer makes himself available. He also welcomes student questions about their own professional situations as teachers. Textbook adoption is beyond the scope of this online course, MAED 7751. Dr. Glassmeyer, however, establishes such a strong rapport with his students that they feel comfortable reaching out to him. He creates this rapport by implementing interactive strategies such as online small group discussions and frequent formative assessments. He uses the data gained to continuously refine his course so that it meets the needs of his students as the semester evolves.

Dr. Glassmeyer is a stellar online instructor and colleague. He is truly deserving of the Regents' Teaching Excellence Awards for Online Teaching.

Sincerely,

Anete Vasquez

Dr. Anete Vásquez

Associate Professor of Curriculum & Instruction Department of Secondary and Middle Grades Education



October 15, 2019 Regent's Teaching Excellence Award for Online Teaching

Dear Awards Committee,

It is my distinct pleasure to write this letter of support of Dr. David Glassmeyer's nomination for the Regents Teaching Excellence Award for Online Teaching. As a former awardee and as David's Bagwell College of Education colleague, I am impressed with the quality and dedication David has invested in his online courses and students. Many of my own graduate students and advisees seek out his courses and praise the learning experience he facilitates. He has a reputation for being responsive to his students and providing timely in-depth feedback on projects and assignments.

His student engagement strategies are varied and include the typical tools of email and phone meetings; however, he also goes above and beyond by providing optional one-on-one meetings with learners for personalized support following his 13-15 synchronous class sessions each semester for each course. I recently observed one of these synchronous class sessions, in which he incorporated several online student engagement strategies including collaborative learning, breakout rooms, and student presentations, which resulted in collective enthusiasm and impromptu discussions about connections to their own K-12 classroom experiences. Students were able to discuss challenging topics relevant to their learners including stereotypes and adolescent social pressures, while still connecting it back to the course content of mathematics teaching. I can see that David is preparing these teachers to not only effectively teach mathematics, but to also connect in a relevant manner with 6-12th grade learners.

David has shown great concern for the accessibility of his courses by incorporating Universal Design principles, achieving high scores on the Quality Matters rubric, and by depending mostly on Open Educational Resources (OER). In his MAED 7701 course, he has offered his learners a collection of free online textbooks making his course both in-depth and affordable. However, MAED 7701 is not the only course he has put online, made accessible, and incorporated OER. In efforts to support his department in putting the Ed.S. in Secondary Education for Mathematics and the Ed. S. in Middle Grades Education fully online, he designed MATH 7495 and MATH 7595 to be fully online and take advantage of OER.

In addition to observing David's online courses, I have also served with David on dissertation committees for students within my own department who are completing the online Ed.D. in Instructional Technology but require his guidance and expertise in mathematics education. His feedback and suggestions are in-depth and very specific. He engages with our online students just as seamlessly as he does face-to-face students, resulting in high-quality dissertations no matter the preferred modality of engagement.

David's efforts and passions in preparing educators to teach math using blended and online modalities make him an exceptional candidate for recognition. For this reason, I encourage you to consider his application as he has convincingly demonstrated a remarkable commitment to fostering the academic success of KSU's online students.

Sincerely,

Alga

Anissa Lokey Vega, Ph.D. Online Teaching Certificate/Endorsement Coordinator Personalized Learning Certificate/Endorsement Coordinator Department of Instructional Technology Bagwell College of Education Kennesaw State University 2017 USG Faculty Awardee for Excellence in Online Teaching Boston University Wheelock College of Education and Human Development

Dr. Aaron Brakoniecki Program Director & Lecturer, Mathematics Education Faculty Director, BU Consortium Council 2 Silber Way, Office 702 Boston, Massachusetts 02215 617-353-4226 brak@bu.edu



October 21, 2019

To the Regents' Teaching Awards Committee:

My name is Dr. Aaron Brakoniecki and I am a lecturer and program director of the Mathematics Education program at Boston University's Wheelock College of Education & Human Development. I am writing to strongly recommend your consideration of Dr. David Glassmeyer at Kennesaw State University for the Regents' Teaching Excellence Award for Online Teaching. I have had the pleasure of working with Dr. Glassmeyer over the past 4 years and have actually been able to join him for several meetings of his online classes. I believe him worthy of recognition for his online classes and the classroom environment he creates that is supportive of all learners.

As part of my own work as a mathematics educator, I also teach online classes, and can appreciate the time and effort it takes to adapt and reimagine the classroom for the online space. One of the biggest challenges facing online classrooms is the challenge of creating a classroom community that can provide a supportive learning environment for students who are not in the same space. This space is crucial so students can be challenged to rethink their own conceptions about mathematics, and the work that goes into becoming an effective teacher of mathematics. When I have observed David's online classrooms, I was immediately struck with the ways in which he intentionally created opportunities for students to network, share, and critique each other in safe and supportive ways. David had students break into smaller private groups where teachers were able to talk about their practice, classroom assignments, readings, and activities. Further, David was able to listen in on these conversations and dynamically reshape whole discussions based on the work done in these smaller groups.

My work with Dr. Glassmeyer also includes research into the teaching and learning of mathematics. Many teacher education programs strive to incorporate research-based practices for their prospective teachers, and this is something that I have seen David do, and know he continues to do. Our research has uncovered new lessons about the teaching and learning of mathematics content, and how to help teachers develop their own understanding of this content. David has integrated many of the insights from our projects into his own instruction, bringing the new knowledge of mathematics education research to bear on his own classrooms.

Dr. David Glassmeyer is a fantastic mathematics education faculty member, and an asset to the work that we do. He has been a terrific colleague and a regular, thoughtful and productive contributor to the research, teaching and service within the field. I believe David is a shining example of how teaching and learning in new technological environments can be done effectively and in ways that enhance student learning. Please let me know if I can expand upon any of the above points.

Sincerely,

aron Brakonischi

Aaron Brakoniecki, Ph. D. Lecturer, Mathematics Education Program Director, Mathematics Education Boston University's Wheelock College of Education & Human Development

To: Regent's Teaching Excellence Award for Online Teaching

As a mathematics educator and researcher, I have known Dr. David Glassmeyer since 2015 when I saw him present research at an international mathematics education conference. Dr. Glassmeyer and I have been able to stay in contact since then because of his participation in international conferences, some of which have been about successful online teaching.

From these presentations and interactions, I learned about Dr. Glassmeyer involvement in teaching online courses for mathematics teachers. Earlier this year I contacted him to talk about online courses. He gave me an overview of his way of proceeding online seminars and a deep insight into important elements for creating an effective online learning course. It became clear that he has a rich knowledge of theory for that, combined with reflective experience in teaching online.

After learning about his style of synchronous meetings, I asked if I could observe one of his classes, which he said he was happy to have me. As a guest I participated at one of his online classes in June 2019. This seminar had a clear structure for the participants and in a very impressive way Dr. Glassmeyer showed how beneficial an online seminar can be. As a big problem for online teaching is the spatial division can lead the participants to be not fully engaged with the content of learning. By choosing different methods like group discussions and presentations in the plenum, he involved all participants in an active mode. The course materials included were video of middle school students solving a proportional reasoning problem as well as their written work. The teachers in his online course analyzed student solutions and discussed considerations for their own teaching. This structure was effective in achieving the intended goal of the lesson, had an impact on teachers, and was extremely appropriate within an online environment. All participants were well prepared by reading the text given in advance on which the seminar was built up.

Learning Dr. Glassmeyer's online teaching methods has impacted my job as consultant for the authority of school administration in Lower Saxony, Germany. In this role I am responsible for organizing seminars for mathematics teachers in the context of professional development. I shared with my colleagues details of how online courses for math teachers could be delivered, which was a result of talking, observing, and learning from Dr. Glassmeyer. Until now, we don't organize this with elements of blended-learning, but we are on our way to change now. Dr. Glassmeyer has also had an impact on my colleagues at the University of Braunschweig, Germany. After sharing information about Dr. Glassmeyer, one math education colleague, Dr. Matthias Müller, invited him to visit and present at our university in summer 2019. During the visit, they discussed details of online education, so his influence at my university continues.

Your university and state should be proud of the international impact Dr. Glassmeyer is having on how online teaching can support math teachers.

all

Jan Block

To Whom it May Concern,

I am writing to recommend Dr. David Glassmeyer for the Regents Teaching Excellence Award for Online Teaching. I took four classes with Dr. Glassmeyer while earning my M.Ed. in Middle Grades Education at Kennesaw State University from 2017-2019.

One of the aspects I most appreciated about Dr. Glassmeyer's classes was that they were tailored to the topics and skills that were most relevant to us as classroom teachers. Our assignments were designed to be easily transferable to our own classrooms while also challenging us to examine our underlying presuppositions about mathematics. I found myself integrating course activities into my practice each semester and excitedly sharing articles, tasks, and resources from my courses with colleagues.

Dr. Glassmeyer's classes were also distinct in that he used our online platforms as epicenters of collaboration. While many of my online courses used D2L or Blackboard Collaborate, Dr. Glassmeyer integrated these platforms into the fabric of the course in an uniquely authentic way. He frequently commented on discussion posts and gave detailed feedback on assignments, helping foster a sense of community. He also regularly solicited feedback and would often post extra resources or activities in response. These actions made it clear that he was committed to supporting us both as graduate students and as classroom teachers.

I was especially thankful for this support and the focus on online community as I live abroad. I currently work at the International School of Kuala Lumpur in Malaysia, but while earning my degree worked at Beijing City International School in Beijing, China. Between work and travel, I completed assignments for my M.Ed. from seven different countries. Dr. Glassmeyer was a steadfast supporter of my progress throughout the program and used the tools of online learning to respond to these unique circumstances. For example, the time difference between Beijing and Kennesaw meant that some of our Blackboard sessions occurred while I was teaching, but I could still follow the course as all of the sessions were recorded.

This flexibility was important as the synchronous sessions on Blackboard were key aspects of all of Dr. Glassmeyer's courses. Dr. Glassmeyer used these sessions to model how to create a welcoming community and teach mathematics in a meaningful way. Using the tools and features of Blackboard, we were able to break in and out of small groups as we worked on rich problem-solving tasks, simultaneously having the student experience of completing the task while also having Dr. Glassmeyer model the teacher's role of organizing groups, soliciting feedback, and navigating tough questions.

Without a strong online program and the support of Dr. Glassmeyer, it would have been impossible for me to earn my degree while living abroad. His classes have had a profound impact on my practice, and I am thankful to count myself as one of his students.

Sincerely,

Inthen

Tori McClanahan M.Ed. in Middle Grades Education, Kennesaw State University (Spring 2019) Grade 8 Math Teacher- International School of Kuala Lumpur vmcclanahan@iskl.edu.my Karl Mercer Principal

Molly Bradley Becki Britten Jen Daniel Tony Norce Matt Woodley Assistant Principals



West Forsyth High School 4155 Drew Road Cumming, GA 30040 PH: (770) 888-3470 Samantha Bradley Assistant Administrator

> Kathy Evans Graduation Coach

> Allison Rinehart Head Counselor

Brett Phipps Athletic Director

Monday, October 21st, 2019

To the USG Office of Academic Affairs,

I am writing this letter of recommendation in enthusiastic and wholehearted support of Dr. David Glassmeyer's nomination for the Regents' Teaching Excellence Award for Online Teaching. As a graduate student at Kennesaw State University enrolled in the Ed. S. in Secondary Grades Mathematics program, I have found Dr. Glassmeyer's teaching and guidance to be an invaluable asset. He sincerely embodies the ideal of great online pedagogy and has set an excellent example for other educators.

I have recently taken two classes with Dr. Glassmeyer: MAED 7719 (Technology & Math) and MAED 7751 (Mathematics Teaching & Learning). Of the many online courses I have taken, his two courses clearly stand out in my mind as having a direct impact on my own teaching practices. Our online class meetings were vibrant, full of interesting activities and rich discussion that stayed with me well after class was finished. Though many online courses don't engage in much pedagogy beyond read-and-respond and are forgotten soon after, Dr. Glassmeyer's courses practiced what they preached, engaging us in a way that would leave a lasting impression on us as students and educators. Beyond engaging us in the content, his classes gave us a feeling of community that is so often absent in online learning environments.

A few of my coworkers were in my cohort along with me, and after our first class with Dr. Glassmeyer, he had made such a strong impression on us that we made it a point to schedule future classes with him because we knew we would be learning content and gaining resources that we could immediately apply to our own work in the classroom. Dr. Glassmeyer went beyond his responsibilities as a course professor to encourage us to start a student organization, in order to help us as online graduate students to feel more connected and engaged with the campus community. This new student organization will also help graduate students like me to be able to secure funding for professional development opportunities that might not have otherwise been available. Dr. Glassmeyer is truly a leader in online education, and I could think of no worthier candidate for this award.

Kind regards,

Amanda H. Smith Mathematics Teacher

FATEN THABET

October 20, 2019

To Whom It May Concern:

It gives me great pleasure to write this letter of recommendation for Doctor David Glassmeyer. I have had the honor of taking two online graduate-level classes with Dr. Glassmeyer at Kennesaw State University.

During my master's program, I took a variety of online classes but Dr. Glassmeyer left the most impact on me and my career. Many online classes just provide online discussions, and don't work to connect the students. Dr. Glassmeyer always went out of his way to ensure that every student interacted with and got to know one another. Instead of just assigning articles and homework, Dr. Glassmeyer integrated many interactive tasks in the classes. He used softwares like Desmos and GeoGebra to help present and reinforce mathematical concepts. Rather than just assigning any form of math work, we read and discussed articles that emphasize mathematical concepts before applying the concepts. For instance, we read an article on the power of the equal sign and how students interpret it before working on a related task.

Taking these online classes with Dr. Glassmeyer really changed my perspective of how to view many mathematical concepts. I learned to think outside of the box when approaching new content and how to introduce these ideas to my students. I learned from his teaching methods and started to apply them in the classroom. I always try to engage my students with real world application just Dr. Glassmeyer did.

I am so thankful for Dr. Glassmeyer's teaching because of the impact it has had on me and my career as a high school math teacher. I've won awards and gotten recognition for my teaching methods, that were inspired and guided by Dr. Glassmeyer.

In conclusion, I would highly recommend Doctor David Glassmeyer for the USG Regent's Teaching Excellence Awards for Online Teaching. His teaching is just one of many things that make him the perfect recipient of this award. If you need any additional information, feel free to contact me at taten.thabet@cobbk12.org.

Sincerely,

Faten Thabet Mathematics Teacher Campbell High School



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J. Mark Smith *Principal*

Dr. Brian V. Hightower Superintendent of Schools

To Whom It May Concern,

It is an honor and a privilege to recommend Dr. David Glassmeyer for the USG Regents' Teaching Excellence Awards for Online Teaching.

I first met Dr. Glassmeyer as a student in the doctoral program at Kennesaw St. University. I was fortunate enough to have him for multiple classes. Dr. Glassmeyer was a professor who taught me more than just content. His classes allowed me to explore presented content in a way that I could build on my own current knowledge. Online lessons and assignments were opportunities for me to explore situations and learn about different approaches and strategies to learning.

Dr. Glassmeyer served as the chair for my dissertation committee. He facilitated my growth as a student and as a researcher through his knowledge, professionalism, encouragement and willingness to always be available. Nearly every week for two years, he guided me. At every step, he challenged me while giving me the confidence to face those challenges. All of this was accomplished through an online format that allowed me the flexibility to attend to my profession and my family, while still holding to a high level of rigor. We worked together to publish an article in the Journal of Mathematics Education Leadership for the National Counsel of Supervisors of Mathematics. The work was accepted and presented at the Annual Conference of the Georgia Council of Teachers of Mathematics in Rock Eagle, GA and at the Annual Meeting and Exposition of the National Council of Teachers of Mathematics in San Diego, CA.

Dr. Glassmeyer is a top-notch instructor, mathematician, researcher, and professional. However, it is the personal touch and the positive relationship he established that set him apart. He cared about me as a student and truly wanted me to succeed. He pushed me to move out of my comfort zone in a way that allowed me to grow beyond what I thought was possible.

If I can be of any further assistance, please don't hesitate to contact me.

Sincerely,

Joel a. Roth

Dr. Joel A. Roth Assistant Principal joelaroth@gmail.com (814) 221-8916

Chris Bennett Assistant Principal • Meagan Biello Assistant Principal Dr. Dan Gagnon Assistant Principal • Nancy Henson Assistant Principal • Dr. Joel A. Roth Assistant Principal



Summary: How the portfolio evidence aligns with award criteria

- 1. Strong commitment to quality online teaching and learning
- Making "exceptional contributions" to quality online teaching by leading the conversion to an online program, developing coursework, and service work (Dr. Vásquez's letter).
- Being dedicated to high-quality teaching, mentoring, and interaction with graduate students in other programs (Dr. Vega's letter).
- Winning teaching awards from online students (Dr. Sanchez's letter, C.V.).
- Impacting students because of the quality of online teaching (all 4 student letters).
- 2. Online teaching practices result in student engagement, satisfaction, and effectiveness
- Engaging students through high-quality, research-based math teaching practices (Dr. Sanchez).
- Quantitative evidence from course evaluations and qualitative evidence from student comments about high engagement, satisfaction, and effectiveness (Dr. Vásquez).
- Using excellent student engagement strategies in online education (Dr. Vega).
- Ensuring students success through online teaching practices (Teaching Artifacts 1 and 2).
- Impacting teachers' classroom practice (student letters from Ms. Thabet, Ms. McClanahan, and Ms. Smith).
- 3. Demonstrates extraordinary commitment online students beyond the virtual classroom
- Demonstrating extraordinary commitment by developing rapport with students and going above expectations of an online instructor (Dr. Vásquez).
- Going "above and beyond" typical expectations for online instruction (Dr. Vega).
- Researching online teacher education, producing publications and 17 presentations (C.V.).
- Helping other mathematics teacher educators in their online teaching and making impacts beyond Georgia (Dr. Brakoniecki, Mr. Block).
- Supporting students living abroad in online graduate programs (Ms. McClanahan).
- Leading the creation of a KSU student organization to support online students and serving as the faculty representative of the organization (Ms. Smith).
- Providing exceptional doctoral mentorship (Dr. Roth).
- Leading graduate research projects beyond the dissertation and securing funding for graduate student conference travel and classrooms (Teaching Artifact 3, Ms. Smith).
- 4. Examines methods of assessment to inform teaching practices and reshape online courses
- Using research-based approaches when planning, enacting, evaluating, and revising courses based on data (Reflection, Teaching Artifact 1).
- Being flexible and accommodating to student needs (Dr. Sanchez, Ms. McClanahan).
- Developing needed online activities, collecting data while implementing, then using data to influence future implementation (Dr. Brakoniecki).
- 5. Uses interactive strategies to promote collaboration among students
- Using synchronous meetings to support online collaboration (Teaching Artifact 1, Ms. Smith).
- Intentionally creating opportunities for collaboration (Dr. Brakoniecki, Mr. Block).
- Creating "epicenters of collaboration" to foster a sense of community (Ms. McClanahan).
- 6. Exhibits a high level of instruction by using standards set by the USG
- Using high standards in courses as determined by Quality Matters, Universal Design Principles, and using Open Educational Resources (Dr. Vega).
- Exhibiting national math teaching standards in online instruction (Reflection, Dr. Sanchez).
- Being a "shining example" of online research-based instruction (Dr. Brakoniecki).