# FACET Candidate Information

## Candidate Information

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|------------|-------------------|-----------------|-----------------
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| IU Campus  | Columbus          | Campus Email    | jmconner@indiana.edu |
| First IU Full-time Teaching Faculty Year | 2003            |                 |                  |

## Department Chair Information

<table>
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<tr>
<th>First Name</th>
<th>Cathy</th>
<th>Last Name</th>
<th>Brown</th>
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<td>Office Phone</td>
<td>812.348.7275</td>
<td>Office Address</td>
<td>4601 Central Ave., Columbus, IN 47203</td>
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<td>Campus Email</td>
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## Dean Information

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<th>Marwan</th>
<th>Last Name</th>
<th>Wafa</th>
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## Nominator Information

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<th>Last Name</th>
<th>Walcott</th>
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## Peer Reviewer 1 Information

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## Peer Reviewer 2 Information

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<tr>
<td>Office Phone</td>
<td>304 Marillac Hall, University of Missouri - St. Louis, 1 University Blvd., St. Louis, MO 63121 314)</td>
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IU Campus

516-4894

University of Missouri-St. Louis (Dr. Husbye was a colleague at IUPUC when he provided me with feedback on my teaching.)

Campus Email

husbyen@umsl.edu

Date Merged: 11/19/13
Jennifer Conner-Zachocki: FACET Application Dossier

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Teaching Philosophy

My pedagogical and curricular decisions are guided, in large part, by what I believe to be two fundamental truths – that education is a sociopolitical endeavor, and that teaching is an ethical act. I have a decision to make each time I walk into the classroom. I can sanction society’s “official knowledge” without question, or I can help my students better understand the sociopolitical nature of knowledge and the ways in which power and politics influence what we know, how we know it, and what knowledge we value. The former does little more than reify the current power structures within society; the latter empowers students to question and challenge their own assumptions and better positions them to become change agents. As such, critical constructivism (Kinchenloe, 1991), which helps students develop a new relationship with knowledge and knowledge production, is a central theoretical referent for my own practices.

Constructivism as a learning theory has been widely accepted throughout the educational community as an alternative to the behaviorist view that learning is the absorption and reproduction of knowledge. Whereas a general constructivist perspective focuses on how people create knowledge, through their interactions with each other, critical constructivism raises questions about the social, political and historical influences on knowledge construction – and therefore, on what/whose knowledge is valued and why.

In order to better elucidate how constructivism impacts my teaching, I’ll provide an example from one of my courses. I am a language educator and, as such, my primary responsibility is to support preservice teachers in better understanding how to “teach reading.” Policy makers have sanctioned one set of understandings about what it means to “read” – which largely emphasizes the basic skills of phonetic decoding and fluency. In order to adhere to the professional standards to which I’m responsible, I need to create experiences that help my students develop this sanctioned knowledge. Ethically, however, I have the responsibility to help students understand possible sociopolitical factors that have resulted in policy makers prioritizing this skills-based approach to reading. Clearly, developing these understandings is a process. But I begin that process with an activity that invites students to consider, “What does it mean to read?” using the following text:

![Jif Ad](image-url)
I start by asking students to do a “quick write” – to jot down their ideas about what it means to “read” this text. After a few minutes, I invite students to get into small groups, share their responses, and compile a master list of ideas. I walk around the room, listening in on discussions and asking questions to scaffold idea generation and clarify existing knowledge.

As a class, groups share their ideas. Those ideas inevitably include the need for a reader to “understand” the text, which students usually equate with “retelling.” At this point, I send them back to their groups and challenge each group to write a retelling of this text. We then reconvene as a large group and work on coming to a consensus about what a retelling might sound like. (This semester my students decided on this, which I wrote on the whiteboard – “A mom who thinks carefully before making a selection selects Jif Peanut Butter.”) Students are usually uncomfortable with their retelling, as they were this semester, insisting that it doesn’t really demonstrate an “understanding” of the text at all. When completing this activity this semester, I turned the whiteboard over to my students at this point, asking the ten of them to work together to reconstruct the statement on the board so that it represented what they would expect a reader to be able to tell them if that reader truly “understood” the text. I stood back as they discussed and jointly worked on rewriting their statement, a process that resulted in this: “A mom who thinks carefully about the decision that she makes for her family (i.e., a good mom) buys Jif, and if you’re a good mom, you will too.” I then asked them if this new version demonstrated a “good” understanding of the text. Students concluded that this, too, fell short, explaining that a “good reader” would be able to identify that the text is trying to get them to believe something that isn’t necessarily true. This was a wonderful start! It helped students reflect on some of their own assumptions about what it means to “read,” and begin to challenge those assumptions – co-constructing new understandings with classmates.

To push their thinking even more and begin conversations about sociocultural influences on how we “understand,” during the next class period I shared these responses to the Jif text:

- It is considered one of the 15 most sexist ads by a web site (babble.com) developed for and by moms.
- A stay-at-home dad posted this on his blog:

![Image of a blog post titled "Mommy Marketing, A Rant" by Jeremy on August 4, 2011, with a photograph of a mom, and a quote: "It's been a while, but I'm ready to rant. In case you are late to the party, you probably know that I'm a stay at home dad. I am sick of the Mom oriented food marketing that passes off as acceptable advertising. Choozy Mom's choose Jif? Way to half the population, Jif."
I then ask students to consider how these readers are understanding the text and why.

A critical constructivist perspective permeates my teaching and teaching-related endeavors, as evidenced by my teaching vitae. I’ve mentored three students as they’ve engaged in action research, the systematic investigation of an issue salient to a teacher’s specific working context. Action research positions teachers as empowered knowers (Cochran-Smith & Lytle, 2009), professionals (Sagor, 2011), and change agents (Hollingsworth & Sockett, 1994). In this role, they become knowledge-producers, not knowledge-consumers. Using action research to empower teachers and help mitigate those practices in schools that tend to alienate historically disenfranchised groups of students was also the central focus of a five-year teacher development project entitled the Indiana Reading Academy Project, for which I was the Curriculum Coordinator.

Two of my courses at IUPUC were also specifically designed around a critical constructivist curriculum. My L400 course (Issues in Language Education) was designed to support students with critical literacy practices – those that empower readers to identify and confront hidden meanings and agendas in texts. My L441 course (Socio-Pyscholinguistics for Teachers of Readers) supports students in making sense of what it means to understand how we use language to establish our own identities and take on particular social roles that others will recognize.
References


Learning Episode and Reflective Narrative

Description of the Learning Episode/Teaching Situation

The learning episode I will describe was embedded in my Methods of Teaching Reading (E340) course. This is a required course for pre-service elementary education teachers and is designed to prepare them to work with intermediate grade (grades 3-6) readers.

Each semester my E340 students engage in literature circles – student-led book clubs in which students choose their own books, form small temporary groups based on book choice, decide how much they will read of their books for each literature circle, and engage in student-led conversations about their books at each meeting (Daniels, 2002). In the fall of 2011 I began inviting literature circles to create digital magazines based on their books. Each literature circle translates their book into a magazine using digital technologies. This process of transforming content from one sign system to another is called transmediation (Siegel, 2006). My purposes for developing the digital magazine project that semester were threefold: (a) to engage my students in what are often referred to as 21st century literacy practices, (b) to instill in them an understanding of/appreciation for the importance of these practices in a global society, and (c) to provide them with a model for how they might engage their own students in these practices. In particular, the project emphasizes the following 21st century literacy practices (NCTE, 2013), among others.

- Evaluate/use digital tools/resources that match the work one is doing.
- Design/share information that meets the needs of a particular audience.
- Communicate information/ideas in a variety of forms.
- Synthesize information from a variety of sources.

While I was curious to see students’ magazines, I decided I would only assess their individual reflections. They would allow me to determine students’ understandings of 21st century literacy practices, and of the strengths and limitations of the magazine project to engage learners in these practices. The reflection assignment description asked students to reflect on, among other things, the following:

- The strengths/limitations of the project to provide opportunities to engage learners in the 21st century literacy practices emphasized by the project.
- Their own abilities to engage in these practices as evidenced by both their experiences completing the projects and by their magazines themselves.

Recognition of a Need for Change

A lot went well during that first semester of the Magazine Project – but it was also apparent that there were some needed changes. I’ll focus here on just one of those changes, on the evidence on
which I relied to identify the need, and on the changes that I made the subsequent semester to address the issue.

The problem emerged when I compared students’ reflections with their magazines. Quite simply, the statements that students made in their reflections about their abilities to “design and share information that meets the needs of a particular audience” were generally not supported by the students’ magazines themselves. According to students’ reflections, all 15 of them felt that they were proficient in this practice. In providing evidence in their reflections to support their assertions, 12 of 15 of them talked about nothing more than their abilities to identify topics that would appeal to their audience. For example, one group read the book The Road, by Cormac McCarthy, a post-apocalyptic story in which cannibalism becomes a way in which some groups of people in the book survive. This group created a magazine entitled “Kickin’ Ash.” They cleverly (and rather sordidly) chose the cannibals as their magazine’s audience. The purpose of the magazine, according to the group, was to help the cannibals find ways to catch and prepare their “food.”

With regards to his ability to engage in the practice of designing a product to meet the needs of a specific audience, one member of this group wrote in his reflection:

One practice that I’m skilled at is designing and sharing information that meets the needs of a particular audience... I came up with many of the topics of the articles, keeping in mind the interests and needs of the cannibals. These included articles about how to survive in the wilderness, how to track people, and how deep of a hole you need to dig in order to bury your extra meat before your [sic] ready to eat it so that it doesn’t rot. These all meet the need [sic] and interests of the audience.

While the topics of the magazines’ articles were generally appropriate for and would likely be non-offensive to their readers, the magazines tended to lose sight of their audiences in other important ways. For example, all five magazines submitted that semester (including “Kickin’ Ash”) demonstrated that students were not (or were not consistently) attending to the messages that they were sending by the ways in which they were engaging non-linguistic modalities (Edwards-Groves, 2011; Kress, 1998). There were numerous instances in which non-linguistic modalities (e.g., colors, images, fonts, font sizes) were under-utilized or poorly engaged as a way to help communicate, support, or enhance messages sent by linguistic texts. Also, from a sociocultural interpretive framework, messages that three of the magazines sent would almost certainly have offended some of their readers in that they did not represent an attempt at being inclusive, and or at keeping the realities of their audiences in mind. Two examples are provided below to illustrate these concerns.
Example #1:

**Magazine:** “Kickin’ Ash” (See above for information about the novel this magazine is based on, and the magazine’s audience and purpose.)

**Text:** Two-page layout of an article entitled “Wilderness Survival.”

**Concerns:** Non-linguistic modalities (and their lack of inclusion) interfered with and failed to support the message and would likely have disengaged any audience –

- There are no images to help communicate the content of the article. (The piece in the bottom right-hand corner is an advertisement that is unrelated to the article.)
- A lack of headings, the small font, and the long, dense linguistic text is daunting and uninviting.
- The color choices (i.e., black text on a dark-red background) make the words very difficult to read.

Example #2:

**Magazine:** “Parenting Ever After” (This magazine is based on *After*, by Amy Efaw, a book about teenage pregnancy; the main character is a young, underprivileged white girl who abandons her baby after it is born.)

**Magazine Audience:** Underprivileged pregnant teenage girls.

**Magazine Purpose:** To help readers care for themselves, prepare for the births of their babies, and make informed decisions about whether to keep their babies or give them up for adoption.

**Text:** Two-page layout of an advertisement called “Lily’s Downtown Photography.”

**Concerns:** Failed to adequately represent all members of its audience and included content that would not likely appeal to its readers –
• Disadvantaged pregnant youth who are trying to decide whether to give up their babies for adoption are not likely looking for perspective photography studios for expensive baby photos.

• The ethnicities of the babies in this picture are not representative of the ethnic diversity of the readership. In fact, of the seven different photos of people included in the entire magazine, all of them are of white people.

In addition to “Parenting Ever After,” two other magazines developed that semester were intended for an audience that ostensibly included all ethnic and racial groups. The second magazine included a total of 11 images of people. Of those, nine were of white people. The third included 12 images of people of which ten were white.

**Description of Approach Taken to Improve Student Learning**

The subsequent semester I made two significant changes to the project:

1. I developed a rubric for assessing the product itself, which included the following three dimensions:
   
   The magazine reflects an understanding of:
   
   • the social/cultural/historical norms of a the magazine genre and how those influence product development.
   
   • the impact of non-linguistic modalities on the message/reader.
   
   • the ways in which unintended messages can be sent to an audience (including but not limited to messages that are unintentionally racist, sexist, classist, etc.), through the inclusion/exclusion of content, that might alienate its audience.

2. I developed learning activities and opportunities that were designed to support my students with the understandings implicit in the three bullet points above.

I engaged students in the following three activities, all of which could be considered a type of magazine genre study.

**Activity #1:**

**Description:** Student groups were invited to pick one of a stack of magazines and identify the audience and purpose of the magazine. Students were encourage to be as specific about the audience as possible, answering questions such as:

• For what races/ethnicities was the magazine developed?
• Is the readership primarily male, female, or both?
• For what age group(s) is the magazine likely intended?
• For what socio-economic group(s) was the magazine developed?
• What else do we know about the intended readership of the magazine?
Students were encouraged to identify specific evidence to support their answers.

**Purpose:** To help students look beyond the topics of the magazine’s articles and consider the ways in which such semiotic tools as images, colors, fonts, and the products/services that were the focus of the different advertisements were carefully designed to appeal to a specific audience.

**Activity #2:**

**Description:** Student groups were invited to tear three advertisements from their own magazines (from activity #1) and exchange them with other groups. Groups then identified ways in which these three advertisements from other magazines were appropriate and/or inappropriate for the audience/purpose of their own magazines.

**Purpose:** To support students with the understanding that whether linguistic/non-linguistic modalities are appropriately designed depends, in large part, on the audience for them.

**Activity #3:**

**Description:** As a class we looked at different texts (including magazine covers, advertisements, and articles) from different magazines and talked about how what we saw (and what we didn’t) might be understood differently from different perspectives, including the perspectives of a(n):

- young black woman
- single mom who struggles to pay the bills each month
- gay couple
- elderly white woman

**Purpose:** To help students construct understandings about sociocultural factors that impact reading comprehension.

All three activities described above, but perhaps most clearly and directly the third one, align with a critical constructivist approach to teaching and learning, which I emphasize in my teaching philosophy statement. Perspective taking helps students develop understandings about the nature of knowledge and how it is impacted by sociocultural factors (Lewison, Flint, & Van Sluys, 2002).

**Assessment Approach Taken to Improve Student Learning**

I relied on individual student reflections and group-developed magazines to identify to what extent the concerns identified in the second section of this paper were addressed by the activities I describe above.
Reflections

Students’ reflections about their abilities to engage in the practice “Designing/sharing information that meets the needs of a particular audience” were much stronger. All seventeen students that second semester talked about and provided examples of their uses of non-linguistic modalities to support the needs and expectations of their readers. Also, all seventeen gave examples of how they engaged colors, fonts, and/or images in a way that reflected the social/cultural/historical norms associated with magazines and with their audiences/purposes. For example, one group read the book *The Help*, by Kathryn Stockett, which tells the story of a white journalist during the civil rights movement chronicling the experiences of black housekeepers. The group created a magazine called “Proud,” which was designed to inform and empower black housekeepers during the civil rights movement. A member of that group explained, when reflecting on the cover of the magazine and the group’s ability to design that cover for their specific audience:

*We only wanted to use two colors, black and red. Black represented the dark side of [the readers’] experiences. These were women who were being completely silenced and discriminated against. The red represented the power and the strength that they had inside them and the power that we wanted the magazine to give them. …We spent a long time looking for a font for the title. It needed to be really strong, bold, and memorable. …At the last minute we added the fist in the letter D because we thought it emphasized the fists that the women on the cover were making.*

Magazines

The magazines suggested that their creators were much more attuned to the ways in which non-linguistic modalities can work with linguistic texts or by themselves to communicate messages. For example, six magazines were submitted that semester, four that were intended for an audience that included all ethnic and racial groups. In three of these magazines, of the images that included people, fewer than half of the pictures were of white people, with the others representing African-American, Asian, and Hispanic-American faces. (Unfortunately, of the eight pictures included in the fourth magazine, seven of them were of white people.)

Reflection

My efforts to support students in response to the concerns identified in the second section of this paper were largely effective. The students’ use of non-linguistic modalities was much more intentional and thoughtful, and most students were more aware of the ways in which choices can send unintended messages that can alienate their audiences. Therefore, they were more
thoughtful about what to include in their magazines. These changes were not surprising, as in the fall of 2011 I had not intentionally engaged students in activities that were designed to raise an awareness of these issues – and in the spring of 2012 I did.

So why did I not support students with these practices in the first place? Because I overlooked something critical – that sometimes teaching a methodology course is not just about preparing preservice teachers to teach. Sometimes teacher educators have to work hard at supporting our students with the very content that they will be supporting their own students with. As I shared above, my focus for this project that first semester was primarily on: (a) engaging my students in 21st century literacy practices (not supporting them with), (b) instilling in them an understanding of/appreciation for the importance of these practices, and (c) providing them with a model for how they might engage their own students in these practices. As such, during the fall of 2011 my students spent much of their time reading, reflecting on, and discussing scholarly articles about 21st century literacy practices and their place in the intermediate grade classroom. That approach was misguided, and in retrospect, seems clearly inadequate.

I just completed my fifth semester of inviting my students to complete the Magazine Project. Over the semesters it has become, I believe, a very strong project that helps students understand the importance of teaching 21st century literacy practices in their future classrooms, provides a springboard for ways to do so, and supports them in improving their own practices. Early in November of 2013 I was invited by a student teacher who had completed this project in the spring of 2013 to observe him teaching a lesson to his fifth grade students that was inspired by this project. It was a very powerful lesson, and I was pleased – to say the least.
References


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CREDENTIALS

Degrees
1999 Ph.D., Language Education, Indiana University, Bloomington, IN
1992 M.A.T., Spanish, Indiana University, Bloomington, IN
1989 B.A., Spanish, Indiana University, Bloomington, IN

Current Position
2010 to Present Assistant Professor of Language Education
Indiana University School of Education
Indiana University Purdue University of Columbus
Columbus, IN

COURSES TAUGHT IN THE LAST TWO YEARS

Fall, 2013
L490, Research in Language Education (Independent Study Course)
Enrollment: 2 Undergraduate Students
No student evaluation data available until December, 2013

E341, Methods of Teaching Reading 2 (Hybrid)
Enrollment: 25 Undergraduate Students
No student evaluation data available until December, 2013

E340, Methods of Teaching Reading 1 (Lecture)
Enrollment: 10 Undergraduate Students
No student evaluation data available until December, 2013

Summer, 2013
X470, Socio-Psycholinguistics for Teachers of Reading (Online)
Enrollment: 8 Undergraduate Students

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### Spring, 2013

E341, Methods of Teaching Reading 2 (Hybrid)
Enrollment: 12 Undergraduate Students

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E340, Methods of Teaching Reading 1 (Lecture)
Enrollment: 25 Undergraduate Students

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### Fall, 2012

E341, Methods of Teaching Reading 2 (Hybrid)
Enrollment: 17 Undergraduate Students

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E340, Methods of Teaching Reading 1 (Lecture)
Enrollment: 12 Undergraduate Students

<table>
<thead>
<tr>
<th>FA12 E340 n=12</th>
<th>Evaluation Statement</th>
<th>Mean Score</th>
<th>Mode Score</th>
<th>Avg. Dev.</th>
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<tbody>
<tr>
<td>1.</td>
<td>Evaluate the instructor</td>
<td>4.9</td>
<td>5</td>
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<tr>
<td>2.</td>
<td>Evaluate the course</td>
<td>4.7</td>
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<tr>
<td>3.</td>
<td>Invitation to students to ask questions and share ideas</td>
<td>4.9</td>
<td>5</td>
<td>0.3</td>
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<tr>
<td>4.</td>
<td>Eagerness to help students make progress</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
</tr>
<tr>
<td>5.</td>
<td>Knowledge of the subject matter</td>
<td>4.9</td>
<td>5</td>
<td>0.3</td>
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## Summer, 2012
X470, Socio-Psycholinguistics for Teachers of Reading (Online)
Enrollment: 14 Undergraduate Students

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<td>3. Invitation to students to ask questions and share ideas</td>
<td>4.6</td>
<td>5</td>
<td>0.9</td>
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<td></td>
<td>4. Eagerness to help students make progress</td>
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<td>5</td>
<td>0.4</td>
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<tr>
<td></td>
<td>5. Knowledge of the subject matter</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
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## Spring, 2012
L400, Issues in Language Education (Lecture)
Enrollment: 6 Undergraduate Students

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<td>2. Evaluate the course</td>
<td>5</td>
<td>5</td>
<td>0.0</td>
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<tr>
<td></td>
<td>3. Invitation to students to ask questions and share ideas</td>
<td>5</td>
<td>5</td>
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<tr>
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<td>4. Eagerness to help students make progress</td>
<td>5</td>
<td>5</td>
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<td>5. Knowledge of the subject matter</td>
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E340, Methods of Teaching Reading 1 (Lecture)
Enrollment: 17 Undergraduate Students

<table>
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<tr>
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</thead>
<tbody>
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<td>E340</td>
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</tr>
<tr>
<td>n=12</td>
<td>2. Evaluate the course</td>
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<tr>
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<td>3. Invitation to students to ask questions and share ideas</td>
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<td>4. Eagerness to help students make progress</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
</tr>
<tr>
<td></td>
<td>5. Knowledge of the subject matter</td>
<td>4.8</td>
<td>5</td>
<td>0.4</td>
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## EVIDENCE OF PEER MENTORING

### Fall 2013
**Provided Course Content Support.** Engaged in bi-weekly conversations with IUPUC colleague who was teaching a literacy methods course for the first time in order to support her efforts.
- Identified texts for her students to read
- Suggested student activities
- Gave feedback on her descriptions and reflections of course events
Fall 2013  **Panelist on IUPUC’s “Banned Books” Annual Panel.** Was an invited panel member on the IUPUC “Banned Books” panel. Introduced audience (of mostly educators) to critical literacy practices using banned books.

Fall 2013  **Provided Course Planning Support.** Over the course of a semester, supported an adjunct professor who would be teaching a course new to her in the spring of 2013 by assisting in identifying materials for the course and with technology support.

Summer 2013  **Provided Technology/Pedagogical Support.** Over the course of four weeks, taught a colleague how to use Weebly.com to create a web site to support her online course. Supported colleague in developing an online course that had previously been a traditional course.

2010 – 2013  **Peer Observations.** Observed colleagues teaching and provided feedback based on observations.

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**EVIDENCE OF STUDENT MENTORING**

2012-2013  **Faculty Mentor for Student Action Research Project:** “Increasing Middle School Student Self-Efficacy in Math: How Technology Might Help”
- Co-wrote proposal for IUPUC Office of Student Research Grant with student (Outcome: Grant Awarded - $1000)
- Co-wrote IRB protocol with student
- Supported student with design/implementation of research and data analysis

February, 2013  **National Conference Presentation with Student**
*J. Sherman, Elementary Education Major, Ed. Tech. Dual License*
Association of Teacher Educators (ATE), San Antonio, TX.
Presentation Title: Improving pre-service teacher preparation to engage in meaningful student assessment: A practical framework using digital teacher work samples
- Co-developed presentation (with other faculty)
- Co-presented (with other faculty)

February, 2013  **National Conference Presentation with Student**
*D. Dias, Elementary Education Major, Reading Dual License*
Association of Teacher Educators (ATE), San Antonio, TX.
Presentation Title: Using fan fiction to prepare pre-service teachers to support K-12 students with 21st century literacies.
- Co-developed presentation
- Co-presented
2012-2013  **Faculty Mentor for Student Action Research Project:** “Engaging First Grade Students in Critical Literacy”  
- Co-wrote proposal for IUPUC Office of Student Research Grant with student (Outcome: Grant Awarded - $1000)  
- Co-wrote IRB protocol with student  
- Supported student with design/implementation of research and data analysis  
- Co-collected data with student  
- Co-presented with at the spring, 2013 Office of Student Research Grant Recipient Conference

2011-2012  **Faculty Mentor for Student Action Research Project:** “Multi-Modal Composition in a 4th Grade Classroom”  
- Co-wrote proposal for IUPUC Office of Student Research Grant with student (Outcome: Grant Awarded - $1000)  
- Co-wrote IRB protocol with student  
- Supported student with design/implementation of research and data analysis  
- Co-collected data with student  
- Co-presented with at the spring, 2012 Office of Student Research Grant Recipient Conference  
- Co-authored journal article detailing student’s experiences

2009 to 2010  **Sophomore Retention Program, Faculty Advisor**  
- Attended monthly meetings with director and other faculty advisors  
- Met bimonthly with two student senior advisors to academically at-risk sophomores  
- Advised students senior advisors regarding their support of the five at-risk sophomores with which each had been matched  
- Met as a trio with student senior advisors and sophomore advisees when meetings were requested/needed

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**EVIDENCE OF PARTICIPATION IN PROFESSIONAL DEVELOPMENT RELATED TO TEACHING**

**Workshops/Training**

**November, 2013**  
**“Digital Storytelling: Introduction to the Pedagogy”**  
*Half-Day Workshop, IUPUC, Columbus, IN*  
Workshop introduced participants to digital storytelling and how it can support/extend student learning.

**June 11-15, 2012**  
**Problem-Based Learning Academy**  
*Five-Day Workshop, New Tech High School, Columbus, IN*  
Workshop provided instruction/scaffolding in ways to support K-16 learners with problem based learning.
May 24-26, 2012  
**James Gee’s Emerging Digital Media and Learning Working Meetings**  
*3 Two-Day Working Meetings in Phoenix, AZ (By Invitation)*

In 2011, I was invited by James P. Gee (Professor of Literacy Studies at Arizona State University), to join a 22-member group of doctoral students and early-career professors to share our experiences with and knowledge about engaging learners with digital technology and to collaborate on new projects that would improve teaching/learning with technology. The group was funded by the MacArthur Foundation.

July 11, 2011  
**MacArthur Foundation’s “Working Examples Design Jam”**  
*One-Day Workshop, MacArthur Foundation Headquarters, Chicago, IL*

Workshop focused on ways to engage in-service and pre-service teachers in collaborative efforts using the WorkingExamples.Org (a web site designed for educators and researchers to collaborate on and share ideas).

Spring, 2009  
**CREDE (Center for Research on Education, Diversity & Excellence) Workshop**  
*Eight-Day Workshop, IUPUI, Indianapolis, IN*

This eight-day intensive workshop introduced participants to the CREDE standards for effective pedagogy and learning, which reflect practices that are particularly effective for linguistic and cultural minority students.

### Attendance at/Participation in Professional Teaching Conferences (Last Two Years Only)

Dec., 2013  
Literacy Research Association Conference  
Dallas, TX

Dec., 2012  
Literacy Research Association Conference  
San Diego, CA.

Nov. 2012  
National Council of Teacher of English Conference  
Las Vegas, NV.

Feb. 2012  
Association of Teacher Educators Conference  
San Antonio, TX.

### LEADERSHIP ACTIVITIES RELATED TO TEACHING

2013 to 2015  
**Lead Editor on a Special Edition of Theory into Practice (TIP)**  
TIP is a journal for practitioners  
2010 to 2012  
**Program Coordinator of the Elementary Education Reading Program**  
- Engaged in curriculum mapping and course alignment with the state reading professional licensure standards.  
- Developed two programmatic assessments.  
- Responsible for on-going data collection and management system.

2010 to 2012  
**Continuous Improvement Council Member**  
CSA Lincoln Elementary School, Columbus, IN  
- Attended monthly meetings to discuss and make progress on school’s continuous improvement plan.  
- Contributed to year-end final reports.

2004 – 2009  
**Indiana Reading Academy Project – Curriculum Coordinator**  
- Co-developed a revised curriculum (developed an action research module) for an online Indiana University graduate course designed for Indiana Reading First teachers and coaches (as part of a partnership with the Indiana Department of Education)  
- Revised and maintained course web site  
- Presented at one Indiana Reading First coaches meeting each year (held in Indianapolis by the Indiana Department of Education) to support coaches with the goals and processes of action research  
- Hired and trained adjunct instructors to teach online courses  
- Co-facilitated monthly meetings to provide support and training for adjunct instructors  
- Met annually with Indiana Reading First director to discuss online course, participant feedback, and possible revisions for course  
- Co-developed the curriculum for an online Indiana University graduate course designed for Indiana Reading First teachers and coaches (as part of a partnership with the Indiana Department of Education)  
- Taught two sections of the online course designed for Reading First teachers and coaches

**TEACHING RELATED PRESENTATIONS**

**Peer-Reviewed Presentations Related to Teaching at Conferences**


Invited Presentations Related to Teaching


TEACHING RELATED PUBLICATIONS

Non Peer-Reviewed Teaching Related Publications


Peer-Reviewed Teaching Related Publications


OTHER RELATED ACTIVITIES

Teaching Award

2013 IUPUC Faculty Award for Excellence in Teaching

Web Sites Developed for Courses and Other Teaching-Related Endeavors


Appendix B

CONTRIBUTIONS TO FACET: INTEREST PROFILE

Your name and campus: Jennifer Conner-Zachocki, IUPUC

Please check all areas from the list that you would have an interest in contributing to FACET:

ORGANIZATIONAL CONTRIBUTIONS: PROGRAM COMMITTEES
- Serve on campus FACET Selection Committee.
- Serve on the Steering Committee.
- Serve on the Annual Retreat Planning Committee.
- Serve on organizing committee for the FACET Associate Faculty & Lecturers Conference.
- Serve on organizing committee for the Indiana Faculty Leadership Institute.
- Serve on organizing committee for the Future Faculty Teaching Fellows Program.
- Help organize a Retired FACET Teachers Network to better serve the goals of FACET.
- Programming Committee
- Serve as Campus Liaison

PUBLICATIONS AND REVIEWS
- Review manuscripts for Journal of Scholarship of Teaching and Learning.
- Review manuscripts for Journal of Teaching and Learning with Technology.
- Publications Committee

RESEARCH AND COLLABORATIONS
- Collaborate on research projects related to teaching and learning.
- Collaborate on grant writing to help fund FACET initiatives.

AWARD COMMITTEES
- Serve on Selection Committee for the P.A. Mack Award for Distinguished Service to Teaching.
- Serve on Awards and Nominations Committee for external awards
- Awards Selection Committee

MENTORING AND STUDENT/FACULTY SUCCESS
- Mentor junior faculty members
- Provide direct tutoring to students.
- Serve as a peer reviewer of teaching.
- Participate in initiatives to enhance minority recruitment, retention, and attainment.

SPEAKING
- Serve as a guest lecturer.
- Participate in the FACET Speakers Bureau.

FINANCIAL: PROPOSALS AND FUND-RAISING
- Assist FACET with development efforts (i.e., fund raising).
- Serve on Grants Committee
- Endowment and Development Committee
- Indiana Faculty Leadership Institute Committee
- Associate Faculty and Lecturer Conference Committee
- Provide volunteer help to the FACET office staff.

Please reflect briefly on how you might contribute to the continued progress of FACET on the reverse of the form. Feel free to suggest an activity not listed here. Once you have completed this form, please return it to your campus Liaison with your completed dossier.
Contributions to FACET: Interest Profile

I would be interested in contributing to any of the areas listed in the Interest Profile, with the exception of “Financial: Proposals and Fund-Raising,” as this is an area in which I have little experience. Of the areas listed, the three about which I am most passionate are: (a) Publications and Reviews, (b) Research and Collaboration, and (c) Speaking.

Publications and Reviews
I have a good deal of experience reviewing proposals and manuscripts for professional conferences and peer review journals, I enjoy the process, and try to be as thoughtful as possible about my feedback to authors. I always learn a great deal from reading the manuscripts and often find that the work I have reviewed helps me think differently about my own practices. I have a special interest in (and have experiences with) using technology to support teaching and learning, so reviewing manuscripts for *Journal of Teaching and Learning with Technology* would be particularly rewarding for me.

Research and Collaboration
Most of my own research focuses on teaching and learning. I enjoy collaborating on research projects and finding new ways to explore factors that impact successful teaching and learning in different contexts. Collaborating with others on research and grant writing who share my passion for ways in which sociocultural factors can impact, for example, student identity, resistance, and agency in the classroom would be really exciting. I believe I have much to contribute to such endeavors.

Speaking
I enjoy public speaking, particularly when my audience is other educators, with whom I can share my experiences and insights, and in turn, learn a great deal from their own. Although I also enjoy helping those outside of my field better understand education, as there is a great deal of misinformation about schools, testing, literacy, etc.

An area not explicitly listed on the interest profile checklist, but that I’m sure is embedded throughout the various opportunities listed is that of technology support. I enjoy finding new ways to do things with technology and feel that my current skills are strong. If my interests and skills related to technology could assist any of the FACET initiatives, I would hope that I might be able to help in some way.