**Evaluation Narrative for the 2023-2024 Faculty Evaluation Cycle**

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This document was created to convey my professional activities as Assistant Professor of Elementary Education at the University of the District of Columbia for the academic years 2023/2024. Operating at the distinguished level, I bring unique experience and expertise in the areas of curriculum and instruction, gifted education, and music education. I am the University’s only full-time faculty member who is qualified to teach music education courses and has expertise in the areas of arts integration and gifted pedagogy. The intention of this narrative is to convey my professional activities and to demonstrate the overriding connection between my teaching, scholarship, and service agendas. My connecting theme for this cycle was growing the inclusion of my students within my scholarship and service. My narrative will conclude with a section detailing how these areas worked in tandem throughout this review cycle.

**Teaching (50%)**

**Academic Agenda**

I looked to my 2022-2023 evaluation rating to help form my academic agenda for this cycle; it encouraged me to provide more evidence of my teaching on student learning. To address this areas of growth, I looked to the evaluation rubric to form my teaching goals. Looking in the “distinguished” category, I formed my teaching goals to align with providing “sufficient evidence of fostering students’ achievement” of objectives as well as documenting “a basis for assessing student engagements to the learning goals.” Finally, I sought ways to show the impact of my “teaching scholarship on peers outside the University.” I will now demonstrate how I reached each of these goals through the lenses of student impact, course design, professional development, and the impact of my teaching scholarship outside of the University.

**Student Impact**

The most meaningful data demonstrating my work as a distinguished educator is through evidence of my impact on students. Students in my EDCI 523 demonstrate their new abilities to implement arts integration in an assignment called [“Monitoring Strategy #5.”](https://www.jsbartee.com/teaching-evidence-1) This assignment requires the students to describe a missed opportunity they observed where arts integration would have made a positive impact on learning. The students then need to discuss a possible arts integrated activity they could implement in a similar teaching situation. Additionally, students in my courses take a pre- and post-assessment survey where they are asked about key material from the course. The [data](https://www.jsbartee.com/teaching-evidence-1) shows great leaps in understanding. In a final reflection, one student in ELED 461 stated:

Arts integration is engaging and motivating for students and while I was learning to motivate my students, I was being motivated as well. With arts, I was able to communicate with my peers, share experiences, and create ever-lasting memories and I would want my students at school to feel the same. This class was amazing, and I can’t wait to share all that I’ve learned. Before completing this course, arts integration was non-existent in my mind.

One of my Practicum I students wrote me an email that stated, “So much that was taught I have already begun implementing in my classroom and will continue to do so in the future.” Another student emailed me saying, “I just wanted to share that I used some ideas from yesterday’s class to incorporate in my classroom today and my students had so much joy.”

As members of the Washington, DC community, we are blessed to have many wonderful learning experiences available to us, for free. I want my students to remember the joy of learning outside the school building, so they are motivated to take their own future classes on similar trips. In the Fall of 2023, I worked with the Ford’s Theatre and the Library of Congress to provide two off campus learning experience for students in ELED330/ECE301. Before these trips, only one student had previously been to Ford’s Theatre, and no one had been to the Library of Congress. One student wrote me a [thank you email](https://www.jsbartee.com/teaching-evidence-1) saying, “Thank you for one of the best experiences I’ve ever had connected to my schooling. You’re seriously one of the best teachers I’ve ever had the pleasure to learn under.” This Spring I have arranged trips for this semester to the Sackler Art Gallery, and after-hours trips to both the National Portrait Gallery and the National Museum of Women in the Arts, where we will have the galleries to ourselves. I also impact UDC students who have never taken any of my courses. Students stop by during my office hours to discuss their education and future teaching careers. One such student wrote me an [email](https://www.jsbartee.com/teaching-evidence-1) saying, “I want to express my deep gratitude to you for contributing to the writing of my teaching philosophy.”

**Course Design**

As I re-evaluate past teaching approaches and adjust I do so with one goal in mind, to be the most effective teacher I can become. A prime example stems from the Spring 2023 education faculty retreat. During this time, we created a list of areas that the professor agreed needed to be strengthened within our program. To meet these needs, I have added additional material into each of my courses, designed to further address technology in the classroom, English language learners, and special education students. The first class of each course I teach begins the same way. I inform my students that I will routinely share my metacognition, that is I will explain my thinking about how and I am teaching each class meeting. In creating active, hands-on learning I wish to inspire my students to do so in their own classrooms. In addition to providing students with field trips, I often bring visitors into my classroom. I strive to connect UDC students with outside organizations and institutions that provide options for continuing education and free teaching resources that will help them as they teach in their own P-12 classrooms and provide outreach to the communities in which they will serve. Visitors in this review cycle have included representatives from the Kennedy Center, National Gallery of Art, Wolf Trap Center for the Performing Arts, Library of Congress, Ford’s Theatre, and the Phillips Collection. Selected photographs are available for viewing [here](https://www.jsbartee.com/teaching-evidence-1). The following information will describe changes I made to my courses this year in order to make learning more engaging and inclusive for students with learning needs and English language learners and to include more opportunities to engage with classroom technology.

**ELED 461** **Methods and Materials for Teaching Creative Arts in the Elementary School (Spring 2023 & Spring 2024).** This Spring 2024, the class changed from meeting once a week to twice a week, and at an earlier time. The change in course structure from one long class to two shorter ones has provided me ample opportunities to restructure the way I teach. I spread out the material into smaller, more manageable chunks, and I am also able to work in additional warm up and closing activities. In the past students have shared that these activities have really helped them to envision teaching in their future classrooms. I invited visitors from local performing and visual arts organizations and this semester is the same. The change to an earlier class time allowed me to embark on more field trips with the students. In addition, I employ additional technological tools and added a final digital art portfolio assignment.

 **EDTE 502** **Practicum II: Graduate Student Teaching (Spring 2023).** I observed students on a weekly basis through virtual and in-person observations. One specific student required a lot of additional support. I worked with her and the participating classroom teacher to provide additional scaffolding with extra communications and meetings. Unfortunately, I ultimately needed to suggest that this student was not ready to have her own classroom and I made suggestions to help put a plan in place for her to be successful the following semester.

 **EDCI 523 The Integrated, Collaborative Curriculum (Fall 2023).** To increase the amount of social justice material in this course I created an assignment that required the students to go through an interactive, asynchronous module where they were provided with scholarly articles and videos from the National Museum of the American Indian, PBS, and Plimoth Patuxet Museums. After completing the module, students were instructed to write a lesson plan that incorporated the views and/or traditions of Thanksgiving as they are related to the Wampanoag People. Students shared their Thanksgiving lessons the following week and all but one reported using their lessons within their own classrooms.

 **ELED330/ECE301 Undergraduate Practicum I (Fall 2023).** Due to last minute personnel changes, I taught both the elementary and the early childhood education sections of this course concurrently. I worked with Dr. Kelley to restructure the course so it would flow seamlessly into Practicum II. We determined the primary focus of Practicum I would be lesson planning. I structured the course to introduce a new section of a lesson plan each week, in-depth understanding.

 **EDCI 546 Scope and Methods of Teaching Music (Fall 2023).** This course covers the prevailing philosophies and methods for teaching music. After I reviewed the Music Education MAT degree plan, I realized they did not have a course that focused on general elementary music. To help cover this very important part of a P-12 license, I used elementary music as the educational vehicle to teach the course content. I had students research special consideration of music as they pertain to urban learning environments. The work from this assignment was very impressive, so I furthered the research into the Spring 2024 offering of EDCI 545 Current Trends in Music Education, where the students are co-authoring an article with me. This course is currently in progress and will be discussed further in the research portion of my narrative.

 My courses were created utilizing Backwards Design, insuring there was meaningful alignment between course goals, the delivery of instructional material, and the assessment of student learning and mastery. I also employ Universal Design for Learning in all my teaching to help scaffold my instruction and assessments to ensure that students with learning differences, including English language learners, were supported and successful. 100% of students were successful in my courses for this academic cycle.

**Professional Growth in Teaching**

To help my professional growth I took part in multiple professional development opportunities. In April 2023 I was invited to Chicago to take part in the EdPrep Lab session titled “Deeper Learning in Teacher and Leadership Preparation” and again in a virtual spring convening on June 7, 2023. Over the summer I took part in two week-long teacher development sessions at the National Portrait Gallery and the Phillips Collection. Through both intensive programs I learned different arts integration techniques, including many opportunities to engage with classroom technology, that I was able to bring back and immediately apply to my teaching in the fall. I specifically updated EDCI 523 to include more academic rigor around arts integration practices and philosophies and is a much stronger course due to these efforts. This spring I attended the [DC Music Educators Association](https://www.jsbartee.com/teaching-evidence-1) professional development day and this month I was sent to Los Angeles by Dr. Massey to take part in the “Playposium.” This event was a symposium that focused on bring play and joy back into higher education. I returned only a week ago, but I have already began implementing my learning into my Spring 2024 courses. As a start I created a place for students to create [digital valentines](https://www.jsbartee.com/teaching-evidence-1) by using photo editing software, connecting the fun activity to classroom technology.

**Impact of Teaching Scholarship Outside the University**

I am proud to say my teaching scholarship is impacting the world outside of the university. My ELED330/ECE301class was featured in the [*UDC Forward*](https://www.jsbartee.com/teaching-evidence-1) for being seen in the community when we visited the Library of Congress. I have also formed a relationship with Marymount University where I serve as a “lead doctoral faculty mentor,” the title they use instead of “dissertation advisor,” for four students. My first student to defend a dissertation and graduate did so Fall 2023. This year I worked with four other doctoral students who are in different places in their dissertation journey. I have been [recognized](https://www.jsbartee.com/teaching-evidence-1) by EdD Educational Leadership program at Marymount University for the help I provided one student as she wrote and defended her dissertation in practice and for helping a struggling doctoral student. Marymount’s School of Education also reached out to me to share how much they value my work with their students and that they know I “can handle delicate situations” with students.

As a distinguished educator I created positive student impact, used intentional and proven course design, used professional development to evolve my teaching, my teaching scholarship made an impact outside of the University.

**Scholarship and Professional Activities (30%)**

**Scholarship Goals**

The comments from my 2022-2023 evaluation rating challenged me to allow my scholarship to inform my instruction. I looked to the evaluation rubric to help the formation of my scholarship goals. Looking in the “distinguished” category, I formed my goals to align with documenting my “scholarship in evolving (my) teaching” and in the “engagements with students.” I have documented evidence that my scholarship is being used by peers outside of the university and has broadly impacted society. I will now provide specific evidence of my unit’s PDC “of engagement in professional development activities and/or dissemination of projects, research, and scholarly activities inside and/or outside the University community” through the examination of publications, presentation, ongoing research, and the impact of my research in academia.

**Publications and Presentations**

I currently have a paper under review for *Curriculum and Teaching Dialogue*, the journal associated with the American Association of Teaching and Curriculum. The paper is titled “PreService Teacher Training through Arts Integrated Pedagogy: A Collaborative Autoethnographic Study” and I co-authored it with four former MAT students, all of whom graduated from UDC in 2023. The research approach for this study was collaborative autoethnographic research. Analysis of data, collected from open-ended surveys, interactive interviews, written reflections, lesson plans, and alternative forms of representation revealed two primary themes: the impact of learning theory through application, and the empowerment of future teachers through arts integrated pedagogy. My students and I also presented the findings from our research at the [Association of Teacher Educators 2023 Summer Conference](https://www.jsbartee.com/scholarship-evidence). Additionally, I had two solo papers published as a part of the [American Educational Research Association](https://www.jsbartee.com/scholarship-evidence) 2023 conference, where I also presented both papers. In October 2023 I presented twice at the American [Association of Teaching and Curriculum](https://www.jsbartee.com/scholarship-evidence)’s annual conference first about on my ongoing research about the artist and DCPS educator, [Alma W. Thomas](https://www.jsbartee.com/scholarship-evidence) and my second presentation was done with a colleague from Minot University [on inspiring new approaches in teacher education](https://www.jsbartee.com/scholarship-evidence).

**Current Research Projects**

I am currently working on three papers. The first paper is my continued research about the educational work of Alma W. Thomas. The purpose of this research is to introduce educators to the art of Alma W. Thomas (1891-1978), and to investigate the ways Thomas expressed similar themes through her art and her pedagogy. I have conducted extensive research by studying her personal papers (held at the Smithsonian American Art Museum) and historic employment records (held at the Charles Sumner School Museum and Archives). This research was recently approved by UDC’s IRB to begin the second phase of investigation, interviewing her former students from Shaw Junior High School. I am now in the stage of recruiting participants.

The second paper I am currently working on is with two of my music education MAT students. This paper has grown out of the work we have done in both EDCI 546 and EDCI 545. This research study is about current trends in urban music programs. Before we could begin our research project, I helped my students to earn their CITI certification. Our IRB application is currently under review. Once IRB has approved our project, we will reach out to school district music administrators to conduct semi-structured interviews. Once our study is complete, we plan on submitting the paper to the *Journal of Research in Music Education* as well as submit to present in the music education special interest group of AERA in 2025.

The third paper is about the curricular term I coined, “augmented curriculum.” The augmented curriculum seeks to link the students’ outside lives with the material they are studying in school by adding a personal connection. I am working to fully develop it and submit it to a high impact journal, such as the *American Educational Research Journal* of AERA. I have had mentors and experts in the field of curriculum provide me feedback on my first draft and I am working on updating my paper for a final draft.

**Research Impact in Academia**

The strongest recognition of my scholarship was being award an Early Career Award from the Eisner SIG of AERA. This award was in recognition of my research in the fields of curriculum and education as well as in recognition of my professional service. I was recently [contacted](https://www.jsbartee.com/scholarship-evidence) by a scholar who is writing a book about the research method of educational criticism and connoisseurship, the method I used for my dissertation. This scholar is interested in my work and will be including it in his upcoming book. I also continue to receive communications from around the world about my paper “Hildegard von Bingen: An Educational Visionary for Our Time” that was published in Fall 2023. Interest in an article I co-authored in 2020, “Activism in Practice: The Influence of a Rural School Leader’s Beliefs and Practices in Disrupting Historical Patterns of Underachievement in Traditionally Marginalized Students” continues to gain attention and has been [cited 14 times](https://www.jsbartee.com/scholarship-evidence), 8 within 2023, as of the writing of this narrative.

**Professional Growth in Scholarship**

In Spring 2023 I was honored to be invited by Dr. Massey to be a part of that years Herstory cohort of [Dialogues in Leadership](https://www.jsbartee.com/scholarship-evidence). I developed strong bonds with women from different departments all over campus. I also had the privilege of receiving mentorship through the accomplished women who visited with us each week, including the author Martia Golden, Dr. Stacey Hettes, Dr. Ann Horak, Dr. Jann Joseph, Dr. Ann Horak, and others. From these sessions I learned how to create my own professional narrative to use when I meet new people. I developed as a writer and a scholar. Additionally, I learned about the vast opportunities that are available to me as I progress in my higher education career. As a distinguished scholar, I allowed my scholarship to inform my teaching and engagements with students, and my work has been used by peers outside of the university providing a broader impact on society.

**Service (20%)**

**Service Goals**

My 2022-2023 evaluation highlighted my need to involve students in service activities. I looked to the evaluation rubric to help the formation of my service goals. Looking in the “distinguished” category, I formed my goals to align with documenting “the use of (my) service to enhance the learning environments provided to students” and “the impact of (my) service on the community.” I approached my service in three different ways: withing the University, within the Washington, DC community, and within the academy.

**Service within UDC**

I have had numerous opportunities for service within the University this cycle. Primarily, I have supported the education program’s reaccreditation process with both SPA and CAEP. This support includes collecting and analyzing data from my courses and writing a draft of the report for the outcome my faculty group was assigned. This important work will help our strengthen the program, assure our accredited is maintained, and bring national recognition to UDC. I currently serve on the [ASPPC committee](https://www.jsbartee.com/service-evidence) within Faculty Senate and meet monthly to review program and course changes that effect the entire University. I volunteered one weekend to help MAT students form their research paper topics and questions. Last year I served on the interdepartmental collaboration committee. This committee planned and held an [interprofessional collaboration Saturday event](https://www.jsbartee.com/service-evidence) where students from the Division of Health, Education, and Social Work met with professional from the field. I designed and ran the mock-IEP portion of the day. I had students from throughout the division collaborating on the IEP process for a fictional student. My work to support recruitment includes attending MAT information nights and interviewing potential MAT students for selection into next year’s program. In addition, I also attended the DC Music Teachers Association professional development day to create further connections within the community and to spread the word about the music MAT.

I included students in my service through two primary ways. First, I had my Spring 2023 ELED 461 create and run the [UDC Rocks campaign](https://www.jsbartee.com/service-evidence). This campaign involved the students painting inspirational images and words on rocks that they then hid throughout the campus. On the back of each rock was a sticker that asked whoever found the rock to post to Instagram a photograph and a message saying if they kept the rock or if they hid the rock again. I also encouraged my students to take the campaign into their home neighborhoods and P-12 schools. One student wrote me an email about her experience on this campaign:

I was grateful for the soothing calmness that the activity ushered in after an emotionally trying time at the hospital. While painting the design on my rock I inadvertently found myself being able to meet another personal challenge that I had kept putting on hold for some time. Somehow there had been a shift in my mindset. In some way, a type of submerged anxiety that I was used to experiencing felt as if it had been swept aside. Because of that experience I decided to expand the ‘kindness rock’ activity and do that as my project in my neighborhood. What a blessing!

**Community Service**

My students provided community service in additional ways. ELED330/ECE301 helped Ford’s Theater by being the first to try a new resource they were developing. The resource is a guide for teachers who are bringing their class to the theater. My students and I were asked to provide feedback regarding the age appropriateness of the questions as well as the clarity of the material. Our feedback was taken and applied before the theater published their final guide. This Spring’s ELED 461 helped the National Museum of Women in the Arts by being their first group of people to use their new fieldtrip resource and request system. I performed additional community service by serving as grant reviewer in two different cycles for Humanities DC. I also worked with the Smithsonian National Portrait Gallery’s Learning Labs to create a [learning resource](https://www.jsbartee.com/service-evidence) that is available for teachers around the world, online, and for free.

**Service within the Academy**

My service within the academy included reviewing papers for publication in the academic journal *Curriculum and Teaching Dialogue* as well as conference paper submissions for the American Association of Teaching and Curriculum (AATC) and the Eisner Special Interest Group (SIG) at the AERA I chaired the Uhrmacher Scholarship selection committee for AATC. I also served on the [governing board of Eisner SIG](https://www.jsbartee.com/service-evidence). I additionally served as chair for the committee to award the Dissertation of the Year Award for the Elliot Eisner SIG and I am currently running to become the Eisner SIG chair.

**Professional Growth in Service**

My work within service was being recognized, along with my work in research by an [Early Career Award](https://www.jsbartee.com/service-evidence) from the Eisner SIG of AERA. This service portion of this award was in recognition of the work I have dedicated to the Eisner SIG. Using last year’s ratings and comments as a I guide, I involved my students in service activities, and these activities impacted their development as professionals. My service reached a distinguished level this year by contributing significantly to public service, creating bridges between the University and the community, and as my unit PDC says “participate in departmental, college, and university activities both within and beyond my discipline, including leadership roles.”

**Connecting My Teaching, Scholarship, and Service**

I grew a lot this year in my ability to connect my teaching, research, and service. My Practicum I students who visited the Library of Congress all received their first library reading cards and allows them to conduct research within the library. I also submitted an article for publication with graduate students who tookEDCI 523 in Spring 2023.Data was collected throughout the course as students encountered arts integration for the first time and after the completion of the course when students reflected on their learning. I am currently writing an article about current trends in urban music education with students who were in EDCI 546 using their final research projects to jump start our literature review. Work in this research continues this semester in EDCI 545.

My reputation as a researcher has brought the request of multiple doctoral students from around the country to seek my expertise. My understanding of publishing grew through the numerous papers and books I reviewed. I use this knowledge as I work with UDC students on research projects and by encouraging them to submit their research for conferences, such as the American Educational Research Association presentation of my student co-authored paper.

My service helped to inform my research by allowing me to see what a successful grant application includes. I also had the learning opportunity to read many academic papers that were up for publication, helping me to grow as a writer and a scholar. Through my service I created connections with organizations who in turn came to visit my classes. The service I performed this year also influenced my teaching. Students in ELED330/ECE301 participated in service by helping the Ford’s Theatre finalize new educational material. Students in ELED 461 engaged in a service project called “UDC Rocks.” This student driven project was created to provide encouragement and support for students during the end of the school year.

 This evaluation cycle has been a time of great professional development for me. As I have looked back on my year, I am proud of my growth. As I look forward to next year, I feel encouraged and motivated to continue growing as a scholar and increasing my impact through teaching and service.