

## College of Education

### 2020 F.J. Taylor Undergraduate Teaching Award Nominee

**Elizabeth F. Manning, Ed.D.**

#### Associate Professor, Curriculum, Instruction, and Leadership

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|--|---|---|
| <b>Fall 2019</b><br>EDCI 418-001 24 100%<br>EDCI 420-001 9 100%<br>EDCI 423-001 28 96%   | <b>Winter 2020</b><br>EDCI 420-002 14 93%<br>EDCI 420-003 20 100%<br>EDCI 426-001 22 100%<br>EDCI 442-001 10 90%                          | <b>Spring 2020</b><br>EDCI 420-003 27<br>EDCI 420-002 11<br>EDCI 423-001 17<br>EDCI 426-001 10<br>EDCI 441-001 12                       |
| <b>Fall 2018</b><br>EDCI 418-001 34 100%<br>EDCI 420-001 17 94%<br>EDCI 423-001 21 100%  | <b>Winter 2019</b><br>EDCI 420-001 47 100%<br>EDCI 420-002 22 100%<br>EDCI 420-003 9 100%<br>EDCI 426-001 22 100%<br>EDCI 442-001 18 100% | <b>Spring 2019</b><br>EDCI 420-001 29 100%<br>EDCI 420-003 22 100%<br>EDCI 423-001 9 90%<br>EDCI 426-001 20 100%<br>EDCI 441-051 18 94% |
| <b>Fall 2017</b><br>EDCI 418-001 24 100%<br>EDCI 423-001 45 100%                         | <b>Winter 2018</b><br>EDCI 420-002 17 100%<br>EDCI 420-003 8 100%<br>EDCI 426-001 30 100%<br>EDCI 442-051 20 100%                         | <b>Spring 2018</b><br>EDCI 420-002 17 100%<br>EDCI 423-001 16 100%<br>EDCI 426-001 29 100%<br>EDCI 441-051 28 100%                      |
| <b>Fall 2016</b><br>EDCI 423-001 29 100%<br>EDCI 431-051 33 100%<br>EDCI 434-V84 38 87%  | <b>Winter 2017</b><br>EDCI 434-V84 26 96%<br>EDCI 420-002 19 100%<br>EDCI 420-003 10 100%<br>EDCI 426-001 16 100%<br>EDCI 442-051 17 100% | <b>Spring 2017</b><br>EDCI 423-001 16 100%<br>EDCI 426-001 28 100%<br>EDCI 441-051 14 86%   |
| <b>Fall 2015</b><br>EDCI 423-001 26 100%<br>EDCI 431-051 27 100%                         | <b>Winter 2016</b><br>EDCI 420-003 12 100%<br>EDCI 442-051 13 100%  | <b>Spring 2016</b><br>EDCI 441-051 12 100%<br>EDCI 423-001 24 100%<br>EDCI 441-051 12 100%<br>EDCI 431-051 33 100%                      |
| <b>Fall 2014</b><br>EDCI 431-051 26 100%<br>EDCI 423-001 21 100%<br>EDCI 426-001 26 100% | <b>Winter 2015</b><br>EDCI 442-051 11 100%<br>*The other two classes I taught this quarter were graduate classes for our MAT program.     | <b>Spring 2015</b><br>EDCI 423-001 19 100%<br>EDCI 431-051 30 100%<br>EDCI 441-051 9 89%  |

## **Latest Summary of Student Evaluations Winter 2020:**

**EDCI 420-002 4.0**

**EDCI 420-003 4.0**

**EDCI 426-001 4.0**

**EDCI 442-001 4.0**

**Overall Averages for All Courses 2017-2018 3.9**

**Overall Averages for All Courses 2018-2019 3.9**

**Overall Averages for All Courses 2019-2020 3.9**

### **Comments from Winter 2020 Evaluations:**

Dr. Manning is so passionate about learning! She brightens my day with her love for children. I have learned so much through her, and I am so thankful!

BEST. TEACHER.

I always LOVE taking your classes, you are a true expert in making these long classes engaging and fun!

If I was able to give Dr. Manning A+ on everything, I would in a heartbeat. It is so clear that she absolutely loves social studies and wants us to learn how to teach it in a fun, social way. On top of her passion for the topic and willingness to clear up any questions we may have, Dr. Manning is always available to us. She is always willing to come to campus to meet after her office hours, or to answer any texts/calls/messages she receives from us.

I cannot say enough good things about Dr. Manning!!! She is absolutely wonderful. She's very knowledgeable and I could sit and listen to her wisdom for hours! She is very understanding and is willing to work with you through anything. Dr. Manning is a vital professor at LA Tech! You rock!

If I could convince Dr. Manning to teach me how to teach kids even after I graduate college, I would. Every time I walk into her class, I learn at least 3 new things or am reminded of something I have learned before. Hands down one of the best professors I've had at Tech, and has been the most influential in my passion to teach kids. Not only does she come in every day and teach us something we likely didn't already know about teaching, she also teaches how to "choose happy" - a concept that frustrated us all in lit block, but most of us get it now.

### **Belief statement concerning significance of the teaching of undergraduates within the overall mission of Louisiana Tech University:**

The significance of the education of undergraduate students at Louisiana Tech University cannot be overstated. It is the lifeblood of our university and involves a great deal more than simply preparing for classes and delivering instruction. It involves building and maintaining relationships. Students of any age can only learn at their optimal level when they feel safe and valued. It is my belief that students must be active members of the learning community. One of my graduate professors once said, "Passengers don't learn the way, drivers do." That statement left a heart print on me, and I have tried to filter all of my pedagogical practices through that sieve. When we teach with that mindset, what we discover and embrace is the power of more knowledgeable others within our learning community.

Our students are capable of thinking deeper and wider than they ever knew. And they must. Our future depends on it. I have often stated that I believe that the undergraduate students I teach who are going on to go out to teach children in PK-5<sup>th</sup> grade are truly our most vital resource! It is a calling-of that I have no doubt! I often tell my students that I would hold them up to neurosurgeons in that

they do brain surgery every single day- but in a great many ways it is far more challenging because there are multiple brains needing attention all at one time, and they do not have the benefit of brain scans to see exactly where the obstacle might be. For that reason, the undergraduate students I teach must be equipped with the tools they need for this type of noninvasive neuro-work. At any point they need to be able to pull these from their toolboxes and use them in responsive ways to meet the needs of a diverse set of learners.

These undergraduate students will be the light-bearers. They will be the difference-makers. This is a big job and an awesome responsibility, so they must be equipped with the knowledge, skills, and confidence to go forth and to be change agents for the good of their students. That means that I must be intentional, purposeful, and responsive in my teaching. My expectations must be high, and I must differentiate my instruction to be responsive to the diverse needs of my students. I cannot have them “Do as I say, not as I do”.

In addition to content, I believe that I must also instill in undergraduate students the stances of a growth mindset. These mindsets, compiled by Carol Dweck, include optimism, empathy, perseverance, resilience, and flexibility. These must be explicitly taught and reinforced. These stances are just as important as the content I teach. The growth mindsets propel our undergraduate students to face the world beyond school; they give them the skillset to press ahead and to view obstacles as opportunities.

When our undergraduate students walk across that stage and become graduates, from that moment on, everything they do, every person they encounter, every professional decision they make carries the seal of Louisiana Tech University. The knowledge that our brand is being represented by each of our undergraduates provides me with a sense of urgency and a sense of purpose in each and every single class that I teach!

Our undergraduate students also look to us for wisdom and guidance as they are navigating their way through this new territory of young adulthood. We must be there for them, sometimes having those tough conversations, other times celebrating successes, but always, above all, there to listen with open ears and hearts. These undergraduate students are someone's hearts- someone's children, grandchildren, nieces, nephews, brothers, sisters. They are also Louisiana Tech University's customer- the reason I am here! I believe that I simply must remember that each and every single day.

### **Description of an important innovation made to undergraduate teaching:**

Over the years that I have been in this position at Louisiana Tech University, I have striven to be innovative in my pedagogical practices. Not long after I began teaching full-time at the university, a huge educational movement began in our country. With the inception of the Common Core State Standards, this shift resulted in more rigorous English Language Arts and Mathematics standards being put in place for public school students in grades K-12. Science followed suite with the release of the Next Generation Science Standards, which again created a more rigorous set of expectations for that content area.

This created the need to prepare our undergraduate teacher candidates to teach in post-shift environment. One of the first priorities was to align my classes with the new set of standards. I had to make certain I was able to provide my students with the rigorous experiences that would emulate the teaching practices they would need to be able to do. This resulted in a number of innovations I have made over the past few years. The most recent was the redesign of one of the practicum classes I teach- EDCI 420- Science and Social Studies Practicum. I partnered with Mrs. Missy Wooley, the

Facilitator of the Lincoln Parish STEM Center. Below are key segments of an email received from Mrs. Wooley on 3/24/2020, which alludes to the work completed for this innovative project.

Libby, I can't say enough about the partnership between LaTech's College of Education and the STEM Center. When I look back on what we have accomplished together this year, I am amazed. I can truly say that the STEM Center would not be able to function like it does without the help of you and your students.

First of all, having your students volunteer at the STEM Center during school visits has been so valuable to the STEM Center and to our students. Having more hands to help with each rotation has been a life saver. But on top of that, I have thoroughly enjoyed seeing your students flourish into teachers. Giving them practice with students in a real science classroom setting has helped them hone their skills in classroom management as well as delivery strategies. And on top of that, I have learned so much from your students. They have taught me how to teach K-2 students in a way that is so different from how I taught high school. It has been a pleasure to help your students grow but also to have learned from them.

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And I can't thank your students enough for spending time creating STEM challenges and hosting schools during STEM Nights. Your students planned, tested, gathered materials and delivered these challenges during STEM nights for various schools. Our students love interacting with your college students and always perform better when working with them. I love how your students challenge our students and have high expectations for them. It is fun watching our students rise to the challenges presented to them.

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And finally, I have been honored to visit your classes and share various topics with your students. It is exciting to know that your students know what phenomenon-based science lessons look like. Not only do they know what they look like, but they can plan units and lessons using the anchoring phenomenon routine protocol to engage all students in the process. They are far ahead of many other elementary science teachers in knowing this protocol. And knowing that they are planning science lessons using the 5E learning cycle will help them when planning lessons once they are in their own classroom. After sharing these strategies with your students, I was excited to see them deliver their 5E lessons to 2nd graders at Glenview Elementary School. This is a valuable experience for your students. I am so glad they have the opportunity to plan and deliver a science lesson to students. I think your students learned so much about themselves as well as the teaching profession. I must say that your students are going to be prepared to teach science upon graduating from LaTech's College of Education. I can't wait to see what they do in their own classrooms.

Once again, I cannot thank your enough for your partnership with the Lincoln Parish STEM Center. Together, we are giving all of our students rich experiences that will follow them into their future. I look forward to our continued partnership.

Thanks so much for all that you do, Libby.  
Missy

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Missy Wooley  
Lincoln Parish STEM Facilitator  
525 Tarbutton Road  
Ruston, LA 71270  
318.436.3029

## **Publications/Papers**

Kimbell-Lopez, K., Cummins, C., and Manning, E. (2018) The WRITE Technology: Students Telling the Stories of their Lives through Digital Storytelling. *READ: Reading, Exploration, and Discovery Journal of the Louisiana Reading Association*, 35 (1).

Kimbell-Lopez, K., Cummins, C., and Manning, E. (2016) Developing digital literacy in the middle-school classroom. *The Interdisciplinary Journal of Practice, Theory, and Applied Research*.

Fall 2015- Cummins, C., Kimbell-Lopez, K., and Manning, E. Graphic organizers: Understanding the basics. *The California Reader: A Publication of the California Reading Association*, 49 (1). 14-22

Spring 2014- Kimbell-Lopez, K., Cummins, C., and Manning, E.. Web 2.0 Tools: Building Structures for Poetry Instruction. *Illinois Reading Council Journal*, 42 (2) 9-24.

Spring 2014-Manning, E., Kimbell-Lopez, K., and Cummins, C. Writing structures and symbols for success...Oh, my! *READ: Reading, Exploration, and Discovery*, 33 (1) 21-28. (Article invited to be published)

Spring 2013 - Manning, E., Kimbell-Lopez, K., & Cummins, C. Something to talk about. *READ: Reading, Exploration, and Discovery*, 32 (1) 17-20.

## **Presentations**

Winter 2019-Present - Planned and taught 3-hour study sessions for the 5004 PRAXIS test

October 2019- "Standards, Symbols, Success!" International Literacy Association, New Orleans, LA Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez

July 2018- "Close Reading with Primary Source Documents" International Literacy Association, Austin, TX Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez

July 2017- "The Craft in Interactive Read-Alouds" International Literacy Association, Orlando, FL Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez

July 2016- "Symbols Support Structures: Visual Aids That Strengthen Writing Success" International Literacy Association, Boston, MA

Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez

July 2015- "Interactive Read-Alouds, Close Reading, Artichokes—Is there a Connection?" International Literacy Association, St. Louis, MO

Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez

July 2015- "Analyzing Word Study Development for Children in Grades K-2" Presentation to the Professors of Reading Teacher Educators (PRTE) at the International Literacy Association Conference, St. Louis, MO

Co-presented with Dr. Kimberly Kimbell-Lopez

May 2014- "Close Reading is Like an Artichoke" Presentation at the International Reading Association Conference, New Orleans, LA

Co-presented with Dr. Carrice Cummins and Dr. Kimberly Kimbell-Lopez