

College of Education

2024 F.J. Taylor Undergraduate Teaching Award Nominee

Elizabeth F. Manning, Ed.D.

Associate Professor, Curriculum, Instruction, and Leadership

Fall 2023 EDCI 423-001 11 100% EDCI 431-001 12 100% EDCI 420-001 24 96% EDCI 417-001 23 96%	Winter 2024 EDCI 442-051 17 100% EDCI 420-002 12 75%	Spring 2024 EDCI 423 25 EDCI 431 25 EDCI 420S/SS 8
Fall 2022 EDCI 420-001 17 88% EDCI 423-001 19 100% EDCI 441-001 19 95%	Winter 2023 EDCI 420-002 18 89% EDCI 420-004 3 100% EDCI 420-006 7 100% EDCI 426-001 20 100% EDCI 442-051 13 100%	Spring 2023 EDCI 420-004 6 100% EDCI 420-005 12 100% EDCI 423-006 24 100% EDCI 426-001 10 100% EDCI 431-001 24 100%
Fall 2021 EDCI 420-001 18 100% EDCI 423-001 29 97% EDCI 441-001 17 100%	Winter 2022 EDCI 420-002 24 96% EDCI 420-004 10 100% EDCI 426-001 18 100% EDCI 442-051 10 100%	Spring 2022 EDCI 420-084 29 100% EDCI 420-085 1 100% EDCI 423-084 18 100% EDCI 426-084 32 97%
Fall 2020 EDCI 423-V84 31 97% EDCI 441-V84 13 92% EDCI 420-084 17 100%	Winter 2021 EDCI 420-V84 29 100% EDCI 420-003 10 100% EDCI 426-001 15 100% EDCI 442-051 22 95%	Spring 2021 EDCI 420-084 34 97% EDCI 423-084 16 100% EDCI 426-084 31 100%
Fall 2019 EDCI 418-001 24 100% EDCI 420-001 9 100% EDCI 423-001 28 96%	Winter 2020 EDCI 420-002 14 93% EDCI 420-003 20 100% EDCI 426-001 22 100% EDCI 442-001 10 90%	Spring 2020 EDCI 420-003 27 100% EDCI 420-002 11 100% EDCI 423-001 17 100% EDCI 426-001 10 100% EDCI 441-001 12 100%
Fall 2018 EDCI 418-001 34 100% EDCI 420-001 17 94% EDCI 423-001 21 100%	Winter 2019 EDCI 420-001 47 100% EDCI 420-002 22 100% EDCI 420-003 9 100% EDCI 426-001 22 100% EDCI 442-001 18 100%	Spring 2019 EDCI 420-001 29 100% EDCI 420-003 22 100% EDCI 423-001 9 90% EDCI 426-001 20 100% EDCI 441-051 18 94%
Fall 2017 EDCI 418-001 24 100% EDCI 423-001 45 100%	Winter 2018 EDCI 420-002 17 100% EDCI 420-003 8 100% EDCI 426-001 30 100% EDCI 442-051 20 100%	Spring 2018 EDCI 420-002 17 100% EDCI 423-001 16 100% EDCI 426-001 29 100% EDCI 441-051 28 100%
Fall 2016 EDCI 423-001 29 100% EDCI 431-051 33 100% EDCI 434-V84 38 87%	Winter 2017 EDCI 434-V84 26 96% EDCI 420-002 19 100% EDCI 420-003 10 100% EDCI 426-001 16 100% EDCI 442-051 17 100%	Spring 2017 EDCI 423-001 16 100% EDCI 426-001 28 100% EDCI 441-051 14 86%

Fall 2015 EDCI 423-001 26 100% EDCI 431-051 27 100%	Winter 2016 EDCI 420-003 12 100% EDCI 442-051 13 100%	Spring 2016 EDCI 441-051 12 100% EDCI 423-001 24 100% EDCI 441-051 12 100% EDCI 431-051 33 100%
Fall 2014 EDCI 431-051 26 100% EDCI 423-001 21 100% EDCI 426-001 26 100%	Winter 2015 EDCI 442-051 11 100% *The other two classes I taught this quarter were graduate classes for our MAT program.	Spring 2015 EDCI 423-001 19 100% EDCI 431-051 30 100% EDCI 441-051 9 89%

Latest Summary of Student Evaluations:

Overall Averages for Fall and Winter Courses 2023-2024	4.0
Overall Averages for All Courses 2022-2023	3.9
Overall Averages for All Courses 2021-2022	3.9
Overall Averages for All Courses 2020-2021	3.9
Overall Averages for All Courses 2019-2020	3.9
Overall Averages for All Courses 2018-2019	3.9
Overall Averages for All Courses 2017-2018	3.9

Comments from Evaluations:

I have ALWAYS loved having a class with Dr. Manning. Her passion for all of what she teaches pushes me to want to learn about it. She is usually pretty organized ;). I also always appreciate how well she communicates with her students. She also is able to do it in a timely manner, which is very appreciated. When we met to discuss my lesson that I taught, she was very encouraging and gave me great and reachable goals to meet for my next lesson. I will ALWAYS give Dr. Manning a glowing report to anyone who asks about her. For every class that I have had the opportunity to take with her, I have always felt seen and cared for. If there was ever a problem or question that I had, she was just as willing to listen to it as she was to try to do her best to fix it or answer it.

P.S. She needs a raise!! ;))

--

Dr. Manning is the elite among the education program. She is truly dedicated to her work and her students and the content she is teaching. If I could have her as an instructor for every class, I definitely would!

--

Dr. Manning is a wonderful teacher! I loved her so much in Lit Block 1 and loved her all the same during the few times we had her for Lit Block 2. She is SO positive and is such a role model for me. Her kindness goes such a long way for me. She could make any bad day better. I absolutely love how she teaches us and provides up with examples and hand outs. It helps us so much. She is always so kind and helpful and responds back to emails in a timely manner. I have nothing but all the kind words for her! Even

when you see her in the hallway, she makes a point to say hello and address you by name. It makes me feel so loved by her!

Dr. Manning is the absolute best. Her passion for teaching and ensuring that we get everything we can from her class is absolutely overflowing. She is very clear on assignments and her expectations, and if she isn't she makes adjustments to accommodate everyone. Having her as a professor is always a delight.

--

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-5th 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 will 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 a responsive way 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 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 well 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 Innovations 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 deliver. This resulted in several innovations I have made over the past few years that have included working directly with teachers in the field to ensure quality opportunities for students to observe and teach in the areas of literacy, science, and social studies. They have opened their doors to me so that I can go into their classrooms and teach model lessons to their students. This affords my teacher candidates the opportunity to see me teach children what I have already taught them about teaching children! It puts my boots on the ground, and that truly keeps me on my toes! It makes me accountable to what I am teaching, and it allows my students to see me in a vulnerable position where they are encouraged to critique my planning and delivery. Again, this promotes that caring and constructive community that allows for growth and refinement.

Recently, the Science of Reading (or SoR) has been on the forefront of the education agenda for our country- and rightfully so! This movement has really put an emphasis on evidence-based literacy instruction. As a result of this initiative, our elementary literacy department was awarded a \$4 million grant from the Louisiana Department of Education, and we were charged with creating modules for a series titled "The Science and Art of Teaching Reading." These will be available for professional development across the state for K-3 teachers, administrators, support staff, and university professors. I was selected to write the Phonics module for this series. This work has strengthened my undergraduate teaching immensely as the research I have unearthed over the last year and a half has certainly made its way into my writing methods and graphophonics methods courses. I have reached out and was able to secure a classroom set of high-quality curriculum manuals for teaching phonics, titled *UFLI Foundations*. This resource has allowed my students to really dig deeply to see how the phonics concepts they are learning are actualized in a curriculum resource that is systematic, explicit, cumulative, and multisensory. They have then been able to plan and deliver these lessons to elementary students in their practicum placement classrooms.

This graphophonics course is moving to be a dyslexia course beginning in the fall of 2024. I have already begun to make changes and refinements in this course, infusing it with information and strategies on dyslexia, and aligning it to the International Dyslexia Association Standards. This updated class will roll out with a new title Addressing Dyslexia: Structured and Systematic Phonics Methods.

Relevant Publications, Papers, and/or Presentations that Relate to Teaching

Author of "The Science and Art of Teaching Reading" Phonics Module for the Louisiana Department of Education (LDOE)

Additional Pertinent Information (e.g., honors/awards, professional society memberships, leadership positions, service activities, etc.)

Member of International Literacy Association (ILA)

Member of National Association of Early Childhood Educators (NAEYC)

2023- Awarded the Jason C. Owen Endowed Professorship in Education

2023- Best of Lincoln Parish Reader's Choice Award College Professor/Instructor Runner Up

2020- Beyond 1894 Podcast 14: The Joy of Learning

<https://1894.latech.edu/podcast/libby-manning-the-joy-of-learning/>

2002- Certified by the National Board of Professional Teaching Standards-Early Childhood Generalist

2002- Milken National Educator Award

2001- Ruston/Lincoln Parish Chamber of Commerce Young Educator of the Year Award

2000-2001- Lincoln Parish Elementary Teacher of the Year Award

2001- Filmed as a model classroom for the PBS series "Internet in Action"