

PROMOTION RECOMMENDATION
The University of Michigan Dearborn
School of Education

Approved by the Regents

May 14, 2009

Susan A. Everett, assistant professor of education, School of Education, is recommended for promotion to associate professor of education, with tenure, School of Education

Academic Degrees:

Ph.D. 1999	Science Education, University of Iowa
M.S. 1997	Science Education, University of Iowa
B.A. 1994	Elementary Education (Science), University of Iowa

Professional Record:

2003 - present	Assistant Professor, University of Michigan-Dearborn
1999 - 2003	Visiting Assistant Professor/ Lecturer, University of Iowa

Summary of Evaluation:

Teaching: Professor Everett's teaching is rated excellent. Since her appointment in 2003, she has taught a number of required courses in the School of Education's teacher certification programs, working with elementary level pre-service teachers. Her courses are enriched with perspectives gained from her major research interests – the teaching and learning of science through inquiry. Professor Everett has taught seven different courses in science education and natural science at both the undergraduate and graduate levels, and developed four of them including the first online course in science education – an evolution for teachers course. Using required School of Education course evaluation forms (1 = poor to 5 = outstanding) Professor Everett's student ratings average 4.4 and nearly 87% of her students rate her as 4 or 5.

Research Professor Everett's research is rated excellent. Her research focuses on two aspects of inquiry-based pedagogy the first of which involves introducing and supporting in-service and pre-service teachers in their acquisition of learning by inquiry skills. During the past six years, Professor Everett has collaborated with colleagues both within and without the School of Education in publishing articles related to this aspect of her work. Professor Everett also conducts basic research on inquiry-based science teaching for the science education community. In collaboration with colleagues, she explored how well pre-service teachers were able to locate and use published research in science education to inform their own assessments and their own lessons. She has explored the impact of type and level of science content knowledge on pre-service teacher's ability to construct an inquiry-based science lesson. This work was published in the *Journal of Elementary Science Education*. These collaborations resulted in a paper which describes the use of teeter-totters (seesaws) as a visual model of a balanced equation in addition to a functional model that can be used to gather data, in addition one describing the impact of pre-writing assignments in improving the writing ability of students. In the past five years, she has presented her research at national meetings of the National Association of Research in Science Teaching and the Association of Science Teacher Education, and at regional conferences of National Science Teachers Association and Michigan Science Teachers Association.

Recent and Significant Publications:

- Everett, S., Luera, G. and Otto, C. (2008). "Improving Pre-Service Elementary Teachers' Writing in a Science Context." *The Journal of College Science Teaching*, 37(6), 44-48.
- Everett, S. and Moyer, R. (2007). "Inquirize Your Teaching: A guide to turning favorite activities into inquiry lessons." *Science and Children*, 44(7), 54-57.
- Everett, S., Luera, G. and Otto, C. (2007). "Pre-Service Elementary Teachers Bridge the Gap Between Research and Practice." *International Journal of Science and Mathematics Education*, 6, 1-17.
- Moyer, R., Hackett, J. and Everett, S. (2007). *Teaching Science as Investigations: Modeling Inquiry through Learning Cycle Lessons*. Columbus, OH: Pearson Merrill Prentice Hall, 339 pages.
- Everett, S., Luera, G. and Otto, C. (2005). "Linking Research to Practice: Examining a Pre-Service Elementary Teachers' Practicum Experience." *The Michigan Journal of Teacher Education*, 3(1), 18-22.
- Everett, S. and Luera, G. (2005). "Using Unifying Themes in a Science Capstone Course for Elementary Education Majors." *The Michigan Journal of Teacher Education*, 2(2), 1-7.

Service: Professor Everett's service is rated excellent. Her service record reflects her commitment to the university, the school, and the discipline of science education. At the university level, she has served on the Faculty Senate and as the School of Education's liaison to this body. She served on the Faculty Senate Task Force on Service and was the Senate liaison to the Agenda for Women. She taught a simulated college course session for the Maize and Blue Day, and presented Connecting You to Your Community. In the School of Education, Professor Everett has served on three search committees, the Bylaws Tenure and Promotion Committee, Academic Hearing Board, and Inquiry Institute. She completed comprehensive revisions of several teacher endorsements for the Michigan Certification Periodic Review and completed the documentation for the initial approval of two new endorsements in secondary and elementary integrated science. Professor Everett actively participates in the major state and national, science education professional associations. As a member of the National Association of Research in Science Teaching, the Association of Science Teacher Education, the National Science Teachers Association, and the Michigan Science Teachers Association, she provides noteworthy service to the science education community. She currently serves as a reviewer for Association of Science Teacher Education, the State of Michigan Earth-Space Science Program for teacher preparation institutions, and *The International Journal of Science and Mathematics Education*. Professor Everett's overall service record demonstrates her dedication to service and foreshadows her ongoing commitment to the University and her profession.

External Reviewers:

Reviewer A: "A university researcher must be well grounded in research and current theories, have a keen understanding of the profession of teaching, publish in ways that will be meaningful to the practitioner's daily work while integrating research of value, and write for multiple audiences. Dr. Everett's work appears to do this."

Reviewer B: "...Dr. Everett is concerned not only with research contributions, but in making those contributions applicable to practitioners in the field. Dr. Everett is an active participant and presenter at our leading research conferences, NARST and ASTE. Her work there is highly respected ...In summary, Dr. Everett's research record indicates that she is a productive scholar,

and her efforts are tightly focused, relevant, and address a significant issue in our field. She can speak to both research and practitioner communities – an important trait for anyone in science education.”

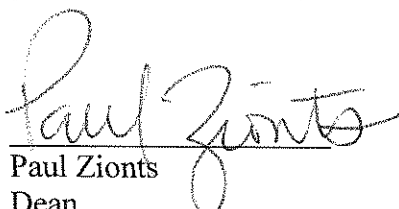
Reviewer C: “Dr. Everett has developed an impressive list of publications in refereed journals. It is a wonderful blend of research and turning research into practice....I am impressed with all aspects of her publications. To be involved in this amount of service over the past five years and in addition, establish her fine publication record is certainly a testimony to future promise to continue outstanding scholarly work....”

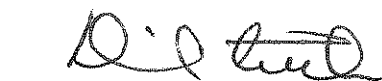
Reviewer D: “Her work appears in journals aimed at practicing teachers as well as colleagues within the science education research community. I personally think that this is extremely important. The article accepted for publication in *Science & Children* has potential for great impact...This article provides actual examples of lessons and tradebooks which elementary teachers could use.”

Reviewer E: “I am impressed not only by the quantity of her work, but the quality and significance of the work she has co-authored as well... I found the co-authored text, *Teaching Science as Investigations: Modeling Inquiry Through Learning Cycle Lessons*, as particularly outstanding because of its unique structure compared to other science methods texts; it’s [sic] strong emphasis on students being actively involved in doing inquiry; and it’s [sic] emphasis on key concepts within the three major science discipline areas of earth, life, and physical science. The co-authored paper titled, *Using a Functional Model to Develop a Mathematical Formula*, provided insights into how science and mathematics faculty can work together to teach related concepts to both science and mathematics teacher candidates.”

Summary of Recommendation:

Professor Everett is a highly valued member of the School of Education and is a vital contributor to the efforts of the science education program. She is an outstanding scholar, teacher, curriculum developer, and colleague. We are pleased to recommend, with strong support of the School of Education Executive Committee, Susan A. Everett for promotion to associate professor of education, with tenure, School of Education.


Paul Zions
Dean
School of Education


Daniel Little
Chancellor
University of Michigan-Dearborn

May 2009