



**NORTHERN MICHIGAN
UNIVERSITY**

**Teaching Learning Advisory Council (TLAC)
Conference Grant Proposal
Winter 2019**

Table of Contents

1. Applicant Information	p. 2
2. Conference Information	p. 2
a. Conference Name, Date, and Location	
b. Conference Theme	
c. Title of Presentation	
d. Conference Website	
3. Eligibility for Grant	p. 2
4. Introduction and Essay	p. 2
5. TLAC Selection Criteria Alignment	p. 2
6. Estimated Expenses	p. 3
7. Copy of Final Report Submitted for 2017 Awarded Grant	p. 5
8. Abbreviated Vita	p. 6

TLAC Conference Grant Program
Application for Grant: March 1, 2019

Dr. Bethney Bergh, Associate Professor
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Conference:

International Council of Professors of Education Leadership (ICPEL)
Theme: *Educational Leadership: A Global Perspective*
July 13 – July 17, Aliso Vista, CA
ICPEL and Conference link: <https://www.icpel.org/soka.html>

Title of Conference Presentation: *An Analysis of Perceptions on the Michigan Teacher Evaluation Process: Critical Feedback, Teacher Improvement and Professional Development*

Eligibility for Grant

I am a tenure-track, associate professor teaching in the School of Education, Leadership and Public Service. I teach online Masters level courses in the Masters of Education Administration and Education Specialist programs.

Introduction and Professional Information

I joined the faculty at NMU in the fall of 2011 as a full-time assistant professor for Educational Administration and Supervision. I serve as the program director for both the Masters of Educational Administration and the Education Specialist programs. To support my work in these programs, I belong to the Michigan Association of Professors of Educational Administration (MAPEA) and the International Council of Professors of Education Leadership (ICPEL). Although ICPEL holds an annual conference, due to costs, I have been attending the conference every other year. Between the Educational Administration and the Education Specialist programs, I have developed and taught ten online and three hybrid courses. I consider my instruction in each of the courses to be under continual improvement as I engage in the scholarship of teaching through research that directly applies to my teaching practice. Both my attendance and the opportunity to present my research at the ICPEL conference support my teaching and professional growth within the field of educational leadership.

As an associate professor of educational leadership, I teach individuals (principals) to implement supervision, observation and evaluation practices that support the teaching and learning that occurs in k-12 classrooms (ED 541B Supervision of Instruction). It is through these practices that principals engage in instructional leadership as a means of supporting the continual professional growth of teachers. As I guide current and future principals to becoming instructional leaders, it is necessary that I also study the systems in place, which intend to grow

teacher practice through principal feedback and the intentional identification of professional development opportunities.

The research that I will present at the ICPEL conference is derived out of a larger study conducted with colleagues. The study sought to understand the perceptions of Michigan principals and teachers in regards to the teacher evaluation process, with an emphasis on identifying barriers to implementation and recommending mitigation. Data collection included a stratified random sample of 1,500 public school teachers and administrators from Michigan's 57 Intermediate School Districts. Results of this study identified a disconnect between teachers' and principals' perceptions of the outcomes of the teacher evaluation process ([Click to see published report](#)).

Stemming from this larger project, I have purposefully explored the specific area of principal and teacher perceptions in response to the role of the educator evaluation process in: (a) providing critical feedback to teachers, (b) identifying professional development needs, and (c) ultimately improving teacher practice. Through the recognition of these perceptions, potential barriers specific to the professional growth of teachers have been identified and are being further explored through discussion and reflection in my course, ED 541B Supervision of Instruction.

TLAC Selection Criteria Alignment

Demonstrated interest in teaching and pedagogical issues, including scholarship of teaching.

- As shared above, presenting this research and attending the ICPEL conference will provide the opportunity to connect with other professors of educational leadership and engage in conversations regarding the improvement of teaching through the supervision and evaluation process.

Consideration will be given to new faculty members seeking ideas for immediate improvement of their teaching or to senior faculty members seeking ideas for updating or remodeling some aspect of their pedagogy.

- It is at ICPEL that I have the opportunity to connect with professors of my same content area regarding pedagogy and challenges specific to the field of educational leadership.

Consideration will be given to faculty members who will share conference information with the university community about what constitutes excellent in teaching and learning.

- In the fall 2019 semester, I plan to share with my colleagues in the School of Education, Leadership and Public Service, the knowledge and resources I will gain from attending and presenting at the ICPEL Conference. In particular, I plan to meet with those individuals who teach courses in the MA in Educational Administration and Education Specialist programs to share my learning and to discuss ideas for improving our teaching and the further development of the courses in both programs.

An essay describing your request and why you would like to attend this particular conference at this time. The essay should clearly denote the conference/workshop to be attended including

dates and location, the focus of the conference, and a breakdown of anticipated expenses (i.e. estimated budget).

- Please see the above section titled: Introduction and Professional Information
- Anticipated expenses are provided on the next page

Also include whether you plan to present and if your presentation has been accepted by the conference.

- Awaiting notification of proposal acceptance in the spring.

Funding Request

I am eager to collaborate and share my research with other professors of educational leadership at the International Council of Professors of Education Leadership (ICPEL) - *Educational Leadership: A Global Perspective* conference. The conference provides an opportunity to interact with my professional peers from around the country who also teach in the field of educational leadership. I am requesting \$1500 to attend and present my research at the ICPEL conference. AAUP Professional Development funds will offset the remaining costs.

Budget / Anticipated Conference and Travel Expenses

NCPEA: Leading for Learning Conference (4 days)	
Travel – domestic airfare	700.00
Housing (\$150.00/night)	755.00
Per Diem (\$32/meals)	160.00
Conference Fee	370.00
Total	\$1885.00

Reference

Cameron-Standerford, A., Anderson, D., **Bergh, B.**, Selling, J., Bohjanen, S. et al. (2017). *Michigan teachers' and administrators' perceptions of the teacher evaluation process*. Report prepared for the Michigan Department of Education, Lansing, MI Marquette, MI.
Retrieved from:
http://www.michigan.gov/documents/mde/NMUMichiganTeacherEvaluationProcess_121117FINAL-adaready_611410_7.pdf



April 5, 2018

Dear TLAC Committee Members,

I would like to thank you for your support of my presentation and attendance at the International Council of Professors of Educational Leadership (ICPEL) conference held July 31 – August 5 in San Juan, Puerto Rico. Attending the conference provided me the opportunity to share my research as well as engage in professional discourse with my peers from across the United States. The conversations with others who teach and conduct research in my content area was a valued experience that led to new insights and understandings.

While at the conference, I presented my research titled, *Teaching and Leading: Using Visual Literacy to Construct Meaning in Educational Leadership*, which was well received. I gained feedback that directly influenced my teaching and established new professional networks with others teaching and researching within my content area. Since attending ICPEL, I have continued to revise and refine the online and hybrid courses in the Masters of Educational Administration and Education Specialist programs. Additionally, I shared my understandings with my colleagues in the School of Education, Leadership and Professional Service and in particular, those who also engage in self-study research as a framework for improving teaching and learning.

Again, I greatly appreciate the support of the TLAC grant and the committee's recognition of my research.

Sincerely,

Bethney Bergh
School of Education, Leadership and Public Service

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Education

Western Michigan University, Kalamazoo, MI 2005-2009, Ph.D.

Educational Leadership: K-12 Leadership

Dissertation Title: “A Qualitative Study of School Lockdown Procedures and Teachers' Ability to Conduct and Implement Them at the Classroom Level”

Chair of Doctoral Committee: Patricia Reeves, Ed.D.

Northern Michigan University, Marquette, MI 2002-2003 Master of Arts

Master of Arts in Education: School Counseling

Northern Michigan University, 1996-1998

Secondary Education Certification: English

Carthage College, Kenosha, WI 1993-1995 Bachelor of Arts

Psychology

Fieldwork in Psychology: Completed in Tallinn, Estonia

Michigan Certifications

School Administrator K-12 (ES); English (BA) 6-12; Guidance and Counseling (NT) K-12; Psychology (CE)

University Experience

Assistant Professor of Educational Leadership

Northern Michigan University, Marquette, MI (2011-Present)

Graduate Courses taught:

- ED 530 Introduction to Educational Leadership – Online
- ED 530 Introduction to Educational Leadership (HESA) - Online
- ED 532 The Principalship – Online
- ED 533 School & Community Relations - Online
- ED 534 Administering Special Programs – Online
- ED 541B Supervision of Instruction – Online
- ED 543 School Finance - Online
- ED 544 School Law - Online
- ED 548 Internship in Educational Administration – Online
- ED 630 Advanced Educational Leadership – Hybrid & Online
- ED 644 Current Issues on School Law- Hybrid & Online
- ED 648 Administrative Internship (Hybrid & Online)
- ED 650 The Superintendency (Hybrid)

Charter Schools Office – Northern Michigan University (2013 - Present)

Field Quality Monitoring – Site visits and Monitoring Reports

Professional K-12 Experience

Superintendent, K-12 Principal, Guidance Counselor

Mid Peninsula School, Rock, MI, January 2010 – June 2011

Secondary Principal, Guidance Counselor, Teacher

Mid Peninsula School, Rock, MI, August 2006 to December 2009

Teacher, 8th - 12th Grade English, Psychology, Sociology

Mid Peninsula School, Rock, MI, August 2001 - August 2009

Teacher, 9th Grade English, 9th Grade Honors English

Chino Valley High School, Chino Valley, AZ, August 1998 - May 2001

Scholarship

Peer-reviewed chapter

Edge, C., Cameron-Standerford, A. & **Bergh, B.** (2019). Creating access, opportunity and ownership through cross-cultural meaning-making in academically diverse online courses. In S. Keengwe (Ed.), *Handbook of Research on Cross-Cultural Online Learning in Higher Education* (In press).

Bergh, B., Edge, C., & Cameron-Standerford, A. (2018). Reframing our use of visual literacy through academic diversity: A cross-disciplinary collaborative self-study. In J. Sharkey & M. Percy (Eds.), *Self-Study of Language and Literacy Teacher Education Practices across Culturally and Linguistically Diverse Contexts*. Bingley, UK: Emerald Publishing Limited.

Cameron-Standerford, Edge, C. & **Bergh, B.** (2016). Toward a framework for reading lived experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A. Ovens (Eds.), *Enacting self-study as methodology for professional inquiry* (pp. 371-377). Auckland, New Zealand: Auckland University.

Peer-reviewed journal articles / proceedings

Bergh, B., Edge, C., Cameron-Standerford, A., Imdieke, S., Standerford, N.S., & Reissner, L. (2014). (Re)seeing our teacher education practices through visual literacy. *American Reading Forum Annual Yearbook* [Online]. Vol. 34

Edge, A., Cameron-Standerford, A., & **Bergh, B.** (2014). Using self-study to navigate the changing seas of standards based education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for Changing Times: Past, Present and Future Possibilities for Self-Study Research*. (pp. 63-68).

Peer-reviewed professional report

Cameron-Standerford, A., Anderson, D., **Bergh, B.**, Selling, J., Bohjanen, S. et al. (2017). *Michigan teachers' and administrators' perceptions of the teacher evaluation process*. Report prepared for the Michigan Department of Education, Lansing, MI Marquette, MI. Retrieved from: http://www.michigan.gov/documents/mde/NMUMichiganTeacherEvaluationProcess_121117FINAL-adaready_611410_7.pdf

Peer-reviewed professional presentations

Edge, C., Cameron-Standerford, A. & **Bergh, B.** (December 2018). *Reclaiming Opportunity, Access, and Ownership through Multimodal Literacy Practices in Online Classes: Re-Seeing Teacher Practices and Empowering Learners*. Peer-reviewed presentation at the Literary Research Association (LRA) Annual Conference in Indian Wells, CA.

Bergh, B. (August, 2018). *Critical Feedback, Teacher Improvement and Professional Development: An Analysis of Michigan Principals' and Teachers' Perceptions of the Teacher Evaluation Process*. Peer-reviewed presentation at the International Council of Professors of Educational Leadership (ICPEL) conference, Charlotte, NC.