

# Daniel C. Moos

## Tenure Statement

### TEACHING

*(1) The continuing excellence and growth as a teacher, as evidenced, for example, by student and peer evaluations, course and program development, or participation in workshops and seminars related to one's field of expertise or teaching.*

#### My Teaching History & Philosophy

My interest in teaching began when I was an undergraduate at a small liberal arts college, Amherst College (Amherst, MA), and participated in a student teaching program (TEACH!) where I gained experience working with K-12 students. Following graduation from Amherst College, I taught at an elementary and middle school located in Bethesda, Maryland for four years. I later earned a Masters in Human Development and PhD in Educational Psychology at the University of Maryland. During my graduate studies, I taught an introductory course on cognitive development (*EDHD 420: Cognitive Development*) to pre-service teachers and a master's level course (*EDHD 499A: Technology-Based Learning Environments*) to in service teachers.

My teaching philosophy has been formed by my experiences working within these various contexts and with distinct developmental groups. The below principles guide my daily interactions with students.

- *The classroom should be a community connected to the outside*  
In my experience, meaningful learning is facilitated when students are provided with opportunities to ground learning within authentic settings. Ultimately, students will need to transfer learning within the classroom to the outside, and teachers are responsible for facilitating students' ability to engage in this process.
- *All students can learn, and all students learn differently*  
My teaching is guided by several key theoretical assumptions related to Constructivism, which suggests that students learn by actively constructing knowledge through an interaction between new knowledge and prior knowledge/experiences. All students can be successful and all students learn differently due to their unique backgrounds and perspectives.
- *Teaching is a profession that requires constant reflection and re-conceptualization*  
I have been successful in teaching within various contexts because I recognize that continued growth in the teaching profession requires a commitment to reflection and learning. Our understanding of how students learn is constantly evolving and it is a teacher's responsibility to proactively engage in activities that facilitate a process of re-conceptualization and commitment to lifelong learning.
- *Education should not be constrained by the four walls of a classroom*  
In my opinion, an ideal liberal arts college experience is one where students are provided with opportunities to learn and interact in multiple contexts. This

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commitment is consistent with some core objectives of education, including critical thinking, intellectual independence, and cognitive flexibility. To that end, I appreciate and am excited about working with our students in capacities that extend beyond the walls of my classroom, including as a faculty advisor to student organizations and in research settings.

#### Gustavus Teaching and Credit Load

My teaching and credit load has been divided between:

- EDU 330: Developmental and Educational Psychology (one section offered every semester)
- EDU 241: Educational Technology (one section offered every Fall semester and two sections offered every Spring semester)
- Supervision of Student Teachers
- Assessment Coordinator (for the Education Department)

Additionally, my load has included the Co-chair of the Education Department (2009 – 2010 academic year). Given the Minnesota Board of Teaching standards for programs recommending licensure to pre-service teachers, it is necessary to offer both EDU 330: Developmental and Educational Psychology and EDU 241: Educational Technology every semester.

#### Supervision of Student Teachers

One of my responsibilities is mentoring and supervising student teachers both locally (St. Peter and Cleveland, as well as Twin Cities schools) and internationally (Sotogrande, Spain). This mentoring process involves observing each student teacher at least once per week teaching in a K-12 classroom. Each observation, which typically lasts approximately one hour, is coupled with a pre-conference and post-conference with the student teacher and occasionally the cooperating teacher. My approach to working with our students in this capacity is through mentorship and coaching, as opposed to one of evaluation. This approach is time intensive and involves thought-provoking and critical discussions, activities I greatly enjoy. Furthermore, working with our students in this context provides me with additional exposure to authentic K-12 classroom experiences and strengthens my own teaching in both the EDU 330: Educational Psychology course and EDU 241: Educational Technology course at Gustavus Adolphus College.

#### Assessment Coordinator (Education Department)

Our program goes through a state and national accreditation cycle every 6 to 7 years, with our next national visit coming in the spring of 2013. The *Assessment Coordinator* position includes a number of responsibilities related to accreditation: Managing the TaskStream data system for the Education Department, supporting ongoing reporting to the Minnesota Board of Teaching and National Council for Accreditation of Teacher Education, maintaining the Education Department site on the College Website, and serving as a liaison from the department to the college assessment team. The demands of

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this position will lessen following the National Accreditation visit during the spring of 2013. Subsequently, the load associated with this position will decrease after this visit and I have spoken with our department chair, Deb Pitton, about the possibility of teaching a FTS the following semester (Fall 2014).

#### *EDU 330: Developmental and Educational Psychology*

This course emphasizes the principles of psychology as they relate to teaching and learning, with a consideration of child and adolescent development issues. The course is framed around the stages and principles of human development prior to adulthood and focuses on the educational implications of these principles. Additionally, the course focuses on the pedagogically sound design of instruction, based on an understanding of relevant theories, effective teaching strategies, and valid and reliable assessment procedures.

My primary goal for this course is for students to be able to articulate their own perspectives on learning and apply key assumptions from a variety of theoretical perspectives to a principled practice of teaching. It is my hope that students walk out of EDU 330: Educational Psychology as “informed consumers”; that is, they are equipped to critically think about a variety of theoretical perspectives on learning and can articulate theories that guide a principled practice of teaching. These goals shape my approach to the design of assignments and assessments. For example, experiences from “Wednesdays in the Workplace” (a component of my EDU 330 course, which is discussed in more detail below) offer students the opportunity to apply discussion topics to authentic settings through weekly observations of local K-12 classrooms. This course also challenges students to critically consider a topic of interest related to Educational Psychology and then demonstrate this thinking in a term project. Students’ declarative and conceptual knowledge are also assessed through quizzes (approximately every two weeks, typically 50 minutes each) and a cumulative final exam.

This course offers students the opportunity to share their unique perspective on course readings through “Thought Questions.” Students submit one thought question at several points in the semester. The format of these questions encourages thinking that extends beyond the information provided in the reading material. Though I use these questions in various formats during class, they all involve a “think-pair-share” approach. Each student is asked to individually think about the thought question and then write a response in his or her journal. They then share and discuss their responses in small groups. These discussions are complemented with frequent informal writing exercises, such as the journals the students keep throughout the semesters. Most of the material for this course can be found on my website: <http://homepages.gac.edu/~dmoos/edpsych.html>.

Our students have responded well to the approach I have taken with this course, as evidenced by two pieces of information. First, one fundamental indicator of teaching effectiveness is the extent to which students meet course objectives. Student performance on the standardized licensure tests, which our Education students are required to take as part of the licensure process, addresses this question to some degree. A component of this

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exam is the *Principles on Learning and Teaching* (PLT), which includes test items directly related to the content I teach in EDU 330: Educational Psychology. Our students have been doing very well on this portion of the exam, many of whom have received “Recognition of Excellence” for their performance, which represents a score in the top fifteen percent of all those taking this licensure test. I received the following email from one of my former students (a copy of this email is included in my tenure review packet):

*Hi Dan, I just wanted to let you know that as a class we did extremely well on the PLT test. We have you to thank for that, and the content you provided us with during Ed. Psych. I know Andrea Stevens and I scored high enough to receive a recognition of excellence from the Praxis system. I am sure many future students who take the PLT will have the same results from your teaching methods. Keep up the good work, and we appreciate all you have done for us. Thank you very much Dan, and have a happy holiday! –Travis*

I also received the following letter from a former student (a copy of this letter is included in my tenure review packet):

*Dan,*

*Thank you so much for everything you have taught me over the years. I daily use technology in my student teaching class and I know I will in my future classrooms as well. I also know that I would be lost as a teacher without everything I learned in Ed. Psych. When I took the PLT Praxis test this past summer, I easily passed with excellence because of your expertise and knowledge. Your class made me question the motivation behind student learning and made me much more aware of how I present information to my students.*

*With sincerest thanks,  
Sara Scholin*

I have received positive evaluations for this course. At the midterm and conclusion of every semester, I administer an anonymous evaluation of this course that is structured as the Student Evaluation of Teaching (SETs). The midterm evaluations provide feedback that allows me to better calibrate my assumptions and make modifications during the semester, as needed. The evaluations administered at the semester’s conclusion have been instrumental in framing modifications for subsequent semesters. I greatly value feedback from my students. Below represents the mean score in response to each quantitative question on the anonymous evaluations:

#### **Questions in the evaluation:**

- Q1: How much do you believe you have learned in this course? (1=virtually nothing... 5=great deal)
- Q2: I have been able to get help from this instructor when I requested it (1=never... 5=always)
- Q3: Course requirements and grading were made clear from the start of the course (1=strongly disagree ... 5=strongly agree)
- Q4: I received adequate feedback from the instructor (1=never... 5=always)
- Q5: How well did the evaluation techniques seem to measure mastery? (1=very poorly... 5=very well)
- Q6: How well do you think the instructor accomplished the objectives? (1=very poorly... 5=very well)
- Q7: The instructor helped to increase my interest in the subject (1=not at all... 5=great deal)
- Q8: The instructor’s interest in teaching this course seems (1=very low... 5=very high)

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Q9: For my preparation and ability, the level of difficulty of this course was (1=very elementary...3= just about right...5=very difficult)

Q10: Rate the overall effectiveness of this instructor (1=poor...5=excellent)

#### Mean score for each question, by semester for EDU 330: Educational Psychology (Possible Range for each question: 1 to 5)

Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Fall 11	5.00	5.00	4.83	4.83	4.92	5.00	4.75	5.00	3.33	5.00
Spr 11	4.94	4.88	4.81	4.88	4.88	4.94	4.38	5.00	3.43	4.94
Fall 10	4.84	4.92	4.88	4.88	4.76	4.88	4.52	5.00	3.32	5.00
Spr 10	4.69	4.94	4.75	4.88	4.63	4.88	4.25	5.00	3.32	5.00
Fall 09	4.70	5.00	4.80	4.90	4.60	4.90	4.40	4.90	3.20	5.00
Spr 09	4.80	5.00	4.80	4.80	4.60	4.90	4.40	5.00	3.40	5.00
Fall 08	4.41	4.90	4.69	4.69	4.41	4.79	4.21	4.97	3.44	4.86
Spr 08	4.95	4.90	4.80	4.85	4.75	4.90	4.70	5.00	3.55	4.95
Fall 07	4.94	5.00	4.78	4.61	4.50	4.89	4.44	4.94	3.17	4.94

- *Fall 2011 and Spring 2012 scores represent anonymous feedback questions collected and administered by the professor at the end of the semester (and after the administration of the official Tenure SETs)*

These evaluations also include questions that request students' qualitative feedback. The below highlights several student comments representing their perspective of my teaching in EDU 330: Educational Psychology. The comments listed below are from the SETs I have administered throughout my years at Gustavus Adolphus College.

*"Dan is the most engaging and approachable professor I have had. He genuinely cares about the students and the content provided. It is always fun and exciting to come to class."*

*"Dan is incredibly passionate about the content he teaches and he isn't afraid to show it. He relates well to his students, understands their motivations, and works with them when they want outside help. He is always available to talk with and include his students in his research. His enthusiasm is contagious."*

*"Professor Moos is fantastic. It is apparent that he is passionate about the course content. He varies his classes so they remain interesting. Also, I am remembering so much of the material. I don't know what he is doing to me so I remember, but it's great. He makes connections to the content of our other courses. This also helps to strengthen our learning."*

*"[He is] always willing to make time for his students, a role model, best teacher I have ever had! I never had an interest in psych till now."*

#### EDU 241: Educational Technology

This course is designed for students pursuing licensure in elementary or secondary education. In this course, students investigate how to most effectively use computer-

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based technology as pedagogical tools. Students are able to better promote information literacy in K-12 settings by exploring productivity tools, educational software, and web-based software. This course explores how various theoretical frameworks explain student learning with computer-based technology. Additionally, students also develop a professional electronic portfolio designed to showcase their technology skills. All of the material for this course can be found on my website:

<http://homepages.gac.edu/~dmoos/edtech.html>. I am also pleased to note that this website has provided resources for K-12 teachers, as evidenced by this below email from a teacher who initiated contact with me.

*Hello Daniel,*

*I just wanted to send you a quick note to let you know I used your webpage (<http://homepages.gac.edu/~dmoos/edtech/webquest.html>). I'm a middle school teacher, and I came across your page while looking for some technology and teaching resources that I could use in class. Over the summer, we are getting computers installed in every classroom, so our principal suggested that we begin looking for resources to help us make use of the computers during class time. Your page had some great resources for this. Just wanted to say thanks for the help. :-)*

*Warm regards,*

*Mrs. Joyce Alston*

*Pine Mountain Central School District*

*J.Alston@pmcsd.org*

As with my EDU 330: Educational Psychology course, there are some guiding goals for this course. Students should be able to: evaluate the effectiveness of computer-based technologies through various theoretical frameworks; effectively use productivity tools; develop online learning environments that meet standards for K-12 students; create an electronic portfolio that includes examples of teaching with technology projects; and consider ethical and social issues related to use of computers and the Internet.

In order to create a learning environment that allows students the most optimal opportunity to meet these goals, I include a variety of assessments and activities. All of the students' work is compiled into an electronic portfolio. Included in this electronic portfolio is a pdf attachment of the student's resumé. This assignment, typically completed early in the semester, offers the students (many of whom are freshman or sophomores) an initial exposure to the format of a professional resumé. Additionally, this assignment is a vehicle for discussing how to link documents to a website. One of the more substantial assignments for this course is the creation of a "WebQuest", which is an inquiry-oriented task that requires students to use pre-defined resources from the Web. Students create an original WebQuest that is designed for a specific developmental group and content area. The last assignment of the course is an oral presentation (15 – 20 minutes) in which the students integrate a SmartBoard into a lesson related to their content area. My website for this course provides explicit guidelines, rubrics, and examples of previous students' work for each of these EDU 241 assignments.

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I believe that the anonymous student evaluations for EDU 241: Educational Technology reflect my dedication to this profession and teaching of this particular course. As I do with EDU 330: Educational Psychology, I administer these anonymous evaluations (which are structured as the SETs) at the midterm and conclusion of every term. Below represents the mean score in response to each quantitative question on this evaluations:

#### Questions in the evaluation:

Q1: How much do you believe you have learned in this course? (1=virtually nothing... 5=great deal)

Q2: I have been able to get help from this instructor when I requested it (1=never... 5=always)

Q3: Course requirements and grading were made clear from the start of the course (1=strongly disagree...5=strongly agree)

Q4: I received adequate feedback from the instructor (1=never...5=always)

Q5: How well did the evaluation techniques seem to measure mastery? (1=very poorly...5=very well)

Q6: How well do you think the instructor accomplished the objectives? (1=very poorly...5=very well)

Q7: The instructor helped to increase my interest in the subject (1=not at all... 5=great deal)

Q8: The instructor's interest in teaching this course seems (1=very low... 5=very high)

Q9: For my preparation and ability, the level of difficulty of this course was (1=very elementary...3= just about right...5=very difficult)

Q10: Rate the overall effectiveness of this instructor (1=poor...5=excellent)

#### Mean score for each question, by semester for EDU 241: Educational Technology (Possible Range for each question: 1 to 5)

Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
<i>Fall 11*</i>	4.50	5.00	4.88	4.88	4.88	5.00	4.75	5.00	3.19	5.00
<i>Spr 11</i>	4.33	4.92	4.67	4.67	4.50	4.71	4.38	4.88	3.08	4.83
<i>Fall 10</i>	4.81	4.95	4.81	4.95	4.86	4.86	4.81	4.95	3.33	5.00
<i>Spr 10</i>	4.64	4.85	4.71	4.71	4.71	4.85	4.50	5.00	3.07	4.93
<i>Fall 09</i>	4.30	4.90	4.60	4.90	4.40	4.80	4.40	4.80	2.80	4.80
<i>Spr 09</i>	4.45	4.95	4.65	4.80	4.50	4.95	4.35	4.75	3.20	4.95
<i>Fall 08</i>	4.72	4.92	4.74	4.82	4.45	4.85	4.35	4.72	3.20	4.83
<i>Spr 08</i>	4.74	4.94	4.65	4.85	4.56	4.85	4.18	4.94	3.44	4.88
<i>Fall 07</i>	4.39	4.78	3.61	4.94	4.17	4.56	4.17	4.76	3.11	4.67

- *Fall 2011 and Spring 2012 scores represent anonymous feedback questions collected and administered by the professor at the end of the semester (and after the administration of the official Tenure SETs)*

Below are several student comments that reflect my teaching in EDU 241: Educational Technology. The comments listed below are from the SETs I have administered at Gustavus Adolphus College.

*"[He] loves what he teaches. Gives great feedback. Opens class with a thought question for us to be engaged. Our opinions on the subjects covered in the class were important to him."*

*"I have learned a great deal of information. I did not know anything about creating websites and trying to use it effectively in the classroom. Since Dan puts a lot of effort into teaching, it also makes me want to, too. He has always been able to help me if I have*

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*a question, which shows he cares about technology. I have been able to learn how to use SMARTboard, garage band, creating a website to use in my future classroom.”*

*“I have learned a lot about technology in the classroom including, SMARTboards, Garage Band, WebQuests, online portfolios, Photoshop, Microsoft Word, grade book pro, etc. I’ve worked hard in this class, and Dan continues to celebrate my successes and challenge me more. He is open to discussing material outside of class and understands/fulfills my learning style. Dan is a phenomenal teacher.”*

While I believe that I have been successful in teaching and mentoring in various contexts to date, I also recognize and appreciate that continued growth in the profession of teaching entails a commitment to reflection. I have much to learn from my colleagues and students and I look forward to these opportunities.

### **Opportunities and potential for growth in my teaching**

One of the many things that I love about teaching is the need for constant growth, which stems from the many challenges that arise in this profession. One challenge of teaching EDU 241: Educational Technology is the need to ensure that the assignments reflect the ever-evolving landscape of technology. I strive to meet this challenge through my professional work, including attending and presenting at international conferences such as the American Educational Research Association and the European Association for Research on Learning and Instruction. I am also a reviewer for both of these conferences and for several top-tier, peer-reviewed journals (e.g., *Journal of Educational Psychology* and *Computers in Human Behavior*). I look forward to continued involvement with teacher development workshops at Gustavus Adolphus College. During the summer of 2009, I had the opportunity to both present at and attend the First Term Seminar training workshop, an experience that helped me better understand how to facilitate students’ development in the areas of critical thinking, oral communication, and written communication. I hope to teach a FTS after our National Accreditation visit in the Spring of 2012, at which point my load as the *Assessment Coordinator* will decrease.

These activities reflect one of the core principles in my Teaching Philosophy: *Teaching is a profession that requires constant reflection and re-conceptualization*. I have learned through experience and support of mentors that effective reflection requires observations of my own teaching. I solicit observations and feedback from colleagues, keep a personal teaching journal, and administer midterm and end-of the semester evaluations from students. These sources of observation have allowed me to engage in the process of reflection. For example, students articulated challenges in integrating multiple theoretical frameworks in the mid-semester SETs I administered during the Fall 2007. In response, I developed an in-class assignment that utilized Inspiration (a Mac software program) so students could create a concept map that helps them visualize the interrelationship between the various theories.

Meeting the needs of individual students is another challenge and I have strived to create to create learning opportunities to meet this challenge. For example, EDU 330 includes

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“Thought Questions”, an assignment that allows students to present their unique perspective on the course readings. These questions provide a powerful lens to examine how students interpret the reading and allow me to have a better understanding of their idiosyncratic view of the course material. These opportunities are consistent with another core principle of my Teaching Philosophy: *All students can learn, and all students learn differently.*

Another challenge in EDU 330 is connecting abstract theories to practical implications. In order to meet this challenge, “Wednesdays in the Workplace” was added in the 2008-2009 year. Students observe a local K-12 classroom once a week and are asked to write a reflection that connects the observation to the content covered in EDU 330. This assignment was added to provide authentic contexts to the abstract nature of the theoretical concepts. These changes positively affect students’ ability to apply abstract theories to authentic settings, as evidenced by both formal and informal assessments. Furthermore, this addition aligns with one of my Teaching principles: *The classroom should be a community that is connected to the outside.*

## SCHOLARSHIP

*(2) Established record of professional accomplishments as evidenced, for example, by demonstrated research activities in private, public or corporate settings; publications; presentations at scholarly meetings or conferences; (in the arts) exhibits or performances; and leadership in professional and/or public organizations, boards, or commissions related to one's academic field(s) or assignments.*

My research interest includes four areas: motivation, self-regulated learning, academic technology, and pre-service teacher training, all of which directly relate to the courses I teach at Gustavus Adolphus College. I am actively involved in research and my productivity (as of spring 2012) includes 23 published manuscripts in top-tier peer-reviewed journals, with another four currently under review at peer-reviewed journals. Each manuscript averages between 8,000 and 10,000 words and a majority is based on empirical studies. Additionally, I have presented at 37 national and international conferences (including presentations in Granada, Spain, Amsterdam, Netherlands, and Vancouver, Canada). I also greatly enjoyed two opportunities to present at the “Shop Talk” series at Gustavus. Additionally, I have received three internal grants (the Presidential Faculty-Student Collaboration grant awarded for the spring of 2009 and again in the spring of 2011, and the Research Scholarship and Creativity grant awarded for the academic year of 2010-2011). I am also involved in a number of professional communities and review for top-tier peer-reviewed journals (e.g., *Journal of Educational Psychology* and *Computers & Education*) and international conferences (e.g., *American Educational Research Association*). I am proud to say that my professional contributions have been acknowledged when I was appointed to the Editorial Board of two internationally peer-reviewed journals, *Metacognition and Learning* and *Education Research International*.

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I attended graduate school at the University of Maryland, where I worked in the Cognition and Technology Laboratory. My research agenda was formed in this laboratory, where we focused on examining how students process information with various technologies. I feel fortunate to have worked with Dr. Roger Azevedo, who provided a student-centered research mentoring model. I now use this model to guide my collaborative research with Gustavus students. This model entails inviting students to intellectually invest in the direction of research, ensuring continued development of the faculty's research agenda while also promoting the student's intellectual ownership.

While at Gustavus, I have been actively involved with research in a manner that I believe is consistent with the mission of the college. This involvement has made me a more effective teacher; I am researching, publishing, and presenting on topics that are directly related to the content that I teach in both courses. Additionally, I have had the opportunity to collaborate with several of our Gustavus students, and this research has resulted in students co-authoring presentations at international conferences, publication in peer-reviewed journal, and student presentations at "Celebration of Creative Inquiry". Some of this research was supported by the Presidential-Faculty Student Collaboration grant (awarded summer of 2009 and again in 2011). I believe appropriate mentoring in the context of research can develop skills and knowledge that are fundamental in an undergraduate education. In the context of collaborative research, I have witnessed students' increased capacity to think critically, work independently, and manage multiple tasks. I received the below email from a former student with whom I worked with on a research project (a copy of this letter is in my tenure packet):

*Hi Dan, I wanted to be the first to share the good news! I have been offered and accepted a kindergarten teaching position at Achieve Language Academy in St. Paul! I want to thank you for being a pivotal part of my student to teacher transformation. Your courses (ed. psych and ed. tech) really gave me a strong foundation for my teacher education at Gustavus. You were and are a wonderful, engaging professor and I aspire to set the highest standards for my students as you have set for me and my classmates. Working with you on the research project this past spring opened my eyes to a whole new realm of education and I am grateful for the opportunity!! Thank you again, and I look forward to sharing stories with you over the next year!!*

*-Anna*

I value the capacity of research to build communities, a possibility realized through collaboration. I look forward to continuing my research agenda and collaborating with colleagues and students, while always considering the need to balance it with my other professional responsibilities.

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## LEADERSHIP

*(3) An established record of leadership in the governance of the College in the candidate's department, in the faculty and its committees, or in other college positions.*

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In my own education and professional career, I have gone from being an undergraduate at a liberal arts college, to earning a masters and PhD at a large state university, and back again to a liberal arts college. These experiences have helped define my understanding of the critical need for effective leadership to facilitate accomplishment of common tasks and goals for the greater good of the college community. I appreciate the role of community, teamwork, collaboration, respect and collegiality at Gustavus Adolphus environment.

One of the reasons I was so excited about coming to Gustavus was because of the Education Department and leadership of John Clementson. In the first two years, John helped teach me the value of fostering a community of trust, respect, collegiality, and a desire to be a part of a greater good. I enjoy the collegiality of working under the leadership and vision of our current chair, Dr. Deb Pitton. I have learned the value of collective input and discussion in the decision-making process. I appreciate the importance of utilizing everyone's strengths. These lessons provided an important foundation for my role as the co-chair of the Education Department during the 2009-2010 academic year. This leadership position came at an exciting time for our department as we underwent a number of curriculum changes in response to significant matters emerging at both the state and national level. Most notably, there were substantial changes to the state mandated accreditation standards for Education programs. These new standards required significant curriculum changes and as the co-chair, I had the primary responsibility to facilitate these changes. Additionally, my individual co-chair responsibilities included monitoring the departmental budget, chairing the Teacher Education Advisory Council (TEAC), and coordinating all activities that relate to reporting to accrediting and other agencies (i.e. National Council for Accreditation of Teacher Education, Board of Teaching, and Minnesota Association of Colleges for Teacher Education). Responsibilities related to my role as the co-chair offered new challenges and opportunities to broaden my work and relationships throughout the campus and college community. I greatly enjoyed the chance to work collaboratively with our colleagues across campus, as well as the opportunity to communicate with parties at both the local and national level. I have continued with the accreditation responsibilities in my current position as the Assessment Coordinator (Summer 2011 – present).

I have been involved in a variety of services for both the college and department. These experiences have allowed me to take an active role in developing leadership skills through working on campus-wide committees and departmental faculty search committees, serving as an advisor to student organizations, mentoring students, and participating in events such as the Commission Gustavus 150. I have co-chaired our department, co-chaired a campus-wide faculty committee (FDC), and was recently appointed to two different positions related to assessment (Assessment Coordinator for the Education Department and the Kendall center for Engaged Learning Faculty Associate for Evidence-Based Teaching).

### **Services outside the Education Department, Gustavus Adolphus College**

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- Kendall center for Engaged Learning Faculty Associate for Evidence-Based Teaching (*appointed*), 2012 - 2013
- Faculty Development Committee (*elected 3 year term, co-chair 2012 – 2012 and 2012 - 2013*), Fall 2010 - Spring 2013
- Academic Technology Committee (*elected 3 year term, secretary 2009 – 2010 and 2011 - 2012*), Fall 2009 - Spring 2012
- External Reviewer for Culpeper Evaluation Committee, Spring 2010
- Faculty Facilitator for First Year Orientation, Fall 2009
- Mini-grant reviewer, Fall 2011 - 2012
- Partnership Council member, Spring 2009 - Fall 2010
- Counseling Center Director Search Committee, Spring 2009 - Summer 2009
- Scholarship Days Interviewer, Spring 2009, Spring 2010, Spring 2011
- Teachers Talking Presenter (Student Evaluations), Spring 2011
- Teachers Talking Technology Presenter (SmartBoards), Spring 2009
- First Year Seminar Workshop Presenter, Summer 2008 & Summer 2009
- Commission Gustavus 150: Student Life Task Force Member, Fall 2008 - Spring 2009
- First Year Seminar Advisory Board Member, Fall 2008 - Spring 2009
- Faculty Advisor, Freshman Registration, Summer 2008

### **Services in the Education Department, Gustavus Adolphus College**

- Assessment Coordinator (*appointed*), Education Department, Summer 2010 - present
- Co-Chair (*elected 1 year term*), Education Department, Fall 2009 - Spring 2010
- Faculty Advisor for SEA (*Student Education Association*), Fall 2009 - Spring 2010
- Faculty Advisor for KDP (*Honor Society for Education*), Fall 2008 - Spring 2010
- Faculty Search Committee, Education Department, 2008, 2009, 2010
- Student Admission Committee, Education Department, Fall 2007, Fall 2009, Spring 2010, Spring 2011

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### **MISSION**

*(4) Continuing evidence of sympathy with the aims and purposes of Gustavus Adolphus College as stated in the Mission Statement of the College.*

I have devoted my entire professional career to teaching and I believe that my work at Gustavus Adolphus College is consistent with its Mission Statement and five core values. Developing my students' capacity and passion for life-long learning and encouraging independence of thought is at the heart of my work. This development can be fully realized in a liberal arts environment, where students are asked to experience education within a broader context. This environment also enables student and faculty collaboration ensuring that the learning is not constrained to the classroom. I have immensely enjoyed interacting with students outside of the formal class setting, whether it is in the context of research, with my advisees, or simply getting to know them better as individuals. These

## **Daniel C. Moos**

### *Tenure Statement*

communications require the delicate balance of providing the appropriate scaffolding while simultaneously facilitating their independence of thought. I have mentored students with this goal in mind. I approach these commitments in a manner consistent with the words put forth by Eric Norelius, “Whatever we do, let us do it well.” I believe my teaching evaluations, publications, and faculty-student collaboration evidence this commitment. My teaching also illustrates a commitment to providing rigorous and innovative experiences for my students. I believe that my courses are appropriately time intensive and, equally important, designed to foster students’ critical thinking. My courses are designed such that students are asked to explore their voices and then consider alternative perspectives, a process that can be quite rigorous for undergraduates. Yet, this process is necessary in order for students to be successful in their careers after graduation. This commitment to providing both rigorous and innovative experiences for students requires me to proactively engage in scholarly activities such as attending and presenting at relevant conferences and learning from my peers. Engagement in these experiences exposes me to various perspectives on the most innovative approaches to principled practices of teaching.

I also understand that my own professional responsibilities extend well beyond the walls of my classroom. I embrace the College’s commitment to International Education and the mission of developing students’ international perspectives. Our department is committed to providing student teaching experiences in international settings, in part to provide students an opportunity to prepare for the changing demographics of a global society and growing diversity of perspectives. As a supervisor of Gustavus student teachers, I had the opportunity to supervise and mentor five of our students during their student teaching in Sotogrande, Spain. I worked very closely with these students throughout their placement, which included traveling to Sotogrande Spain and working with them over a ten-day period. Using Skype to communicate with these students on a regular basis, I continued to work with them throughout their entire 7-week student teaching experience in Spain. This experience was extraordinarily rewarding, both personally and for these students. We explored their changing views of international education and the role of education in a global society.

A commitment to an international perspective should also be accompanied by a respect for others within a local community, an approach that is consistent with the college’s core values of community and service. My work with the Partnership Council provided me with opportunities to further develop my respect and sensitivity for our local community. This committee seeks to facilitate collaborations between the community of St. Peter and Gustavus Adolphus College through the provision of feedback on curricular and co-curricular proposals. Working with those involved has been a wonderful learning experience for me in terms of identifying the assets of our community and promoting outreach between Gustavus and various organizations within the St. Peter community. Recently (Fall 2011), I was asked to present at the Pastor-to-Pastor workshop held at Gustavus Adolphus College. My presentation (“A changing landscape: Developmentally where are the students?”) was a wonderful opportunity to meet pastors from our community and across Minnesota and discuss development considerations related to teaching adolescents.