

[REDACTED]
Faculty Development Plan
July 2021

A. The faculty member's self-assessment of his or her strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.

Strengths/Skills/Competencies

- Highly reflective of my practice and always seeking for ways to better structure class and assignments to increase student understanding and application of learning. I want my students to succeed.
- I desire to always deepen or keep my content knowledge current and continually make efforts to find and read literature to do so.
- I feel I can work well with and collaborate with all types of people and personalities – have the skills to build relationships, find common ground, make adjustments, etc.
- I bring knowledge and experience in establishing positive and successful classroom environments, as well as using effective pedagogical practices.

Interests

- Working with and developing mentor teachers that work with BYU preservice teachers.
- Teacher learning and improvement.
- Equitable and just teaching practices that create classroom environments in which all students, especially those that are marginalized or often overlooked, can learn and succeed.

Opportunities/Areas to Develop

- Content/subject matter expertise – with teaching new courses I need to refine, deepen, and synthesize my knowledge and understanding.
- Improve the structure of weekly course topics/content, assignments, and assessments to align with intended student learning outcomes.
- Build stronger relationships with school- and district-level partners to maintain a positive and productive BYU-Public School Partnership.
- Collaborate with and utilize the expertise and experience of my BYU colleagues, as well as BYU resources to more effectively perform can carry out my role and responsibilities as a liaison in the BYU-Public School Partnership.

B. The faculty member's professional goals in citizenship, teaching, and scholarship (or citizenship and professional service, for professional faculty) and the plan to accomplish these goals.

Citizenship Goal & Plan

One way I will seek to collaborate and contribute to my department will be through my service on committees. My goal will be to work with the members of the committee in such a way that I can make an impact on the work of the committee by attending meetings and contributing to

discussions, as well as taking on, fulfilling, and following-up with assignments. With regards to my service on the Teacher Education Student Council, to support and encourage student participation, I will focus my efforts on reaching out, asking questions of, and listening to those students on the committee who are often more quiet/shy.

(Citizenship Project – Active participation in committee work by attending meetings, contributing to discussions, and taking on assignments)

Teaching Goal & Plan

I would like to connect my teaching goal with my teaching development project. As the Teacher Education Department initiates a new program in the coming Winter 2022 semester, I will work with the CTL to develop a new course, EL Ed 310 Planning and Assessment I, for my development project. While I won't be the only instructor involved in the creation of this course, I can take the lead and utilize the expertise of the CTL to serve as a starting point in our collaborative efforts in the designing of EL Ed 310. My goal to improve my teaching will be to receive and use feedback given from my peer teaching reviewers and students to make revisions and adjustments to this new course for future semesters.

While I will use my peer teaching reviewer feedback and student feedback in every aspect of my teaching and for all courses I teach, these perspectives are particularly helpful in the creation and development of a new course. For my peer reviewers, I plan to provide my teaching schedule before each semester begins and extend an open invitation for them to attend my classes at their convenience. I will email them before their attendance in class to provide any background/context that may be needed (e.g., lesson plan or goals for the day), and take notes during our debriefing sessions. I will also track (on lesson plans, slide notes, reflections) how I incorporate their suggestions in future teaching so that I can have a record of my efforts to apply their feedback. Also, student feedback and outcomes will also be analyzed and utilized to change and improve the course for the future.

(Teaching Development Project - Work with CTL to develop new program course EL ED 310 Planning and Assessment I)

Professional Goal & Plan

Part of my professional expectations are to create products that impact the university. As a beginning for meeting this responsibility, one goal will be to collaborate with my liaison colleagues to create a Clinical Faculty Associate (CFA) Handbook. The training, directing, and supervising of CFAs in their role to assess and mentor preservice teachers during their clinical experiences (i.e., practicum, student-teaching/internship) is an important part of my program administration responsibilities. The handbook will outline the scope, responsibilities, and expectations of CFAs. Such a product will impact the university in the following ways: (1) it will create unity across the five districts in the BYU-Public School Partnership in the expectations of CFAs, which in turn will align the training and directing of CFAs, (2) the handbook will provide CFAs more clarity in their work and thus be more effective at supporting preservice teachers, and (3) university faculty and district-level personnel can use the handbook to better understand the role and scope of the CFA position, and use this understanding to more fully harmonize their

work with students, i.e., preservice teachers, to support and compliment that of the work done by CFAs.

To accomplish this goal, a shared document has been created in Box for the liaisons to add content, edit, and share ideas for inclusion in the handbook. We will meet to discuss our ideas, needs, and next steps.

(Professional Development Project – CFA Handbook)

C. The relationship between individual goals and department and university aspirations and needs.

My individual goals to 1) actively contribute to committee work, 2) improve and refine the new El Ed 310 course through the use of peer and student feedback, and 3) create a product that impacts the university all meet the goals of both the Teacher Education Department and the overall university in the following ways. First, making a greater contribution to my committee work will increase collaboration with faculty colleagues and build community among the students of the Teacher Education Department. Second, improving the El Ed 310 course experience and my teaching pedagogy through the use of peer and student feedback will better meet the needs of students and help them in their learning and growth. Similarly, the creation of products that increase the effectiveness of the BYU-Public School Partnership through improved mentoring during critical preservice training positively impact the university by affecting the overall success of our students.

D. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

Funding for printing of the CFA Handbook, as well as materials for the development of the new El Ed 310 course may be needed.

E. The faculty member's activities and accomplishments so far in achieving the goals.

Activities that I have taken to accomplish my goals include the following:

- I have currently been attending all Teacher Education Student Council committee meetings.
- I have had an initial observation and meeting with my peer reviewers which has established a positive beginning in understanding expectations, needs, and some desired outcomes of both parties. I look forward to going deeper in the coming months. I will begin the design of the El Ed 310 course during the CTL Effective Teaching Workshop at the end of July 2021.
- My fellow liaisons and I have begun discussions regarding the handbook, a date is set for our first meeting and past documents detailing CFA job responsibilities have been gathered to use as a baseline/guide in our forthcoming discussions.

F. The faculty member's comments, if desired, on measures used to assess success in his or her professorial or professional responsibilities and in accomplishing the goals set forth

in the plan. (University Policy on Faculty Rank and Status, 3.1.2, Faculty Development Plan).

In thinking about ways to measure/assess the success or accomplishment of these goals, I will do the following:

- 1- Keep track of committee attendance and assignments
- 2- Document feedback from peer reviewers and how it is incorporated into course/teaching
- 3- The publication and distribution of CFA Handbook