

Professional Track Faculty Development Plan
[REDACTED]

Self-Assessment: The faculty member's assessment of his strengths, skills, competencies, interests, opportunities, and areas which the faculty member wishes to develop.

Strengths, Skills, Competencies:

- Thirty years of public education teaching and leadership experience coupled with extensive engagement at the state and national levels.
- Experience in leading collaborative systemic change efforts to foster the adoption and implementation of innovative educational practices.
- Relentless efforts to enhance my content knowledge, student engagement, and pedagogical competencies.
- Earnest efforts to foster authentic and collaborative relationships with colleagues, practitioners, and students.
- Concerted efforts to connect university research with practical applications in the public schools and help all parties to appreciate, value and respect their contributions to education.
- Strategic use of both reflective practices and peer/student feedback to enhance and improve personal, teaching, professional skills, and contributions.
- Efforts to be a nurturing role model who attends to the needs of individual students and values the unique talents and gifts they each bring to the learning environment.

Interests:

- Implementation of equitable teaching and assessment strategies that create classroom environments where all students belong, flourish, learn, and succeed.
- Employment of sound change management and communication practices to support the enhancement of recent elementary education program revisions.
- Development of the teaching and management capacities of education students as they prepare for careers in the elementary classroom.

Opportunities and Areas to Develop:

- Continue to strengthen productive and positive relationships with university and school of education administrators, faculty, staff, and in-field practitioners.
- Continue to increase content and pedagogical expertise, by studying instructional practices, deepening/synthesizing course content knowledge, and improving teaching abilities.

- Enhance instructional competencies through the access to the expertise, resources, and feedback mechanisms available from peers, students, and the resources provided by the University's New Faculty Center and the Center for Teaching and Learning.
- Infuse value-added instructional technology resources into courses to enrich the learning experiences of students.

Goals and Plans: The faculty member's professional goals in teaching, professional service, and citizenship and the plan to accomplish these goals.

Teaching:

Goal:

To explore and implement new/enhanced instructional practices, including uses of technology resources, enhanced strategies to receive student feedback, and increased mastery of content knowledge to enrich teaching competencies and improve student learning experiences.

Plan and Progress:

- Collaborate with colleagues to continue the phased design and implementation of three new courses: ELED 299R, ELED 310, and ELED 399R.
- Utilize resources from the University's New Faculty Center (NFC) and the Center for Teaching and Learning (CTL) to enhance instructional practices and collect student feedback on instruction impact, classroom climate, and student learning by utilizing student consultants on teaching (SCOT) and/or other strategies.
- Meet with instructors of elementary methods courses to become familiarized with the unique lesson plans used by different content areas. Incorporate student orientation of the uses of various approaches to lesson planning into the new course, ELED 310 Planning and Assessment. Introduce students to the types of lesson plans they will be using in their methods courses and in-field experiences while helping them to understanding the learning control continuum of instructional lesson plans options and their intended purposes.
- Investigate and implement strategies to provide increased mentoring opportunities with students. Explore the establishment of a new student organization associated with the McKay School of Education, *EleMENTary Speaking*, providing an opportunity for male students pursuing elementary education degrees to discuss the unique challenges and opportunities presented to males in a dominantly female industry.
- Explore and implement technology-based student engagement resources in university courses to enhance student learning and to model technology use strategies commonly used in the elementary classrooms.
- Engage in an independent study of three books to increase course instructional practices and assessment knowledge (*Educating Zion* by Welch/Norton, *Tools for Teaching* by Gross/David, and *Assessing Student Learning: A Common Sense Guide* by L. Suskie)

Professional Service:**Goal:**

Engage, support, and provide student-responsive oversight of clinical responsibilities of Jordan District in-field students, facilitators, and clinical faculty associates. Provide enhanced support to the principals at the five partnership elementary schools. Also communicate regularly with the district's point-of-contact administrator.

Plan and Progress:

- Provide supportive assistance, participation, and advocacy for the BYU-Public School Partnership and the McKay School of Education Teacher Education Department.
- Serve as the BYU point-of-contact for the Jordan district's administrative contact and the principals at the five designated partnership schools.
- Provide student-responsive oversight of the clinical responsibilities and support of in-field observation of students placed in elementary schools in the Jordan District.
- Support, teach, supervise, and coach facilitators, clinical faculty associates at the five partnership elementary schools.
- Oversee the administration and use of PAES and EDA assessments used for the evaluation of in-field students.
- Revise/Expand the Liaison Handbook, a resource for new liaisons that outlines the duties, responsibilities, resources, and unique functions of the liaison position, and their essential connecting role between the Teacher Education Department and the BYU-Public School Partnership. (Product Goal)
- Serve a co-chair of the Certified Faculty Associates (CFAs) training and collaboration meetings. (Product Goal)
- Design an attendance and performance expectations agreement for ELED 299R and 399R students. (Product Goal)
- Organize and conduct in-field seminars for ELED 299R, 399R, 400R, and 496R students.
- Provide support and remediation for students not meeting PAES evaluation standards or other placement challenges.

Citizenship:**Goal:**

To actively participate on University and School of Education councils and committees, and service opportunities available in the broader national professional education community.

Plan and Progress:

- Contribute as a member of the University's Education Preparation Program Advisory Council (EPPC).
- Participate as a member of the McKay School of Education Initial Programs Council (IPC).
- Engage as a member of the BYU-Public School Partnership's Elementary Education Partnership Advisory Council (EEPAC) both at the executive committee and broader advisory committee levels.

- Serve as the chairperson of the Teacher Education Department's Collaboration Committee and explore strategies to enhance the services and support provided by this committee.
- Function as the In-field Program Coordinator for the elementary education program.
- Collaboratively work with the department leadership and colleagues to evaluate and consider enhancements to the elementary education program.
- Participate in the BYU-Public School Partnership's Associates program with the Jordan School District.
- Participate as a committee member of the Association of Teacher Education (ATE) awards and recognition committee.
- Engage with national colleagues as a committee member of the National Association of Professional Development Schools (NAPDS) national convention committee.

Alignment: The relationship between individual goals and department and university aspirations and needs.

Each of the goals defined in my plan support, and/or align with the goals and programmatic expectations of the elementary education program, Teacher Education Department, the David O. McKay School of Education, as well as the overarching priorities of the University.

As a professional track faculty member in the McKay School of Education and the Teacher Education Department, I have responsibilities primarily tied to both to the elementary education program and the BYU-Public School Partnership. As such, work assignments and goals associated with this faculty plan are aligned to my job description, current priorities, and the organizational dynamics of our nationally recognized university-public school partnership.

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

Funding for the printing of the Liaison Handbook may be needed. All other professional goals either currently receive funding or are not foreseen at this time. I have asked our department chairperson for a small budget to be used by the collaboration committee to purchase small gifts to recognize colleagues. The request is currently under consideration.

Goal Progress: The faculty member's activities and accomplishments so far in achieving the goals.

Each of the goals have been initiated, but not all aspects of each goal are fully implemented at this point. As the new academic school year quickly approaches, the various elements of each goal will be initiated.

Measures of Progress and Success: The faculty member's comments, if desired, on measures used to assess success in his professional responsibilities and accomplishing the goals set forth in the plan (University Policy on Faculty Rank and Status, 3.1.2 Faculty Development Plan)

Both the plans and the progress toward attainment of the teaching, professional service, and citizenship goals will be reviewed monthly, resulting in next step strategies will be established and pursued. This monthly review process will provide me with both gap analysis and progress-toward-goal information, allowing me to make regular adjustments leading to goal attainment. It is anticipated that attainment of some of these plans will require multiple semesters before complete goal attainment is reached.