

Faculty Development Plan

Name

Assistant Professor, Department of Linguistics and English Language

Overview

My faculty development plan is concise by design. I want to print it out and be able to see the entire plan at once. This way I can keep it all in mind and balance my priorities as they shift across the academic year.

Contents

- 1) Self assessment
- 2) Goals for Citizenship, Teaching, and Scholarship
- 3) Citizenship Project
- 4) Scholarship Strategies Project
- 5) Course Development Project and Grant Proposal

SELF-ASSESSMENT

1) Strengths

- a. Enthusiasm for teaching, research, and mentoring
- b. Empathy for graduate students who struggle with or worry about research
- c. Discipline to write regularly and accomplish citizenship and publishing goals

2) Skills

- a. Responding to student and professional writing
- b. Teaching with an engaging style and kindling student interest
- c. Listening to others and building collaborations/networks

3) Competencies

- a. Time management
 - i. Protecting time for work, home, church, and recreation
 - ii. Isolating time for research, writing, and collaboration
 - iii. Remaining productive throughout a day and despite the difficulty of a task
- b. Task management
 - i. Conceptualizing and managing complex processes such as JRW, research projects, curricular decisions
- c. Goal setting and accomplishment
 - i. Breaking tasks into manageable goals with realistic deadlines and remaining motivated
 - ii. Taking the lead on projects I have authority on and utilizing members of a team to accomplish tasks
- d. Training, mentoring, and delegating
 - i. Designing and providing structured support for student learning
 - ii. Assigning tasks and monitoring progress of students I work with

4) Interests

- a. L2 Writing
- b. L1 Writing/Composition
- c. Curriculum development

5) Opportunities

- a. President of I-TESOL
- b. Research with undergraduate students
- c. Access to and funds for eye-tracking research
- d. Association and collaboration with Dana Ferris
- e. Association and collaboration with UVU's Department of English Language Learning

6) Areas to develop

- a. Psycholinguistic research expertise (including eye-tracking knowledge and other psychology-enhanced research)
- b. Professional leadership positions
- c. Rigor in classes and assignments
- d. Statistics knowledge

GOALS FOR CITIZENSHIP, TEACHING, AND SCHOLARSHIP

(ORGANIZED BY COLUMN)

RN: Resources needed
 RD: Relationship to department aspirations and needs
 See college rank and status document for references
 AA: Activities and accomplishments so far

Citizenship				
Goal	1) Be a generous colleague, advisor, and mentor	2) Establish a resource for graduate students that addresses needs, challenges, and common advice	3) Develop JRW into a well-recognized leader of response research in the L1 and L2 fields	4) Become involved in professional organization leadership
Steps	<ul style="list-style-type: none"> • Read one article by one department colleague each month • Read one book about mentoring (graduate) students per year • Share research with colleagues • Invite colleagues and students to participate in my research projects • Take at least one student to every conference where I present 	<ul style="list-style-type: none"> • Create a clearinghouse/hub for graduate student concerns, questions, and/or advice 	<ul style="list-style-type: none"> • Build up review board • Create advertising plan • Get more high-profile authors to submit • Increase number of citations coming from JRW articles • Attend conferences as a JRW representative 	<ul style="list-style-type: none"> • Attend leadership trainings through TESOL • Read at least one leadership manual each year
RN	<ul style="list-style-type: none"> • Access to scholarship through library; tips from colleagues on which articles to read • Access to mentoring books and funds to purchase them • Substantial money for travel and research 	<ul style="list-style-type: none"> • Time to collect and address questions and keep up with the site • Energy to generate and organize content (a TA or RA?) • Graduate questions • Interest from departments for a clearinghouse or hub • Internet space 	<ul style="list-style-type: none"> • Time to groom JRW (administrative leave? Extra days at conferences? Summer breaks?) • Research Assistant willing to help run the journal • JRW advertisements/business cards 	<ul style="list-style-type: none"> • Time to attend leadership activities • Mentoring (maybe from Neil?) • Money to attend training meetings
RD	2.2.2—Contribute constructively to the university community	2.2.4—Carry fair share of...advisement and supervising graduate students	2.2.1—Service to the university and...chosen discipline	2.2.5—Service to the profession
AA	<ul style="list-style-type: none"> • Paul Matsuda suggested a couple of mentoring books that I need to buy • My eye-tracking research is attracting attention in the department and across campus; I should get others involved • I have a good chunk of money for travel and research; I'll be taking 8 students to upcoming conference: ITESOL, SSLW, CCCC, AAAL 	<ul style="list-style-type: none"> • I know a couple of the graduate student concerns that I could easily address right now 	<ul style="list-style-type: none"> • JRW is up and running and I'm actively working to increase review board • Used one extra day at CCCC to clear out a lot of JRW items 	<ul style="list-style-type: none"> • Currently the 2nd Vice President of ITESOL • Already served in some professional capacities
Time-line	• Continuous	• First full incarnation by end of Fall 2017	• Fall 2018 (issue 8)	By March 2018

Teaching

Goal	1) Increase rigor of classes and assignments (376 and 611)	2) Ensure that formative and summative assessments accurately measure student ability and connect with learning outcomes	3) Engage students in active learning	4) Integrate teaching and research (bring research insights into class and use class projects for research)
Steps	<ul style="list-style-type: none"> • Get a SCOT consultant in winter semester to help me with assignments • Evaluate 376 for ways to increase complexity of assignments without increase teaching/grading burden • Work with Cassie to improve 611 reflection assignments • Create more rigorous assignments in 611 that are less completion-based • Hire a TA! • Take frequent mid-semester evaluations 	<ul style="list-style-type: none"> • Get a SCOT consultant in winter semester to help me with assessments • Evaluate 2 major and 4 minor assessments in 376 and 611 • Have others in department review my assessments and learning outcomes with me (Dee? Norm? Mark? Troy?) 	<ul style="list-style-type: none"> • Continue eye-tracking research through publication of several articles • Engage 611 students (at least that I chair) in presenting at ITESOL and TESOL with department funds • Involve students in daily research writing • Identify one research area that can benefit from continual funding and student research (Eye-tracking? Civic engagement with public schools?) • Apply for a Meg grant Fall 2016 	<ul style="list-style-type: none"> • Identify research projects each year that could come from (or supplement) class projects • Encourage students to participate in those projects (see previous goal)
RN	<ul style="list-style-type: none"> • SCOT consultant • A TA • Time to evaluate both courses (while teaching 3 classes and supervising a 4th?) 	<ul style="list-style-type: none"> • Time to work on these projects (creating new assessments, piloting them, revising) • Copies of outcomes and assessments 	<ul style="list-style-type: none"> • Funding to get students to conferences • Funding to bring in experts on our research topics • Time to solicit funding and establish a research hub • Knowledge to help students get ORCA grants 	<ul style="list-style-type: none"> • See previous goal
RD	2.3.1—Give careful and consistent effort to providing students with an education that is of the highest quality	2.3.2—Valid and reliable evaluation of student learning		
AA	<ul style="list-style-type: none"> • I've taught 376 and 611 before, so I know the general framework • Cassie is planning to improve 611 as part of her project • I have time in Fall to work more on Winter's classes 	<ul style="list-style-type: none"> • I've taught 376 and 611 before, so I know the general framework 	<ul style="list-style-type: none"> • Currently engaging 8 undergrads in eye-tracking research • I'll be taking 8 students to upcoming conference: ITESOL, SSLW, CCCC, AAAL plus grads to ITESOL and TESOL 	<ul style="list-style-type: none"> • See previous goal
Time-line	<ul style="list-style-type: none"> • 376 by end of Winter 2017 • 611 by end of Winter 2018 	<ul style="list-style-type: none"> • 376 by end of Winter 2017 • 611 by end of Winter 2018 	<ul style="list-style-type: none"> • Continuous 	<ul style="list-style-type: none"> • Continuous

Research

Goal	1) Engage undergraduates with research (ORCA, MEGs) that aligns with our mutual interests	2) Publish an average of 3 articles per year (18 by 6th year review)	3) Establish a solid voice as an L2 composition expert by publishing strategically in high-profile journals	4) Collaborate with interdisciplinary colleagues (Composition, Psychology, Education, Languages) to extend that voice
Steps	<ul style="list-style-type: none"> • Advertise for ORCA Grants to exceptional undergrads each semester • Apply for MEG grant for Eye-tracking research, travel, and colloquium funding in Fall 2016 	<ul style="list-style-type: none"> • Submit or revise currently drafted articles (2 from dissertation, DA of L1 writing center) • Finish Curriculum book for UMP • Propose a book on curriculum changes • Draft articles for which I have data (2 w/Dana; 5 w/Eye-tracking; 1 w/New teachers; 1 w/genre teaching; 2 w/curriculum change/revision) 	<ul style="list-style-type: none"> • Publish strategically in L1 and L2 journals • Associate myself with Dana and JRW more assertively • Become more familiar with social media and use to create a professional image • Become involved in professional organization leadership 	<ul style="list-style-type: none"> • Make connections with interdisciplinary colleagues at lunches, colloquia, conferences, etc. • See goal 1 in citizenship and apply across departments, colleges, and university to some extent • Take one non-BYU colleague to lunch or dinner at every conference I attend • Give out business card more freely with notes on back about how we could collaborate
RN	<ul style="list-style-type: none"> • Time to write grants • Student interest • Knowledge to help students get ORCA grants • Mentoring to write a successful MEG grant 	<ul style="list-style-type: none"> • Time to complete current manuscripts (course release year 1 and 2)—need to clarify course release in year 2 Winter • Time to engage in new research 	<ul style="list-style-type: none"> • See previous goal • Get social media mentoring • See goal 4 on Citizenship 	<ul style="list-style-type: none"> • Time and money to attend conferences • Money to engage in research projects with distant colleagues
RD	2.2.2.12—Jointly authored articles and artifacts are considered normal ways of publishing	2.4.1—Demonstrate consistent productivity	2.4.2.3—Publish work with organizations and presses that are respected by peers	2.4.2.1—Interdisciplinary scholarship has a respected place in the humanities
AA	<ul style="list-style-type: none"> • Already started eye-tracking research with a college grant 	<ul style="list-style-type: none"> • Currently in review or press: CMLR; RTE; JSLW; WLN; (Praxis?) 	<ul style="list-style-type: none"> • Currently run JRW 	<ul style="list-style-type: none"> • Already working with Steve Luke a little
Time-line	<ul style="list-style-type: none"> • Continuous 	<ul style="list-style-type: none"> • Revisit annually 	<ul style="list-style-type: none"> • Continuous 	Continuous

CITIZENSHIP PROJECT

Part of my faculty development plan is to become more active in professional leadership. Although this is an ongoing process, there are some steps I plan to take in the near-term to facilitate my contribution to professional leadership:

- Fulfill my duties as second vice-president of ITESOL by hosting the regional ITESOL conference next fall.
 - Learn from the current first vice president and president about my responsibilities
 - Identify a date and venue for the conference
 - Arrange for Dana to be the plenary speaker
 - Coordinate with local K-12 schools and the school of Education to participate
 - Create a call for proposals and work with the website administrator to disseminate and host this
 - Create a team to review submissions and design the conference program
 - Delegate additional roles and responsibilities to board members as they arise
- Locate and read two leadership manuals that can assist me in professional leadership before the 3rd year review.
- Take 2 online professional leadership courses by the 3rd year review.
- Attend my first professional leadership class at the 2018 International TESOL convention.
- Reach out to individuals who can mentor me in professional leadership, such as Neil Anderson, John Bitchener, Paul Matsuda, and Muriel Harris.

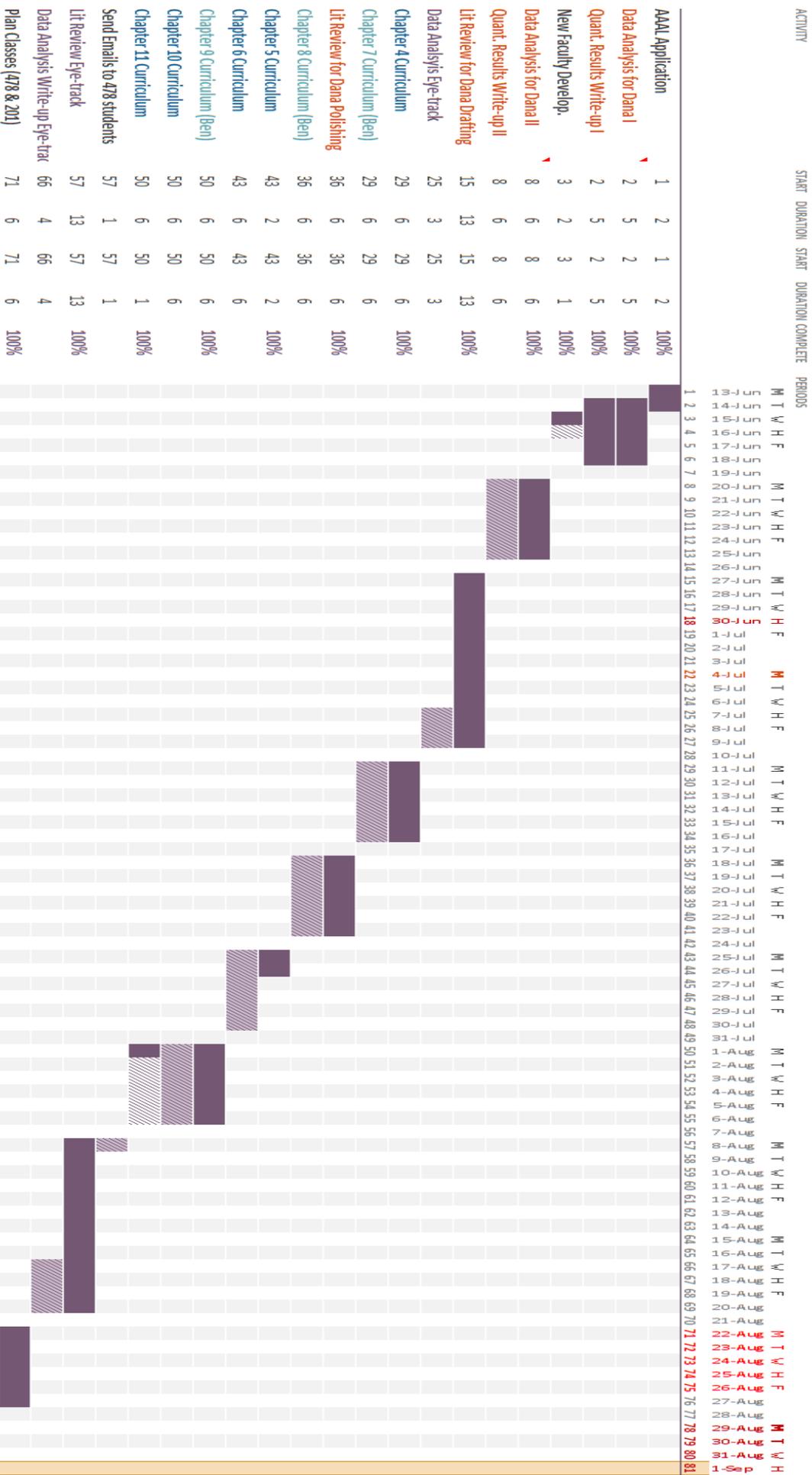
SCHOLARSHIP STRATEGIES PROJECT

I have a very ambitious scholarship program and do not struggle to find time or energy to engage in research and writing since it is part of my daily routine. However, I do have three complex research projects that require thoughtful planning to ensure I can accomplish them all. They include

- 1) NES/ML research with Dana Ferris
- 2) Eye-tracking research with undergraduates and eye-tracking lab
- 3) Curriculum book with ELC administration

To keep current on these projects, I want to develop new ways of conceiving of these projects and their deadlines. I want to start with a Gantt chart for the summer to see if I like this arrangement. From there, I want to refine this approach or find a new one that's more effective for me. I also plan to discuss planning strategies with colleagues and other professionals to get additional ideas. I have included my summer Gantt chart below.

In addition to my personal scholarship, I also have pressing duties as managing editor of Journal of Response to Writing. I want to reduce this work load by hiring an assistant managing editor. I've spoken briefly with the Editing department, and they are interested in using JRW as an internship opportunity for an academic publication venue. So I want to pursue this avenue and hopefully have an assistant by winter 2017.



COURSE DEVELOPMENT PROJECT AND GRANT PROPOSAL

Summary

Elang 478 is a capstone practicum course. Students in the class are assigned to teach English language learners at BYU's ESL lab school, the English Language Center, as a culminating experience to their TESOL minor. The class has been running for about 8 years and has adapted in many ways but numerous problems have emerged over the years that need to be addressed (see below for details).

The department chair asked me to re-envision this course to make it more effective and manageable for students and faculty supervisors. I took on this challenge and present both the old and new course syllabi below in addition to the curricular analysis which precipitated these changes. Moving forward, I plan to monitor the progress of the course and further develop course materials.

Grant Proposal

Elang 478 students consistently struggle to work effectively in pairs either as co-teachers or as assistants to a teacher of record. I would like to put together a collection of references and activities to help students develop teamwork skills. These will include short readings, videos, assignments, and feedback/evaluation venues. I would like to request grant money to purchase a small collection of teamwork and team-teaching reference manuals as well as money to defray costs associated with filming team-teaching vignettes. This will improve the course by giving students materials they can self-study prior to their first day of instruction and before inevitable team-teaching problems arise.

ELANG 478: TESOL Minor Practicum

Fall 2015, Section 001

Contacts:	Dr. Name (instructor)	Nick David (supervisor)	Chirstin Stephens (TA)
Office Location:	4071 JFSB	4025 JKB	226 UPC
Office Hours:	T & Th 1:30-2:30 PM (OBA)	By Appointment	By Appointment
Office Phone:	422-5946	422-1195	801-368-6045
Email:	Name@byu.edu	nicholaselidavid@gmail.com	theicecreamqueen@gmail.com

Course Information

EL 478 Requirements

ELang 478 requires you to complete 96 hours of training, including submitting weekly logs and reports.

Description

Synthesize and apply the foundational knowledge of the English language systems and competencies in teaching English as a second or foreign language.

Prerequisites

ELang 223 ELang 325 ELang 375 ELang 376
ELang 477 or concurrent enrollment.

Learning Outcomes

Practical Application of Knowledge and Skills

Students will put the knowledge and skills learned in the TESOL minor classes into use during the practicum at the English Language Center by:

- Observing more experienced teachers in the classroom
- Working with a mentor
- Tutoring in the Self-Access Study Center
- Assisting in the computer lab
- Teaching in the Foundations Prep or Academic Prep classes
- Completing a portfolio of work completed during the practicum

Grading Policy

This course is a Pass/Fail course. As long as you complete all of the course requirements in a professional manner, you will pass the course.

Assignments

In Learning Suite, please submit an entry that simply indicates that you have read and understand the information in this document. If you have questions about any of the information in the documents, please let me know.

You will also be required to submit weekly reports including the hours worked that week. These will need to be submitted by Friday at noon each week. Further information is available in Learning Suite.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

ELANG 478: TESOL Minor Practicum

Semester:	Winter 2016	Classroom:	273 UPC (ELC)
Contacts:	Dr. Name (instructor)	Nick David (supervisor)	Chirstin Stephens (TA)
Office Location:	4071 JFSB	4025 JKB	226 UPC
Office Hours:	M & W 3:00-4:15 PM (OBA)		
Email:	Name@byu.edu	Nick_david@byu.edu	chirstin.s@gmail.com

Class Description

Synthesize and apply the foundational knowledge of the English language systems and competencies in teaching English as a second or foreign language.

Prerequisites

ELANG 325, ELANG 375, ELANG 376; ELang 223; and ELang 477 or concurrent enrollment.

Required Text

There is no required textbook for this class, though you must use assigned texts with your students (pick them up on the first day of class)

Course Goals

Students will put the knowledge and skills learned in the TESOL minor classes into use during the practicum at the English Language Center by:

- Observing experienced teachers in a classroom
- Teaching extensively with a mentor/lead teacher
- Tutoring in the Self-Access Study Center
- Teaching in the Foundations Prep or Academic Prep classes
- Assembling a portfolio of work completed during the practicum

Summary of Work and Assignments

The practicum requires students to spend **96 hours** (about 7 hours a week) in a variety of teaching contexts including training, preparation, teaching, tutoring, meeting with co-teachers, and helping with ELC activities.

Category	Overview of Assignments	
	Each student must complete 96 hours of practicum experiences:	
Hours	Activity	Hours Counted
	Teach 1 class period	1 hour
	Prepare 1 class period	Up to (not exceeding) 1 hour
	Team meetings/ reports	1 hour (weekly)
	EFL or Talkabouts	1 hour (weekly)
	Attend 478 class meetings/training	1 hour (weekly)
	Meet with mentor/supervisor	Time spent rounded to nearest ¼ hour
	Tutor	Time spent rounded to nearest ¼ hour
	Conduct observations	Time spent rounded to nearest ¼ hour
	Final teaching portfolio	Time capped at 5 hours
	Additional activities may include: Extra tutoring Online writing tutor training Extra Talkabouts Development projects (with mentor/supervisor)	
Observations	Each student will be observed 2 times during the semester (3 times in some instances). Each observation requires submitting preparatory materials in advance (lesson plan and lesson materials), a debriefing interview with the observer, and an observation report.	
Reports	Reports throughout the semester will be due, including attendance reports, hour/time reports, teaching reports, and mentor reports.	

This class is a PASS/NO PASS course

Course Overview

Your role in this class

The TESOL practicum is a unique teaching opportunity offered to TESOL minors. The essential work you will do for this class is to teach English to low-proficiency international students at the English language center. You will be assigned to one of two skill levels: Foundations Prep or Academic Prep. In the Foundations Prep level, you will be the sole instructor for that class for the entire 65 minute lesson but will typically be paired with a team teacher, meaning you will teach two days per week. There may be instances in which you are assigned to teach up to four days a week throughout the semester. In the Academic Prep level, you will be working with lead teachers, and your assignment will vary.

As a Foundations Prep teacher, you will be required to create a syllabus and plan all lessons, learning activities, and in-class assessments. You will also be responsible for the language development of your students, and as such, you will need to make modifications to your curriculum and plans throughout the semester as dictated by the needs/abilities of your students.

Teaching Context

The structure of the ELC is organized under two programs, an academic track and a foundations track. Practicum students are assigned to either Foundations Prep or Academic Prep:

Foundations C	University Prep
Foundations B	Academic B
Foundations A	Academic A
Foundations Prep	Academic Prep

Foundations Prep

Foundations prep has four classes during the week (M-TH) and a review before tests on Fridays.

Classes: Reading
 Writing/Lab
 Vocabulary
 "All skills" (listening/speaking/grammar with integrated reading/writing).

Academic Prep

Those practicum students who work in the academic program will work with the academic prep students and work as an ELC tutor. There are also opportunities for those that work in Academic prep to teach lessons throughout the semester.

All practicum students are expected to help with either the "English for Lunch" program, or ELC "talkabouts" for an hour each week (EFL times are set, talkabouts are flexible).

The ELC class hours where practicum students will be needed:

Monday- Thursday	8:15-9:20 a.m. (FP)	Friday	10-10:50 a.m. (FP)
	9:30-10:35 a.m. (FP)		11-11:50 a.m. (FP)
	12:15-1:20 p.m. (FP)		12-12:50 p.m. (FP)
	1:30-2:35 p.m. (FP) (AP)		

Make sure that your class schedule remains open for at least one of these blocks of time (plus transportation time to/from campus). Also, make sure that your class load isn't extremely heavy; the practicum is a lot of work, and you have to log all 96 hours to pass the class.

Assignments

Prepare/Teach class

You must teach the class to which you have been assigned. Plan the class thoughtfully and choose materials and methods to complement the background of your students in order to most effectively meet your lesson objectives.

You should arrive a few minutes before class starts and effectively manage your classroom. Be sure to assign and use the textbooks which have been prepared and ordered for your class; students should purchase these from the front office at the ELC, NOT the BYU bookstore, NOT from another ELC student, and NOT online. Do not dismiss class early, and do not miss a class day (unless you have arranged for a substitute).

Team meetings/Reports

You should hold at least bi-weekly meetings with the other teachers in your program to discuss your students' needs and coordinate teaching efforts. These meetings may often occur partly during our regular Friday classes.

You must also submit weekly reports on Learning Suite in which you briefly describe how your class is going, any concerns or questions you have about the program, your class, or students, and an accounting of the number of hours you spent in approved assignments during the week.

EFL/Talkabouts

You are expected to participate in at least two English For Lunch (EFL) or Talkabout activities during the semester. EFLs are held in the gym on the first Friday of each month. Contact Sandy Hatchet to become involved. Talkabouts are short interactions with students in which you ask pre-scripted questions of students in the hall during class break. You can access Talkabout scripts in the same room as your teacher boxes.

Mentor meetings

Whenever you have questions or concerns, please take some time to speak with one of your course instructors (Grant, Nick, Chirstin). These may be informal and irregular meetings, but you are also welcome to schedule bi-weekly or monthly meetings just to check in.

Tutoring

Depending on the number of Foundations Prep students there are, you may be assigned as a one-on-one tutor to one of your students. You will arrange with your student to decide what to study and how to provide that tutoring. If you do not tutor one of the Foundations Prep students, you may work in the Self-access Study Center (SASC) at the ELC as a general tutor.

Conducting observations

During the semester, you are required to observe at least two experienced teachers at the ELC and write a short report in which you summarize your observation and then detail areas of strength, areas of concern, and ways that you might incorporate what you observed into your own teaching. Reports must be submitted on Learning Suite. You should contact Arwen Wyatt to arrange your two observations. Observations are scheduled one week in advance, and will not occur during the first or last weeks of the semester.

Final Teaching Portfolio

At the end of the semester, you will be required to submit an electronic portfolio which includes your teaching philosophy, your syllabus and calendar, three lesson plans with associated materials, and three assessments that you have created. In addition to these materials, you should include a cover letter explaining what you learned in this course and how you would change the class you taught if you were to teach it again.

Course Policies

Attendance

Although this class is scheduled to meet three times a week, we will not hold classes on Mondays and Wednesdays after the first week of class. The reason for cancelling class on M/W during the semester is because some of the FP classes conflict with our scheduled class time. **We will continue to meet each Friday.** *You must attend at least 10 of the Friday class meetings during the semester as part of a passing grade.*

Workload and Assignments

This is a 3-credit course. The BYU Catalog states: "The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence. These hours may include one hour of lecture plus two hours of work outside class." According to this calculation, you could expect to spend 9 hours of work per week on this class; however, you are only expected to fulfill 96 total hours. That's about 7 hours per week.

Course Calendar

ELang 478 * Fall 2016

Week	Day		First Half	Second Half	Due Dates/Assignments
1	M	1/4	Intro to class Class assignments	Tour of the ELC Collect teaching materials	
	W	1/6	ELC policies	Prepare class syllabus and curriculum docs	
	F	1/8	Plan first week lessons	Q&A	
2	F	1/15	Review of week 1	Q&A	Weekly Report 1 due Reading Horizons Training
3	F	1/22	Using Canvas	Proficiency vs. Citizenship	Weekly Report 2 due
4	F	1/29	Writing a test	Q&A	Weekly Report 3 due First round observations of 478 start
5	F	2/5	Classroom management	Classroom management	Weekly Report 4 due
6	F	2/12	Low-performing students	Q&A	Weekly Report 5 due
7	F	2/19	More resources at the ELC	Q&A	Weekly Report 6 due
8	F	2/26	High-performing students	Q&A	Weekly Report 7 due
9	F	3/4	Meeting objectives	Q&A	Weekly Report 8 due Second round observations of 478 start
10	F	3/11	Keeping students focused	Q&A	Weekly Report 9 due Missionaries observe NEXT week
11	F	3/18	Integrating all skills in class	Q&A	Weekly Report 10 due Missionaries observe THIS week
12	F	3/25	Preparing final grades	Preparing final grades	Weekly Report 11 due
13	F	4/1	Preparing for a teaching career	Q&A	Weekly Report 12 due Observation Reports due
14	F	4/8	No class—prepare final portfolios		Weekly Report 13 due
	F	4/15	Final Exam (Reflection on what you learned) 11:00 until noon—273 UPC		Final Portfolio Due All 96 hours due

BYU Honor Code

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Preventing Sexual Discrimination and Harassment

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harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities

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Analysis and Proposal for Elang 478

Executive Summary

The Elang 478/TESOL practicum is not operating effectively. A laundry list of ailments points to the conclusion that TESOL minor students are unprepared for the challenges of co-teaching Foundations Prep classes. Because the Foundations Prep class was originally intended to be staffed by interns not practicum students, a solution is proposed to return Foundations Prep classes to the purview of TESOL internships and develop an ELC TA program for practicum students that can act as a feeder to ELC internships.

A note on vocabulary: *Elang 478* and *TESOL practicum* are alternate names for the same course and are used interchangeably throughout this document. *Foundations Prep (FP)* is the lowest class level at the ELC, and the ESL students who take this class are taught by Elang 478/TESOL practicum students. *An FP teacher* is an undergraduate Elang 478/TESOL practicum student who teaches FP.

Elang 478 Course Overview

Elang 478 is a pass/no pass practicum class in which undergraduate students teach the lowest level learners at the ELC for one full semester as a capstone to their TESOL minor and prior to (or concurrently with) their TESOL internship. The course is designed to give undergraduates the opportunity to implement theoretical and practical instruction in language teaching that they have learned in five classes¹ in the TESOL minor.

Teaching Context

The current context of TESOL practicum teachers can be summarized in these points:

- 1) Students teach the Foundations Prep level at the ELC for an entire semester
- 2) They are assigned to one skill area (reading, writing, vocabulary, listening/speaking/grammar)
- 3) They are instructors of record and teach twice a week (a peer co-teacher takes the other two days)
- 4) They are responsible for syllabus writing, lesson planning, class instruction, diagnostic testing, classroom management, and all forms of assessment and grading
- 5) Many practicum students are unprepared for these demands because they enroll in Elang 478 and 477 concurrently

Teacher Support

Elang 478 students are supported in their teaching in limited ways, particularly through

- 1) Previous learning in relevant TESOL minor courses
- 2) Practical support from three levels of FP oversight and supervision
 - a. A Linguistics faculty member (Name)
 - b. An executive council member (Nick David)
 - c. An FP supervisor (Chirstin Stephens)
- 3) Two classroom observations, 16 days of classroom instruction that address needs and concerns of practicum students, periodic vetting of course materials and assessments, open lines of communication and regular follow-up with and from practicum supervisors

Course Success and Distress

The student and teacher achievement following from the TESOL practicum would seem to indicate a healthy program. For instance, most FP students move to FA after their first semester at the ELC, and some occasionally skip directly to FB. This suggests that the instruction they receive is working. Also, teachers self-report professional growth as instructors by the end of the program.

However, the process by which these results come is distressing based on a list of misaligned resources as is evidenced from observations of FP teachers themselves, supervisor concerns, and misgivings voiced by other stakeholders. A fuller list is included as an appendix, but a summary of program distresses is presented here. Elang 478 students:

- 1) Are underprepared and undertrained for the FP teaching experience
- 2) Are not prepared to handle the ambiguity and autonomy inherent in ELC teaching
- 3) Are unprepared for the commitment required of teaching a full ESL class in an operating language program

¹ 223 Intro to English Language; 325 Grammar; 375 Listening/Speaking/Pronunciation; 376 Reading/Writing/Vocabulary; 477 TESOL Materials and Methods

- 4) Lack professionalism as teachers and do not use ELC resources effectively
- 5) Are unfamiliar with the nuances of the ELC context
- 6) Struggle to co-teach with other peer teachers

These problems can be summarized in this statement: Elang 478 students are currently underprepared to co-teach a full class at the ELC and are deprived of sufficient feedback that would lead to the professionalization expected of them.

Given that ELC students pay more than \$2,500 per semester in tuition and books and Elang 478 students are likewise paying tuition for their mentored practicum experience, it is unreasonable and perhaps unethical to place undergraduate students in full control of four ELC classes with such limited preparation, mentoring, and resources. More particularly, doing so when these students may not have fulfilled pre-requisite TESOL minor courses or are still completing them concurrently is especially problematic.

Some History and a Recommended Solution

History

Originally, the Foundation Prep class was designed to be staffed by TESOL interns who were completing their 496R requirement for the TESOL certificate *after* completing all requirements of the TESOL minor. It was one of many possible paths interns could take to fulfill this requirement, and many interns chose to teach elsewhere.

Since those origins, the TESOL practicum has been introduced as a capstone experience for the TESOL minor to address critical feedback from internship providers that our undergraduates were not prepared to teach ESL. Practicum students were therefore invited to teach in the FP class rather than the more qualified interns who had completed all TESOL minor course and had been carefully vetted for placement into FP. This semester, several practicum students are teaching in FP while concurrently fulfilling two other TESOL pre-requisites. One student even has plans to return after the internship to complete the 376 Reading/Writing/Vocabulary TESOL minor course that is pre-requisite to signing up for the practicum!

All this is to say that the creation of the TESOL practicum has complicated the Foundations Prep teaching level by blurring the lines between the practicum and the internship, essentially making the practicum a mid-program internship experience where students flounder from lack of education, experience, and oversight. The solution to the complex problems in Elang 478 lies in the answer to this question: Who will teach Foundations Prep?

Proposed Solution

It is my recommendation that the Foundations Prep program be reformed so that qualified ELC interns (496 students) be given first right to teach these classes. Elang 478 students would not be guaranteed a spot in a Foundations Prep class but could earn one based on their qualifications as teachers and depending upon the needs of the program.

The TESOL practicum would then become a mentored capstone experience where students would be guaranteed a **TA position with an experienced ELC teacher** and receive more one-on-one mentoring than the current model supports. As an ELC TA, Elang 478 students would help teach one ELC class twice a week for all 14 weeks of one semester (amounting to a total of 30 hours of student contact time) and would be responsible to individually teach a minimum of 10 hours during that time. They would be required to do an additional 30 hours of preparation and grading, both individually and with the instructor of record, and 30 hours of external work, including tutoring, student life activities, personal reflection, Elang 478 coursework, rater training, and curricular engagement.

The changes described above are visualized in the following figure with yellow highlighting used to indicate special additions to the current arrangement of teaching experiences in the TESOL minor.

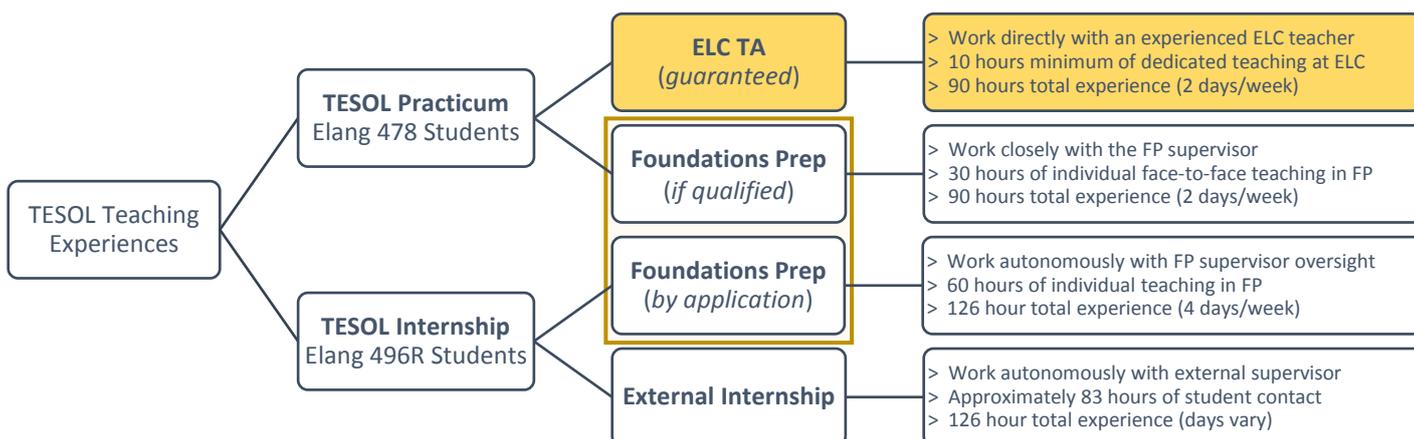


Figure 1 Proposed TESOL practicum and internship divisions

A highly mentored experience for Elang 478 students would benefit ELC students, the 478 students themselves, ELC teachers, and the ELC in general. ELC students and Elang 478 students would have the benefit of observing, teaching, and learning in a well-run class. ELC teachers would benefit by having an extra hand in the class who could share in the planning, teaching, and grading load. The practicum experience would then truly immerse novice teachers into the context and expectations of the ELC prior to the ELC internship or any other external internship where they would be expected to perform with substantial autonomy.

In addition to all this, TESOL practicum teachers would have immediate access to their own personal mentor teacher at the ELC who could provide effective demonstrations, immediate feedback, personalized instruction, and competent professional advice thereby ameliorating the current list of practicum problems. This arrangement would also make the Linguistics faculty member's job truly a 1/3 teaching load each semester. The practicum would continue to be cost-effective for the ELC and would be much easier to sustain long-term.

Resources Needed for this Recommendation

Although remaining cost-effective, this solution still requires some institutional resources. These include:

- 1) Buy-in from upwards of 10 ELC teachers per semester interested in having (and mentoring) an undergraduate TA. Whether teachers would be paid for their work or not is up for discussion.
- 2) A dedicated FP supervisor to be "on the ground" arranging the day-to-day details of both the TA and Foundations Prep program.
 - a. **TAing:** The supervisor would help the Linguistics faculty member place TAs with their respective ELC teachers and coordinate the details of the mentoring experience. The supervisor would also orient TAs, attend to details of their needs, and assist in weekly 478 meetings.
 - b. **Foundations Prep:** The FP supervisor would also help arrange the details of Foundations Prep for those teaching in that program or completing the ELC internship. He or she would facilitate first-week instruction, model effective teaching, monitor and observe student teaching, respond to student needs, and perhaps teach occasionally in Foundations Prep classes to model effective instruction and classroom management. He or she would also conduct observations and debriefing sessions.

Since the ELC already subsidizes two assistants in Elang 478 (Christin Stephens and Nick David), collapsing this to just one supervisor position might save money.

- 3) Resources for standardizing the practicum and FP experience. This is likely to require time dedicated to the development of policies, procedures, and training materials as well as textbook evaluation and selection, and some classroom material development.

Appendix

Full List of Elang 478 Program Distresses and Symptoms

1. TRAINING

Observed problem: 478 students are underprepared and undertrained for the teaching experience.

Evidences of problem: End-of-semester surveys, conversations with Dr. Tanner, observations by supervisors and stakeholders (including Jessica McGovern and missionary trainees), panicking emails from Elang 478 students, and FP students themselves.

Contributing factors: Elang 478 students need to be familiar with ELC policies in addition to learning how to set up their syllabus, create a diagnostic, make plans for the first week, develop assessments, etc. and we have three days to teach all this in Elang 478. Although much of this information is covered in Elang 477, students learn it after it is needed (if taking 477 concurrently). Other teachers are taking multiple TESOL minor classes simultaneously or in non-conventional order, causing additional frustration at the beginning of the semester when they are least familiar with TESOL principles and practices.

2. AMBIGUITY & AUTONOMY

Observed problem: Elang 478 students are not prepared to handle the ambiguity and autonomy inherent in ELC teaching. When we give students very structured materials (“classes ready to teach”) they are upset that we don’t do what Dr. Tanner says they should do (e.g. conduct a needs analysis, develop curriculum to meet needs, etc.). If we allow more autonomy, they make poor instructional decisions.

Evidences of problem: Surveys, teachers not using the textbooks, skipping ahead too quickly in the material, giving language instruction that’s insufficiently rigorous, creating invalid and unreliable assessments.

Contributing Factors: Many take Elang 477 and 478 concurrently, there isn’t close enough supervision of the teachers, they don’t read (or forget or struggle to process and apply) information in our training documents.

3. TIME COMMITMENT

Observed problem: Elang 478 students are unprepared for the commitment required of teaching a full ESL class in an operating language program

Evidences of problem: Surveys, experiences of past participants.

Contributing Factors: The culture of most 3 credit classes on campus is that students can “pass” with a lot less effort than what is required for Elang 478. Information may not be reaching the students in a timely manner and they get buried very quickly in the practicum. Furthermore, the requirements of the ELC are weighty and include many last-minute, time-sensitive details (daily lesson planning, frequent grade reports, implementation of ELC policies and procedures, response to administrative emails, midcourse evaluations, etc.).

4. PROFESSIONALISM

Observed problem: Elang 478 students lack professionalism as teachers and do not use ELC resources effectively

Evidences of problem: Late grade submissions, late copy requests, writing tests on the morning they are to be delivered (without proper vetting), unprofessional teaching styles displayed during teacher observations, frequent re-creation/re-invention of existing materials, failure to coordinate ELC resources to benefit teaching and learning; overdependence on “figuring problems out” in isolation.

Contributing Factors: Students receive insufficient supervision to ensure they comply with ELC policies. They also receive insufficient mentoring and coaching to learn how to teach professionally. They are unaware of many ELC resources and unsure how to collaborate and coordinate with others to meet complex teaching and learning needs. Information on policies and procedures is hard to access or not located in intuitive places.

5. INSTITUTIONAL BUY-IN

Observed problem: The Linguistics faculty member who supervises the practicum cannot provide sufficient mentoring, observing, supervising, and monitoring of Elang 478 student progress.

Evidences of problem: Students are only observed twice a semester and their syllabi, lesson plans, class activities, and assessments are rarely vetted. Many concerns and coordination are handled by teaching assistants, and even with two assistants (Chirstin and Nick), it is still impractical to offer day-to-day and last-minute support and mentoring for all students.

Contributing Factors: The Elang 478 course only counts as 1/3 of a course load credit (rather than one credit for each semester) which substantially dis-incentivizes significant faculty involvement. It is temporally impossible for the faculty member to be actively engaged in all the teaching affairs of 478 teachers at the ELC. The ELC’s distance from main campus makes it difficult to arrange un-planned visits or respond immediately to teacher needs.

Additional concerns:

- While Elang 478 students are familiar with the ELC in principle, they really have little comprehension of the ELC context. They are unfamiliar with the space, logistics, policies, procedures, mission, and objectives of the ELC and of their assigned classes in particular. Thus the first week of Elang 478 instruction is focused on acclimatizing teachers to this context rather than focusing on course design, lesson planning, and diagnostic testing.
- Elang 478 students generally have little experience teaching and even less experience with co-teaching. A lot of teacher energy is expended in navigating this complicated interaction. In addition, this creates a “blind leading the blind” scenario where one dominant but ill-informed teacher can lead both teachers to made poor instructional decisions.
- Even though Elang 478 students have access to many layers of support, the fact that they are alone in the classroom with their students reinforces feelings of isolation, particularly when handling classroom management issues and when seeking feedback on their instruction.
- The Foundations Prep class at the ELC is not operating as originally intended and designed by Jessica McGovern in which interns taught FP with in-depth support and almost constant supervision, nor is it sufficiently institutionalized so as to make it a stable, consistent experience for both teachers and students
- Elang 478 is not an effective teaching tool for missionaries bound for Mongolia. The inconsistency of teacher preparation and practice coupled with inexperienced teachers and un-vetted lesson material offer little in the way of good ESL teaching for missionaries to observe.