

Faculty Development Plan 1st

Draft Name

2018

*Department of Teacher Education
Brigham Young University*

Teaching:

A. Self-Assessment: My teaching philosophy has evolved from many different teaching experiences over the years. My mission as an educator is to promote a positive and engaging learning environment that spark enthusiasm for learning. In my current teaching assignments, I strive to accomplish this by applying a variety of engaging teaching strategies. These include activities that require active participation, critical thinking and creativity. In addition, having a broad range of teaching experiences from preschool to undergraduates, I have been able to provide unique perspectives to teacher candidates. I have found this to be one the greatest assets I have to offer. Many of my students from the management courses have expressed appreciation to the teaching style I use as well as the personal teaching experiences I share with them. I strongly believe that there is no greater call than teaching and by sharing this “passion” with enthusiasm, I have been able to connect with my students. Teaching at Brigham Young University adds a new spiritual dimension that I have not implemented in previous teaching experiences. I look forward to developing this aspect of my teaching philosophy as I continue with this faculty position.

B. Professional Goals:

a. Short-term: One of my short-term goals is to implement two to three new engaging learning activities throughout my courses. I will need to look at existing PowerPoints and lecture notes and find ways in which students can be more engaged through active participation in conversations, problem-solving and/or reflecting. Another goal, is to thoroughly read through the course textbooks and refer to it more in classroom discussions. Finally, as a personal goal, I want to work on learning all of my students’ names in order to create a better rapport and develop closer relationships.

b. Long-term: My long-term goals include participating in collaborative efforts to adopt a new classroom management textbook and to revise course content. I will need to devote time in researching and analyzing different classroom management textbooks in order to provide feedback. I will need to participate with other liaisons in carefully looking at the activities and content that we are all using in our courses and decide which are the most successful in developing course goals, content skills and knowledge.

C. Department & University Aspirations and Needs:

My professional goals align with the department and university aspirations of striving to improve one's own knowledge in order to create a more genuine learning experience for our students. In addition, developing personal relationships with the students align with department goals in helping develop and maintain a positive outlook towards teacher education.

D. Accomplishments: Successfully taught the following courses over the Fall 2017 semester: EL ED 324, EL ED 330/332, EL ED 440/442, EL ED 496, EL ED 400.

Citizenship:

A. Self-Assessment: I am involved in Executive EEPAC, Full EEPAC, attend all faculty meetings, and participate in CITES Associates. I contribute to discussions in small groups and accomplish all assigned tasks.

B. Professional Goals:

a. Short-term: I plan on continuing to attend the committees and fulfill the obligations I am currently involved with. I want to be more inquisitive and familiarize myself more about the different issues that Executive EEPAC discusses so that I can be a contributing member of the committee. I also plan to expand my personal involvement with other faculty members and make an effort to get to know them better. Outside the university, I plan on having more frequent contacts with principals from the Provo partnership schools. I will accomplish this via emails and personal meetings.

b. Long-term: My long-term goal in this area is to get to know more faculty members and Provo partnership principals better. It is my hope that by doing this I will be able to better support partnership initiatives and endeavors in various outlets such as student seminars, facilitator meetings, etc.

D. Accomplishments: I serve on Executive EEPAC, Full EEPAC, Liaison council. I am attending CITES Associates and have also presented with colleagues at a national conference. I also developed and presented a professional development workshop at Wasatch District for bilingual teachers.

Professional Service

A. Self-Assessment: As the Provo liaison I have strived to build a positive relationship with those associated with the partnership. I have worked with a few principals to help fill teaching positions. I have also worked with district administrators to find ways to make the partnership successful. I have conducted regular meetings with my CFA's and facilitators to discuss partnership duties, solve issues and discuss techniques to help our students be successful in the classroom. In addition, I have met regularly with other liaisons to discuss various aspects of the partnership and come up with solutions to issues that arise.

B. Professional Goals:

a. Short-term: One the main goals in this category is to get to know the principals in my district better. Although they are extremely busy, I would like to make an effort to meet with each of them more often or have more frequent contact through emails to discuss university and district goals, recruiting ideas and student success. In addition, I want to learn about their school's vision, their aspirations and goals so I can support them in any way I can. In terms of school placements, I want to be more accessible for my students in the schools and increase the number of times I go into their classrooms for informal observations.

b. Long-term: As I get to know the principals better and visit interns and student teacher's classroom more often, I hope to create a stronger relationship with them and be a support to them. I would like to be an asset in addressing concerns and in tailoring seminars to meet our student needs.

D. Accomplishments:

I have started to develop strong relationship with some of the principals by helping them with various issues. I have visited all of our intern classrooms, some more than once. In addition, I schedule and conduct monthly facilitator meetings, student teacher, practicum and intern seminars. I also work with Clinical Faculty Associates to coordinate placements and help provide the support our students need.

EL ED 324 - Classroom Management

Fall 2018: Section 003: 280 MCKB on Fridays from 9:30 am - 12:20 pm

Who am I?

Instructor:

NAME Office:
206D

NAME@byu.edu
Hours: Th/Fri 1-2 p.m.

Phone: (801) 422-

Where are we going?

Course Purpose:

The purpose of this course is to formulate your own philosophy of management and prepare for your future classroom in terms of classroom environment, democracy, motivation, prevention and intervention strategies.

How will we know when we get there?

By the end of the semester you will demonstrate your ability to do the following holistically:

- Compare management theories and approaches to classroom management.
- Formulate a personal management philosophy.
- Explore ways to motivate children using effective motivational theories.
- Identify practices and strategies of a democratic classroom.
- Identify ways to prevent management problems.
- Describe practical approaches for management interventions or ways of addressing problems that arise.
- Identify the components of an effective learning environment.
- Create a classroom management plan resource folder

How will I know we are on the right track?

Along the way, we will check your growth trajectory through the following assessments:

Abilities or Outcomes	Assessment Type (Project, Exam, Paper, Reflection, Presentation)
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Compare management theories and approaches to classroom management.	<i>Classroom Concept Maps Theorist Presentation and Pamphlet Assignment Classroom Observation Midterm QUIZ</i>
Formulate a personal management philosophy.	<i>Personal Philosophy Paper</i>
Explore ways to motivate children using effective motivational theories.	<i>Intentions for Motivation Paper Digital Dialogue Discussion Midterm Quiz</i>
Identify practices and strategies of a democratic classroom.	<i>Democratic Assignment Midterm Quiz</i>
Identify ways to prevent management problems.	<i>Prevention PPT Midterm Quiz</i>
Describe practical approaches for management interventions or ways of addressing problems that arise.	<i>Intervention Videos Digital Dialogue Discussion Classroom Observation #2</i>
Identify the components of an effective learning environment.	<i>Classroom Map and Narrative Paper</i>
Create a classroom management plan resource folder.	<i>Final Exam Project Digital Dialogue Discussion</i>

Final Exam Project:

The Final Assessment will be a culminating project that encompasses all the expected learning outcomes. You will create a video project addressing each of learning outcomes as illustrated in your personal classroom management resource folder. You will be required to conceptualize and personalize the information by giving explanations, justification and/or descriptions as it relates to research-based practice and concepts you learned from the readings, class assignments and activities.

In addition, you will engage in a Digital Dialogue discussion with a peer that has a different teaching philosophy than yours and provide a rationale for the aspects of their presentation you agree and/or disagree with.

How will we get there?

Date	Topics	Assignments Due	Readings
Class 1	Introduction/Get Acquainted <ul style="list-style-type: none"> Goals of the course Partnership Overview Gallery Walk 		CM: Ch. 1- Understanding Management and Discipline in the Classroom
Class 2	Theory Overview <ul style="list-style-type: none"> Comparing high, medium, and low teacher control Theorists 		CM: Ch. 2- Models of Discipline
Class 3	Online <ul style="list-style-type: none"> School Observations 		
Class 4	Theorist Presentation <ul style="list-style-type: none"> Mini Lesson Activity 	Mini-Lesson Theorist Presentation	
Class 5	Democratic Classrooms <ul style="list-style-type: none"> Motivation Part 1 	Personal Philosophy Paper	CM: Ch. 4- Choosing Rules and Procedures Ch. 5- Maintaining Appropriate Student Behavior
Class 6	Online <ul style="list-style-type: none"> Motivation Part 2 	Democratic Classroom	
Class 7	Prevention	Intentions for Motivation Paper	CM: Ch. 7- Motivating Students to Learn
Class 8	Interventions	Prevention Strategies	CM: Ch. 6- Communication Skills for Teaching Ch. 11- Responding to Inappropriate Behavior
Class 9	Online <ul style="list-style-type: none"> Interventions, Part 2 	Mid-course Evaluations (Extra Credit)	CM: Ch. 12- Dealing with Challenging or Violent Students

Class 10	Debrief Interventions Planning for Management		CM: Ch. 10- Planning and Conducting Instruction
Class 11	Learning Environments	Intervention Strategies	CM: Ch. 3- Preparing for the School Year Ch. 8- Knowing your Diverse students
Class 12	Online • Learning Environments	Classroom Map w/Description	CM: Ch. 9- Helping Students with Special Needs Review: pp. 46-51
Class 13	Synthesis and Gaps	Final Management Activity	CM: Ch. 13- Collaborating with Colleagues and Family
	Thanksgiving Holiday		
Class 14	Final Cumulating Project Part 1		
	Final Exam Project Part 2	Final Course Evaluation	

Grading Policy

This course is based on mastery learning, which focuses on all students achieving rigorous course learning outcomes.

Assignments are due at the beginning of class. Late work will be penalized between 5-10 point reductions per day, including weekends. Assignments that are not submitted **by the beginning of class** are late. Please be aware most assignments are submitted online via Learning Suite. **Please do not miss class to stay home to finish an assignment.**

Grading Scale

Grades	Scaled Points
A	93%
A-	90%

B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0

Materials:

Burden, P. (2016). *Classroom management: Creating a successful K-12 learning community*. John Wiley & Sons.

Participation Policy

You are required to do the assigned readings prior to each class. Please come prepared to discuss how the readings are pertinent to teaching, and how it applies to you as a future educator (i.e. How will you use this as a teacher?). Students are expected to be eager contributors to class discussions and activities. Additionally, during the semester there will be some weeks where our class is held "online" it is vital you adhere to the established timelines for online participation in order to facilitate engaging and informative online class sessions.

Attendance Policy

Class attendance is important and is a reflection of your professionalism. Because the nature of our course relies heavily on class activities and discussions it is important to be on time and in attendance for every class session. If an emergency or illness requires an absence, get the notes and materials from another student prior to the next class and email the instructor explaining the reason for your absence. **DO NOT come to class if you have a temperature, have flu symptoms, or have a contagious illness.**

Ten points will be deducted from your professionalism grade for the first unexcused absence, **20** points for the second, **30** points for the third, etc. Two or more tardies will also result in point deductions.

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 every instructor's 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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this

original material with one's own without acknowledging the source. Insufficient Acknowledgement- The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Citizenship Project

As part of the efforts to build community and engage in collaboration with colleagues, I propose the following goals.

- 1) Establish a regular time to discuss specific readings and ideas on teaching issues with my colleagues.
- 2) Regularly discuss what I have been learning with my colleagues. Gather feedback and collaborate in ways that we can improve the course.
- 3) Collaborate on a research project with a colleague.
- 4) Assist with our annual conference planning.
- 5) Visit with different colleagues to get to know them better.

Course Development Grant Proposal

One of my teaching goals is to provide engaging learning activities throughout the course. Often times, these activities require the use of materials and resources including but not limited to: cardstock paper, colored folders, sheet protectors, glue sticks, scissors, poster boards, markers, etc. The department provides some of these materials which are often shared with other professors but at times are not readily available. I have bought some of these materials using my personal funds in the past and would like the opportunity to replenish the supplies necessary for my students to create relevant projects in class. These projects include posters, visuals and a resource folder that they can use in their future classroom.

These engaging activities provide my students with meaningful learning experiences that help in achieving success in the course's learning objectives. It also provides them with a model of strategies that they can use with their own students in their future classroom. I found that these activities enhance active classroom participation, increase students' cognitive investment and emotional commitment to their learning.

In addition, I would like to purchase a few management books that provide explicit instruction on handling a variety of discipline scenarios. These books will become part of a resource library that will be available for students to check out when confronted with difficult situations in their classrooms.

2nd Semester Course Development Project Goals

Goal 1: Revise democracy assignment

In addition to the existing assignment, students will be required to find a current scholarly article on democracy in the classroom and write a one-page summary. These summaries will be used for class discussions.

Goal 2: Evaluate and adjust grading scale

I want to review the weight given to exams vs assignments to ensure the representation of student knowledge and ability is accurate and better balanced.

Goal 3: Revise attendance and participation policy.

Because the nature of the course relies heavily on class activities and discussions, it is important that students be in attendance. Unexcused absences need to have a greater impact on their final grade.

Goal 4: Evaluate the effectiveness of the final exam

The final exam for this course is unique in that it requires students to use all the information from the course to create a resource folder, which students then use to video-tape themselves conceptualizing each content area and how they envision these in their future classroom. Students are also required to view another peer's video who has a different teaching style (high, medium, low control approaches) and provide feedback and a rationale for the areas with which they agree or disagree with.

Professional Project

The focus of my professional project is to engage in systematic data-gathering and analysis to improve the quality of my course final exam. This three-part exam is unique in that students are required to create an eight-page resource folder that includes summative information from the course. Students then video-tape themselves conceptualizing each section of the resource folder making personal connections as to how they intend to use this information in their future classroom. Finally, students are instructed to critically reflect on a peer's video who has different teaching philosophies from theirs and provide rationale as to why or why not they agree with the information presented. This provides students with an opportunity to hear different point of views and reflect on their opinions and beliefs.

In order to evaluate and improve the effectiveness of the exam, it is important that I collect feedback from the students. A survey will be sent to all the students addressing the following two questions.

- 1) Do you feel that the final exam for ELED 324 was an effective method of evaluating your summative knowledge acquired in the class? Why or why not?
- 2) How can the final exam be improved?

The information obtained from the survey will provide data to help improve the quality and effectiveness of the final exam.