

Faculty Development Plan 2016

Name
Assistant Professor
Department of Counseling Psychology and Special Education

I. TEACHING

Self-assessment. My teaching philosophy (see Appendix A) emphasizes the importance of four critical conditions for learning including clarity of expectations, opportunities to respond/build skills, frequent recognition of student performance, and teacher-student relationships characterized by trust and esteem. I have seen in my research and in the work of other scholars the importance of these conditions in achieving critical school outcomes.

Unfortunately, creating these conditions in my college classroom has proven to be a challenge. Although students report that my classroom is a positive learning environment and they feel respected, listened to, and valued as participants in the classroom, I have received complaints about the structure and organization of my courses. Students indicate that they are not sure why the material is organized in the way it is and how assignments relate to course objectives. They also report that my written and spoken feedback does not always clarify their concerns or address the core issue. My overall student rating has been near or above the course average for all but one course, however, I know there is still much to do to improve my teaching.

Based on student feedback and my teaching philosophy, I would like to work on developing better organization, structure, and assignments for my classes. To accomplish this goal, I will solicit feedback from colleagues, collect formative student feedback, critically examine course alignment with program objectives, and seek professional development to improve my capacity. In addition, I will work with my assigned representative from CTL to complete and evaluate my Course Development Project (see Appendix B). The knowledge and expertise made available to me through CTL and peer feedback from other instructors in my department will be essential to my development. To further supplement my content knowledge and instructional skills, I have developed a brief grant proposal for additional resources that would aid in accomplishing my goals of developing better feedback systems for students and better course organization (see Appendix C).

a. TEACHING GOALS FOR 2016

- Solicit peer feedback
 - Ask a colleague to review my syllabus for Fall 2016
 - Invite the program coordinators for CPSE 402 and 300 to watch a lecture
 - Ask for feedback on assignment descriptions before Fall 2016
- Collect formative student feedback
 - Gather mid-course evaluations from all Fall, Winter, and Spring courses in 2016-17

- Conduct in class reviews to identify critical behaviors that would facilitate student learning
- Summarize my 2015-16 student ratings to determine trends
- Develop formative assessments to monitor student's development of content knowledge and skills
- Improve course/program alignment
 - I will strive for my courses to be systematic without redundancy (see notes from Tim Smith July 28)
 - Solicit external review of syllabi and activities from individuals outside of the department
- Develop my personal capacity
 - Participate in the new faculty teaching retreat in August 2016
 - Read The Enoch Letters by August 2016
 - Read What the Best College Teachers Do by September 2016

II. SCHOLARSHIP

My diverse educational and professional experiences have uniquely prepared me to explore the effects of feedback on students, teachers, and parents in the school and community. Feedback, as defined by Hattie and Timplerley (2007), is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." Given the variety of possible information sources that might fit this definition of feedback, there's a lot of opportunity to develop novel approaches to the collection and dissemination of these data.

In my work with priority schools, I saw a variety of feedback systems that influenced teachers for better or for worse. When teachers perceived the feedback they received from our team and other school leaders as credible and actionable, they were much more likely to value and ultimately implement our recommendations. We gave teachers feedback on the conditions for learning in their classrooms, the conditions for teaching in their schools, and information about their implementation of empirically supported treatments. The more we closed feedback loops the more we observed improvements in student performance, instructional excellence, and parent involvement in systemic change (Fullan, 2000; Hargreaves 2009; Horner, Blitz, & Ross, 2014).

Self-assessment. I recently had a systematic review published in a Tier 1 journal and have several other publications under development including my dissertation research. Although this is evidence of an emerging line of scholarly research, I recognize that one of my biggest challenges is consistent productivity. I tend to spend a majority of my time emphasizing writing for a couple of months and then have to turn my attention to proposals, data collection, or other related activities. I believe this approach is inefficient. I would be more likely to accomplish my goals if I consistently engaged in all the critical research activities throughout the year. To better distribute my research efforts, I plan to set writing goals, seek professional development, and work with my formal mentor. In addition, I will complete the Scholarship Strategies Project (see Appendix D).

a. SCHOLARSHIP GOALS FOR 2016

- Everyday writing
 - Write daily for no less than 250 words per day on selected manuscripts (See Figure 1)
 - adjusted based on feedback from Dr. Kathleen Lane
 - Be an active part of the Productive Scholars Writing Group (PSWG) with four colleagues who meet at least bi-weekly to share feedback on active manuscripts
- Seek professional development
 - Attend two data analysis workshops held by McKay School faculty by January 2017
 - Identify two mentor colleagues with research interests compatible with feedback
 - Brandi Simonsen & George Noell
- Propose new research
 - Gain approval for two new research proposals by October 2016
 - Identify two graduate students interested in my research and submit a proposal with them by October 2016
 - Submit two grant proposals to BYU and MSE

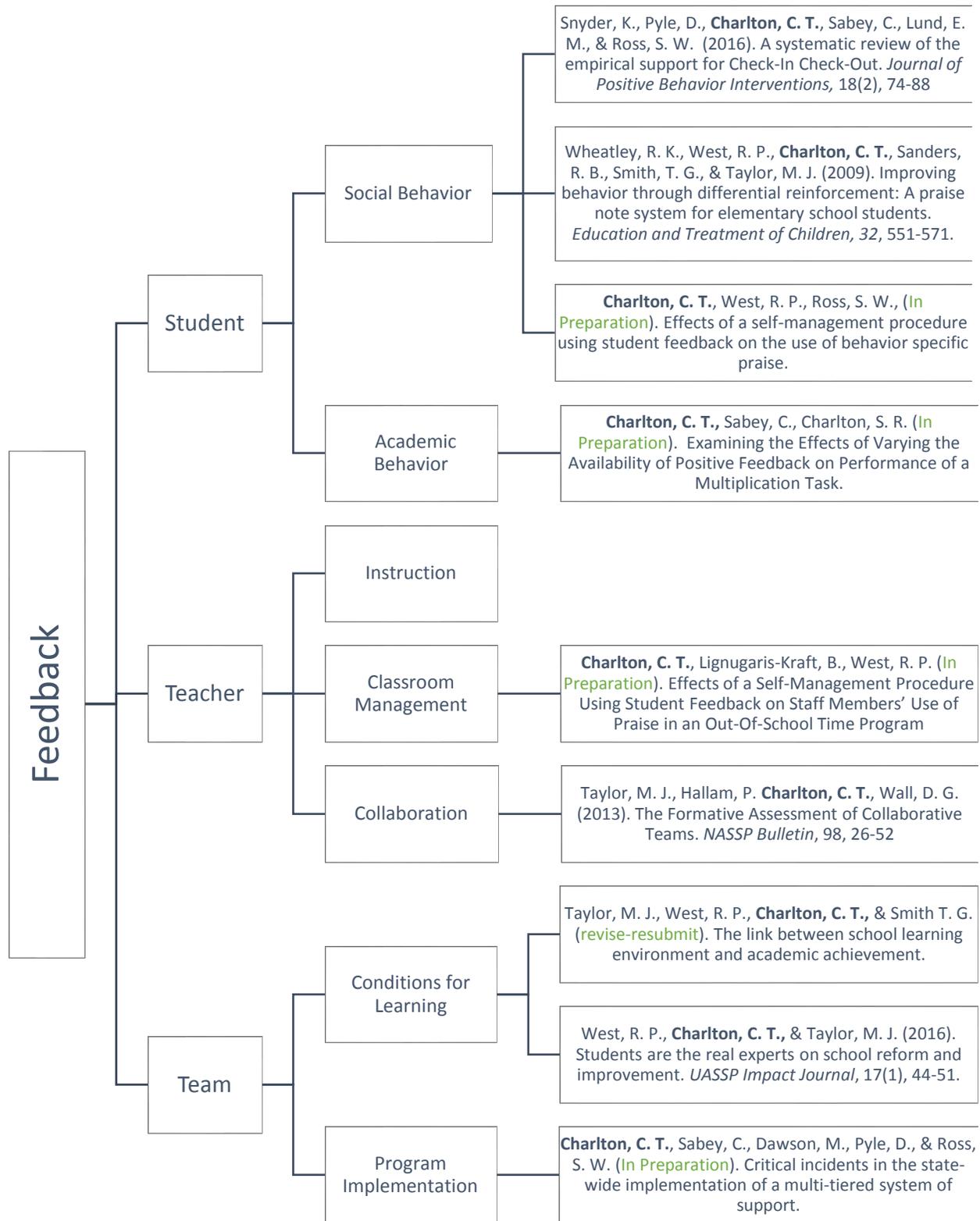


Figure 1 Schematic of published and ongoing research relative to feedback

III. CITIZENSHIP

I desire to contribute to the legacy of the Counseling Psychology and Special Education department in the MSE. Our department has contributed important research that has shaped local, national, and international practices and policies in education. We also have a history of well-respected leaders who have served in leadership positions at the college and university level. My goal long-term goal is to ensure that CPSE contributes to the well-being of students on campus and off. In addition, I want my work and those of our department to be characterized as excellent by our colleagues on campus and throughout the country.

Self-assessment. I enjoy volunteering to work on collaborative projects. These projects have enriched my service, but come at a cost. For example, I would like to continue my work with priority schools throughout the state and in the BYU Partnership Schools. This interest, however, could dominate my time if it is not clearly linked to research and teaching. I believe my inconsistent scholarship is a product of agreeing to serve on committees and student projects. I would like to better manage my time and resources to be consistently effective in achieving my professional goals and meeting university and department expectations.

An elaboration of how these and other goals will help me involve faculty colleagues, foster habits of collaboration, and stretch my development is contained in Appendix E.

a. CITIZENSHIP GOALS FOR 2016

- Cultivate two new opportunities for state and national leadership initiatives
 - Participate with the Positive Behavior Support – Special Interest Group by presentation at APBS and ABAI next year.
 - Build on strong relationships with Devin Healy, Ellie Young, and Rebecca Donaldson at USOE to take a leadership role in the UMTSS project
- Magnify my role in faculty meetings and committees
 - Attend graduate marketing and recruitment meetings with Ryan Kellems
 - Participate in weekly meetings with the undergrad recruitment program with Heidi Nelson
 - Complete my BCBA and support Christian Sabey in supervision activities by January 2017
 - Go to lunch with someone new in the department each month during the 2016-17 academic year
- Collect research data with students
 - Work with two graduate students to organize thesis committees and develop a proposal outline by January 2017
 - Submit an ORCA grant with an undergraduate student in special education

Appendix A

Philosophy of Teaching

Name

May 2016

Learning most readily occurs in a structured, non-coercive environment. Instructors in all settings are more likely to create these conditions when they intentionally design learning opportunities around clear expectations, frequent opportunities to respond, genuine efforts to recognize the best efforts of students, and teacher-student relationships characterized by high levels of trust and esteem (West, Smith, & Taylor, 2004). Engineering these conditions for all students is the best way to ensure that students feel included, make connections, stay engaged, and look for complex, meaningful real-world applications of their knowledge. Ultimately, we should strive to create a learning environment where teachers and all students embrace the statement, "...I have learned for myself..." (Joseph Smith History 1:20).

Unfortunately, creating these conditions for ALL students is not easy. Increasing ethnic, cultural, and linguistic diversity in Utah and throughout the country (Perlich, 2008) reduces the likelihood that the skills, abilities, and interests of students will be aligned with typical instructional practices. The challenges of diversity are also evident in the university settings. For example, I taught a graduate level USU distance education course for teachers seeking their administrative endorsement. The course focused on instructional leadership with at-risk students. My class was filled with teachers from a variety of backgrounds. Some were seasoned veterans hailing from tough urban schools and others were younger teachers with experience in less diverse rural schools. Their collective experience was incredibly diverse, but individually many students lacked the experience to assimilate the content of the course. In response to these conditions, I organized the distance course around discussion opportunities online and through breakout sessions in class. This strategy maximized the opportunity to draw on the collective experience of the group. In addition, students were given the opportunity to model leadership skills as the group leader where they were taught to engage one another in discussion, confront individual biases, summarize key elements of the discussion, and reflect on their collective experiences. This strategy was effective in this context, but effective teachers need a variety of strategies at their disposal to adequately meet the needs of a diverse classroom.

Fortunately, there has been a convergence of revealed truth and empirical support regarding the types of teaching environments that need to be developed. First, we need to know and love those we teach. I prefer to earn trust by clearly communicating my expectations for students. This includes defining the structure of my classroom and my expectations for the outcomes of each classroom session. As students in my classroom meet my expectations, I act to immediately affirm their accomplishments through verbal recognition and prompt feedback on assignments. These activities establish a positive, non-coercive learning environment supported by positive relationships; a strategy with ever-growing empirical support (Horner, Sugai, & Anderson, 2010; Latham, 1997; Lemov, 2010; Price, 2012; Roorda, Koomen, Spilt, & Oort, 2011). In addition, a positive learning environment allows everyone to more fully appreciate the individuality and

agency of one another. Mutual appreciation can also lead to ongoing collaboration between university faculty and future administrators. My most productive partnerships began with relationships forged in a university classroom.

We also need to be spiritually and mentally prepared to teach. Long before entering the classroom for a lecture or discussion, effective teachers have prepared themselves and their students with the necessary knowledge and skills to participate in the classroom and engage their peers. I attempt to adequately prepare by working to combine my knowledge with other experts in the field who have taught the course or a similar course in the past. After selecting the standards for the course, I believe in allowing students to take more responsibility for their learning as their experience with the content grows (Fisher & Frey, 2008). In my classroom, I teach learning strategies for students to use during breakout sessions or group projects. Specifically, students should prepare for success by setting norms and providing structured procedures for group work. In addition, effective instruction requires a teacher who is aware of and sensitive to contemporary issues relevant to their students. These teachers have the skills necessary to model procedures, affirm student success, provide corrective feedback, and help students take progressively more responsibility for demonstrating fluency in critical skills (Lemov, 2010).

Effective teaching leads students to effective action. In a recent conference presentation, I was asked, “how does this apply to my work next week?” Humbled by this straightforward question, I realized my description of contrast ratios, inclusion criteria, and effect sizes appeared void of the practical details many were seeking. Regardless of the venue or discipline, teachers must be committed to answering the question, “how does this apply” and to invite others to find out for themselves. In the research literature, this principle shows up as active student engagement, psychological investment, motivation to learn, and emotional involvement (Klem & Connell, 2004). Regardless of the specific conceptualization, I believe I have a responsibility to invite my students to take action based on what they are learning. My responsibility is to align these invitations with our best available evidence (Spencer, Detrich, & Slocum, 2012). Finally, effective teaching is an iterative process. I have found establishing performance metrics helps me to evaluate my performance in the classroom and to gauge the effectiveness of my instruction. In previous courses, I have collected the number of comments made on discussion boards to ensure that all students are participating and to provide opportunities to encourage students who need additional support to fully engage in the discussion. Data-driven self-reflection and collaboration with colleagues naturally leads to opportunities to verify effective practices and build self-efficacy (Ronald Gallimore, Ermeling, Saunders, & Goldenberg, 2009).

In summary, I believe effective teaching involves mutual respect, effective preparation, careful evaluation, and inviting students’ to actively engage in their learning. Although these ideas can be briefly summarized they require professional devotion and spiritual dedication to master. I have been privileged to work with many effective instructors who have exhibited these traits and I aim to emulate their example in my professional work, service opportunities, and in my home.

References

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Appendix B

Course Development Project CPSE 300: Principles of Collaboration Name

- a) The purpose of this course is to prepare future elementary classroom teachers to understand how students with exceptionalities learn and how to use basic instructional strategies to meet their educational needs.
- b) Students will complete a case study of a student with a disability where they will define his/her typical patterns, consistent with the disability category they select, and propose a tiered system of support including Universal Design in Tier 1, group interventions in Tier 2, and individualized supports for Tier 3.
- c) Teacher candidates will be able to
 - Identify typical patterns of social and academic responding in at-risk students and those with disabilities.
 - Discuss their ethical and legal responsibilities as general educators.
 - Develop lessons plans consistent with universal design for learning to support the development and learning of all students.
 - Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.
- d) Assessments
 - Formative
 - Daily Writing Assignments
 1. Imagine you are confronted by a parent who is concerned about the classroom environment created by a student with autism who frequently engages in disruptive behavior in class. How would you respond to this parent?
 - PLAFP Assignment
 - Lesson Plans Assignment
 - Case Studies (Lucas – classroom management)
 - Summative

- Practicum Experience (Praise Note, Visit to the Resource Room, Practicum Log)
- Disability Awareness Assignment
- Church Accommodations Assignment
- Case Study Presentation

ELEMENTARY EDUCATION B.S. COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

CPSE 300 – Exceptional Students: Principles of Collaboration

“All the minds and spirits that God ever sent into the world are susceptible of enlargement”

Teachings of the Prophet Joseph Smith (p. 354)

Fall 2016
MCKB 340
Tuesday @ 4:15 PM

Instructor: Name , PhD MCKB
237-C,
Name@byu.edu
(801)422-1238

Office Hours: By appointment

I. DESCRIPTION

The purpose of this course is to prepare future elementary classroom teachers to understand how students with exceptionalities learn and how to use basic instructional strategies to meet their educational needs.

II. LEARNING OUTCOMES

- a) Teacher candidates will be able to
 - Identify typical patterns of social and academic responding in at-risk students and those with disabilities.
 - Discuss their ethical and legal responsibilities as general educators.
 - Universal design for learning to support learning of all students.
 - Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.

III. COURSE POLICIES AND PROCEDURES

Grading Policy

Assignments are due on the dates listed in Learning Suite. Late assignments submitted within a week of the deadline will be assessed a 25% late penalty. Assignments submitted more than a week late will not be scored.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Participation Policy

The solutions to the problems that persist in our classrooms and schools require open, honest dialog. Start developing the kinds of interpersonal skills that will help you nurture communication by showing respect to every member of our class, every day. Respectful participation includes thoughtful consideration of other's opinions, active listening, commenting frequently, and looking for common ground first.

Asking relevant questions is one of the best indicators of engagement and participation. The only way you will learn and grow in this class is by challenging our assumptions with an open, inquisitive mind.

Attendance Policy

Students are expected to be on time for the start of class and to participate throughout the scheduled class period.

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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX 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 any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

IV. COURSE REQUIREMENTS

Course readings

1. Required texts:

Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach
WETSKA

2. Additional readings available online at www.lib.byu.edu

Tentative Course Schedule

(Subject to change to accommodate student needs, the schedules of guest presenters, and the instructors)

<i>Date</i>	<i>Standards</i>	<i>Content</i>	<i>Readings</i>	<i>Assignments/Tests</i>
Week 1 August 29		Introduction to Mindtap and Course Procedures/Assignments		
Week 2 Sept 6		Special Ed Foundation: IEP's & 504 Plans	Chapters 1 & 2	Interactive Quizzes
Week 3 Sept 12		Prereferral to Sped, RTI	Chapter 3	Disability Awareness Assignment
Week 4 Sept 19		High Incidence Disabilities SLD	Chapters 4	Practicum Contract Sheet Disability Presentations -1
Week 5 Sept 26		Low Incidence Disabilities Autism	Chapters 5	Disability Presentations -2
Week 6 Oct 3		Other Exceptional Students; Abuse & Neglect	Chapters 6 & 9	Interactive Quizzes
Week 7 Oct 10		Assessment		
Week 8 Oct 17		UDL	Chapter 2	
Week 9 Oct 24		Math Instruction	Chapter 13	RTI Module Interactive Quiz
Week 10 Oct 31		Literacy Instruction	Chapter 14	
Week 11 Nov 1		Classroom Management	Bruhn, McDaniel, & Kreigh, (2015)	IRIS SOS Module
Week 12		Accommodations &	Chapter 11	

Nov 7		Modifications		
Week 13 Nov 14		Collaborating with Related Service Providers	Chapter 7	IRIS Module
Week 14 Nov 21		Gospel Perspective on Disabilities		
Week 15 Nov 28		No Class		IRIS Modules
Week 16 Dec 5		Final Presentations		

Additional Resources and Readings

Bruhn, A., McDaniel, S., & Kreigh, C. (2015). Self-Monitoring Interventions for Students with Behavior Problems: A Systematic Review of Current Research. *Behavioral Disorders*, 40(2), 102–121.

Appendix C

Supplemental Teaching Grant Proposal

In accord with the goals I have outlined in section I of my faculty development plan, I request funds to support the purchase of the following items.

Logitech Professional Presenter R800 with Green Laser Pointer - \$54.01 (Amazon)

Apple Lightning Digital AV Adapter for Select iPhone, iPad and iPod Models (MD826ZM/A) - \$43.37 (Amazon)

Applied Behavior Analysis (2nd Edition) - \$158.85

Adventures in Ethics: Down the Rabbit Hole (BEHP1068) -- \$13 (Florida Institute of Technology)

The Behavior Analyst in Schools: Ethics, Rules and Reinforcement... Oh My! (BEHP1148) -- \$39 (Florida Institute of Technology)

TOTAL - \$308.23

Explanation

The presenter and apple connector would enable me to be more explicit in my classroom instruction and to manage my proximity to students during classroom discussions. For example, we often engage in collaborative data analysis where I display results on slides and groups discuss these results. Without the presenter remote, I have to return to the front of the class each time I want to move forward through the slides, thus disrupting my interactions with students.

The textbook and FIT trainings will help me accomplish my citizenship goals by enabling me to complete my BCBA and support the supervision of students in our M.S. program.

Appendix D

Scholarship Strategies Project Proposal Name

The Organizing Theme of My Program of Scholarship

Feedback, as defined by Hattie and Timplerley (2007), is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding." Given the variety of possible information sources that might fit this definition of feedback, there's a lot of opportunity to develop novel approaches to the collection and dissemination of actionable feedback to influence the behavior of school leaders, teachers, and students.

My research has already emphasized the development of tools to support better classroom management, teaming, and instruction for teachers. For example, at a large comprehensive high school we developed a system to give teachers frequent feedback on the conditions for learning in their classrooms. As we developed sources of frequent authentic feedback, we observed improvements in student performance and instructional excellence.

Similarly, I worked with an intervention team at another high school to improve the quality of feedback given to students during the school day. Many of the at-risk students who elected to participate in the study believed that their teachers disliked them and did not want them in their classrooms. As they started to engage more frequently with their teachers and receive feedback, they reported stronger teacher student relationships and were observed to be on-task more frequently during class and to engage in fewer instances of disruptive behavior.

Although there is evidence to demonstrate that feedback has a strong influence on human performance, the availability and performance of feedback systems in our schools is not well understood or implemented. More research is needed to explore the delivery mechanisms, the content of the feedback (i.e., instructional practices, implementation fidelity, etc.), the frequency of the feedback, and generalization/maintenance strategies to determine the optimal availability of feedback to sustain high levels of performance.

SCHOLARSHIP GOALS FOR 2016

- Everyday writing
 - Write daily for no less than 30 min per day on selected manuscripts (See Figure 1)
 - Be an active part of a writing group with four colleagues who meet at least bi-weekly to share feedback on active manuscripts
- Seek professional development
 - Attend two data analysis workshops held by McKay School faculty by January 2017
 - Contact two mentor colleagues with research interests compatible with feedback
 - Brandi Simonsen & George Noell

- Propose new research
 - Submit and have approved two new research proposals by September 2016
 - Identify two graduate students interested in my research and submit a proposal with them by October 2016
 - Submit two grant proposals to BYU and MSE

SCHOLARSHIP STRATEGIES

Based on my self-assessment using the Inventory of Strategies for Increasing Scholarly Productivity, I believe my goals around writing and the development of publishing relationships are the most important areas I can develop. I marked as helpful every strategy listed under the writing category and nearly every category in publishing.

To evaluate my goal of everyday writing, I will track and graph my daily minutes engaged in writing for scholarly purposes. I will also document when this writing occurred to identify an ideal time for my “writing office hours” by October 1st.

In addition, I will select an off-site location for my writing retreat during Fall 2016. Most likely this venue will be the Orem library. I have access to all the necessary resources for writing (e.g., uncomfortable chair, water, internet access, etc.), but none of the demands that are present at home or in my office. In my writing log, I will also note the location where the writing was conducted along with the number of pages written to determine where and when I am most productive as a writer.

Finally, I will submit drafts of my work to two off-site mentors/colleagues for their review. I have already identified scholars with similar interests and would like to begin building productive relationships with these individuals. As evidence of these activities, I will save my correspondence with these individuals and document my efforts to respond to their feedback on my drafts.

Inventory of Strategies for Increasing Scholarly Productivity

(For a more complete list, see <http://facultycenter.byu.edu/faculty-development-ideas-scholarship>)

	This would not be helpful	I'm already doing this	This might be useful	
Getting Ideas		✓		Discuss ideas for research and creative works with colleagues.
			✓	Read in a new area or on a new subject.
			✓	Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.
			✓	Share key parts of your research in your classroom teaching.
	✓			Join a new professional association, attend different professional meetings, subscribe to new journals.
Research & Data Analysis		✓		Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis.
			✓	Regularly involve students in research and/or creative works.
			✓	Apply for a Mentoring Environments Grant (orca.byu.edu) or encourage students to apply for ORCA scholarship grants.
			✓	Learn to use the Center for Statistical Consultation & Collaborative Research (http://statistics.byu.edu/content/consulting-center).
	✓		Learn to access databases relevant to your discipline. The Harold B. Library offers access to hundreds of databases.	
Writing			✓	Set aside <i>daily</i> blocks of time to write or work on creative activities—at least 15-30 minutes each day. Don't wait for large blocks of time!
			✓	Write/create in a setting away from your office and phone (at home, in the lab or studio, in the library, etc.)
			✓	Have "writing office hours." Don't answer the phone, email, or the door during your writing hours. Post a sign on your door so visitors will know when you will be available.
			✓	Begin <i>writing</i> as soon as you begin a project. Don't finish the literature review or research first: write as you read and research.
Feedback		✓		Note names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.
		✓		Share early drafts of your work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.
		✓		Hold yourself accountable to a supportive partner. Report regularly.
		✓		Meet regularly with peers (and/or research assistants) to share drafts and get feedback.
			✓	Send drafts to the Faculty Editing Service for review and feedback (http://linguistics.byu.edu/hpc/fes).
Publishing			✓	Talk to a potential editor/publisher/producer about work you are proposing. Find out if it will be suitable for that venue and explore ways to make it more appropriate for that audience.
			✓	Submit cover letters, abstracts, sample chapters, or plans about your research to several publishers/producers.
			✓	Don't wait until you have "perfected" your piece. Get it into an editor's (or producer's) hands as soon as you can. Set deadlines.
			✓	Have a back-up plan in case a piece is rejected. Have envelopes prepared and ready to send to the next potential venue.
Other		✓		Take a fresh look at familiar scholarship topics or questions (e.g., from an LDS or faith-based perspective)
			✓	Develop organizational skills: prioritize, simplify, delegate tasks to others.

Appendix E

Citizenship Project Proposal Name

I desire to contribute to the legacy of the Counseling Psychology and Special Education department in the MSE. Our department has contributed much to the lives of our students and our students' future students. My long-term goal is to ensure that our department is excellent in scholarship, citizenship, and teaching. I believe my ability to contribute to these goals will be enhanced by pursuing the following collaborative activities this year.

b. CITIZENSHIP GOALS FOR 2016

- Cultivate two new opportunities for state and national leadership initiatives
 - Participate with the Positive Behavior Support – Special Interest Group by presentation at APBS and ABAI next year.
 - Build on strong relationships with Devin Healy, Ellie Young, and Rebecca Donaldson at USOE to take a leadership role in the UMTSS project
- Magnify my role in faculty meetings and committees
 - Attend marketing and recruitment meetings with Ryan Kellems
 - Submit the BCBA program sequence to the BACB
 - Go to lunch with someone new in the department each month during the 2016-17 academic year
- Collect research data with students
 - Work with two graduate students to organize thesis committees and develop a proposal outline by January 2017
 - Submit an ORCA grant with an undergraduate student in special education

My citizenship goals for 2016 do not capture all my efforts to improve relationships with colleagues and foster habits of regular collaboration. Below is a summary of activities from my scholarship, teaching, and citizenship goals that emphasize my commitment to excellence in our department and Brigham Young University.

1. Involve Faculty Colleagues
 - Peer teaching reviews in class and of syllabi
 - Participate in committee assignments at the undergraduate and graduate levels
 - Build relationships with department members and partnering state and local agencies
 - Develop new research collaborations
2. Foster the habit of regularly reaching out to form valuable collaborations and associations
 - Monthly lunches with someone new in the department
 - Sharing outlines/drafts of my scholarly writing with

- Finding opportunities to collaborate weekly with students on my research and to help them develop their work
 - Sharing my research in class
 - Developing relationships with university faculty (e.g., CTL, MSE staff, etc.) to regularly consult with to improve my writing and teaching
3. Cause you to stretch
- Developing research partnerships at multiple institutions (e.g., UCONN, LSU, etc.)
 - Leadership positions in state and national projects
 - Mentoring relationships with students