Faculty Development Plan, 2018
Name
Department of Counseling Psychology and Special Education

I.   Teaching

A. Teaching Introduction

During my first year at BYU, I have taught three courses: CPSE 402, CPSE 430, and CPSE 466R. My student ratings for CPSE 402 and 430 were much higher than the average for the department. My average rating for CPSE 402 was 4.8 as compared to the historical average of 4.2. My average rating for CPSE 430 was 4.7 as compared to the historical average of 4.2. Comments were very positive as evidenced below:

She did so much to make sure the course was organized well.

Dr. Name did an EXCELLENT job with working with each of us. She would send emails and would talk with the class about how to best meet the needs of all her students, and I really appreciated that.

She was willing to answer questions and was willing to listen to others opinions, while not being afraid to share her own.

Dr. Name was AMAZING. She helped us figure everything out and organized things in a way we were able to understand. I would recommend her as a Professor to any student.

There were many challenges with the current curriculum. Dr. Name was extremely understanding and had the skills and experience to give us valuable knowledge.

However for the CPSE 466R course, my student ratings were lower (by .1 point) than the historical average for the course (my rating 3.8, historical average for the course 3.9). CPSE 466R is a practicum prep course that takes place in the Spring. The purpose of this course is to review and practice what the students will do during their Summer Practicum teaching experience. While I could defend my low scores here (summer practicum requirements were changing, lack of training for mentors involved in the training, lack of clear direction about the course and the summer requirements), nevertheless, I did notice a clear pattern of responses from the students. Comments such as:

"*We covered some brand new material, but didn't dedicate enough time to it for me to really understand how to teach it.*"

"*I know things are crazy, and I'm impressed so much gets done and mentioned during class, but half the time the mentors, let alone students, don't know what's going on…*"

"*In class, she wasn't very good at explaining what information was for right now, and what information was for later. "*

"Things are so crazy and hectic that she doesn't have time during, right before, or right after class to help much other than quick questions."

"I think Beth is a wonderful teacher! I wish the course would have been a little more organized. It was pretty chaotic... However I do understand that there are a lot of new things happening and it takes time for things to get running smoothly."

"It was very clear that the instructor has a great and impressive vision for summer practicum. I would recommend start the class by sharing that vision with the students. I have tons of resources and only a vague idea of why I have them or how they might be used."

As noted above, I received high ratings in courses CPSE 402 and 430 with much lower ratings for CPSE 466R. While tempted to excuse the lower ratings of 466R by thinking it was a new way of approaching summer practicum and therefore - it is NOT my fault the course seemed rushed, hectic or disorganized – I decided to go back to the higher rated courses (CPSE 402 and 430) to see if I noticed any evidence of giving too many assignments and not dedicating enough time for students to engage in practices to truly understand the new learning. I was surprised to find several comments along this same pattern from comments from the higher rated courses as well:

Because there was so much to cover and not a ton of time, sometimes the topics seemed blended together and I got confused about what was what and what I should understand. Because of all of the readings it was hard for me to understand what the big take always were.

We were supposed to be diagnostic, but I never had time to do what I thought my student needed because there were so many assessments and lesson elements we were expected to do each time, and the student could only work for so long.

Perhaps it is human nature, or it stems from a true desire to be an effective teacher, I had a very hard time noticing my weaknesses as a teacher from analyzing my student ratings. While I was reflecting on all of my weaknesses as a teacher I decide to read through the ratings another time to find clarity in how I could improve as a teacher. This final reading also surprised me. Although some of the feedback was hard to take and I clearly have work to do to improve my teaching– there was some evidence from the comments that my authentic love and respect for my students was getting through- even in the lower rated CPSE 466R course:

I was edified spiritually every class and learned more deeply about the meaning of being a child of God.

I have learned how to be a better teacher. I WILL BE SO KIND TO MY STUDENTS.

Dr. Name is the BEST teacher. Hands down.

Great listener, I always felt heard and understood when I did not understand something.

She never ridiculed or answered in a way that seemed condescending. She always treated each question as a good one.

Very loving and respectful

I always felt better after class

I feel like Dr. Name brings a new perspective to teaching and learning that I've really grown from. She has inspired me to continue learning and improving not only in the field of education, but as a human being.

Beth is a passionate and very knowledgeable teacher. When we struggle, she adjusts to our needs. She is humble, confident and funny. I feel very empowered by her.

What I have learned from my first year of teaching and goals moving forward:

Don't take challenging comments about the course personally.

Do take challenging comments about the course seriously and seek to improve.

Be mindful of providing intellectually enlarging content without spiritually strengthening content (see sections below for more information).

Pay attention to how assignments and activities are organized and spaced through the course as to not overwhelm students.

Be mindful to match course purpose with learning activities and outcomes and assessments – think about student "take-aways".

Be mindful of my inner feelings about a course. If I feel stressed and rushed with a course – students will also.

B. Development Project: CPSE 430
1. Choose a course to work on
I am choosing to work on CPSE 430 "Teaching Reading and Language Arts to Students with Disabilities." I taught this course for the first time in the Spring 2018 semester and will teach it again Spring 2019. I chose this course because, the first time I taught it, I completely revamped the course. I chose new texts for the students to read, I refocused the purpose of the course to be on BYU student's development of diagnostic literacy skills (i.e. could the BYU student learn to match the needs of their students struggling with reading instructionally?), rather than on learning reading assessments only. I also added a practicum component to the class.
While I was satisfied with the high ratings I received from students (my overall score was 4.7 even though the historical course average is 4.2),I felt I needed to focus on two areas going forward. One of the areas of need is to redesign the practicum piece so that the BYU students are able to focus more on instructional match with the *little* students at their practicum sites. The

feedback I received from students in this area helped me to understand that although the practicum provided excellent opportunities to work with *little* students in the districts, the BYU students felt rushed to complete assignments while at the practicum site and did not have the cognitive space to reflect and plan authentically for instructional match.

The second area for me to focus is on the course being more spiritually strengthening. According to my student ratings for the last time I taught this course, 55.6 % of my students who evaluated the course ranked spiritual strengthening as being strongly enhanced compared to the department average of 57.0%. As a comparison, 100% of the students who evaluated the course ranked it as strongly enhanced in the area of intellectually enlarging verses vs the department average of 64.4. Clearly there is a need to focus on the spiritually strengthening component. I will purposefully incorporate Alan Wilkins' research here about the components that seem to be most spiritually strengthening for students (i.e. Showing I believe in students' potential, being authentic and genuine, being a role model of living the gospel, helping students deal with professional ethical issues people of faith might encounter, mentioning gospel connections and insights where it flows naturally, feeling and expressing concern and empathy for the students.)

2. Meet with your CTL Teaching and Learning consultant

I met with Kenneth Plummar during the Spring 2018 Seminar to discuss the two areas of focus when teaching the CPSE 430 course the second time. I received his feedback at that time. I have also sent him the redesigned syllabus for his continued feedback and will meet with him again.

3. Course design process:

a. Purpose for the course:

The purpose of CPSE 430 is for students to learn to become thoughtfully adaptive teachers of literacy while engaging in a professional learning community as a class as they practice proven, evidence-based, hands-on approaches for teaching reading and writing to students with disabilities at local school partnership sites.

b. Determine evidence that shows that students have achieved the course purpose

Evidence of students achieving the course purpose will include:

- Blog posts on Digital Dialogue with two components (Read and Share Articles and Think and Share Classroom Discussions)
- Weekly Literacy Tutoring Logs
- Professional Development Workshop
- Participation in and Write Up of a Live Coaching Session
- Kid Watching Case Study

c. Define a manageable set of learning outcomes that clearly articulate what the student needs to accomplish to achieve the course purpose.

The following learning outcomes include essential questions to help students understand how to achieve the purpose of course CPSE 430:

LEARNING OUTCOMES In this course, CPSE 430 students will be able to demonstrate an understanding of:

- Major approaches to literacy instruction
- Differentiating instruction for struggling and special needs readers and writers
- How to use assessment to inform literacy instruction for specific students

LEARNING QUESTIONS Upon completion of the course, students will be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are falling behind?
- What do I need to understand about typical development in writing to teach students who are falling behind?
- What are the primary domains of reading development and how are they evident in reading for early readers and late elementary readers?
- How do I assess reading skills for the purpose of developing an individual learning profile and planning and delivering individualized, remedial, or intensive instruction?

d. Determine how you will measure student progress through assessments and provide feedback throughout the semester.

Feedback will be provided on all assignments as discussed below:

- Blog posts on Digital Dialogue with two components (Read and Share Articles and Think and Share Classroom Discussions)
    o Written Feedback will be provided

- Weekly Literacy Tutoring Logs
    o Written Feedback will be provided

- Professional Development Workshop
    o Written and Oral Feedback will be provided from peers and professor

- Participation in a Literacy Coaching/Feedback Cycle
    o Video – Time Elapsed Feedback will be Provided, Oral Feedback will be provided

- Kid Watching Case Study
    - Written and Oral Feedback will be provided

e. Determine the types and sequence of learning activities

The types and sequence of learning activities are described in the attached syllabus. The students begin the course with opportunities to practice how to deliberate over and thrash out new learning and ideas via class discussions and the blog post assignments. From there they learn to practice what they are learning in class and through readings by participating in tutoring live *little* students in local school districts. Next the BYU students learn to analyze good literacy teaching by participating in a coaching cycle – during which they will have the opportunity to meet one-on-one with the professor and debrief one of their live teaching videos. They will continue by demonstrating what they have learned by conducting a literacy workshop with the class. Finally, the culminating project includes synthesizing new learning in a write up of a Case Study project.

f. Fit learning activities and assessments into the semester schedule

As described in section e, I have scheduled the learning assignments in a scope and sequence distributed evenly over the length of the course. I purposefully start with assignments that require less specialized knowledge (blog posts, class discussions) and end the semester with an assignment (Kid Watching Project) that requires extensive specialized knowledge that is gleaned over the duration of the course.

g. Compile syllabus. (See Appendix 1)

4. Determine how you will collect information and evaluate the effectiveness of teaching methods etc., both during and at the end of the semester.

In order to collect information and evaluate the effectiveness of the teaching methods I will invite Kenneth Plummer to observe and give feedback early in the semester. In addition, I will invite a SCOT to interview my class prior to mid-course evaluations. Then, I will also use mid-course evaluations. Next, I will redirect learning and teaching goals after analyzing the mid-course evaluations. Finally, I will analyze end of semester evaluations.

5. Submit completed syllabus with goals for the second time the class will be taught. (See Appendix 1)

C. Essential Questions and Summary for Teaching:

1. How can I use my first year to become more aware of the kind of teacher I am?

Having finished my first year of teaching, I realized strengths as well as areas where I can improve. My strengths include building authentic relationships of trust with

students, teaching in ways students find intellectually enlarging and that provides strategies they will use in their professional lives moving forward. I also have a strength of in involving students with hands-on engaging activities during class times. However, relative weaknesses include planning too many learning activities and assignments without appropriating enough time for students to think deeply about what is being learned as well as how to generalize new learning to the students they will teach. Another relative weaknesses is not consistently teaching in ways that are spiritually strengthening.

2. What book will I read this year on improving college teaching?

In order to improve my teaching I will read and incorporate strategies from the book, *Teaching College* by Norman Eng.

3. Do I follow sound principles or designing a good course? Have I followed these principles in writing my syllabi? Have I sought feedback on my course design and syllabi?

I have followed sound principles for designing a good course as outlined on the Center for Teaching and Learning(CTL) website relative to course design. I have requested feedback on my course from CTL consultant, Kenneth Plummer.

4. How do I reasonably evaluate the effectiveness of my teaching and the achievement of student learning?

As suggested on the CTL website, I will analyze the effectiveness of my teaching through student performance on the culminating assessment (i.e. The Kidwatching Case Study Project). I will also analyze data from course evaluations, mid-course evaluations, and feedback from Kenneth Plummer and the SCOT. Finally, I will monitor student engagement in class.

D. Proposal for Course Development Project Grant

Course Development Project Grant: CPSE 430 Teaching Reading and Language Arts to Students with Disabilities
Name, Ph.D

This proposal is to provide the rationale and justification for funds to develop my course, CPSE 430 – Teaching Reading and Language Arts to Students with Disabilities. The purpose of this course is for students to learn to become thoughtfully adaptive teachers of literacy by:
a. engaging in a professional literacy learning community as a class and
b. practicing proven, evidenced-based, hands-on, approaches for teaching reading and writing to students with disabilities in local elementary schools.

One of the most difficult tasks in a literacy methods course is to help pre-service teachers learn how to teach students who struggle with reading about reading comprehension. Typically pre-service teachers resort to using work sheets so that their struggling readers can practice

reading comprehension. The problem with this approach is that it becomes difficult to maintain student engagement in reading comprehension. The key is for the pre-service teachers to learn hands-on strategies for reading comprehension that keep struggling readers engaged and motivated. However – the trick is to find materials that are evidenced based, yet easy to implement. My goal therefore to improve this course is to buy reading comprehension manipulatives that support CPSE 430 students in learning how to teach this skill to children with learning disabilities in reading. I propose to purchase the following materials for the course:

4 sets of Think, Talk, and Write ($50 per set x 4 sets = $200.00)
5 sets of Reading Evidence Clips ($20 per set x 5 sets = $100.00)

       Think, Talk and Write sets include 6 copies each of 6 high-interest books. This set will support pre-service teachers in the CPSE 430 course to learn how to guide future students to increase reading comprehension skills by learning how to prompt students, support students to orally discuss key elements of text and then support students to complete a writing piece to citing evidence to support conclusions found in the text.

       Reading Evidence Clips will help pre-service teachers in the CPSE 430 course learn how to teach students ways to locate evidence in text using color coded clips.

       These resources support students in mastering the purpose of the course which includes, "practicing proven, evidenced-based, hands-on, approaches for teaching reading and writing to students with disabilities in local elementary schools."

II.   Scholarship

   A. B.   Strategies & Goals

My research aims focus on coaching as a professional development tool to support teachers in implementing evidence-based intervention. I am specifically interested in researching how educator leaders coach effectively for improved pre- and in-service teacher and student outcomes. I also study initial resistance to coaching.   In order to reach the aims of my research I will focus on completing new studies and completing and submitting manuscripts from previously conducted studies. I am currently actively working on 8 projects. I will describe the projects below. After a description of each project I will highlight the associate goal to be completed by February, 2019.

1. The TRI IES Study. This project was funded by a large IES grant while I was at UNC-Chapel Hill. This was a multi-site project that focused on teacher professional development in rural schools in North Carolina. Previously analyzed data suggested 4 major findings. I have presented on this data (CEC, St. Louis, 2016; CEC Boston, 2017). I will present on aspects of this data at NASP in Atlanta, February, 2019. I have also completed a manuscript on one of the findings (Relationships focused coaching -July, 2017). I will complete and submit three additional manuscripts (Coaching Resistance Lit Review, Three Coaching Approaches to Mitigate Teacher Resistance, Coach Feedback to Resistant Teachers) by February 2017.

2. TRI Principal Project. This project was also funded by a large IES grant while I was at UNC-Chapel Hill. This was a multi-site project that focused on principal needs to support literacy coaches in struggling schools. The data has been collected and analyzed. A colleague and I presented on this data (CEC, St. Louis, 2016). I will complete and submit this manuscript by February 2019.

3. Case Study from Resistance to Award Winning Literacy Teachers. Data has been collected. I will complete and submit this manuscript by February, 2019.

4. United Way, Phonological Awareness Study. This study was conducted during my first year at BYU with Dr. Kendra Hall-Kenyon in the Teacher Education Department. The data has been collected. We are in the data analyzing stage. My goal is to complete data analyzing by February 2019.

5. Coach Teacher Relationship Tool (CTRT) project. This project started at UNC-Chapel Hill and has continued at BYU with Dr. Kendra Hall-Kenyon. We have piloted this tool during Summer Practicum (2017). We are in process of seeking to validate this tool from preliminary data then retest. My goal is to have data analyzed by February 2019.

6. Coach Training Modeling Project. I received a MSE grant to conduct a 2 year study, researching the effects of training BYU mentor teachers in coaching BYU preservice teachers. For the first year of the study we decided to focus on modeling. We are accepted to present on this data at CEC, Indianapolis, February, 2019. I am working on this project with one of my

graduate students, Morgan Christensen. My goal is to have a manuscript ready to submit by the time we present on this in February, 2019.

7. Coaching 1st grade Teachers to incorporate data for literacy instruction MTSS project. This study involves 3 of my colleagues and a doctoral student in the CPSE department. We started collecting preliminary data at an elementary school in the Alpine district in April, 2018. We will continue this study through spring, 2018. The goal by February, 2019 is to have the introduction, lit review and methods section completed.

8. Adapted TRI for Severe Students Project. This study involves adapting the TRI for Severe Students to learn to read using an intensifying instruction framework. This study also considers Severe Mentor Teachers perceptions of the TRI. I am working on this study with one of my graduate students, Agatha Gibbons. The goal by February, 2019 is to have the introduction, lit review and methods section completed.

C. Inventory of Strategies (see Appendix 2 and discussion in section E.3 below)

D. Feedback from mentor.

My mentor, Melissa Heath, has been integral in supporting my work during my first year at BYU. She is tenacious, kind, honest, fiercely loyal and has an almost encyclopedic knowledge of scholarship strategies for tenure. Melissa and I have a standing 2-hour work session weekly. This weekly work session includes: a Q & A section, work on manuscripts, grant proposals and conference submissions. Melissa suggests that I have strengths in the areas of initiating research studies, collecting data, collaborating with other scholars, having a strong work ethic, receiving feedback, understanding of subject knowledge and demonstrating passion for my research area.   As she is ever honest, she also suggests that I have a relative weaknesses in the areas of setting priorities, getting into a habit of writing daily and understanding the most effective ways to work with teacher and research assistants.   Her feedback pertaining to my research is to prioritize completing the writing up of manuscripts for data I have already collected and analyzed (projects 1, 2, 3 and 4 above).

E. Scholarship Strategies Project Proposal

1. Themes, Topics, Methods, and Applications Organizing Framework

Organizing Framework: Coaching as an effective professional development tool to support pre- and in-service teachers to implement evidence-based intervention to increase teacher and student outcomes					
Themes					
Principals	Resistance	Coaching Cycles	Teacher Education Mentor-Teachers and	Systems Coaching for MTSS	Tools for Coaching

			Pre-Service Teachers		
Topics					
Principal and Coach Relationships. Principal Roles	Coach Strategies to reduce Resistance (ROC model)	Modeling	How mentor teachers adapt reading strategies for severe psts and students with intensyfying instruction	Coaching PLC groups to use data to improve literacy instruction in first grade	Validating the CTRT
Teacher and Principal Perceptions of Support during coaching and implementation	Lit review Of resistance to coaching	Differences in Types of modeling of mentor teachers to severe vs. mild moderate pre service teahers	Cultural mismatch in coaching pre service teachers.	Perceptions of needs to adopt effective MTSS. Perceptions of district level, building level and state level coaches	Coaching efficacy tool
	Resistant to sucessful teachers	Feedback	Mentor Teacher approaches to coaching		ROC Model
	Coach approaches to perceived initially resistant teachers vs. high implementing teachers		Mentor teachers coaching pre service special ed and early childhood teachers in phonological awareness. What happens when mentor teachers do not know content?		
Methods					

Qualitative	Qualitative	Mixed Methods	Mixed Methods	Mixed Methods	Mixed Methods

The overarching frame of my work is the central research foci of coaching as an effective professional development tool to support pre- and in-service teachers to implement evidence-based intervention to increase teacher and student outcomes. The underlying themes include coaching within the networks of principals, initial resistance, coaching cyles that include rounds of intensifying instruction, coaching of mentor teachers who then coach preservice teachers, systems coaching within multi tiered systems of support (MTSS), and coaching tools. Dissparate topics fit into each theme is as displayed in the table above. Research methods are primarily qualitative, except when collaborating with colleagues with mixed methods research such as validating the CTRT as a coaching tool.

2. Specific scholarly goals to be completed by February, 2019. (see sections A & B above.)

3. Specific Strategies for Scholarly Productivity

I found completing the Inventory of Strategies for Increasing Productivity very helpful in generating ideas of how to sustain productivity over time. From this survey, I will use the following strategies this year:

a. Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.

This will help me to have a dedicate space and time for reading (a two hour block per week) so that I do not get distracted by updating my reading during writing time. This will also help me to stay current as I write. And may also help generate new/fresh research ideas.

b. Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis

I am going to ask for funding to attend the Qualitative Research Camp at the Odom Institute at UNC-Chapel Hill. Attending this camp will allow me to stay current and rigorous with my qualitative research methods. Attending this camp will also allow me to continue to collaborate with the folks at UNC-Chapel Hill and Frank Porter Graham Child Development Institute.

c. Set aside daily 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!

d. Write/create in a setting away from your office and phone.

e. Have "writing office hours". Don't answer the phone, email, or door during your writing hours. Post a sign on your door so visitors will know when you will be available.

f. Begin writing as soon as you begin a project. Don't finish the lit review or research first: write as you read and research.

In my mind strategies described in sections c., d., e., and f., above fall into one category. I will set aside a writing block first thing in the morning at home (when my mind is fresh). I will not answer the phone or email. I will also start writing as I begin a project.

g. Notes names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.

I had not thought of this strategy. By February 2019, I will have contacted at last one scholar in my field.

h. Develop organizational skills: prioritize, simplify, delegate tasks to others.

I am currently mentoring four graduate students: 1 doctoral student and 3 master's level students. It is difficult at times to keep projects organized. I am going to use the strategies learned in a session during the spring seminar. I have already met with my doctoral student, who, as part of her research hours, will become a projects manager. She will help oversee the detailed parts of each project. During the fall semester, we will begin to hold project meetings weekly with designated times for those involved in each project.

4. The method you will use to evaluate your success in using these strategies

I will use the projects chart below to track my success

F. Essential Questions for Scholarship

Major Projects	Audience	Resources Necessary	Colleagues	Target Completion Date	By End of each semester	Days and Hours dedicated to work on project
TRI IES Study Part 1Relationships Only? Part 2- ROC Model Part 3- Lit Review	Academic Journals	Time	Melissa Heath	February, 2019	Part 2 end of September Part 3 End of October Part 4 End of November	M-F 4- 6 am

Part 4-Coach Feedback						
TRI Principal Project Part 1:Roles during coaching (leveraging principal support in positive ways) Part 2: Gap in perceptions of Principals and teachers	Academic Journals	Time	Martinette Horner UNC-Chapel Hill	February 2019	Part 1 End of December	M-F 4- 6 am
Case Study from Resistance to Award Winning Literacy Teachers	Academic Journals	Time	Denise Ricks Pearson	February, 2019	End of January	M-F 4- 6 am
United Way, Phonological Awareness Study.	Academic Journals	Time MaxQDA Research Assistants	Kendra Hall-Kenyon, Corinna Peterkin	April 2019	End of May	M, W & F 7-9 am
Coach Teacher Relationship Tool (CTRT) project.	Academic Journal	Time MaxQDA Collaboration in Statistical Analysis	Kendra Hall-Kenyon, Lane Fischer, Morgan Christensen	April 2019	End of June	M, W & F 7-9 am
Coach Training Modeling Project.	Academic Journal	Time MaxQDA Research Assistant	Kendra Hall-Kenyon, Morgan Christensen	February, 2019	End of February	M, W & F 7-9 am
Adapted TRI for Severe Students Project	Academic Journal	Time MaxQDA Research Assistant	Agatha Gibbons	July, 2019	End of August	M, W & F 7-9 am

Summary of goals for Scholarly Strategies Project:

- o Dedicate 2 hours per day M-F (very early morning) for writing papers and produce 1 research document per month.
- o Dedicate 2 hours 3x per week for working with data (M, W, F 7 – 9 am)
- o Write 1 pipeline document a month (IRB, Grant, Conference Proposal)
- o Dedicate 2 hours weekly, Saturday 4-6 am, for reading current literature on coaching
- o Attend CEC and TED conferences yearly and have at least 1 of my students present with me
- o Reach out to a scholar in the field
- o Set up a recurring projects team meeting bi monthly overseen by my doctoral student (TAs, RAs, Colleagues and undergraduates to attend)
- o Apply for grant funding for coaching in rural settings by January 2019
- o Apply for funding to attend Qualitative Research Camp at the Odom Institute
- o Reread book on publishing
- o Revisit goals and plan monthly

III.   Citizenship Project

To date I chair one doctoral dissertation and three master's theses committees. I also head up the Practicum Planning Committee in the CPSE department. In addition, I serve on the Graduate Curriculum Development Committee. I am on the board of directors for two organizations in the community. I served as a judge at the BYU mentored research competition. I also served as a reviewer for graduate student applications. In addition, I serve as faculty advisor for the Student Council for Exceptional Children chapter at BYU. I took a group of 20 students to the national CEC convention in Florida in February, 2018. I am an active member of my department and I can be counted on to attend all meetings prepared and on time. This year I will focus on joining a TED committee at the national level and start to review for a journal. I will also focus on the below described goals.

A. Collaborative Teaching Activities
1. Observe colleagues' teaching and invite colleagues to observe yours. Discuss with each other what you are learning.

I will invite my department chair, Lane Fischer, who is an awarded master teacher to observe my teaching and request to observe one of his classes. I will discuss what I have learned with him.

B. Collaborative Scholarship Activities
1. Collaborate on a research project with a colleague.

I will begin to collaborate with two members of the department on an MTSS project starting Fall, 2019 semester.

C. Service Activities
    1. Review articles for a journal.

I will begin to review articles for one journal.

D. Activities to Build Collegiality
    1. Have lunch regularly with faculty colleagues.

I will invite one member of the faculty per month to have lunch.

E. Collaborating with Colleagues Outside of BYU.
    1. Collaborate with a colleague outside of BYU on a research project.

I will collaborate on a project with one of my graduate students and a member of the Gonzaga University special education department on a case study with a student with down's syndrome using Draw to Learn. I will also invite members from the University of Mississippi and Vanderbilt University to collaborate on the Adapted TRI for Students with Intellectual Disabilities.

Appendix 1 CPSE 430 Syllabus

BYU CPSE 430- Winter 2019 Syllabus

Teaching Reading and Language Arts to Students with Disabilities

DAVID O. MCKAY SCHOOL OF EDUCATION
BRIGHAM YOUNG UNIVERSITY

INSTRUCTOR INFORMATION

Instructor Name: Dr. Name
Office Location: 340-R MCKB
Office Phone: 801-422-7603
Email: Name@byu.edu

Teacher Assistant Name:

COURSE DESCRIPTION

In this course, we will explore the nature of reading and writing with a special emphasis on effective instructional practices to meet the needs of all learners, while respecting diversity. CPSE 430 students will actively participate in lectures, demonstrations, discussions, and also work with children to implement specific assessment and teaching strategies learned throughout.

COURSE PURPOSE

The purpose of CPSE 430 is for students to learn to become thoughtfully adaptive teachers of literacy by:
   a. engaging in a professional literacy learning community as a class and
   b. practicing proven, evidenced-based, hands-on, approaches for teaching reading and writing to students with disabilities in local elementary schools.

PREREQUISITES

Admission to Special Education Major or licensure program.

MATERIALS

- CPSE 430 Readers Packet
- Powerful Writing Strategies for All Learners by Karen Harris, Steve Graham Ed.D., Linda Mason Ph.D. and, Barbara Friedlander
- Assigned Journal Article Readings - For each class please bring either a hard copy of the assigned readings or download it onto your electronic device prior to class due to questionable internet access. Note that, access to the journal articles can be found via the Harold B. Lee Library. (Link)

PROFESSIONAL PRACTICE FRAMEWORK DISPOSITIONS

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify course goals, facilitating their enactment in class and during your work with your district students this semester. Expectations:

- CPSE 430 students will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
- CPSE 430 students will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

LEARNING OUTCOMES

In this course, CPSE 430 students will be able to demonstrate an understanding of:

- Major approaches to literacy instruction
- Differentiating instruction for struggling and special needs readers and writers
- How to use assessment to inform literacy instruction for specific students

LEARNING QUESTIONS

Upon completion of the course, you should be able to answer the following questions:

- What do I need to understand about typical development in reading to teach students who are falling behind?
- What do I need to understand about typical development in writing to teach students who are falling behind?
- What are the primary domains of reading development and how are they evident in reading for early readers and late elementary readers?
- How do I assess reading skills for the purpose of developing an individual learning profile and planning and delivering individualized, remedial, or intensive instruction?
- How do I assess writing skills for the purpose of planning and delivering individualized, remedial, or intensive instruction?
- How do I provide supported and intensive instruction in reading?
- How do I provide supported and intensive instruction in writing?
- What instructional strategies have evidence of greatest impact on student outcomes?
- How does Special Education contribute to school-wide systems of literacy instruction?

GRADES AND GRADING METHODOLOGY

Grading Scale:

Grades	Percent
A	95%
A-	91%
B+	88%
B	84%
B-	81%
C+	78%
C	74%
C-	71%
D+	68%
D	64%

D-	61%
E	0%

Note: All grades will be rounded (e.g., 89.50% is calculated as 90%)

Grading Methodology: Your achievement in this course will be assessed through completion of the following assignments:

Assignment Type	Grade %	Total Points
Weekly Blogs (Read and Share, Think about Class and Share)	15%	150
Literacy Coaching/Feedback Cycle	20%	200
Kid Watching Case Study Project	25%	250
Weekly Tutoring Logs	15%	150
Professional Development Workshop	20%	200
Attendance and Participation	5%	50
Total	100%	1000 points

Late Assignment Policy:

It is <u>very</u> important that work be turned in on time or you will find it very difficult to catch up. All work in the course (e.g., projects, articles, blogs, etc.) must be completed on time. Any assignments that are late will have points deducted from it (5% taken off for every late day after due date).

ASSIGNMENTS

This is a more in depth approach to describe the assignment categories listed above:

1. <u>WEEKLY BLOG POSTS (Digital Dialogue)</u>

   ● DUE: WEEKLY

Through your blog you will →

   ● Reflect on the readings, giving yourself the opportunity to read and think deeply about course content.
   ● Become a reflective practitioner by learning to think critically about course content with respect to your own teaching and learning experiences.
   ● Have the opportunity to learn a new literacy and to participate purposefully in what literacy researchers call New Literacies (literacies built around collaboration and

community and that involve a technological element that changes the traditional literacy model in important ways).
● Engage with a community of blogger-teacher-learners who will provide you with feedback, challenge your thinking, support your efforts, and help you grow as learners and teachers.

Weekly Reading Responses:

● DUE: 12 pm Monday (before class on Tuesday)

● Each week, respond and reflect on that week's readings on your blog. Your responses should be thoughtful, reflective (obviously) and should be geared to helping you process the course readings and discussion in terms of classroom practice. Every response should include reflections on course readings, classroom discussions, and on your experiences teaching in your field placement.
● Throughout the semester, I will assign blog posts as they connect to our readings and fieldwork.

● What should you write? You don't need to use academic language. You don't need to formally cite what you read. Instead, reflect on your reading and teaching in whatever ways come naturally to you. Your posts are required to incorporate your ideas and thoughts about the assigned readings, and should ideally include experiences from your field experience placement, students with whom you work, as well as your experiences. You might also consider this format:

   ○ What I think: Expand on the content, connecting information within and across readings.
   ○ What makes me question: What questions come to mind as you think about the content in connection with your field placement work?
   ○ How I can connect in the future: What practical applications do you hope to make for the work you will do with your students in your own classroom one day?

Commenting on Other Blogs:

● DUE: 12 pm Wednesday

● Blogging provides us with an opportunity to a) engage in an online community of educators, b) develop our competencies in new literacies, and c) dialogue with each other in powerful ways.
● In addition to keeping your own blog, you must read and comment on at least two of your colleagues' blogs each week. Feel free to quote their posts in your own blog. In most communities, people get frequent and high quality response and comments when they give high quality response and comments to others.

Grading:

- Your blog is worth 15% of the course grade.
- Points will be awarded holistically, considering the completeness of the blog, the quality of the posts, and the quality of community participation on others' blogs.

An informal Grading Rubric:

- A high quality post
    - is written in authentic, personable, non-academic, professional language
    - addresses the course readings, drawing specifically on elements of the text that they want to focus on either to agree and elaborate, disagree, question, challenge, wonder about, or otherwise spend time discussing
    - addresses specific classroom practice in specific ways, connected to the reading or class discussion
    - is compelling to read: personal, passionate, interesting, well-crafted

- A high quality comment
    - addresses the specifics in the post and talks back to the posts in specific ways
    - recognizes the blogger as a real person, and directs their comments directly to the author
    - is personal authentic, real

Some caveats:

- I expect your blogs to be REAL (okay – keeping it real – make them as "real" as they can be given their purpose and context)
- Sometimes great bloggers write on tangents
- Sometimes great bloggers use non-standard vernaculars, mechanics, or formatting (in other words – you can write creatively if your topic of your blog for that week seems to call for it)
- Sometimes great bloggers aren't able to post perfectly regularly and their audience understands this (i.e. you can miss one AND **ONLY** one week of posting and responding without penalty)

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2. LITERACY COACHING/FEEDBACK CYCLE PROJECT

- DUE: March 29,2019

- In order to maximize the opportunity for you to learn to provide instruction matched to your practicum student's needs - you will participate in a literacy coaching/feedback cycle project. The project will consist of 5 parts:

1. You will video a live tutoring session with you working with your student on the TRI and upload to goreact no later than March 7, 2019. The video must consist of the following parts:
    ○ Re-Reading for Fluency
    ○ Word Work
    ○ Guided Oral Reading
    ○ TRI Writing

2. You will sign up for a one-on-one live session with Dr. Name to debrief your TRI video.

3. After receiving feedback on your TRI lesson, you will reteach the TRI lesson to your practicum student.

4. You will submit a two page write up reflecting on what you learned about matching instruction to your student's individual learning needs by participating in the coaching session. Be sure to include the following:
    ○ What did you learn during the coaching cycle?
    ○ How did you change instruction based on feedback received?
    ○ What surprised you as you participated in the coaching cycle?
    ○ How did your student respond to your lesson after you received feedback?
    ○ Provide examples or models of how you could use coaching cycles in your professional work as a special educator. Reflect on the role of coach. Reflect on the role of someone being coached. Would you change or add anything to the cycle?

Grading:
● This project is worth 20% of the course grade. .

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3. KIDWATCHING/MULTIPLE CASE STUDY PROJECT

● DUE: April 19, 2019, submit a paper copy in class as well as a digital copy to Learning Suite (LS) by 12 pm.

● Average Length: 10-11 single-spaced pages.

● As an integrated project for this course, you will "kidwatch" a student. Based on your "kidwatching," you will analyze the students' literacy learning and write a final case study of your student as a reader, writer, and literacy learner.
● The case study is meant to be a synthesis of your learning over the course of the semester, and your weekly logs will offer much to pull from in this final piece.
● With that knowledge, you will make recommendations for further instruction.

All about Kidwatching →

- Kidwatching is a way for teachers to closely observe and document a child's performance and response to instruction .
- Coined by Yetta Goodman, kidwatching involves anecdotal or more structured teacher records documenting student progress and performance.
- This focused observation provides teachers with authentic measures of children's performance as they engage in literacy and language.
- Through this project you will learn to observe, study , and analyze each child's literacy learning so that you can match your instruction to what the child needs.
- Ultimately, through kidwatching, you will be able to plan instruction tailored for each child's individual strengths and needs.

For the final multi case study report, you must include:

1. Introduction: This should include your general philosophy of literacy instruction and your thoughts about your role as a special educator and literacy advocate. It is also helpful to provide a brief summary/overview of what will be presented in the multiple case study.
2. Background Information: This should include an introduction and description of your student. Please include a few comments about your tutoring sessions.
3. Tutoring Summary of the Work Completed this Semester: You want to give the reader an idea of the types of things that you did with your student during your tutoring sessions and the assessments that were completed. Please break down these summaries by topic (i.e., oral reading, comprehension, fluency, etc.). At some point in your paper, be sure to list the results of all assessments. I find that organizing this information into a chart makes it easier to read and compare scores. When summarizing your tutoring, consider the assessments and tutoring sessions that you provided and how these assessments informed the work that you were doing with your student.
4. Recommendations: Briefly summarize what you learned about your student throughout the year and highlight your students' strengths/weaknesses. Offer recommendations for future instruction. When giving your recommendations, please categorize them using the same categories that were used to describe your tutoring sessions (i.e., oral reading, comprehension, fluency, etc.)
5. Conclusion & Reflection: Please reflect upon your tutoring and assessment experiences. In addition, include any concluding thoughts about your student. Reflections should cover the entire time that was spent with your student.
6. Synthesis and Final Remarks: Please use this section to compare and contrast your work and learning with students from the beginning to the end of the semester. How were they similar, how are they different? Did you use the same strategies? How do you instruct your student differently from the beginning to the end of the semester? Why or why not?

Grading:
- This is 25 percent (25%) of your grade.

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4. <u>WEEKLY TUTORING, LEARNING LOGS AND FORMAL WRITE UPs (5)</u>

- DUE:
    - Log 1 Due: February 9, 2019
    - Log 2 Due: February 23, 2019
    - Log 3 Due: March 9, 2019
    - Log 4 Due: March 23, 2019
    - Log 5 Due: April 13, 2019

- One of your primary roles as a Special Educator will be the support you offer struggling readers and writers. With this in mind, you will be expected to tutor a child for at least one hour per week at your assigned field site.

- You will also be expected to administer weekly assessments. Over the course of the semester, you will be asked to keep a learning log for each tutoring session with your students. You will then synthesize the information in your weekly learning logs and submit 5 formal learning log write ups in which you describe your tutoring sessions.

- Each formal log write up should be approximately 2-4 pages (or 700-1400 words).

- While the structure and focus of each session will of course be specific to the student's identified needs, and the context in which you are working, there are some general areas you should consider when planning your tutoring sessions.

These include→

Your TRI lesson:
- Working with familiar text to build fluency (ReReading for Fluency)
- Focused word study (appropriate for the TRI level)
- High-Frequency Words
- Vocabulary learning and support
- Supported reading of a text at the student's instructional level (Guided Oral Reading)
- Comprehension work
- Connection to writing (Adapted Interactive Writing)

- Opportunity for engaged conversation
- Informal assessments to gauge learning

Remember that class readings will offer different points of focus as you build your professional expertise. I ask that you connect what you understand from these professional investigations and conversations to your practical work as a Special Educator as you work with your students and as you submit your learning logs.

Please be sure to (you must) cover the following areas in your logs:

- Session Goals / Objectives: This section describes what you hope to achieve with your students by the end of each tutoring session.

- Summary/Observations: This section summarizes and describes what you did with your student, including materials used, student's reaction, overall progress made in that particular session, observations of the student, (what stands out as interesting or noteworthy.)

- New Learning introduced: Remember that you will be introducing new learning to the students you tutor as we cover new material in class. You will also be using informal assessments to understand how to match your students' specific instructional needs. Please explicitly describe the new learning introduced, and give evidence of how your student responded.

- Critical Reflection: Please use readings, prior coursework, and prior sessions with your student as lenses to consider the progress both of you are making. Use these resources and experiences to critically reflect on your work and your student's progress. Please explicitly describe the connections that you are making to your tutoring session. Remember to expand on ways the content influenced your teaching while onsite in your field placement – how did what you learn via the readings and classroom discussion and practice affect your work with your student?

- Next Steps: Include a description of how this session is informing your thoughts about your next tutoring session.

Grading:
- This assignment is worth 15% of your grade

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5. PROFESSIONAL DEVELOPMENT WORKSHOP

- DUE: April 17, 2019

Background of Assignment:
- In many districts, Special Educators offer multiple roles of support for both students and colleagues. As such, you may be asked to conduct a professional development workshop for your colleagues.
- With this in mind, you will create one mini-workshop this semester to present in class.
- The workshop is NOT a presentation; it is meant to be an active investigation of a specific topic. Participants should leave the session with one or more practical strategies to try with students – having had the opportunity to try it out themselves.
- The focus of your workshop and a tentative implementation outline must be approved by me at least 1 week before you you're your workshop.
- Please limit workshops to 15 minutes in length.

- Students will work in groups of 4.
- Select a topic from the following choices: Phonological Awareness, Phonics, Vocabulary, Fluency, or Comprehension and present a professional development mini workshop for the class.

Your professional development workshop will consist of three parts→

Part 1: Powerpoints need to be uploaded to Learning Suite through Digital Dialogue

- Clarity of visual and oral presentation. (10 points)
- Selection and use of references to support presentation. Reference should be listed on the last slide in APA format. To earn full credit you will need to submit on time and have passed approval. (10 points)
- Definition of topic and research to support its importance in 2-3 slides. (20 points)
- Related theories of teaching in around 2-3 slides. (30 points)
- Education Implications of practical activities that emerge from theory for the class to participate in- explained in 3-5 slides. (40 points)
- Accommodations, Modifications, and Instructional/Behavioral Strategies in a minimum of 5 slides. This section includes everything a special educator can do to match the student's instructional need in this particular area of literacy learning. (40 points)

Part 2: Class presentation include the following information of practical activities for the class to participate in that emerge from the theory.

- Present the workshop in 15 minutes (do not go over time).
- Let us know the skill and the grade levels of teachers for whom you would be conducting the workshop.
- Write a lesson plan (1 to 2 pages) for your presentation; include handouts such as readings, materials for participation, and an evaluation form. (40 points)

Part 3: Commenting on Digital Dialogue

- Comment on 3 classmates' powerpoints through Digital Dialogue
- Comment on content and relate to how you will use the information. Comment via text. (10 points)

Grading:
- This assignment is worth 20% of your grade

6. ATTENDANCE

- DUE: Each class period

Attendance: You are enrolled in a professional school and are continuing the process of your own professional development. Members of the education profession have special responsibilities, as many other people depend on them. Among these responsibilities are meeting all obligations on time and being thoroughly prepared. With this in mind the following attendance policy has been adopted for this course.

- It's expected that you're on time, stay entire time and attend every class session.

- Emergencies and situations may arise during the semester. If this is the case and you must miss class, contact me a minimum of 12 hours PRIOR to the class session.

- In the event that you must miss class more than once: you should schedule to meet with me in order to understand what you must do to "make up" that absence.

- If you choose not to do so, you will lose 8 points from your final grade for each absence more than one. Please note that you will forfeit the opportunity to make up an absence if you do not notify me before missing class.

- Missing class without letting me know ahead of time will also result in losing 8 points from your final grade in all situations (even the first and only absence).

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7. CLASS PARTICIPATION

Participation in this course is essential. It is the expectation of this course that students are introduced to the material through the readings before coming to class, and that class time is spent actively learning course material. I expect that all students have thoroughly prepared for class by reading the assigned articles, responding to them and reflecting on them, and participating (with a capital P) in class activities and discussion.

- For EACH class please bring either a hard copy of the assigned readings or download to your electronic device before class due to questionable internet access.

Keep in mind, you are expected to participate professionally throughout class. This means that you are engaged with the lecture or group discussions and not using electronic devices for anything other than note taking or completing in class assignments. In other words, you may use your computers for taking notes during the lecture portion of class. You may also use your computer for in class activities where I invite you to use them. At all other times, your computer should be closed. Cell phones should not be out during class at any time.

Grading:

- You may earn 50 points (worth 5% of your grade) by following attendance and participation expectations described above.

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1. 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.

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2. GRADING EXPECTATION

Teacher Candidates need to earn a B- or higher in all education courses in order to receive a Utah Teaching License. Teacher candidates should plan to put the time an effort into this course in order receive a B- and meet that requirement. All teacher candidates in this course will not receive an A grade. A grades are given for exceptional performance. Meeting all requirements, completed all coursework, and participated in all class activities does not directly translate into an A grade in this course. Teacher candidates who are working toward an A grade, should plan to demonstrate performance that is beyond the stated requirements for the course.

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3. 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.

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4. <u>STUDENT DISABILITY</u>

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.

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5. <u>ACADEMIC HONESTY</u>

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.

Appendix 2

Inventory of Strategies for Increasing Scholarly Productivity

	This would not be helpful	**I'm already doing this**	**This might be useful**	
Getting Ideas		X		Discuss ideas for research and creative works with colleagues.
		X		Read in a new area or on a new subject.

			X	Set aside a regular time (each week/month) to stay current on the literature or the latest creative activities in your discipline.
		X		Share key parts of your research in your classroom teaching.
			X	Join a new professional association, attend different professional meetings, subscribe to new journals.
Research & Data Analysis			X*	Develop your ability to use more complex data analysis techniques or institute tighter systems for data collection and analysis
		X**		Regularly involve students in research and/or creative works.
			X	Apply for a Mentoring Environments Grant or encourage students to apply for ORCA scholarship grants.
			X	Learn to use the Center for Statistical Consultation & Collaborative Research.
	X			Learn to access databases relevant to your discipline.
Writing			X	Set aside daily 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!
			X	Write/create in a setting away from your office and phone.
			X	Have "writing office hours". Don't answer the phone, email, or door during your writing hours. Post a sign on your door so visitors will know when you will be available.
			X	Begin writing as soon as you begin a project. Don't finish the lit review or research first: write as you read and research.
Feedback			X	Notes names of established scholars in your research area and develop strategies for initiating conversations with them regarding areas of common interest.
		X		Share early drafts of your work (even at the outline stage). Commit to having a number of colleagues review your work as it progresses.
		X		Hold yourself accountable to a supportive partner. Report regularly.
		X**		Meet regularly with peers (and/or research assistants) to share drafts and get feedback.
		X		Send drafts to the Faculty Editing Service for review and feedback.

Publishing		X		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.
			X	Submit cover letters, abstracts, sample chapters, or plans about your research to several publishers/producers.
			X	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.
		X		Have a back-up plan in case a piece is rejected. Have envelopes prepared and ready to send to the next potential venue.
Other	X			Take a fresh look at familiar scholarship topics or questions (e.g. from and LDS or faith-based perspective).
			X	Develop organizational skills: prioritize, simplify, delegate tasks to others.

*Seek funding for qualitative skill development
**Hold research team meetings regularly with students