Faculty Development Plan
Name EDLF
(2018-06-15 update)

Based on the guidelines on the Faculty Center website, and consistent with the University Policy
on Faculty Rank and Status, this plan includes the following elements:

1. My self-assessment of my strengths, skills, competencies, interests, opportunities, and

    areas in which I wish to develop.

2. My professional goals in citizenship, teaching, and scholarship (or citizenship and

    professional service, for professional faculty) and the plan to accomplish these goals.

3. The relationship between individual goals and department and university aspirations and

    needs.

4. Resources needed to accomplish the professional goals, including budgetary support,

    equipment, time, etc.

5. My activities and accomplishments so far in achieving the goals.

6. My comments on measures used to assess success in my professorial responsibilities and

    in accomplishing the goals set forth in the plan.

1. Self Assessment

I have a lot to work on in the areas of research, teaching, and citizenship. To this point, I have taken advantage of professional development opportunities in all three areas and plan to continue doing so over the coming year.

Overall, I have attended the FDS luncheon series throughout 2017-18.

In the area of research and writing, I have attended the

- Grant writing workshops held fall semester 2017

- Publish and Flourish seminar held in January 2018

- Grant writing bootcamp, May 2018

In teaching, I have attended the Four Questions Seminars held during Fall 2017 and the follow-up gatherings in 2018.

Regarding citizenship, I have attended the faculty writing series and have formed a writing group with colleagues in my department.

I participate in two department committees and chair my department's online committee.

As of April 2018, I chair the EDLF Faculty Affairs Committee, which encompasses the work of various subcommittees

2. Professional Goals

2a. Scholarship:

This is an area where I feel I have significant work to do. As I develop my research agenda and get to know people here locally, I will be able to continue to develop papers on the same topics that I have written and expand the range of constituents covered by my basic research agenda. My current research agenda or thematic thread: constituent engagement in urban schools.

- Constituents: follower parent family enter point

- Engagement: involvement, participation, voice, influence

- Urban schools: schools and other educational organizations serving marginalized populations and students at risk, particularly in cities.

My work in California and in Utah relates to the work of parents and school community councils inside the school. In addition, I have interest in dual language immersion policy in schools and how parents engage in and seek dual language immersion programs and then influence their operation. In order to promulgate a successful research agenda, I have taken the faculty development series, the faculty grant workshops, and other modes of professional development. In 2018, I plan to apply for grants that will allow me to study the work of school community councils and dual language immersion programs. More will follow to elaborate on this point.

Goals (to complete by February 2019)

1. Maintain at least two manuscripts under review.

2. Submit at least three manuscripts to top tier educational leadership journals.

Scholarship Strategies

1. Set aside daily blocks of time to write.

   a. 30 min each day

b.   Adjust each semester

2.   Have "writing office hours."

      a.   Shut my office door.

      b.   Post sign that shows when I'm available:

      i.   Indicate when class is and other busy times

      c.   Turn off email during this time. Ignore phones.

      d.   Track daily writing time.

Method to Evaluate Progress

1. Track daily the amount of time spent writing (not researching, reading or analyzing).

2b. Teaching:

I feel pretty confident about my teaching; however, as a BYU faculty I recognize that the mission and aims of a BYU education require me to do more to inspire learning in my students to this, and I have participated in faculty luncheon learns and the faith and learning initiative offered by Alan Wilkins and Jane Birch. As my colleague David Boren and I have reflected on our teaching practice, I have sought to understand who I am as a teacher who my students are to me as a teacher, and what it means to inspire their learning. I see inspiration taking two routes: the emotion of wanting to do more, and the feeling of being inspired or being enlightenment. I have surveyed my students specifically in these regards, and I am seeking to be a more inspired teacher. I will continue to seek out opportunities to develop as a teacher such as those offered by the faculty luncheon learns and faith and learning initiative.

Goal (to be completed by February 2019): To incorporate a decision-based learning module into the course in order to teach students how to find and use the four key types of evidence for multi-level decision-making.

In order to accomplish my goal, I will work with Ken Plummer in CTL to develop a decision-based learning module for a School Improvement Exercise assignment.

$300 in grant funds will be used to pay students to develop scenarios from which decision tree modules will be created.

Course Syllabi (See Appendix A)

2c. Citizenship:

To date I have served on several committees, and I will continue to do so. I currently serve on the EdD committee and chair the faculty affairs committee in EDLF, and I am a member of the diversity community committee for the McKay School of Education. In addition, I do work with in the community of Utah County, specifically at Westside Elementary School where I am a member of the school community council. With regard to citizenship, I will continue not only to except as appropriate positions within committees, but I will initiate and seek out opportunities to serve both at the department the college and the university level. Committee service to date:

- EDLF EdD committee, member, 2017-present

- EDLF Faculty Search committee, member, 2017-2018 – successful search and offer tendered and accepted.

- EDLF Multicultural committee, member, 2017-2018 (incorporated into EDLF Faculty Affairs committee)

- EDLF Online committee, chair, 2017-2018 (incorporated into EDLF Faculty Affairs committee)

- EDLF Faculty Affairs committee, chair, 2018-present

- MSE Multicultural Education committee, member, 2017-present

Goal (to be completed by February 2019): My individual goal is to use my skills and talents to improve others' lives. Specific professional citizenship goals include the following specific items in order to continue my level of engagement in department and MSE committees:

EDLF 714 - Multicultural Education

Summer 2017

Section 001: 319 MCKB on S from 8:00 am - 2:00 pm

Instructor/TA Info

Instructor Information

Name: Name
Office Location: 306D MCKB
Office Phone: 3133773255
Office Hours: Only By Appointment
Email: Name@byu.edu

Course Information

Description

Multicultural issues in educational theory and practice, with special reference to race, ethnicity, gender, socioeconomic status, and various types of exceptionality.

Materials

Item	Price (new)	Price (used)
HANDBOOK OF RESEARCH ON EDUC...DIVER. *Required* by TILLMAN, L	122.95	92.25
STUDENT ENGAGEMENT IN HIGHER EDUCATION (P) *Required* by QUAYE	58.95	44.25

Learning Outcomes

Epistemological assumptions

The student will gain and evidence a greater sensitivity to both epistemological assumptions, proxemic patterns and discourse patterns that tend to characterize various subcultural groups along the lines of race/ethnicity, SES, and gender, and nation-of-origin.

Application to teaching and learning

The student will learn to apply this heightened sensitivity to teaching and learning in the pluralistic postmodern classroom, as well as to being a site-based educational leader and policy maker/interpreter.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Teaching Philosophy

The teaching philosophy is built on the foundation that the classroom should be a *brave place* for learning where study and faith are integrated together (see D&C 88:118). In this course *I encourage you to take whatever philosophical/political positions that you feel are most fruitful*. Indeed, one of the major purposes of the class is to show that there is validity in a great range of opinions (from the most conservative to the most radical) about American education and that *no one has a monopoly on the truth*. Hence, *in discussions, in the essay, and in the final paper, agreeing with my positions will not gain you a higher grade, nor will disagreeing with me get you a lower one*. Indeed, my positions on these issues develop as I continue learning for myself. Since we will discuss a variety of controversial issues, the only requirement in class is that we all show the proper respect for each other's ideas and conduct our conversations courteously.

Assignments

Assignment Descriptions

Panel Discussion Lead

Due: Monday, Jun 26 at 11:59 pm

Panel Discussion Lead Sign-up

In addition to being able to understand the concepts from the assigned class readings, it is important to be able to think critically about what you have read and to extend the information in the readings through engaging in active dialogue. A panel of three to five students will lead a discussion on each day of class. Panel discussions will allow each presenter 5-10 minutes to share his or her ideas, followed by 30-45 minutes for questions (engaged dialogue with classmates). The discussions/activities will be based on your synthesis of the assigned readings for the course from the Tillman and Scheurich text and the Routledge articles.

It is your choice on what to discuss and how to present the information, but keep in mind that you only have 5-10 minutes. The discussion should center on encouraging active dialogue in the class. For example, you might: develop questions that encourage the group to think critically about what they have read in the assignments; cover only your assigned reading in-depth; compare and contrast your reading with external literature; or locate an article about today's college students from *The Chronicle of Higher Education, Education Week, Inside Higher Ed*, and so on*,* or the popular media (e.g., *Deseret New, Salt Lake Tribune, Huffington Post, Fox News, Time, Newsweek, New York Times*, etc.) and ask the class to analyze the news article in light of the themes or constructs addressed in your reading.

PowerPoint presentations will NOT be accepted. Please keep the review of the reading to a minimum but prepare a brief study guide/handout for the class with major points from the reading, including thoughtful questions that will stimulate provocative discussion about the meaning, strengths, and/or limitations of the constructs we are discussing.

Evaluative criteria: This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, linkages of theory to practice, and facilitation of discussion.

Reflection Essay

Due: Monday, Jun 26 at 11:59 pm

As educators, it is vital to continuously reflect on our personal experiences as students in P-20 schools. For the purpose of this paper, I would like you to reflect on your school experiences as they relate to social inequities and bias. For example: When did you first become aware of difference in school? Who or what reinforced inclusivity, diversity, equity, and inequity in the context of your school environment? Who were your cultural connectors or supports? Were your schools diverse in language, religion, and socioeconomic status (see below for more ideas in this area)? How did your campus support a student body from diverse backgrounds? In what ways did you observe, participate in, or receive unequal treatment in school?

This paper is employed to gain a greater understanding of inclusivity and or bias as *you see it* or *experienced it*. Some topics you may want to consider include: ethnicity, gender, language, physical ability, race, religion, sexual orientation, socioeconomic status, etc. Again, it is important to produce this paper based on your own *personal* experiences. This exercise creates an opportunity for us to place our main learning experiences in context.

Please note: These are private papers that only I will read. They will not be shared with your classmates.

Papers must be in APA format: 12 point font, 1 inch margins, Times New Roman, 2 pages or 500 words.

Evaluative criteria: This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, linkages of theory to practice, and facilitation of discussion.

Discussion Thread

Due: Saturday, Jul 15 at 11:59 pm

To earn full credit on this threaded discussion, please do the following: (a) in 250 words or less, and including two or three scholarly citations from the readings, respond critically to the questions listed below and then (b) in 250 words or less, reply thoughtfully to at least one post in the threaded discussion. All posts are expected by the published deadline (this includes original posts and replies).

View the keynote presentation by Dr. Ann Turnbull for the 2013 Office of Special Education annual meeting (note that the video runs about 1 hour 20 minutes). You may find the link here: https://www.youtube.com/watch?v=yTIaHW1IyTo

What are your general impressions of Dr. Turnbull's perspectives on and experiences with inclusive education practices? How did her personal and professional worlds collide and what impact did this have on her life? From her various salient points, what are the implications for P-12 and higher education systems? Employing a human lifespan understanding, how should P-12 and postsecondary education integrate more deliberately and seamlessly to enact inclusive practices for all students?

Dr. Turnbull's curriculum vitae and background information can be found here: http://specialedu.soe.ku.edu/ann-turnbull

Research Paper

Due: Saturday, Aug 05 at 11:59 pm

In a 15-page research paper, students will trace the history of a particular diversity and inclusivity theme in American P-20 education. This includes: (1) the subject's theoretical development, (2) the contemporary policies and practices influenced by this theme, and (3) two-three diverse viewpoints from leaders in the field. This means you will need to arrange interviews with two-three educational leaders to ascertain their opinion/perspectives on the matter. Paper topics will be covered during the first class.

Papers must be in APA format: 12-point font, 1-inch margins, Times New Roman, 15 pages.

Research Symposium

Due: Saturday, Aug 05 at 11:59 pm

Adhering to professional symposium guidelines, students will present on their selected research topics. Comprehensive presentations will include: (1) a brief history of your diversity and inclusivity them to include its theoretical development; (2) contemporary policies and practices influenced by this theme, and (3) two-three diverse viewpoints from leaders in the field. Presentation requirements include but are not limited to:

- Highly developed content (see four areas described above)
- 15-minute presentation
- 5 minutes of questions

- Technology supported discussion (PowerPoint, Prezi, etc.)

When you are *not* presenting, please provide critical peer feedback to your classmates. Peer feedback forms will be made available as handouts in class. Following the final presentations, we will debrief for a few minutes in MCKB 319.

Again, doctoral students will have 15 minutes to present their research papers, followed by 5 minutes for questions from the audience. Five minutes is built into each session for transitioning between presentations.

Evaluative criteria: This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, comprehensiveness of four key areas listed above, and linkages of theory to practice.

Participation and Informed Contribution

Due: Saturday, Aug 05 at 11:59 pm

Informed contribution means that students have done the reading ahead of time, are prepared with questions and ideas to contribute during class, and actively participate in class. In addition, informed contribution includes online participation in threaded discussions. Self and peer evaluations of group contributions will be completed as needed.

University Policies

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.

Preventing Sexual Misconduct

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

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

day).

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

Student Disability

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

Academic Honesty

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

Plagiarism

 Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established

rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Respectful Environment

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

Schedule

Date	Column 1	Column 2
M Jun 26 Monday	**Panel Discussion Lead** **Reflection Essay**	
Sa Jul 01 Saturday		
Sa Jul 08 Saturday		
Sa Jul 15 Saturday	**Discussion Thread**	
Sa Jul 22 Saturday		

Sa Jul 29 Saturday			
Sa Aug 05 Saturday	**Participation and Informed Contribution Research Paper Research Symposium**		
Sa Aug 12 Saturday			
W Aug 16 Wednesday	**First Day of Summer Final Exams (08/16/2017 - 08/17/2017)**		
Th Aug 17 Thursday	Final Exam: 319 MCKB 7:00am - 8:50am		

Reflection Essay

As educators, it is vital to continuously reflect on our personal experiences as students in P-20 schools. For the purpose of this paper, I would like you to reflect on your school experiences as they relate to social inequities and bias. For example: When did you first become aware of difference in school? Who or what reinforced inclusivity, diversity, equity, and inequity in the context of your school environment? Who were your cultural connectors or supports? Were your schools diverse in language, religion, and socioeconomic status (see below for more ideas in this area)? How did your campus support a student body from diverse backgrounds? In what ways did you observe, participate in, or receive unequal treatment in school?

This paper is employed to gain a greater understanding of inclusivity and or bias as *you see it* or *experienced it*. Some topics you may want to consider include: ethnicity, gender, language, physical ability, race, religion, sexual orientation, socioeconomic status, etc. Again, it is important to produce this paper based on your own *personal* experiences. This exercise creates an opportunity for us to place our main learning experiences in context.

Please note: These are private papers that only I will read. They will not be shared with your classmates.

Papers must be in APA format: 12 point font, 1 inch margins, Times New Roman, 2 pages or 500 words.

Evaluative criteria: This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, linkages of theory to practice, and facilitation of discussion.

Panel Discussion Lead

In addition to being able to understand the concepts from the assigned class readings, it is important to be able to think critically about what you have read and to extend the information in the readings through engaging in active dialogue. A panel of three to five students will lead a discussion on each day of class. Panel discussions will allow each presenter 5-10 minutes to share his or her ideas, followed by 30-45 minutes for questions (engaged dialogue with classmates). The discussions/activities will be based on your synthesis of the assigned readings for the course from the Tillman and Scheurich text and the Routledge articles.

It is your choice on what to discuss and how to present the information, but keep in mind that you only have 5-10 minutes. The discussion should center on encouraging active dialogue in the class. For example, you might: develop questions that encourage the group to think critically about what they have read in the assignments; cover only your assigned reading in-depth; compare and contrast your reading with external literature; or locate an article about today's college students from *The Chronicle of Higher Education, Education Week, Inside Higher Ed*, and so on, or the popular media (e.g., *Deseret New, Salt Lake Tribune, Huffington Post, Fox News, Time, Newsweek, New York Times*, etc.) and ask the class to analyze the news article in light of the themes or constructs addressed in your reading.

PowerPoint presentations will NOT be accepted. Please keep the review of the reading to a minimum but prepare a brief study guide/handout for the class with major points from the reading, including thoughtful questions that will stimulate provocative discussion about the meaning, strengths, and/or limitations of the constructs we are discussing.

Evaluative criteria: This assignment will be evaluated based on depth of analysis, ability to generate reflective and critical thinking, linkages of theory to practice, and facilitation of discussion.

Research Paper

In a 15-page research paper, students will trace the history of a particular diversity and inclusivity theme in American P-20 education. This includes: (1) the subject's theoretical development, (2) the contemporary policies and practices influenced by this theme, and (3) two-three diverse viewpoints from leaders in the field. This means you will need to arrange interviews with two-three educational leaders to ascertain their opinion/perspectives on the matter. Paper topics will be covered during the first class.

Papers must be in APA format: 12-point font, 1-inch margins, Times New Roman, 15 pages.

EDLF 677 - Multi-level Data Decision Makg

Winter 2018

Section 001: 319 MCKB on W from 1:00 pm - 3:50 pm

Instructor/TA Info

Instructor Information

Name: Name
Office Location: 306-D MCKB
Office Phone: 801-422-0955
Email: Name@byu.edu

Course Information

Materials

Item	Price (new)	Price (used)
EVERYTHING SCHOOL LEADERS NEED TO KNOW ABOUT ASSESSMENT (P) *Required* by POPHAM	31.95	24.00

Learning Outcomes

Effective Data-Driven Decision Making

The learning outcomes of this course focus on the theoretical foundations, knowledge and skills needed for students, once graduated, to provide school-level leadership through the design, implementation and evaluation of effective data-driven decision making systems for school improvement, including evaluation of:

- Student learning
- Program effectiveness
- Faculty and staff competencies
- School performance, and
- Community and external environments

Evidence-based vision

Develop an evidence-based vision of excellence in decision-making and assessment for school or district. (SL#1; SL#2; EP#1; EP#2)

Examine data

Critically examine the ways in which data informs beliefs, knowledge, and decisions to improve student learning. (SL#1; EP#1)

Identify measures

Identify appropriate measures needed to realize vision. (SL#2; EP#2)

Quality assessments

Make connections between quality assessment programs and classroom, school, and district-level mission, belief statements, and improvement plans. (SL#1; SL#2; EP#2; EP#3)

Action plan

Provide the knowledge and tools necessary to defvelop an action plan to turn the students's decision-making vision into a reality. (SL#1; SL#2; EP#3; EP#4)

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Draft 1 Assessment and Evaluation Plan (AEP)

Due: Wednesday, Feb 07 at 11:59 pm

Create an initial draft of the Assessment and Evaluation Plan on a evidence-based school improvement need.

Draft 2 AEP

Due: Wednesday, Mar 14 at 11:59 pm

Demonstrate significant progress in AEP and evidence of consultation with administrator/mentor.
Draft 3 AEP

Due: Wednesday, Apr 11 at 11:59 pm

Demonstrate continued progress toward completion of AEP. Include preliminary supporting materials and class presentation document.
Attendance and Participation

Due: Wednesday, Apr 18 at 11:59 pm

Be on time and actively participate in all class sessions.
Final AEP

Due: Wednesday, Apr 18 at 11:59 pm

Present your AEP during one of the last two class sessions (10 points).
Submit your completed AEP with all supporting materials (25 points).
University Policies

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.
Preventing Sexual Misconduct

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

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

submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

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

Student Disability

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

Academic Honesty

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

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper

attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Schedule

Date	Topic	Readings	Assignments
W Jan 10 Wednesday	Introductions; Syllabus review (Nondisclosure agreement); Review of EDLD 676: What do we mean by evidence?	READINGS (found in Content Tab): Mertens and Wilson 2012 Chapter 2.pdf; Zepeda 2012 Chapter 2.pdf	
W Jan 17 Wednesday	What is Assessment, Why Do We Test, and Understanding Validity and Reliability	READINGS: Popham (2010), Chapters 1-3	
W Jan 24 Wednesday	Assessment Bias, Instructional Sensitivity, and Test Construction	READINGS: Popham (2010), Chapters 4-6	
W Jan 31 Wednesday	Rubrics, Formative Assessment, and Assessing Student Affect	READINGS: Popham (2010), Chapters 7-10	
W Feb 07 Wednesday	Developing as a Collector, Consumer, and User	READINGS (found in Content Tab): Jensen, Hite, Hite & Randall (2016); Creswell (2014); Mertler (2016).	**Draft 1 Assessment and Evaluation Plan (AEP)**

	of Data for School Improvement	Consult with mentor principals about school improvement needs that could be addressed with an assessment and evaluation plan.	
W Feb 14 Wednesday	Dove; CRTs and NRTs; Instrument Reliability & Validity	READINGS (found in Content Tab): Glaser, 1963, 1994a & 1994b; Popham & Husek, 1969	ASSIGNMENT: CRT & NRT Instruments. You need to find (on the internet, from your typical practice and procedures in your school or district, etc.), bring, and be ready to discuss at least one CRT and at least one NRT instrument (or its detailed description as provided by the producer). You cannot use any of the instruments associated with those focused on in class throughout the semester, such as DIBELS, DWA, UCAS instrumentation, ACT/SAT, etc. This is an INDIVIDUAL assignment, so you can't group together or pass to each other qualifying instruments.

T Feb 20 Tuesday	**Monday Instruction**		
W Feb 21 Wednesday	ACT: History, socially-constructed meaning, and the "real world"	READINGS (found in Content Tab): ACT. (2012). 2011/2012 - Fairness report for the ACT tests. Retrieved from www.act/org ACT. (2015). ACT annual report. Retrieved from www.act.org ACT. (2016). National Distributions of Cumulative Percents for ACT Test Scores ACT-Tested High School Graduates from 2013, 2014 and 2015. Iowa City, Iowa, USA: ACT. Lemann, N. (1995). The great sorting. *The Atlantic Monthly* (September), 84- 100.	
W Feb 28 Wednesday	Student Growth Percentiles; DIBELS	READINGS (found in Content Tab): Bettebener, 2008 & 2009 (pp. 3-10); Bettebener, et al. 2011; Dewey, Kaminski, & Good, 2013; Dynamic Measurement Group, 2013; Kaminski & Good, 2007, 2012; Kaminski et al., 2007a, 2007b; Kaminski et al., 2008	
W Mar 07 Wednesday	Presentation of Proposed AEPs and Discussion	Consultation on Draft 2 AEP document.	
W Mar 14 Wednesday		READINGS (found in Content Tab): elwhatworks.pdf -OR- mswhatworks.pdf -OR- hswhatworks.pdf Individual Draft 2 AEPs	**Draft 2 AEP**
W Mar 21 Wednesday	Using Data for Professional Development Cycling Back: Using Data for Program Evaluation	READINGS (found in Content Tab): DuFour-PLCs.pdf; Giles-Hargreaves-PLCs-StandardizedReform.pdf; McTighe-makingthemostofplcs.pdf	

W Mar 28 Wednesday	Understanding the Broader Sense of "Data"	Fisher and Frey (2015); Fullan (2011); Goodwin (2015); Levy (2015); Smith (2012)	
W Apr 04 Wednesday	**Independent Work (No Class Meeting):** Consult with Mentor Principals on Proposed Assessment and Evaluation Plan (AEP).	Individual Draft 3 AEP Presentation	
W Apr 11 Wednesday	Presentations on Draft 3 AEPs and Discussion	**All Draft 3 AEPs Due.** Individual Draft 3 AEP Presentation	**Draft 3 AEP**
M Apr 16 Monday	Finals week: No class		
W Apr 18 Wednesday	Final Exam: 7:00pm - 10:00pm	**Final AEP Due by End of Day**	**Final AEP**
F Apr 20 Friday	**First Day of Winter Final Exams (04/20/2018 - 04/25/2018)**		
Sa Apr 21 Saturday	Final Exam: 319 MCKB 2:30pm - 5:30pm		
W Apr 25 Wednesday			

Assessment and Evaluation Plan

Articulate in print a comprehensive plan for evaluating an intervention to address one evidence-based school improvement need and professional development strategies to address that need at your work site. Share this plan with an administrator, get feedback, and respond to that feedback with a revised plan. Drafts due throughout the semester. Final version due *on the date of our last class meeting. Send this to me through Learning Suite.*

Use available achievement, demographic, program, perception, and/or other data to identify **one specific evidence-based school improvement need** for your worksite, and describe in print **a year-long plan** for implementing a program evaluation for overall improvement on the specific need for the upcoming school year. The final plan will represent an **overarching outline for specific actions** your administrative team will follow.

The AEP will be comprised of two parts:

- An executive summary broadly explaining your plan and justifying its need.
- Supporting documentation.

Your Executive Summary should be **no more than one page**. (Think of this as the abstract or the "elevator speech" version.)

In addition to the Executive Summary, **you will need to provide *substantial* supporting documentation**.

(Think of this as the paper itself.)

This supporting documentation will vary from plan to plan (e.g., you may need to provide information about your role, the amount of time you'll need or will be allotted, etc.). Supporting documents need to have sufficient scope and detail to inform and clarify the ideas expressed in your executive summary. These documents may include:

- evidence used to determine the school improvement need,
- measures that will be used to evaluate the effectiveness of the intervention,
- schedules,
- supporting textbooks, websites, and other training materials,
- lesson plans (including descriptions of modes of instruction),
- companies providing training,
- cost analysis, etc.

Think of this assignment as you would think of preparing for your class for the coming school year. You are developing a comprehensive assessment and evaluation plan for a single subject as determined by your analysis of the needs of your worksite. What do you need in order to make it work? How will you demonstrate to your constituents that you know what you are doing? Proceed with those thoughts in mind.

EDLF 677 – Assessment and Evaluation Plan Rubric

	Fair (3)	Good (5)	Excellent (7)
Quality of Writing The grammar, spelling, and punctuation within the paper are accurate.	The AEP is not well written, and contains many spelling errors and/or grammar errors. The paper is badly organized, lacks clarity and/or does not present ideas coherently. Is not written at graduate level and is not sophisticated.	The AEP is well written for the most part, and contains few spelling or grammar errors, and addresses most of the issues regarding the identified evidence-based problem with an in depth analysis. Is generally with graduate level writing skills, but not very sophisticated.	The AEP is well written and addresses all of the issues regarding the case with an in depth analysis. Is written with graduate level writing skills and sophistication.
Organization The plan is presented in a logical manner.	Not well organized; plan components do not follow a logical format and are not easy to follow; there is insufficient information to follow the plan as intended.	Well organized; format is mostly logical; more clarification is needed to ensure that plan can be followed as intended.	Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another; the organization enhanced the effectiveness of the project
Content The plan contains a rich amount of relevant information.	Background information is insufficient to explain the need of the plan; the plan and supporting activities lack sufficient detail.	Background information is adequate to justify the plan's implementation; the plan and supporting activities are described with adequate detail.	All background information was precise and explicit; the plan and supporting activities are described in great detail.
Supporting Documentation The supporting materials are described.	Few if any supporting documentation is provided to inform or clarify ideas described in the executive summary; documentation provided is not sufficient to replicate the project.	Supporting documents inform and clarify some of the ideas described in the executive summary; some outside sources are used to reinforce and expand on formal learning events; documentation provided is enough to replicate the project.	Supporting documents have sufficient scope and detail to inform and clarify the ideas expressed in the executive summary; extensively utilized outside resources to make the project effective and to reinforce learning; project can easily be replicated.
Evidence of Consultation Mentor principal has consulted on assignment.	Little evidence of consultation with mentor principal is evident; documentation provided is insufficient.	Supporting documentation and evidence suggests some evidence of mentor principal's consultation on the project.	Clear evidence of consultation and collaboration with mentor principal is evident. Feedback from the mentor principal and modifications to the project as a result of that consultation are provided.

Total: 35 Points

Course Development Project, Mike Owens, EDLF

EDLF 677 (Multi-level Decision Making) involves students learning how to identify needed

sources of data and stakeholders in order to make meaningful decisions for school improvement.

Goal: To incorporate a decision-based learning module into the course in order to teach students

how to find and use the four key types of evidence for multi-level decision-making.

In order to accomplish my goal, I will work with Ken Plummer in CTL to develop a decision-

based learning module for a School Improvement Exercise assignment.

$300 in grant funds will be used to pay students to develop scenarios from which decision tree

modules will be created.

FDS Teaching Grant Proposal, Mike Owens, EDLF

Purpose: To compensate graduate students for creating case study scenarios upon which to build decision trees for a decision-based learning (DBL) module

Funding requested: $300

As part of my effort to improve learning in EDLF 677 (Multi-level Decision-making for Educational Leaders), I am working with Ken Plummer at the Center for Teaching and Learning (CTL) to develop a decision-based learning module for students to conduct a School Improvement Exercise (SIE). The SIE involves eight steps, and requires that students understand four basic types of school data, identify and recruit key school stakeholders to form a leadership team, analyze information to create hypotheses, build a plan for implementing strategies, build a plan for evaluating the strategies, and follow through on commitments to action.

As current students have limited experience as school administrators and thus limited experience with creating school improvement plans based on the SIE model, the grant will fund the creation of hypothetical case studied created by former students (current school administrators) for use in class in a DBL format. Three former graduate students will create three real-world case studies which will then be developed into three scenarios for an SIE DBL module in consultation with CTL.

Scholarship Strategies, Mike Owens, EDLF

Scholarship Theme: Constituent engagement in urban schools.

Goals (to complete by February 2019)

1.   Maintain at least two manuscripts under review.

2.   Submit at least three manuscripts to top tier educational leadership journals.

Scholarship Strategies

1.   Set aside daily blocks of time to write.

    a.   30 min each day

    b.   Adjust each semester

2.   Have "writing office hours."

    a.   Shut my office door.

    b.   Post sign that shows when I'm available:

    i.   Indicate when class is and other busy times

    c.   Turn off email during this time. Ignore phones.

    d.   Track daily writing time.

Method to Evaluate Progress

1. Track daily the amount of time spent writing (not researching, reading or analyzing).

Citizenship Project Proposal, Mike Owens, EDLF

My individual goal is to use my skills and talents to improve others' lives. Specific professional citizenship goals include the following (to complete by February 2019): Overall, continue my level of engagement in department and MSE committees. Specifically,

1. Department: Strengthen relationships with department members by attending campus devotionals and forums, talks by colleagues and guests, and social events with colleagues. Continue service in committees as assigned.

2. College: Collaborate with colleagues in and outside of the department in multicultural education efforts. Participate in the Associates Program through CITES.

3. International: Review proposals for two key educational leadership conferences (AERA, UCEA). Continue serving on Educational Administration Quarterly (EAQ) editorial board and to review manuscripts for EAQ, Review of Higher Education, and Urban Education.