

Faculty Development Projects

Name

Department of Teacher Education

1. Course Syllabus
2. Teaching Goals for 2nd Time Teaching (Fall 2018)
3. Grant Proposal for 2nd Time Teaching
4. Faculty Development Plan – First Draft
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El Ed 443: Teaching Literacy in the Intermediate Grades (3-6)

Fall 2018

Instructor Information

Name, Ph.D.

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Required Texts and Resources

- Morrison, T., & Wilcox, B. (2012). *Developing Literacy: Reading and writing to, with, and by children*. New York, NY: Pearson Education.
- Leslie, L., & Schudt Cladwell, J. (2016). *Qualitative Reading Inventory 6E (with access)*. New York, NY: Pearson Education.

Course Description and Learning Objectives

Purpose of the Course

This course will provide you with the information and skills you need as an elementary school teacher to make informed decisions about literacy instruction and evaluation. You will learn to establish an effective 3-6 grade classroom literacy environment which includes reading, writing, listening, and speaking.

Course Objectives

1. **Professional Identity** - Teacher candidates will engage in personal reflection to develop a professional identity and engage collaboratively with learners, families, colleagues, community members and demonstrate the highest ethical standards of the teaching profession. (See ILA Standard 6)
2. **Assessment** - Teacher candidates will be able to administer, score, and interpret a variety of assessments appropriate for use in screening, diagnostic, monitoring, & outcome literacy assessments in intermediate grades. (ILA Standard 3)
3. **Literacy Environment** - Teacher candidates will be able to identify and evaluate key aspects of an effective literacy environment in an intermediate classroom. (See ILA Standard 5)
4. **Instruction** - Teacher candidates will be able to plan and implement intermediate grade literacy instruction for whole class, small groups, and individual students (e.g., read aloud, shared reading, guided reading, independent reading, shared writing, independent writing). (See ILA Standard 2)
5. **Learner Development** - Teacher candidate will plan and implement intermediate grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See ILA Standard 4)

6. **Curriculum** - Teacher candidates will use foundational knowledge to design and/or implement instruction that develops intermediate grades students' comprehension, fluency, vocabulary, writing, and content area literacy skills. (See ILA Standard 2).

*For more information about standards for reading professionals outlined by the International Literacy Association, see <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>

Course Policies and Procedures

**Be sure to check out BYU policies on Learning Suite*

Evaluation and Grading

Late assignments will not receive full credit unless prior arrangements are made with the instructor. You must provide a compelling reason for such consideration to be granted. Late assignments will automatically be deducted 50% of points regardless of how close to the deadline they are submitted. At the conclusion of the semester, points will be calculated and converted to a percentage score and a corresponding letter grade:

A	100-95%	C-	72-70%
A-	94-90%	D+	69-67%
B+	89-87%	D	66-63%
B	86-83%	D-	62-60%
B-	82-80%	F	Below 60%
C+	79-77%		
C	76-73%		

Mastery Learning

Students are expected to do their best work on all assignments, but seldom are students able to complete assignments perfectly the first time. We consider this part of the learning process needed for students to grow and develop as a teacher. For this purpose, we implement the Mastery Learning process in this course. In the McKay School of Education “faculty support multiple methods of evaluating student performance, including mastery learning, which focuses on all students achieving rigorous course learning outcomes rather than exclusively comparing student performance using a normal distribution curve.” Once grading of assignments has been completed, students will have **one week** to respond to feedback and to make changes in order to receive additional points on assignments.

Attendance Policy

You are entering the teaching profession, which brings with it many professional responsibilities. It is important that you understand and accept your responsibilities and engage in a professional manner within our classroom learning community. This means you are

expected to show up to class each day on time, stay for the duration, and be prepared with assignments completed and ready to participate fully in class. *If you are unable to attend class, please contact Dr. Clark by email to let her know.*

<u>Absence(s)</u>	<u>Consequence</u>
1	No change in grade
2 or more	Grade drops by one degree (i.e., A to A-) for each absence
3 tardies/leaving class early	Equal to one absence

Course Assignments and Projects

**See Learning Suite for assignment schedule and materials*

- **Reading Assignment/Reading Response (20 points each – 6 total)** – Every two weeks, students will be asked to read a chapter from the textbook. During those two weeks, students will use an instructional strategy to make sense of what they read. Students will examine each of these strategies for their strengths and limitations and will address potential accommodations needed. Each strategy will then be added to the Methods Matrix where all strategies, methods, ideas, techniques will be collected over the course of the semester.
- **Instructional Lesson Plans (30 points each – 3 total)** – Students will be assigned to create and design three literacy lessons for intermediate grades. Students will complete both whole group and small group lessons. Instructions and a lesson plan template will be provided in class.
- **Practicum Assignment (100 Points)** – While students are in their practicum assignment, they will be required to complete a variety of tasks that make up the Practicum Assignment. These include answering a personal learning question, designing a whole group lesson, implementing the QRI literacy assessment and using assessment data to design individual instruction. All documentation for this assignment is required.
- **Online Class Assignments**
 - **Setting Up a Literacy Classroom (30 points)** – In preparation for your future classroom, you will be asked to gather and organize the following information: (a) Take a picture of a future classroom and use it to create a diagram or map of the classroom. Where will desks, classroom library, bulletin boards, etc. be? Where will whole group literacy instruction take place? Small group? Centers? (b) Examine the curriculum for your assigned internship grade level and put together

a collection of books on these topics in a Get Epic! account you have created, and (c) gather a list of “get-to-know-you” activities/games and informal assessments (motivation, etc.) that you can use during the first week of school to help you get to know your students’ reading interests and abilities.

- **The Reading Teacher Article Presentation (30 points)** – Students will select an article from *The Reading Teacher* on a specific topic related to literacy instruction in Grades 3-6. Students will put together an engaging 10-minute presentation and a small handout on their literacy topic to share with classmates.
- **Qualitative Reading Inventory (QRI) Assessment (30 points)** – As part of the practicum assignment, students will be required to select a child from their practicum classroom to administer the QRI (word list, biography passage, and expository passage) This assessment will be used determine this student’s literacy skills and should be done in consultation with the practicum teacher. This assessment and the interpretation thereof will provide the foundation for the practicum assignment that will be discussed in detail during class. Students are to spend the first week reading the QRI book and becoming familiar with the assessment before administering it to their selected child. The QRI should be administered during the second week of practicu
- **Final Exam and The Methods Matrix (100 points)** – Create an excel file that represents a culminating portfolio of what you have learned. with all the instructional strategies you learn from the readings, class discussions, learning experiences in your practicum classroom.

Course Schedule

**See Learning Suite for most up-to-date version of Course Schedule*

Date	Schedule of Course Topics	Homework Assignment(s) Due <i>*All homework assignments should be submitted to Learning Suite.</i>
September 4 th September 6 th	Introduction to Course <ul style="list-style-type: none"> ● Teaching in Grades 3-6 ● Organizing for Literacy Instruction/Core Reading Programs ● Methods Matrix 	<ul style="list-style-type: none"> ✓ Welcome! ✓ Begin Reading Chapter 8 ✓ Add any strategies to Methods Matrix
September 11 th September 13 th	Reading, Writing, Speaking, and Listening <ul style="list-style-type: none"> ● Talk to the Wall ● Utah Core Standards ● Core Reading Programs 	<ul style="list-style-type: none"> ✓ Finish Reading Chapter 8 ✓ Complete Reading Response #1 ✓ Add any strategies to Methods Matrix
September 18 th	Making Meaning	<ul style="list-style-type: none"> ✓ Begin Reading Chapter 9

September 20 th	<ul style="list-style-type: none"> • QAR, QtA • Guided Reading • Setting up an Effective Classroom 	<ul style="list-style-type: none"> ✓ Add any strategies to Methods Matrix ✓ Lesson Plan #1
September 25 th September 27 th (Online Class)	Making Meaning <ul style="list-style-type: none"> • Close Reading • Disciplinary Literacy 	<ul style="list-style-type: none"> ✓ Finish Reading Chapter 9 ✓ Complete Reading Response #2 ✓ Add any strategies to Methods Matrix
October 2 nd October 4 th	Teaching English Language Learners <ul style="list-style-type: none"> • Strategies that support students • What teachers can do *Phonics – Group Presentation	<ul style="list-style-type: none"> ✓ Begin Reading Chapter 7 ✓ Add any strategies to Methods Matrix ✓ Lesson Plan #2
October 9 th October 11 th (Online Class)	Reading Motivation Encouraging students to read Motivation Strategies *Fluency – Group Presentation	<ul style="list-style-type: none"> ✓ Finish Reading Chapter 7 ✓ Complete Reading Response #3 ✓ Add any strategies to Methods Matrix
October 16 th October 18 th October 23 rd	New Literacies in Today’s World <ul style="list-style-type: none"> • What are multimodal texts? • What skills are needed? *Comprehension (Literature) – Group Presentation	<ul style="list-style-type: none"> ✓ Setting up a Literacy Classroom Assignment ✓ Practicum Prep
October 24	Practicum Begins	<ul style="list-style-type: none"> ✓ Practicum Assignment – Personal Question, Whole Group Strategy Instruction, QRI Assessment, Differentiated Instruction
November 27 th November 29 th (Online Class)	Content Area Literacy Content Area instruction and materials *Comprehension (Information Text) – Group Presentation	<ul style="list-style-type: none"> ✓ Begin Reading Chapter 10 ✓ Add any strategies to Methods Matrix ✓ Lesson Plan #3 ✓ Integrated Literacy and Science Instruction
December 4 th December 6 th	Organizing the Classroom for Effective Literacy Instruction <ul style="list-style-type: none"> • Managing Centers and Differentiated Instruction • Review Daily Teaching Schedule • Review Practicum Assignment 	<ul style="list-style-type: none"> ✓ Finish Reading Chapter 10 ✓ Complete Reading Response #4 ✓ Add any strategies to Methods Matrix ✓ Integrated Literacy and Science Instruction
December 11 th December 13 th	Organizing the Classroom Instruction for English Language Learners <ul style="list-style-type: none"> • What Accommodations should look like • A Day in the Life... 	<ul style="list-style-type: none"> ✓ Begin Reading and Finish Chapter 11 ✓ Add any strategies to Methods Matrix ✓ Complete Reading Response #5 ✓ <i>The Reading Teacher</i> Presentation
December 15 th	Final Exam - 9:00 a.m. – 12:00 p.m.	<ul style="list-style-type: none"> ✓ Students complete final exam online ✓ Students submit Methods Matrix via Learning Suite.

Want to Know How You Can be Successful in El Ed 443?

- **Become familiar with the course on Learning Suite.** Students are responsible to become familiar with the course, the policies, the assignments, due dates, rubrics, how to submit assignments, and other information that is provided for you on Learning Suite. Please note that all BYU policies are also available on Learning Suite.
- **Weekly Announcements.** Each day after class, an announcement will be posted by Professor Clark on Learning Suite. In this announcement, students will be provided with an overview of what was covered in class as well as upcoming assignments and readings. Please be sure to check these bi-weekly announcements on the home page of Learning Suite. They provide you with the most up-to-date information about the course. Be sure that your email address is also current on Learning Suite as weekly announcements will be sent via email as well.
- **Turn assignments in on time.** It is vitally important that you submit assignments on time and assignments that are your best work. Late assignments will not receive full credit. Late assignments will be accepted for full credit ONLY if the student has received permission from the instructor. All work should be turned in on time unless there has been an unavoidable emergency (i.e. serious illness, emergency situation). Trying to turn in a paper at the last minute with WIFI problems is NOT a sufficient reason for a late assignment. Forgetting to check the due date/time of an assignment is also NOT a reason for a late assignment.
- **Come see Professor Clark if you have any concerns.** Office hours are set up on a weekly basis and additional times/days can definitely be set up if needed. Please use this time to come and talk about your concerns and to get extra support or help. Office hours can also be used to celebrate personal successes or just to talk about all things education and literacy instruction. Please see Professor Clark as your advocate and mentor.
- **Make class attendance a priority.** Please remember that attendance is required in this course. It is a teacher education course and thus the rigor is higher. Please note that students need to pass with a C or better for the Utah State Board of Education to accept the coursework. When you miss more than a day of class, you being to miss valuable information you will need as a teacher and you leave the program with limited knowledge and limited ability to meet the needs of the young children in your stewardship.
- **Come to class with the right attitude and participate!** Each class period has been carefully organized and prepared. Unfortunately, there will never be enough time in the semester to cover everything you will need to teach young children to read and write. Being in class and participating and engaging with other learners will help you become as prepared as you possibly can be. Participating in class will set you on a path to greater learning.
- **Never forget your value.** Many students lose hope during a semester of coursework because of demands beyond their control or from situations of their own making. Each class period, Professor Clark will do her very best to remind you of your value and how critical you are to our Heavenly Father. Come to class prepared to be inspired. You are important! You matter!

“God will help you make of yourself something greater than you ever thought possible.”

President Uchtdorf

Teaching Goals
Evaluating My Course in Consultation with Ken
Plummer Name
Department of Teacher Education

1. The Course:

El Ed 443 – Teaching Literacy in Grades 3-6

*This is a teacher education course designed to educate teacher candidates on how to teach literacy (reading, writing, listening, and speaking) to students in Grades 3-6.

2. Teaching Goals for El Ed 443 (Fall 2018):

- a. Provide description and examples of Mastery Learning in my course syllabus so as to incorporate this method of grading in my course with students. Provide examples as well as follow-up deadlines for students to resubmit assignments.
- b. Gather samples of student work from first time teaching the course to provide models for future classes.
- c. Revisit and refine rubrics for course assignments. This will enable students to have clear expectations for each assignment.
- d. Create a course map for El Ed 443 like I did for El Ed 333 so that students can see the overall picture and material covered in the course.
- e. Upon completion, analyze each assignment, midterm, and final exam for effectiveness. Adjust as needed before teaching Fall 2018.
- f. Have students complete a midterm evaluation to allow time for me to tweak the course to meet student needs.
- g. Observe Dr. Morrison teach another section of this course for ideas and insight into how best to teach this course.
- h. Utilize final course evaluation comments in preparation for teaching the course in Fall 2018.

3. Purpose/Background of the Course:

Purpose of the Course

This course provides students with the information and skills needed as an elementary school teacher to make informed decisions about effective literacy assessment and

instruction. Students will learn to establish an effective 3-6 grade classroom literacy environment which includes reading, writing, listening, and speaking.

Course Objectives (These are selected by the Teacher Education Department)

- **Professional Identity** - Teacher candidates will engage in personal reflection to develop a professional identity and engage collaboratively with learners, families, colleagues, community members and demonstrate the highest ethical standards of the teaching profession. (See International Literacy Association Standard 6)
- **Assessment** - Teacher candidates will be able to administer, score, and interpret a variety of assessments appropriate for use in screening, diagnostic, monitoring, & outcome literacy assessments in intermediate grades. (International Literacy Association Standard 3)
- **Literacy Environment** - Teacher candidates will be able to identify and evaluate key aspects of an effective literacy environment in an intermediate classroom. (See International Literacy Association Standard 5)
- **Instruction** - Teacher candidates will be able to plan and implement intermediate grade literacy instruction for whole class, small groups, and individual students (See International Literacy Association Standard 2)
- **Learner Development** - Teacher candidate will plan and implement intermediate grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See International Literacy Association Standard 4)
- **Curriculum** - Teacher candidates will use foundational knowledge to design and/or implement instruction that develops intermediate grades students' comprehension, fluency, vocabulary, writing, and content area literacy skills. (See International Literacy Association Standard 2).

*For more information about standards for reading professionals outlined by the International Literacy Association, see <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>

Thoughts About the Course and My Students

- *How will students be different after taking my course?*

My students will be different in their understanding of reading instruction and how they approach designing instruction, interpreting student assessment data, and growing and developing as literacy teachers.

- *What do I hope my students will become by virtue of taking my course?*

I hope my students will become competent, knowledgeable teachers infused with compassion and confidence to teach young children to read and write.

- *What will they be able to do? How will they reason? How will they talk? How will they behave?*

Upon completion of this course, my students will be able to...

- administer the Qualitative Reading Inventory correctly;
- determine the needs and strengths of one student;
- design appropriate instruction based on the assessment data for this student,
- design a day's worth of literacy instruction using core reading programs and methods/strategies outlined in textbook and discussed in class;
- design a variety of lesson plans so as to meet varying student needs;
- demonstrate content and pedagogical knowledge related to teaching reading, writing, speaking, and listening;
- demonstrate professionalism in the practicum classroom as noted by student interactions, being on time and ready for the school day and class and taking the time to observe and learn from the mentor teacher;
- reason, talk, and behave like an elementary school teacher of grades 3-6 (within reason as they are still a novice teacher putting everything together).

****Single sentence to describe my course:** My students will be able to demonstrate content and pedagogical knowledge related to teaching children to read, write, speak, and listen effectively.

4. Describe Culminating Assessment – Show us how it all fits together

The Final Exam

Students will complete an online exam which includes the following:

- 30 Questions about Content Knowledge (2 points each) – Students will define and demonstrate understanding of phonemic awareness, phonics, fluency, comprehension, and vocabulary (the Big 5 from the National Reading Panel).
 - 2 Questions (10 points each – 20 points total) Questions about Pedagogical Knowledge – Students are given sample data from the QRI where they are to examine the data and determine the instructional needs of a student in Grades 3-6. Students will describe possible instructional plans with corresponding Utah Core Standard and any materials or suggestions for effective instruction.
 - Methods Matrix (20 points) - In addition to the Final Exam, students will submit a Methods Matrix. This document is created by the student and worked on throughout the semester. The student identifies multiple literacy strategies that can be used for instruction in Grades 3-6. The matrix will include description of the method/strategy, strengths, limitations, alignment with the Utah Core Standard, and other notes about this method/strategy.
5. **Progress Checks** - How do in and out of class learning activities and formative assessments prepare students to perform on progress checks? How do they align with all the other areas (There might be weighted levels of learning objectives being demonstrated on the culminating assignment).

All of my in and out of class learning activities and formative assessments align with the course objectives. I've outlined in and out of class activities and formative assessments and which objective they meet below:

- **Professional Identity** - Teacher candidates will engage in personal reflection to develop a professional identity and engage collaboratively with learners, families, colleagues, community members and demonstrate the highest ethical standards of the teaching profession. (See International Literacy Association Standard 6)

In Class/Out of Class Learning Activities:

- ✓ Students write daily reflections in class and take notes as they read assigned readings.
- ✓ Students are asked to collaborate about their professional experiences with classmates.
- ✓ Students collaborate with mentor teachers, parents, students, school leaders in their four week practicum assignment.

Course Assignment: Letter to Practicing Teacher, Personal Reflections, Planning a Day of Literacy Instruction

- **Assessment** - Teacher candidates will be able to administer, score, and interpret a variety of assessments appropriate for use in screening, diagnostic, monitoring, & outcome literacy assessments in intermediate grades. (International Literacy Association Standard 3)

In Class/Out of Class Learning Activities:

- ✓ Students read and review directions for the Qualitative Reading Inventory (QRI) as part of homework assignment.
- ✓ Students discuss their experience administering the QRI with classmates and the teacher.
- ✓ Students ask questions about data collected in class.
- ✓ Students are asked to describe instructional steps based on assessment data.
- ✓ Students design instruction based on student data.
- ✓ Students teach and then evaluate instruction to determine effectiveness and alignment with student needs.

Course Assignment: Midterm Practicum Assignment (QRI with one student), Reading Response Assignment

- **Literacy Environment** - Teacher candidates will be able to identify and evaluate key aspects of an effective literacy environment in an intermediate classroom. (See International Literacy Association Standard 5)
 - ✓ Students are provided with digital resources to create a classroom library for future use
 - ✓ Students use digital texts to design instruction

- ✓ Students are taught to evaluate digital and print texts based on their appropriateness for students and targeted instruction
- ✓ Students observe mentor and other teachers during practicum assignment and identify and evaluate classroom for literacy instruction

Course Assignment: Setting up a Literacy Classroom Assignment (Classroom map with literacy instruction settings identified, Social Studies and Science Standards identified with Get Epic! books organized for each standard, and first week of school activities), Reading Response Assignment

- **Instruction** - Teacher candidates will be able to plan and implement intermediate grade literacy instruction for whole class, small groups, and individual students (See International Literacy Association Standard 2)
 - ✓ Students will be taught and provided with multiple opportunities to teach using explicit, direct, guided learning, guided reading, shared reading, close reading lesson plans
 - ✓ Students are taught to design whole group, small group differentiated, and individual instruction
 - ✓ Students are taught and provided with opportunities to design literacy instruction for the school day. Students will build upon this and begin to design instruction for a week, for a month, and for a school year. Students are taught about scope and sequence

Course Assignment: Students will design three lesson plans aligned with Utah Core Standards and student needs. Additionally, the Midterm practicum assignment requires students to complete QRI assessment and to design instruction for one student based on assessment data, and to design whole group strategy instruction to be taught in practicum classroom. The Methods Matrix will also help students attend to the instruction objective. Finally, the Reading Response Assignment

- **Learner Development** - Teacher candidate will plan and implement intermediate grade literacy instruction that is linked to student backgrounds across a variety of diverse characteristics. (See International Literacy Association Standard 4)
 - ✓ Students are taught about and have opportunities to work with students in grades 3-6 in the practicum classroom.
 - ✓ Students are provided with samples of student work and will identify key characteristics of each grade level as well as stages of literacy development

Course Assignment: The Midterm Practicum Assignment requires students to identify specific needs of one student and to design instruction based on this learner's development. On the final exam, students will be given case scenarios and will have to identify the learner's developmental abilities and design instruction based on these decisions. The Methods Matrix will also help students attend to the learner development objective.

- **Curriculum** - Teacher candidates will use foundational knowledge to design and/or implement instruction that develops intermediate grades students' comprehension, fluency, vocabulary, writing, and content area literacy skills. (See International Literacy Association Standard 2)
 - ✓ Students are taught the Big 5 elements of literacy instruction including comprehension, fluency, vocabulary, writing, and content area literacy skills
 - ✓ Students design and practice lessons designed on one of these topics
 - ✓ Students create units of instruction using multiple literacy lessons emphasizing content area reading and disciplinary literacy

Course Assignment: Students will design three lesson plans aligned with Utah Core Standards and student needs. Students will also complete The Reading Teacher Presentation which requires that students identify a curriculum topic to study and prepare a presentation on this topic to students in the class. This enables students to get in the current research literature to see which practices are recommended and what evidence-based instruction looks like. The Methods Matrix and the Reading Response Assignment will also help students attend to the curriculum objective.

Course Development Project Grant Proposal

Name

Department of Teacher Education

This course development grant proposal is intended to provide the materials and resources needed to provide students with hands-on examples and experience with designing and teaching integrated literacy instruction. In fall 2018, I will be teaching El Ed 443 – Teaching Literacy Grades 3-6. This course is designed to provide students with the information and skills needed to teach literacy (reading, writing, listening, and speaking) in grades 3-6 in an elementary or middle school. One of the key elements of upper elementary school instruction and one of the current practices emphasized in the research literature is to have elementary school teachers integrate literacy instruction among the disciplines, such as social studies, mathematics or science. This new form of disciplinary literacy moves away from the traditional content area literacy approach to instruction and teaches children to use literacy tools as they are used by the professionals within each discipline. For example, students in El Ed 443 are taught science through the lens of literacy instruction by teaching these preservice teachers to teach children how scientists read, write, speak, and listen with other professionals in their profession. For the El Ed course, we have decided to focus on integrating science and literacy instruction. We have identified two units that align with Grades 3-6 science objectives: life cycles and biodiversity. Currently, we have plenty of informational texts, books, and digital texts that align with these science topics, but we have no science materials or resources to enable students to design integrated science and literacy instruction effectively. Obtaining these materials would provide preservice teachers with experience and these resources will provide a foundation for this course experience for years to come. The following materials are requested to enhance and teach integrated literacy and science instruction with students in El Ed 443:

Science Kits	Cost/unit	N	Total
Backpacks	12	5	\$60
Clipboards	10	5	\$50
Mealworm Containers	3	10	\$30
Mealworms	5	10	\$50
Oatmeal	3	1	\$3
FastPlants Seeds	15	1	\$15
LightBox Materials	20	1	\$20
Fast Plants Materials	10	1	\$10
Bean Seeds	3	1	\$3
Zorbs	50	1	\$50
			\$291
Total Supplies			\$291
Shipping	2.50%		\$ 7.28
Total Costs			\$ 298.28

**Faculty Development Plan
Name**

Introduction

I approach the opportunity to write a Faculty Development Plan from a different perspective and a different position than most recently hired faculty at Brigham Young University (BYU). Prior to being hired as an Associate Professor in the Department of Teacher Education at BYU, I spent eight years as a professor at Utah State University (USU). I began my career at USU and received promotion and tenure in Spring 2015, and quickly found myself in departmental leadership roles and assigned with responsibilities to mentor and support junior faculty at departmental, college, and university levels. Therefore, while my development plan will look and feel differently than many of the faculty development plans created by novice professors, the same goal of self-examination, reflection, and intentional consideration of my contributions are just as relevant as I seek ways to improve my teaching, scholarship, and citizenship and to establish myself as a lifelong learner. My overall goal and intention for this development plan is to secure continuing faculty status within the Department of Teacher Education (TED) and to establish my roots firmly within the framework and structure of BYU. I see great value in going through this process as means of helping me be explicit about and planning to achieve these goals.

In the following three sections, I outline the evidence of success I have gathered thus far in my academic career in the areas of teaching, scholarship, and citizenship. This evidence of success is designed to provide insight and background for the goals I establish for teaching, scholarship, and citizenship. I conclude each section with a list of questions to consider for ongoing growth and development.

Teaching

Evidence of Success

- Taught for nine years at the college level and have taught many of the same courses at both the undergraduate and graduate levels at USU and BYU - rich background of experience and expertise.
- Received three awards for excellent teaching (2 department and 1 college award and nominated for university award)
- Created multiple iterations of course syllabi to continually refine and strengthen teaching quality, communication, and course articulation
- Taught two sections of a PhD course on how to teach at the university level
- Have read multiple books (N = 5) about effective teaching at the university level and had opportunities to apply lessons learned

- Created and taught course on how to create an effective teaching portfolio with teaching samples, grading philosophy, student samples
- Served as doctoral committee chair or committee member for 14 students
- Served as Master's thesis committee chair or committee member for 2 students
- Trained 11 research and/or teaching assistants
- Created and designed new programs (PhD literacy program at USU) and multiple new courses (both undergraduate and graduate)

Goals for Progress

- Create a Teaching Portfolio with teaching samples, grading philosophy, student samples that fits with BYU expectations/environment
- Learn to use resources available at BYU (e.g. CTL, SCOT)
- Continue to seek feedback from teaching observations conducted by Erin Whiting and Carol Wilkinson
- Distinguish the differences between BYU and USU expectations and to enhance teaching quality
- Use online student rating results to make course improvements - see if it is possible to receive reach higher than 4.7/5.0 on student ratings
- Continue to collect mid-semester student feedback and to do the monthly "check-ins" with students
- Partner with peers to provide each other feedback and to observe various BYU courses
- Create a student focus group consisting of students I trust to gather more insight and feedback on how to improve courses
- Analyze student assessment data to identify trends and evaluate student performance, concerns to be remedied by changing teaching strategies, course content, and learning activities, etc.
- Send my syllabus out to internal and external colleagues in my field to get feedback on quality of assignments and content of courses
- Read additional books on teaching and effective instructional strategies for teaching at the university level
- Establish a regular time to discuss specific disciplinary readings with colleagues – Book Group with TED
- Submit a proposal for experiential learning funds supported by the McKay School of Education

Questions to Consider

- How do I feel about my students? What can I do to strengthen my relationship with students? How can I help students draw closer to Christ and strengthen testimonies?
- What forms of experiential learning am I providing students to align with President Worthen's goal?
- Who can I go and observe to gain additional insight and inspiration for my teaching?
- Which course assignments need to be revisited or reconsidered?
- Is it time to visit with members within the educational community to see if our teacher education program/coursework is still fulfilling needs of school districts and individual teacher candidates or novice teachers?

Scholarship

Evidence of Success

- Received a national award from the Association of Literacy Education and Research for my research efforts
- Secured two external grants and four internal grants (Total funding approximately \$154,000)
- Published 27 peer reviewed articles since 2009 (an average of 3 articles/year)
- Published multiple peer reviewed articles in top tier journals in my field
- Research paper selected as one of five top research articles for the *Journal of Reading Research* and nominated for the 2018 United Kingdom Literacy Association Wiley Award
- Presented at national and international conferences two to three times annually
- Mentored, supported, and provided funding for 11 research assistants

Goals for Progress

- Continue to increase number of publications annually targeting Tier 1 journals
- Regularly involve graduate or undergraduate students in research and/or creative works - Identify ways to streamline the process (Currently working with 8 undergraduate students)
- Continue to apply for internal grants and external grants to support and involve students in research
- Explore possibilities for additional external funding
- Create a list of possible future research projects and identify possible external funding sources to provide resources and to fund more student research assistants
- Establish a regular time to discuss specific disciplinary readings (latest research) with colleagues – Book Group with TED

Questions to Consider

- What are some new areas/topics of research that you can consider as you make a ten-year plan? New ideas bring energy!
- Who are some individuals that you would like to work with in your field? Consider ways to collaborate.
- Are there new research journals that you have not published in yet that might be considered? Continue exploring new opportunities.
- Is there a research project you could consider that could be submitted to Reading Research Quarterly?

Citizenship

Evidence of Success

- Currently serve as editorial board member and/or consulting editor for three journals (Journal of Teacher Education, Literacy Research and Instruction, Journal of Educational Research)
- Serve as a reviewer for an additional six journals - JECTE, ECEJ, TATE, ATE, JRR, UCIRA
- Serve on Governing and Legislative Committee for the Association of Teacher Educators
- Conference Reviewer – Association of Literacy Educators and Researchers, Literacy Research Association
- Dissertation Award Committee Member - Association of Literacy Educators and Researchers
- Literacy Working Group – Church of Jesus Christ of Latter Day Saints (pilot program to design literacy program for church members in West Africa)
- Provide literacy strategies and expertise to the Church of Jesus Christ of Latter Day Saints for The Friend magazine and pilot adolescent literacy programs
- BYU - Faculty Women’s Association (Historian), BYU Writing Group Leader for Faculty Development Center
- BYU Teacher Education Department - Recruitment Committee, Literacy Faculty Committee
- USU Teacher Education and Leadership Department – Literacy Coordinator (10 literacy faculty members), Level III Coordinator, Reading Endorsement Coordinator, Master’s Program Advisor, Graduate Program Advisory Committee Member,
- USU College of Education – Promotion and Tenure Chair and Committee Member for 2 Faculty Members

Goals for Progress

- Volunteer for committee service for the Literacy Research Association
- Continue to explore options for citizenship opportunities at the department, college, and university level at BYU

Questions to Consider

- How can you continue to articulate your interests and demonstrate your commitment to service within the research and teaching community as a whole and BYU specifically?
 - Are there those in the educational community whose needs are not being met or are underserved?
 - Are you spending the appropriate amount of time in citizenship efforts so that it doesn’t overtake other responsibilities?
-

Scholarship Project Proposal

Name

Department of Teacher Education

Scholarship Experiences

My scholarship experiences to date include the following:

- Continue to increase number of publications annually targeting Tier 1 journals
- Regularly involve graduate or undergraduate students in research and/or creative works - Identify ways to streamline the process (Currently working with 8 undergraduate students)
- Continue to apply for internal grants and external grants to support and involve students in research
- Explore possibilities for additional external funding
- Create a list of possible future research projects and identify possible external funding sources to provide resources and to fund more student research assistants
- Establish a regular time to discuss specific disciplinary readings (latest research) with colleagues – Book Group with TED

Scholarship Goal

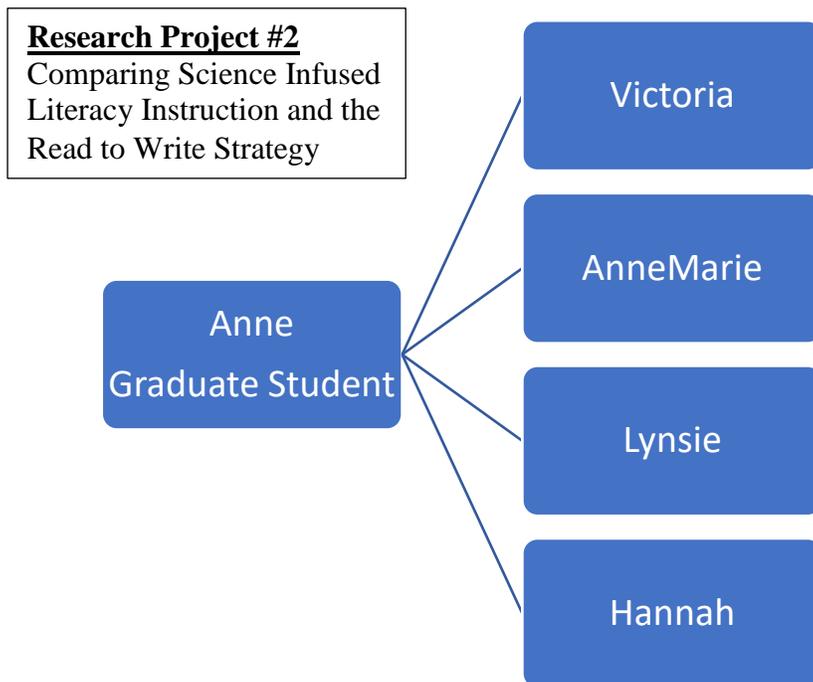
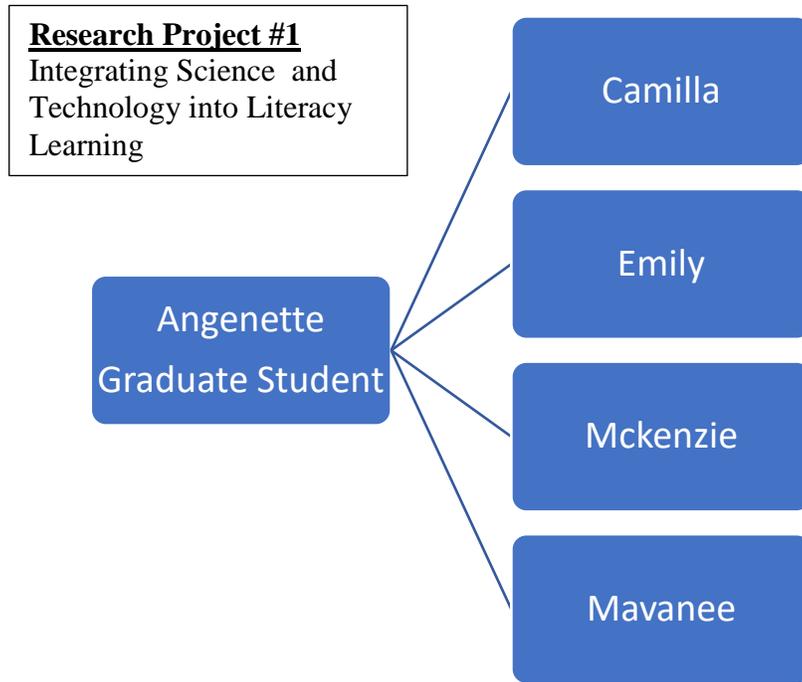
To date, I have published 23 articles and have 5 more articles accepted for publication that are in press. A large number of these articles are from Tier 1 journals. My goals are to continue this steady publication record. In order to develop my scholarship at BYU, I established the following goal in my Faculty Development Plan in the area of Scholarship: *Regularly involve graduate or undergraduate students in research and/or creative works - Identify ways to streamline the process.* This goal will be the focus of my scholarship project. One of the ways to involve research assistants is to seek internal or external funding to hire research assistants to help with the work. In January 2018, I received to internal grants from the McKay School of Education. This has enabled me to hire eight undergraduate research assistants and I just hired two graduate students.

Scholarship Project Plan

I have quickly learned that undergraduate research assistants need ample amounts of time, training, and mentoring in order to be helpful and engaged appropriately in the work. After listening to Dr. Coyne's presentation during the Faculty Development Seminar, I realized that I needed to streamline my work with research assistants or their involvement will become cumbersome and not every efficient. Simply having help is not sufficient. I need to have an overall plan for how each student will be involved so as to provide mentoring and support to each student at each step of the research process. This is truly experiential learning. I also took away from a comment made by President Worthen during the FDS that we need to involve undergraduate students in our work so they can see us fail. I need to organize this large group of research assistants so they can be more engaged in the work. The following steps will help me to streamline the process of working with research assistants, provide more meaningful mentoring, and strengthen my research and ultimately my scholarship:

- Create an organized structure of how undergraduate students, graduate students, and I will interact. I have just hired two graduate students so they will oversee the two different research projects with undergraduate students reporting to them. This will allow

graduate students to gain experience with research and with mentoring. The organizational structure will be as follows:



- Establish a schedule to meet with both research groups weekly. Review progress and status of the project.
- Establish meetings with graduate students individually to discuss progress of projects, interactions with students, and to provide modeling and mentoring for graduate students.
- Model how to write an introduction to a research paper for all students. Provide assignments to engage students in writing as well as the data analysis and writing the conclusions. This will move the work forward and provide experiences for students.
- Invite students to travel to research conference. Provide training for students in preparation for research conferences.

Citizenship Project Proposal
Name
Department of Teacher Education

Citizenship Experiences

My citizenship experiences to date include the following:

- Currently serve as editorial board member and/or consulting editor for three journals (Journal of Teacher Education, Literacy Research and Instruction, Journal of Educational Research)
- Serve as a reviewer for an additional six journals - JECTE, ECEJ, TATE, ATE, JRR, UCIRA
- Serve on Governing and Legislative Committee for the Association of Teacher Educators
- Conference Reviewer – Association of Literacy Educators and Researchers, Literacy Research Association
- Dissertation Award Committee Member - Association of Literacy Educators and Researchers
- Literacy Working Group – Church of Jesus Christ of Latter Day Saints (pilot program to design literacy program for church members in West Africa)
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Citizenship Goal

After spending almost a decade as a professor at Utah State University, I find that I have many things in place as far as citizenship and service. After reviewing these experiences, it is clear my opportunities to serve have been at both state and national levels. However, one area that I am lacking in my current citizenship efforts is service to Brigham Young University (BYU) itself. Being a new faculty member to BYU, I have been asked to serve on one department committee and look forward to more opportunities at both the department and college level. In order to develop efforts in the area of citizenship at BYU, I established the following goal in my Faculty Development Plan in the area of Citizenship: *Continue to explore options for citizenship opportunities at the department, college, and university level at BYU.* This goal will be the focus of my citizenship project.

Citizenship Project Plan

In order to accomplish this goal, I began to explore different ways that I could contribute to and participate in citizenship efforts at BYU. One association I became interested in upon my arrival

was the Faculty Women's Association (FWA). I attended multiple events throughout the year and have been interested in becoming more involved in this organization. I learned that they would be holding elections at the conclusion of the 2017-2018 academic year. I submitted my name as a candidate for the office of Historian. I found out last week that I was voted by FWA members as Historian of the FWA. Thus, my citizenship project is to devote my efforts to learning my role as Historian and supporting the Faculty Women's Association in any way I can. Our first board meeting will be held in the middle of June. Serving on the FWA Board not only will provide me with the opportunity to associate with amazing women across BYU campus but it will also provide leadership, service, and mentoring opportunities. The position of Historian is a two-year term and the responsibilities are outlined below. I will spend Fall 2018 learning my specific role and responsibilities associated with the FWA and actively engage with the Faculty Women's Association in their Spring/Summer planning meetings and Fall 2018 FWA events.

Historian (2 year term)

1. Attend Board of Directors meetings.
2. Keep a record of the Association events and activities.
3. Deposit an annual history of the Association in the archives at the Harold B. Lee Library.
4. Coordinate social media updates.
5. Assist with activities and other Board initiatives.