

Name M.Ed  
Family and Consumer Sciences Education  
School of Family Life

## **Faculty Development Plan**

As a professional faculty, my Faculty Development Plan is presented in *Teaching, Professional Development*, and *Citizenship* sections. Each section discusses my strengths and weaknesses, with accompanying goals to be accomplished prior to CFS review in Winter 2020 and goals to accomplish after CFS review.

### **TEACHING**

#### **Strengths**

I am an organized and personable individual that is highly invested in my students' growth and learning. I take a personal interest in my students' success and usually devote whatever time is necessary in class to help them succeed. In addition, I take the time to meet with students outside of class time to discuss issues they are having or to help them understand concepts they are struggling with. Since I oversee student teachers I have made myself accessible on my cell phone to answer questions or concerns that they may have while they begin to take over a classroom themselves.

#### **Weaknesses**

I have noticed that sometimes my other responsibilities have taken from my class preparation time. This has left me a bit disorganized, making my expectation and requirements for the course not come across as clear as I would like. In certain courses I have also struggled with focusing on the AIMS of a BYU education including incorporating gospel principles into my daily teaching without it seeming forced or insincere. Since this is BYU, I would love to be able to more fluidly weave gospel principles throughout my courses.

#### **Short Term Goals (prior to CFS review)**

- 1) Increase my organization for classes (i.e. prepare earlier for the classes I'll be teaching so I can improve them and be better prepared)
- 2) Work with CTL to get help with course design and peer evaluations
- 3) Have discussions with my mentor about incorporating religion and spirituality into my courses.
- 4) Conduct mid-course evaluations to monitor how the class is going.
- 5) Observe others teaching and have colleagues observe my teaching.

6) Work to make assignments meaningful and rigorous.

Resources needed to accomplish goals: These goals require time and feedback. I need to organize and utilize my time on campus better and set aside specific prep time into my schedule while in my office. I am working to build strong relationships with other faculty members and colleagues to get the support and direction I need with preparing rubrics, improving my syllabi and working with constructive feedback.

Activities and Accomplishments thus far: I have above average course evaluations for SFL 110, 377 and 476R. The ratings on the AIMS of BYU education have been average. My students completed mid-course evaluations and I asked for their feedback in-class as well. The comments students left showed that I was engaged and willing to meet with them when necessary.

### **Long Term Goals (post CFS review)**

1) Be a passionate example of lifelong learning. Engage the students in class in discussions that help them think outside the box and beyond their readings.

Plan: Be more prepared before class and engaging in conversations that involve critical thinking. This means coming up with high order thinking questions before class time to ensure students are thinking at a higher level.

2) Keep my syllabi current and update as relevant (update readings, video clips, examples and exams).

Plan: Start taking notes about which activities are successful and which ones need revisions for the next semester. I need to stay abreast of current trends in teaching methodology and the use of technology in the classroom so when students become student teachers they are prepared to teach 21<sup>st</sup> Century learner.

Resources needed to accomplish goals: The most important resource to achieving these goals is time. In addition, I need to continue to attend conferences where public school teachers are sharing examples of the latest trends in teaching in public school. Lastly, support from the department in having a group to discuss best teaching practices.

## **PROFESSIONAL DEVELOPMENT (Mentor training program,**

### **Strengths**

I have experience working as a professional in the field in a public school setting so understand the trials that my students will encounter when they enter the teaching field. I also am aware that teaching is not as appealing as a major currently. I am approachable for students and our public-school partnership district sites. I am networked well within the community and within my professional organizations.

### **Weaknesses**

I am not as familiar or known to the students who are just entering the major. I have been focusing on the course requirements not on recruiting students to the major.

### **Short Term Goals (prior CFS review)**

1. Recruit at least 5 students into the major each year
2. Host at least 2 Q&A/meet the Director meetings at BYU per year
3. Increase the number of FACS Ed students involved in SFLSA
4. Create a system to more efficiently track student teaching placement of students

### **Long Term Goals (post CFS review)**

1. Track students post-graduation in employment
2. Continue to stay involved by running for a position on committees for local and national professional organizations
3. Write articles to contribute to the field in the area of Family and Consumer Sciences and its relevance in today's educational setting

Resources needed to accomplish goals: I will need to set aside time to focus on Q&A sessions and meet the director sessions. I will need to streamline how we engage students in the major.

Activities and Accomplishments thus far: I have started to work on recruitment material. I am currently working with FHSS media to create a video about FACS education as a major.

## CITIZENSHIP

### **Strengths**

I am highly invested in BYU and want both the school and program I work in to be the best possible. Since I oversee an education program it has allowed me the opportunity to interact with multiple departments across campus and learn more about the inner workings of the university. I am an outgoing person that is friendly, respectful and works well with others. I enjoy collaborating within the school and also across the university. I have a hopeful and optimistic vision.

### **Weaknesses**

I tend to focus on the program that I oversee and expect others to understand it better than they do. I do not fully understand the other programs in my school, so learning more will make me a better colleague. Many times, I am not able to articulate my thoughts in a large group setting in a way that others can understand.

### **Short Term Goals (prior to CFS review)**

1. Do at least one presentation a year within another class in the university
2. Accept opportunities to be interviewed by local media
3. Continue attending SFL Faculty Meetings
4. Gather my thoughts before speaking in large group settings before speaking.

Resources needed to accomplish goals: Make sure I prioritize and budget my time wisely to plan.

Activities and Accomplishments thus far: I have attended faculty meetings. I serve on the schools executive committee in which I offered some insights about the program I oversee that were not know. I have given a presentation on the program I oversee in a colleague's friend. I have been interviewed by BYU radio about the importance of Family and Consumer Sciences Education.

### **Long Term Goals (post CFS review)**

- 1) Continue to serve on a university committee
- 2) Keep doing the things listed above
- 3) Continue to serve on a professional committee outside of the university such as UAFCS or UATFACS
- 4) Serve on a professional committee outside of the university at the national level such as ACTE, or AAFCS

Resources needed to accomplish goals: I don't need any resources for these goals.

### Relationship between individual goals and department and university aspirations and needs:

I have tried to set my goals to align with the school and university. I have also tried to set goals that would stretch myself and allow for further growth.

## **Citizenship**

### **Project Proposal**

I oversee the smallest program in the School of Family Life. This can create a sense of isolation at times. Therefor my citizenship project proposal is to strengthen my ties with my colleagues in the School of Family Life at BYU.

To that end, I will engage in the following:

1. Regularly attend the research methods and teaching seminars that are put on by the School of Family Life. Since I do not have research responsibilities many of the research methods seminars do not relate to me but since my colleagues attend this will help to understand their expectations in scholarship. This will also allow me time to build relationships with my colleagues outside of faculty meetings.
2. Invite colleagues to observe my teaching. I will need help from my colleagues to evaluate my teaching and ensure that I my style and delivery is at the collegiate level. As we debrief my teaching, I will be given the opportunity to know them better

## **Professional Development Plan**

### **Project Proposal**

Since I am on a professional faculty track, I do not have scholarship expectations. I have opted to create a professional project proposal.

I interact with teachers in the public-school system on a weekly basis. These teachers serve as mentor teachers to our student teachers in the Family and Consumer Sciences Program. Being a mentor teacher takes a certain type of teacher. There are many great teachers out in the public-school setting but not all of them make wonderful mentor teachers. Therefor my professional development project proposal is to research what are the top traits and characteristics of a mentor teacher and create a mentor teacher checklist.

To that end, I will engage in the following:

1. Read research articles and books regarding what makes a good mentor teacher. Start to compile the research into a checklist that can be given at a mentor teacher seminar.

2. Ask student teacher using specific questions about their mentor teacher. These questions will target certain areas such as, feedback given, collaboration, and approachability.
  
3. Create a mentor teacher checklist that can be used during our mentor teacher training

### **Course Development Project**

As I have prepared to teach my SFL 377 course for the third time in the Fall 2018 semester, I have changed the focus of the course to lesson planning and teaching pedagogy. When I started in Fall 2017, the previous instructor of the course shared everything with me. This was beneficial to me since I was starting brand new. I made slight modifications to the course when I taught it for the second time during Winter 2018. As I taught the course the first two semesters I came to realize that I needed to change the entire focus of the course and update the texts and material used. I made a few significant changes to the course, first, in discussion with other faculty who teach teacher preparation courses, I have decided to more heavily focus on how to write a lesson plan. Doing so will better help the students as they begin their student teaching experience so they can streamline the lesson planning that is needed. Second, the focus is more on how to differentiate instruction in the classroom. Focusing more on differentiation will allow the students to have a larger tool bag in which to implement activities, transitions and group learning in the classroom.

I have also decided to include a final portfolio in the course. In the past I have given exams, but the students really need to understand creative lesson planning. I believe that a final portfolio that allows students to reflect on the lesson they have created will be more beneficial as students begin their capstone student teaching experience. I will couple that with formative assessments, and assignments throughout the semester that will help students understand where they are in understanding curriculum planning.

# SFL 377 - Tchg Mthds in Fam+Cons Sci Ed

Fall 2018

Section 001: 2060 JFSB on M W from 8:30 am - 10:30 am

## Instructor/TA Info

### Instructor Information

**Name:** Name

**Office Location:** 2060 B JFSB

**Office Phone:** 801-422-2429

**Office Hours:** Only By Appointment

**Email:** Name@byu.edu

### Course Information

#### Description

This course prepares students for their preservice teaching experience. This course should be taken the semester prior to student teaching. During this course, the student will apply for student teaching, take the praxis exam, and be assigned to the school where student teaching will take place. The student will learn about lesson planning and teaching strategies that will enhance student learning. The student will prepare and teach two lessons for class members.

#### Prerequisites

The student should have completed SFL 276R, and most of the content course to teach Family and Consumer Sciences. This course cannot be taken concurrently with SFL 276R.

On August 20, 2014, the Utah State Board of Education approved the following policy: effective August 2015 to be added to the BYU catalog and MyMap for each teaching major and teaching minor:

Minimum C and 3.0 GPA Requirement

*Grades below C in professional education courses or content courses will not be accepted in the teaching major or teaching minor. Teacher candidates must have a cumulative 3.0 GPA in teaching major and teaching minor courses to qualify for student teaching.*

To facilitate timely progress reviews, the SAAS Adhoc department will send a grade deficiency report at the beginning of fall and winter semester to each college advisement center. The college advisement center will disburse the report to appropriate academic advisor or faculty advisor. Students not meeting the minimum C grade or minimum cumulative 3.0 GPA in the teaching major or teaching minor will be subject to mandatory advisement.

As part of the student teaching application process, the Education Student Services will review the applicant's academic progress. Students not meeting the minimum B grade or minimum cumulative B GPA in the teaching major or teaching minor will be referred back to their college advisement center for mandatory advisement.

**Appeal Process (Discussion Item)**

Student may send a written appeal to the EPP Appeals Committee (EPP Chair, Associate Dean and/or Major Program Director, and ESS Director).

8/20/2014

**Materials**

Item	Price (new)	Price (used)
	Battling Boredom (99 Strategies to Spark Student Engagement) <i>Required</i> by Bryan Harris	
	Battling Boredom <i>Required</i> by Harris, B	
	Call Becky 806-742-3029 and ask to purchase the Teaching Family and Consumer Sciences in the 21st Century eBook. She will then take your order, take your credit card information, and then set up an account for you. <i>Required</i>	

**Grading Scale**

Grades	Percent
A	95%

A- 91%

B+ 88%

B 84%

B- 81%

C+ 78%

C 74%

C- 71%

D+ 68%

D 64%

D- 60%

E 0%

## Learning Outcomes

### Standard #1: Learner Development

- The candidate understands cognitive, linguistic, social, emotional and physical areas of student development.

### Standard #2: Learning Differences

- The candidate understands individual learner differences and cultural and linguistic diversity.

### Standard #3: Learning Environments

- The candidate works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

### Standard #4: Content Knowledge

- The candidate understands the central concepts, tools of inquiry, and structures of the discipline.

### Standard #5: Assessment

- The candidate uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

### **Standard #6: Instructional Planning**

- The candidate plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community content.

### **Standard #7: Instructional Strategies**

- The candidate uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.

### **Standard #8: Reflection and Continuous Growth**

- The candidate is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

### **Standard #9: Leadership and Collaboration**

- The candidate is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success

### **Standard #10: Professional and Ethical Behavior**

- The candidate demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

### **Grading Policy**

#### **GPA Requirements**

This link to GPA requirements will inform you of the minimum grade that you can receive in major core classes.

<http://education.byu.edu/advisement/licensing>

#### **Assessment Procedures:**

1. Group and method presentations are presented in class and evaluated by the students and professor.
2. Other assignments and lesson plans will be evaluated by the instructor and fellow class members.
3. Assignments, lesson plans, and presentations have point allocations that are totaled at the end of the semester for a letter grade.

Partial percentages are not round off to the higher percentage or the higher grade.

#### **Latework:**

Assignments are due at the start of class. Five percent will be deducted from the total points possible the first class period and 5% for each subsequent day after that. (One exception per semester is given using the coupon below). Out of fairness to all, extenuating circumstances of any kind will be included as a late assignment. Late assignments must be arranged by 8:00 a.m. the day they are due by e-mailing Professor Name. Attach a copy of her e-mail response and

coupon below to the assignment when it is submitted. Turn in within one week of original due date.

Late Coupon  
Attach this coupon to your assignment.

This coupon entitles \_\_\_\_\_  
to turn in the following assignment: \_\_\_\_\_

up to \_\_\_\_\_ week late.

I understand that this coupon cannot be used  
for the group project or final exam.

### **LESSON PLAN RE-SUBMISSION**

Lesson plan re-submission must be done within the week after the plan has been returned to the student. It becomes impossible to grade all of the resubmitted plans in addition to the two week lesson plans at the end of the course by the grade submission deadline. When you resubmit plans, the original plan with the rubric must be submitted along with the new plan.

### **Participation Policy**

In this course, you are responsible to come to class prepared in the reading and homework assignments, and to actively participate in respectful dialogue with co-participants. Student discussions in large and small group should demonstrate reflective thinking about the readings, lectures and videos. For a participation grade, lecture, lab attendance, and punctuality are important.

I have found that students who do well in my class also:

- Read the assigned material before class.
- Bring thoughtful questions to class for discussion.
- Prepare for the exams in study groups.
- Take notes during class discussions and while completing reading assignments.

### ***Recommended Study Habits & Tips***

Readiness to learn means that you will come to class with questions and insights and prepared to discuss the relevance and application of course materials.

Students do well in this class if they:

- Check Learning Suite often for announcements and up-coming assignments and quizzes.
- Highlight relevant textbook passages and take notes as you complete reading assignments to help you prepare.

### **Classroom Disruption:**

Disruptive behavior including multiple tardies, cellphone interruptions or use, texting and/or other disruptions (students who dominate class discussion or lecture with excessive comments/questions, talking during class discussion and lectures, reading newspapers, knitting, etc.) will lower your participation grade. Please turn off your cellphones while you are in class. Please **do not bring children to class**. It can be a distraction to the instructor and others in the class if a baby or child is making noise.

### **Attendance Policy**

In this course, it is your responsibility to come to class prepared in the reading and homework assignments, and to actively participate in respectful dialogue with co-participants. Student discussions in large and small groups should demonstrate reflective thinking about the

readings, lectures and videos. Attendance, punctuality and turning assignments in on time are an essential function of this class. A student who is absent **more than three times is in jeopardy of not being cleared to student teach**. In times of absence, students are responsible for obtaining from other students, information missed, and incoming prepared to the next class with required assignments completed. ***Each absence will result in a loss of 10 points from your grade.*** Note that ***accommodations cannot be made for more time on assignments, turning in assignments on time is an essential function of this class.*** Part of a teacher's job requirements is to be to class on time and have lessons prepared on time for students. For this class, you have to demonstrate that you have the ability to do this. Failure to complete class assignments on time could result in expulsion from the major. In addition, you must demonstrate promptness as this is also part of teaching requirements. ***Each tardy will result in a loss of 5 points from your grade.***

### **The Teaching Experience**

All students will have the opportunity to teach twice in this course. You will have the opportunity to develop and execute your own lesson plan. As part of that process, it is important that all students are in class so that those teaching will have students to teach and practice classroom interaction. It is expected that all of you will be in attendance to support each other.

### **Classroom Procedures**

#### **Dress Expectations:**

This class is a class for pre-professionals interested in becoming Family and Consumer Sciences Secondary Educators. Therefore, students enrolled should look and act like professionals, specifically in dress and language when presenting to the class, when guest speakers have been invited to the classroom, and at professional meetings and conferences.

#### **Classroom Disruption:**

Disruptive behavior including multiple tardies, cellphone interruption or use, and/or other disruptions (students who dominate class discussion or lecture with excessive comments/questions, talking during class discussion and lectures, reading newspapers, sewing, knitting in class, etc.) will lower your participation grade. Please turn off cellphones and make no phone calls while you are in class. Please do not bring children to class. It can be a distraction to others in the class if a baby or child is making noise.

#### **Assignments:**

All assignments should be typed and any project professionally constructed. All lesson plans should be turned in on hard copy but should be saved and kept in electronic format for the times when an electronic submission is necessary. Missed group assignments and in-class and out-of-class activities are difficult or impossible to makeup.

\*\*\*Note: The instructor of this course reserves the right to make changes in the course outline, schedule and grading scale as needed. Make sure that your e-mail address is correct because there may be times when I need to e-mail you concerning important information about the class.

### **Assignments**

## **Assignment Description**

### **ebook Preface and Chapter 1**

Due: Monday, Sep 10 at 8:00 am

Read the cover, preface and chapter 1 in the Teaching Family and Consumer Sciences in the 21st Century ebook

### **ebook Chapter 2**

Due: Wednesday, Sep 12 at 8:00 am

Read Chapter 2 in the eBook

### **Week 1 Reflective paper**

Due: Saturday, Sep 15 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

### **eBook Chapter 3**

Due: Monday, Sep 17 at 8:00 am

Read chapter 3 in the eBook

### **eBook chapter 5**

Due: Wednesday, Sep 19 at 8:00 am

Read chapter 5 in the eBook

### **Week 2 Reflective paper**

Due: Saturday, Sep 22 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

### **BB (99 strategies) pages 1-47**

Due: Monday, Sep 24 at 8:00 am

Read pages 1-47 in the Battling Boredom- 99 strategies that spark book

### **Discipline Plan**

Due: Wednesday, Sep 26 at 8:00 am

Students will create a discipline plan that they will be able to utilize in their classroom.

[Behavior Plan Template.pdf](#) Download

[Discipline Rubric Template.docx](#) Download

### **eBook Chapter 6**

Due: Wednesday, Sep 26 at 8:00 am

Read Chapter 6 in the eBook

**Week 3 Reflective paper**

Due: Saturday, Sep 29 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**BB (99 strategies) pages 49-82**

Due: Monday, Oct 01 at 8:00 am

Read pages 49-82 in the Battling Boredom -99 strategies that spark text

**Scope and Sequence**

Due: Monday, Oct 01 at 8:00 am

Students will create a scope and sequence by picking a specific FACS course. Look at the strands and standards and plan an entire semesters layout for teaching.

[Creating a Scope and Sequence.docx](#) Download

[Scope and Sequence Assignment with rubric .doc](#) Download

**BB (99 strategies) pages 83-99**

Due: Wednesday, Oct 03 at 8:00 am

Read pages 83-99 in the Battling Boredom- 99 strategies that spark text

**BB part 2 pages 15-27**

Due: Wednesday, Oct 03 at 8:00 am

Read pages 15-27 in the Battling Boredom part 2 text

**Week 4 Reflective paper**

Due: Saturday, Oct 06 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**BB part 2 pages 71-97**

Due: Monday, Oct 08 at 8:00 am

Read pages 71-97 in the Battling Boredom part 2 text  
**Rubric**

Due: Monday, Oct 08 at 8:00 am

**eBook Chapter 9**

Due: Monday, Oct 08 at 8:00 am

Read chapter 9 from the eBook  
**eBook Chapter 10 and 11**

Due: Wednesday, Oct 10 at 8:00 am

Read Chapters 10 and 11 in the eBook  
**BB part 2 pages 57-69**

Due: Wednesday, Oct 10 at 8:00 am

Read pages 57-69 in the Battling Boredom part 2 text  
**Week 5 Reflective paper**

Due: Saturday, Oct 13 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**eBook Chapter 19**

Due: Monday, Oct 15 at 8:00 am

Read Chapter 19 in the eBook  
**Math Lesson Plan**

Due: Wednesday, Oct 17 at 8:00 am

Students will write one 90 minute lesson plan that incorporates the Math strategies learned in class. They will use the lesson plan template from class.

[Math Lesson Plan Rubric.pdf](#) Download

### **Week 6 Reflective paper**

Due: Saturday, Oct 20 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

#### **eBook Chapter 14**

Due: Monday, Oct 22 at 8:00 am

Read chapter 14 in the eBook

#### **BB part 2 pages 29-42**

Due: Monday, Oct 22 at 8:00 am

Read pages 29-42 in the Battling Boredom part 2 text

#### **Week 7 Reflective paper**

Due: Saturday, Oct 27 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

#### **Reading/Writing Lesson Plan**

Due: Wednesday, Oct 31 at 8:00 pm

Students will write a two day lesson plan. Each day will be 90 minutes that incorporates the Reading/Writing strategies learned in class. They will use the lesson plan template from class.

[Reading Writing Rubric .docx](#) Download

### **Week 8 Reflective paper**

Due: Saturday, Nov 03 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

#### **BB part 2 pages 43-55**

Due: Monday, Nov 05 at 8:00 am

Read pages 43-55 in the Battling Boredom part 2 text  
**eBook Chapter 7**

Due: Monday, Nov 05 at 8:00 am

Read chapter 7 in the eBook  
**Week 9 Reflective paper**

Due: Saturday, Nov 10 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**Technology Lesson Plan**

Due: Monday, Nov 12 at 8:00 am

Students will write a two day lesson plan. Each day will be 90 minutes that incorporates the Technology strategies learned in class. They will use the lesson plan template from class.

Technology Rubric.docx [Download](#)

**Week 10 Reflective paper**

Due: Saturday, Nov 17 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**eBook chapter 15 and 16**

Due: Monday, Nov 19 at 8:00 am

Read chapters 15 and 16 in the eBook  
**BB part 2 pages 99-109**

Due: Monday, Nov 19 at 8:00 am

Read pages 99-109 in the Battling Boredom part 2 text  
**Week 11 Reflective paper**

Due: Saturday, Nov 24 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**eBook chapter 12 and 13**

Due: Monday, Nov 26 at 8:00 am

Read chapters 12 and 13 in the eBook

**Week 12 Reflective paper**

Due: Saturday, Dec 01 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**Multicultural Lesson Plan**

Due: Monday, Dec 03 at 8:00 am

Students will write lesson plans for 3 consecutive days. Each day will be 90 minutes that incorporates the Multicultural/diverse learners strategies learned in class. They will use the lesson plan template from class. 3 day Multicultural Plan and Rubric updated Fall 2017.docx [Download](#)

**eBook Chapter 8**

Due: Wednesday, Dec 05 at 8:00 am

Read Chapter 8 in the eBook

**Week 13 Reflective paper**

Due: Saturday, Dec 08 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

**eBook chapter 17 and 18**

Due: Monday, Dec 10 at 8:00 am

Read chapters 17 and 18 in the eBook

**Week 14 Reflective paper**

Due: Tuesday, Dec 11 at 11:59 pm

Students will write a one page reflection on what they read during the week. Half of the page reflection can be a summary of what was learned. Half of the page reflection must detail how they students will apply their readings into lesson planning, and teaching.

### **Professional Conference Summary 2**

Due: Wednesday, Dec 12 at 8:00 am

Students must attend a two professional conferences before the completion of the semester. Students will complete a summary of their experience.

Conference Attendance Form.doc [Download](#)

### **Professional Conference Summary 1**

Due: Wednesday, Dec 12 at 8:00 am

Students must attend a two professional conferences before the completion of the semester. Students will complete a summary of their experience.

Conference Attendance Form.doc [Download](#)

### **Resource Binder**

Due: Wednesday, Dec 12 at 8:00 am

Students will gather resources that can be utilized when they begin student teaching. These resources can be activity ideas, lesson plan ideas, bulletin board ideas, teaching strategies, etc. Students will create the resource binder in a digital format so they can continually update it. Preferably in Google Drive but other online platforms will be accepted.

### **Class Attendance**

Due: Wednesday, Dec 12 at 11:59 am

### **Final Portfolio**

Due: Tuesday, Dec 18 at 11:59 pm

Students will create a portfolio of the lesson plans they created throughout the semester and one additional lesson plan explained below.

Portfolio should include:

1. Scope and Sequence
2. Math Lesson Plan (with half page reflection on any improvements made)

3. Reading/Writing Lesson plan (with half page reflection on any improvements made)
4. Technology Lesson Plan (with half page reflection on any improvements made)
5. Multicultural Lesson Plan (with half page reflection on any improvements made)
6. Final lesson plan (1-2 day lesson plan, includes multicultural aspects, technology, math, reading and writing and half- one page reflection on why you picked the topic you did)

## Schedule

Date	Lecture and Readings	Papers, Exams & Assignments
W Sep 05 Wednesday	<b>Welcome and Introduction</b> Classroom Policies How to Navigate Learning Suite Assignments Textbook choice  Student Teaching Applications: <a href="http://education.byu.edu/ess/application.html">http://education.byu.edu/ess/application.html</a>  <b>Due Sept. 17, 2018</b>	Assignment: Make an appointment with clearance for student teaching. Address: 1041 JFSB Phone: (801)422-3541 Email: jay_oliver@byu.edu
M Sep 10 Monday	Topic: History of Profession Who is Ellen Richards?  Resource Binder Explained.  <b>ebook Preface and Chapter 1</b>	<b>Praxis</b> <b>Registration:</b> <a href="https://www.ets.org/praxis">https://www.ets.org/praxis</a>  Information concerning the Praxis <a href="http://www.ets.org/praxis">http://www.ets.org/praxis</a> <b>Praxis can be taken December 3, 2018-</b> Test number 5122
W Sep 12 Wednesday	Topic: The Critical Science Approach  <b>ebook Chapter 2</b>	
Sa Sep 15 Saturday		<b>Week 1 Reflective paper</b>
M Sep 17 Monday	Topic: Critical science Curriculum Evaluation  <b>Student Teaching Applications due</b>	

**online on MyLink**

**eBook Chapter 3**

W Sep 19  
Wednesday

Topic: Planning for Instruction

Scope and Sequence Assignment explained

Discipline Plan Explained

378 students sign up for Practicum location

**eBook chapter 5**

Sa Sep 22  
Saturday

**Week 2 Reflective paper**

M Sep 24  
Monday

Topic: Strategies to Begin a Lesson, Strategies to End a Lesson, and Strategies for Solo/Independent Work

**BB (99 strategies) pages 1-47**

W Sep 26  
Wednesday

Topic: Cooperative Learning

**Discipline Plan**

**eBook Chapter 6**

Sa Sep 29  
Saturday

**Week 3 Reflective paper**

M Oct 01  
Monday

Topic: Strategies for Whole Group and Strategies for Partners and Small Groups

**Scope and Sequence**

Rubric assignment explained

**BB (99 strategies) pages 49-82**

W Oct 03 Wednesday	Topic: Strategies for Student Movement and Energizers	
	<b>BB (99 strategies) pages 83-99</b> <b>BB part 2 pages 15-27</b>	
Sa Oct 06 Saturday		<b>Week 4 Reflective paper</b>
M Oct 08 Monday	Topic: Enhancing Math in the FCS Curriculum, vocabulary, and writing	<b>Rubric</b>
	Explain Math Lesson Plan assignment	
	<b>eBook Chapter 9</b> <b>BB part 2 pages 71-97</b>	
W Oct 10 Wednesday	Topic: Technology in the FCS Classroom, Enhancing Web-Based products as classroom assignments and Technology	
	Explain Technology Lesson Plan assignment	
	<b>eBook Chapter 10 and 11</b> <b>BB part 2 pages 57-69</b>	
Sa Oct 13 Saturday		<b>Week 5 Reflective paper</b>
M Oct 15 Monday	Topic: Ethical Professional Practice	
	Explain Reading/Writing Lesson plan	
	<b>eBook Chapter 19</b>	
W Oct 17 Wednesday	No on campus class. Those in 378 will be at their school.	<b>Math Lesson Plan</b>

Sa Oct 20 Saturday		<b>Week 6 Reflective paper</b>
M Oct 22 Monday	<p>Explain Multicultural/diverse students Lesson Plan assignment</p> <p>Topic: Teaching Diverse students and feedback</p> <p><b>eBook Chapter 14</b> <b>BB part 2 pages 29-42</b></p>	
W Oct 24 Wednesday	No on campus class. Those in 378 will be at their school.	
Sa Oct 27 Saturday		<b>Week 7 Reflective paper</b>
M Oct 29 Monday	<p>No on campus class. Those in 378 will be at their school.</p> <p>Make sure you have registered for the Praxis</p>	<p>Praxis exam <b>Praxis can be taken Decem</b></p> <p>Register on-Line Test Number: 5122</p> <p>\$120.00 You print out the ticket that wi</p> <p>You need a score of 160 to qualify</p> <p>Testing Centers:</p> <p><b>Nomen Global Language Centers</b> 384 West Center Street PROVO, UT 84601</p> <p>-----</p> <p><b>Selnate International School</b> 1502 North Freedom Blvd., Suite B PROVO, UT 84604</p> <p>-----</p>
		<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Orem - Lindon APCN-0090</p> </div>

350 SOUTH 400 WEST  
LINDON, UT 84042

W Oct 31 No on campus class. Those in 378 will be at their  
Wednesday school.

**Reading/Writing Lesson Plan**

Sa Nov 03  
Saturday

**Week 8 Reflective paper**

M Nov 05 Topic: Using Constructivism and Questioning  
Monday

**BB part 2 pages 43-55  
eBook Chapter 7**

T Nov 06  
Tuesday

W Nov 07 No on campus class. Those in 378 will be at their  
Wednesday school.

Sa Nov 10  
Saturday

**Week 9 Reflective paper**

M Nov 12 AmeriCorps  
Monday Charlene Clark will register you for educational  
stipend

**Technology Lesson Plan**

W Nov 14 No on campus class. Those in 378 will be at their  
Wednesday school.

Sa Nov 17  
Saturday

**Week 10 Reflective paper**

M Nov 19 Topic: Teaching Native American, Black/African  
Monday American Students and student engagements that  
don't work

	<b>BB part 2 pages 99-109 eBook chapter 15 and 16</b>	
T Nov 20 Tuesday	<b>Friday Instruction</b>	
W Nov 21 Wednesday	<b>No Classes</b>	
Th Nov 22 Thursday	<b>Thanksgiving Holiday</b>	
F Nov 23 Friday	<b>Thanksgiving Holiday</b>	
Sa Nov 24 Saturday		<b>Week 11 Reflective paper</b>
M Nov 26 Monday	Topic: All about FCCLA Tips and Tricks you need to know Guest Lecture:Nikki Sue Larkin- State FCCLA Advisor	
	<b>eBook chapter 12 and 13</b>	
W Nov 28 Wednesday	No on campus class. Those in 378 will be at their school.	
Sa Dec 01 Saturday		<b>Week 12 Reflective paper</b>
M Dec 03 Monday	No on campus class. Those in 378 will be at their school.	<b>Multicultural Lesson Plan</b>
W Dec 05 Wednesday	Topic: Passport to the World	
	<b>eBook Chapter 8</b>	
Sa Dec 08 Saturday		<b>Week 13 Reflective paper</b>
M Dec 10 Monday	Topic: Prisoners once removed, Advocacy, Public Issues and FCS	

<b>eBook chapter 17 and 18</b>		
T Dec 11 Tuesday		<b>Week 14 Reflective paper</b>
W Dec 12 Wednesday	Topic: Resiliency and all things Student teaching Come with any questions you may have	<b>Professional Conference Summary 1 Professional Conference Summary 2 Class Attendance Resource Binder</b>
F Dec 14 Friday	<b>Fall Exam Preparation (12/14/2018 - 12/14/2018)</b>	
Sa Dec 15 Saturday	<b>First Day of Fall Final Exams (12/15/2018 - 12/20/2018)</b>	
T Dec 18 Tuesday		<b>Final Portfolio</b>
Th Dec 20 Thursday		

## 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.

### 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](mailto: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.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Mental Health Concerns**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **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