Faculty Development Plan
Department of Educational Leadership & Foundations
David O. McKay School of Education
Brigham Young University

Overview
The purpose of the Faculty Development Plan is to organize my approach and detail strategies for success in my proposed professional activities of teaching, scholarship, and citizenship. Guided by the University Policy on Faculty Rank and Status, each area of my professional activities includes the following elements: 1) a self-assessment, 2) short- and long-term professional goals and their relationship and fit to the Department of Educational Leadership and Foundations, 3) achievements made towards goals thus far, and 4) identification of resources needed for success. By following this plan I can help students on their quest for eternal life by making all my activities spiritually strengthening, intellectually enlarging, and character building. This approach blesses both students and myself in leading a life of learning and service.

Scholarship

Self-assessment

Strengths. Research and writing only constitutes a small portion of my job description, but I feel it is an important aspect of what I do, particularly as the director of our program. The primary focus of my writing is as a form of outreach to professional organizations at the local, state, national, and international levels. I have one primary line of research in process based on principal professional development, and an emerging line of research on student, teacher, and leader well-being. I am very capable and competent at writing articles for local and state venues that are not as time and research intensive. These venues go directly to practicing school leaders in Utah.

Areas for development. I have many opportunities for further development, some of which include:

- Targeting national and international journals
- Broaden influence in local and state journals
- Collaborating with other professors in their research
- Collaborating with practitioners in publishing
- Quantitative analysis
- Familiarity with external funding sources and how that works at BYU
- Consistently working on research and writing
Scholarship Strategies

Goals

- Share key parts of my research in the classroom to help me clarify thinking and generate new ideas and perspectives, as well as generate interest in research among students.
- Submit article on principal development programs to a national journal
- Submit a local journal article with at least one practitioner
- Submit one article to a state-level organization other than principal organizations
- Compile a literature review on positive education and school well-being
- Write at least 15 minutes each weekday.

Achievements

I have had four articles published in state-level principal association journals this year all of which I was the sole author. I have had one book chapter in a peer-reviewed book published in partnership with some of my colleagues in the departments. I was the second author on that book chapter.

Resources Needed

I need time to research and write. The time is available, so I just have to schedule it into my routine. It would be extremely beneficial to have more support on my school leadership committee, thus freeing up some time currently being used for administrative activities to be used for scholarly work. I have been granted money for research assistants and I meet with them weekly to discuss and review progress on our research. Eventually I would like to sharpen my quantitative analysis skills.
Citizenship

Self-assessment

**Strengths.** Citizenship constitutes a large portion of my job description. I direct the school leadership committee and liaise with the five partnership districts. I work closely with the state office of education, superintendents, district office personnel, and school principals. I also work with McKay School personnel on accreditation, public relations, and district outreach.

**Areas for development.** I am hoping to develop stronger relationships with district personnel by providing the structure and training necessary for an effective co-teaching model in which university faculty and district personnel co-teach courses to our students. I would also like to develop a common program framework from which decisions can be made and evaluated. I am also hoping to continue finding ways to unify the department faculty around a common mission and vision.

Achievements

Here are some of my achievements in this area:

- Student Intern Coordinator
- Mentor Principal Trainings and Orientations
- District Consulting/Co-Teaching Coordination
- School Leadership Director, Advisory Board Director, and Accreditation Director
- Formed a monthly professional book study group for department
- BYU Public School Partnership MTSS Professional Development Committee
- Principal PLC participant in Alpine School District
- Aspiring Principal Academy Director
- Utah Consortium of Educational Leaders (UCEL) Representative
- Attendance at UAESP and UASSP annual conferences for school leaders

Citizenship Strategies

**Goals**

- Serve on a university-level committee
- Meet with other faculty, formally and informally, to discuss ways to collaborate on research and teaching.
- Present at UAESP or UASSP annual conference
- Solidify and improve co-teaching model
- Co-develop a school leadership framework
- Continue with department book study
- Present program changes to Governing Board

**Resources Needed**

I am well supported in this area and need only to manage my time wisely in order to accomplish my goals in this area.
Teaching

Self-assessment

Strengths. I have been blessed to have many opportunities to teach in formal and informal settings. I taught at the Missionary Training Center (MTC) for three years during my undergraduate years. Following that experience I taught English in China for a semester, and then taught professionally as an elementary school teacher for five years. The next seven years were spent as an administrator of an elementary school, helping teachers refine their craft as teachers. I have conducted hundreds of teacher observations and had many opportunities to learn about good teaching both in teaching children (pedagogy) and adults (androgyne). I also had the opportunity to teach as an adjunct faculty for a few years before coming to BYU. Perhaps my most prominent strengths are:

- Organization
- Spiritually strengthening learning
- Prompt and useful feedback
- Active student involvement
- Practical applications of theories

Areas for development. I have many areas for further development. Perhaps those that are most obvious at this point are:

- Ensuring that the practical recommendations I give are grounded in the research
- Ensure that materials are necessary and relevant
- Align assessments more closely with intended learning outcomes.
- Ensure students have a crystal clear understanding of learning outcomes, how they are doing with respect to the outcomes, and next steps.
- Help students give each other more real-time feedback.

Teaching Strategies

Goals

- Review readings and only include relevant sections.
- Review assignments for each course to ensure alignment with learning outcomes
- Share learning outcomes with students at the beginning of each class period and give them time to reflect on how well that outcome was met, as well as discuss next steps for meeting the outcome.
- Require students to comment on each other’s work on Google Drive.

Achievements

Each semester I have invited a SCOT student into my class at least twice to observe, elicit feedback from students, and film lessons. This has offered invaluable feedback that I have used to improve the learning in my course. I have also had different faculty peers observe me each semester and offer me feedback. It has been great to get
another set of experienced eyes in my room. They have given wonderful counsel and advice. In addition to the formal student evaluation results, I have had students review the syllabus with me on the last day of class, offering ideas and suggestions for what worked well, what didn’t and what could be done for a better learning experience in the future. I also met with Ken Plummer a few times to discuss my syllabi and general course materials. Each of these has provided meaningful and useful information for improvement, and I plan to continue doing each.

Resources Needed
The main resource needed is consistently scheduled time to review materials, assignments, student feedback, etc. I know how to use Google Drive and simply need to consistently plan time to complete these other activities.
Grant Proposal

As part of my ongoing effort to improve the Esprit de Corps in our department and my own teaching, I would like to continue doing a book study with the other members of my department. The $300 from this grant would be used to purchase 12 copies of the book decided upon by the department for our monthly book study meetings. These meetings have proven to be a great way to bring the faculty together to discuss topics of interest, current research agendas, discuss teaching triumphs and challenges, and to develop future directions. Biweekly faculty meetings generally do not provide the time to fully participate in these types of activities. I believe this activity will help in some of the following areas that are also included in my improvement plans:

- Develop a common school leadership framework that will guide learning outcomes not only for the course described below, but for every course in the department
- Identify common research interests among faculty, possibly catalyzing research projects among and between faculty
- Informal and consistent feedback loop for me on what is going well and what isn’t in the school leadership program coursework and internships
Course Development Project

Course: EDLF 631- The Curriculum: Theory and Practice

Purpose: The purpose of this course is to examine the philosophical, psychological, social, and historical foundations of k-12 curriculum in the United States. At the macro level, students take a close look at some of the most heated contemporary curriculum debates, as well as what the future may hold for k-12 curriculum. At the micro-level, students will examine how leaders support teachers to effectively select, unwrap, assess, and intervene/extend on the state standards they are assigned to teach. Throughout this course students analyze their role as principal in leading the teaching and learning process their school. They also discuss how the principles of the gospel of Jesus Christ and Christ-centered leadership can support you in this process.

Learning Outcomes:
1. Demonstrate understanding of the foundations for different types and levels of curriculum in the k-12 public education system. This will be evidenced by:
   - Reflection papers turned in on Google Drive
   - Discussion and reflection in class
   - Curriculum Analysis Paper
2. Effectively differentiate, analyze and unwrap curriculum learning standards, objectives, and targets in the four phases of Professional Learning Communities (planning, assessing, intervention, and extending). This will be evidenced by:
   - Reflection papers turned in on Google Drive
   - Discussion, reflection, and learning targets activities in class
   - Learning Targets Paper
3. Defend your position on a contemporary controversial educational issue relating to k-12 curriculum using logic, research, and effective oral and written presentation skills.
   - In-class simulation and feedback sessions
   - Common Core Paper
4. Refine and clarify personal philosophy of education and the research, reasoning, practices, and processes that support and contribute to the realization of that philosophy in schools. This will be evidenced by:
   - Article Presentation
   - Reflection papers turned in on Google Drive
   - Discussion, reflection, and activities in class
   - Ideal School Paper

Proposed Changes
Based in student feedback, mid-course evaluations, peer evaluations, and my own review of student assessments, perhaps the area in need of most attention is LO 3. Going into the course I made the assumption that students knew how to make a claim, support that claim with
relevant, reliable, and valid research and reasoning. Throughout the course and particularly in the final two assignments I noticed a marked deficit in this skill. As future school leaders it is absolutely critical that students develop the ability to adequately defend a claim in both oral presentations and written communications. Particularly because this is one of the first courses taught in the program, this needs to be a major emphasis in this course, and as part of the overall program framework. I will make some of the following adjustments to this course in order to better meet this learning objective:

- Provide examples and non-examples how to support claims with research
- Provide a more concrete framework for students in choosing topics for their in-class presentations that will contribute to their final two assignments
- Strategically choose readings that will give students the framework and necessary scaffolding to be able to support their claims
- Intentionally discuss topics, programs, and processes that will likely surface in their final two assignments
- Discuss this challenge with the School Leadership Committee and determine how it fits within the overall School Leadership and Department Framework
- Tighten up my grading rubrics on the four major assignments to reflect this increased emphasis

**Anticipated Findings and Next Steps**

I anticipate that this will be a more complicated process than I currently realize. I will likely need to be very strategic in how we use class time, and careful that this does not eclipse other important aspects of the course. It might also result in some lower grades for some students, so I should not be surprised or intimidated if a few areas in the student ratings decrease a bit. I believe students will feel more prepared and confident in their personal philosophies and the processes and programs that will support that philosophy. As I continuous monitor and adjust based on what I see in class and on assignments, I believe I will find a more healthy balance of theory, research, and practice that will result in better-prepared students.
Syllabus EDLF 631 - The Curriculum: Theory and Practice
Mondays and Wednesdays, 4:30 – 7:30 p.m., MCKB 166
David McKay Boren, Ph.D.  
david_boren@byu.edu
Cell phone: 801-854-8470
Office: 306B, EDLF Offices, BYU
*Appointments can be arranged before or after class or by special arrangement.

Introduction
Welcome! I am thrilled to be joining you in your amazing journey to become learning leaders in your schools! In this course we will spend some time examining the philosophical, psychological, social, and historical foundations of k-12 curriculum in the United States. At the macro level, we will take a close look at some of the most heated contemporary curriculum debates, as well as what the future may hold for k-12 curriculum. At the micro-level, we will examine how leaders support teachers to effectively select, unwrap, assess, and intervene/extend on the state standards they are assigned to teach. Throughout this course we will analyze your role as principal in leading the teaching and learning process at your school. We will also discuss how the principles of the gospel of Jesus Christ and Christ-centered leadership can support you in this process.

Required Textbook and Readings

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Year Published</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Skills: Rethinking How Students Learn</td>
<td>James Bellanca</td>
<td>2010</td>
</tr>
<tr>
<td>Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement</td>
<td>Richard DuFour Robert J. Marzano</td>
<td>2011</td>
</tr>
<tr>
<td>Learning Targets: Helping Students Aim for Understanding in Today's Lesson</td>
<td>Connie M. Moss Susan M. Brookhart</td>
<td>2012</td>
</tr>
</tbody>
</table>

*Other Selected Chapters and Articles (see “Class Schedule” below)*
Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>150</td>
</tr>
<tr>
<td>Readings</td>
<td>150</td>
</tr>
<tr>
<td>Professional Writing</td>
<td>150</td>
</tr>
<tr>
<td>Article Presentation</td>
<td>50</td>
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<tr>
<td>Curriculum Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Learning Targets</td>
<td>100</td>
</tr>
<tr>
<td>Common Core Memo</td>
<td>100</td>
</tr>
<tr>
<td>Final: Curriculum Reflection</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>1,000</strong></td>
</tr>
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Grades can be viewed on BYU’s Learning Suite.

Assignments

1. **Class Attendance & Participation: (150 Points)**
   Come to class prepared to discuss the assigned readings and to participate in activities based on the concepts. Class members will be responsible to share interest in the topics and readings assigned. Attend every class period. 10 points will be deducted for the first absence and 15 points for each subsequent absence.

2. **Reading (150 Points)**
   Rather than give you weekly quizzes, at the beginning of each class you will give an accounting of your level of preparedness for the week. Each week’s accounting is worth a total of 15 points. Here’s a guide for how to assess your readiness. There are 10 weeks with assigned reading, making a total of 150 possible points.
   - 15 Points: I thoroughly read all assigned readings on time.
   - 12 Points: I read most of the assigned readings on time.
   - 8 Points: I read about half the assigned readings on time.
   - 0 Points: I did not read any of the assigned readings.
   Readings (such as articles) that are not from the required texts are available on Google Drive. I despise regurgitation quizzes. Our class time will be much more beneficial to everyone if we all do the readings.

3. **Professional Writing/Reflections (150 points)**
   As the learning leader at your school, you will have many opportunities to teach students, parents, and teachers through writing (school improvement plans, trustlands plans, principal messages, weekly memos, school newsletters, teacher newsletters, emails, evaluation summaries, etc.). It is essential to be able to communicate research,
new ideas, and best practices in a clear, concise, engaging way. I will ask you to consistently engage in short professional writing projects. My hope is that you will not only improve your skill for this kind of writing, but also that you can refer back to these writings when you need them in the future. Hopefully as we all share together, we will all have access to over 50 useful messages for possible future use. You will be expected to complete 3 of these mini writings during the semester. Each writing should be accessible to your target audience and about 2-4 paragraphs (approximately 1-2 pages) and is worth 50 points. You will be graded primarily on depth of thought and understanding, as well as your clarity in communication. These can be a memo, letter, reflection, or any other format that you can see being helpful in your future as a school leader. Each writing should be new this semester and original to you. Because this assignment is designed to help you prepare in your written communication skills, one point will be deducted for each misspelled word or grammatical error. I will only accept one writing a week. I do not want 3 writings on the last day of class. I will only take one per week! Because there are 11 possible weeks to turn in writings and you have to turn in 3, this gives you plenty of leeway if there is an emergency. Please submit these writings to your professional writing folder on our class Google Drive.

4. Article Presentation (50 points)
As an educational leader, you will want to have several different articles to which you can refer when different issues arise. Consider this a way to prepare future curriculum materials for your faculty. Each class period we will have a group of two students present on an educational article that could be a good resource for future educational leaders. If you don’t know which article to read and present, it may be a good idea to get some recommendations from current school leaders. Please prepare a short presentation (about 15 – 20 minutes) on the article that you read. Feel free to be creative in your presentations! Please include a 1-2 page handout with your presentation that includes the following:

- Article title & author
- Basic summary of the article
- Highlighted quotes from the article that you think may be of interest to teachers or future school leaders
- How this article might be used in teacher and/or leader professional development
- Please upload a copy of your handout and a copy of the article to the Article Presentation folder on Google Drive so we can amass them into a simple database for your future reference

Please upload a copy of your article summary to the “Article Summaries” folder and an electronic copy of the article to the “Articles Presented” folder. Both of these folders are found in the “EDLF Article Presentations” folder.
Paper Guidelines
Papers, 1, 2, and 3 are due by 4:30 p.m. on the due date listed. 5 points a day will be deducted for late papers. I am not overly concerned with academic formatting etc. for papers 1-3, though I do expect solid writing and attention to writing conventions. Please follow APA 6 style for your final. You can Google “APA 6” and several helpful resources will come up to guide you in how to use this style.

5. Paper 1: Curriculum Analysis – (100 points) Due May 13 before class
For this assignment you will reflect on how you used Allan Glatthorn’s different types of curriculum in a particular lesson (see Ornstein, p. 12). Please download the Curriculum Analysis Reflection Questions from the Google Drive and complete a brief written reflection to each question. Please also provide a brief summary of the major learnings gleaned from this exercise. Upload your responses to the Curriculum Analysis folder. Come to class prepared to share and discuss your experience.

Paper 1: Curriculum Analysis Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>What I’m Looking For</th>
<th>Points Earned</th>
<th>Points Possible</th>
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<tbody>
<tr>
<td>Ideas</td>
<td>•Your responses to the curriculum analysis reflection questions indicate that you have a firm grasp of the different types of curriculum. •Your summary indicates that you have a clear vision for how the ideas covered in this exercise relate to the work of teachers and principals.</td>
<td></td>
<td>60</td>
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<tr>
<td>Organization</td>
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<td>Voice</td>
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<td>Word Choice</td>
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<tr>
<td>Sentence Fluency</td>
<td>•Your writing is easy to read and flows well. •You attend to proper punctuation, spelling, etc.</td>
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<td>10</td>
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<tr>
<td>Conventions</td>
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<td>Total</td>
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6. **Paper 2: Learning Targets (100 points) Due May 27 before class**
   For this assignment you get to choose from the two options below, depending on which best fits your situation, preference, needs, etc.

   **Option 1: Lesson Observation**
   Find a teacher that is willing to have you observe a lesson. You may video yourself teaching a lesson and go through this exercise with one of your own lessons. As most teachers have not been trained on specific protocol of learning targets, explain to the observed teacher the general principles of learning targets and that this is an observation to help you as a future school leader better understand these principles. This is not an evaluation of them or their teaching at all. Observe the lesson and use the Action Tool B: Learning Target Classroom Walk-Through Guide pages 168-173 of the *Learning Targets* book to guide this observation (copy available in Learning Targets folder on Google Drive). After completing the checklist, provide a brief summary (approximately 1-2 pages) of strengths and areas for further development. If you were this teacher’s principal, how might you apply what you learned here to support this teacher in moving to the next level? Is there anything that you would change about the tool or how to better use it?

   Please turn in a hard copy of both the checklist and summary. Feel free to handwrite on the tool.

   **Option 2: Lesson Planning**
   Apply the principles of learning targets by planning an actual lesson and going through the guiding questions of Action Tool C: Learning Target Lesson-Planning Process Guide on pages 174-183 (copy available in Learning Targets folder on Google Drive). After completing the process, provide a brief summary (approximately 1-2 pages) of what you learned by going through this process. What benefits do you see resulting from this process? What potential challenges could you see teachers having with this process? How could you as a principal help support teachers applying some of these principles to their lesson planning? How might you modify this tool if you were to use it with teachers?

   A Microsoft Word version of Action Tools B and C are available on the class Google Drive. Please download the tool you are going to use, fill it out electronically, include your summary at the end, and upload it to the Learning Targets folder on Google Drive.
### Paper 2: Learning Targets

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<th>What I’m Looking For</th>
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<th>Points Possible</th>
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</table>
| **Use of Tool**               | • Carefully went through each section of the chosen tool.  
• Demonstrates clear and solid understanding of principles of learning targets, success criteria, performance of understanding, etc.                              |               | 45              |
| **Summary, Application, & Recommendations** | • Summarized strengths and areas for future development for observed teacher or lesson plan.  
• Provided some clear, actionable ideas about how to help teachers apply the principles of learning targets.  
• Gave some helpful recommendations about how to adjust this tool to better support teachers.                                         |               | 45              |
| **Sentence Fluency Conventions in Summary** | • Your writing is easy to read and flows well.  
• You attend to proper punctuation, spelling, etc.                                                                                                        |               | 10              |
|                               | **Total**                                                                                                                                                    | **100**       |                 |
7. **Paper 3: Common Core State Standards Newsletter or Paper – (100 points) Due June 8**

**Option 1:** Please prepare a 2-4 page handout designed to educate parents or teachers (or both) about the Common Core State Standards (CCSS). Seek to anticipate some of the questions that you feel they may raise about the CCSS. You can make this a newsletter article, a memo, a brochure, or any other type of document that you feel is visually appealing and would be easily understood by parents. Feel free to collaborate with classmates on this project.

**Option 2:** Write a traditional academic paper that follows this basic format:

*Introduction:* Give a brief introduction of how the Common Core State Standards came into being.

*Proponents & Opponents:* Describe the main arguments of those in favor of and those opposed to the Common Core State Standards. Seek to give a fair representation of each side’s views.

*My Views:* Take a position in favor of one camp or another. Support your position with logic, research, data, and reputable sources. Seek to avoid alarmism, undo emotionalism, or conspiracy theory in either direction.

*Conclusion:* Summarize everything into a concise, comprehensible paragraph, restating the main issues and your position.
### Paper 3: Common Core State Standards Newsletter or Paper

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</table>
| **Ideas**             | • Your ideas and claims are clearly presented and easily understood. Your justifications for your claims are well-founded and convincing.  
• Overall, your ideas are well-developed and you cite relevant and credible sources. |                | 60              |
| **Organization**      |                                                                                     |                | 30              |
| **Voice**             |                                                                                     |                |                 |
| **Word Choice**       |                                                                                     |                |                 |
| **Sentence Fluency**  | • Your personality and voice as the school leader are appropriately apparent through your writing style.  
• You use terms and phrases that indicate your understanding of issues and philosophies behind this debate.  
• Your presentation is visually appealing and accessible to parents. |                |                 |
| **Conventions**       | • Your writing is easy to read and flows well.  
• You attend to proper punctuation, spelling, etc. |                | 10              |
| **Total**             |                                                                                     |                | 100             |
8. **Paper 4: Final – Ideal School – (200 points) Due June 18 at midnight**

Let’s assume that you are applying for a multi-million dollar grant in order to start a new experimental public school to prepare students for the 21st Century. Upon completion of this BYU School Leadership Program you would be made the principal of the school you propose. Please write a proposal as outlined below. Sections 1 and 2 are part of the actual proposal. Sections 3 and 4 are your reflections about the proposal. I would assume that this paper would somewhere in the 4-8 page range, though I’m not looking for a specific page length.

**Section 1: Mission and Vision for Ideal School**

What would be primary purposes, focus, mission, and vision of your ideal school? What educational philosophies most closely correlate with the purposes of your ideal school (see Ornstein chapter 2, pages 33-49)? What evidence can you provide that such a school would be in long-term best interest of students (research, expert evidence, logic, etc.)?

**Section 2: Implementation & Evaluation**

What would be the primary practices of your ideal school? What would teachers and students be doing throughout the day? How would their schedules compare to what is currently found in most public schools? How would the standards be selected? How would curricular approaches, learning materials, and the physical learning environment be determined? Would students be grouped by grade level, ability level, age, or some other way? Would the school day start and end similar to how it is done now? Would school be in session for nine months? How would you determine if your school is meeting its purposes? How would teachers and students be evaluated and graded? What would be your role as a principal?

**Section 3: Reflection and Current Reality Check**

In all reality, you will not likely be given a blank check or multi-million dollar grant to start your dream school. However, there are many things you as a school leader can do to make your dream school a partial reality. How might you integrate the vision, principles, and practices of your ideal school into the current educational setting of state standards, teacher evaluation, principal evaluation, merit pay, etc.? What do you see as your role as principal in facilitating that reality in our current setting?

**Section 4: Conclusion**

Summarize and synthesize your proposals, and provide some meaningful next steps for you as a future school leader.
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<th>What I’m Looking For</th>
<th>Points Earned</th>
<th>Points Possible</th>
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</thead>
</table>
| **Ideas**            | • Your ideas and claims are clearly presented and easily understood.  
• Your justifications for your claims are well-founded and convincing, and you cite relevant and credible sources.  
• You effectively synthesize and cite principles and ideas discussed in class into your proposal.  
• Your proposed integration ideas in Section 3 are realistic, relevant, and true to your philosophy.  
• Your conclusion effectively summarizes, synthesizes, and proposes next steps for you as a future school leader.                                                                                                                                  |               | 120            |
| **Organization**     |                                                                                                                                                                                                                                                                                                                                                       |               |                |
| Voice                |                                                                                                                                                                                                                                                                                                                                                       |               |                |
| Word Choice          | • You cover each of the four sections laid out in the syllabus.  
• Your philosophy and leader voice are clearly presented, easily detected, and powerfully communicated by your word choice and writing style.                                                                                                                                                                                                 |               | 60             |
| **Sentence Fluency** |                                                                                                                                                                                                                                                                                                                                                       |               |                |
| Conventions          | • Your writing is easy to read and flows well.  
• You attend to proper punctuation, spelling, etc.  
• You correctly use APA 6.                                                                                                                                                                                                                                                                  |               | 20             |
| **Total**            |                                                                                                                                                                                                                                                                                                                                                       |               | 200            |
Attention Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact Services for Students with Disabilities Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and the instructor by the SSD Office. 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. You should contact the Equal Employment Office at 378-5895, D-282 ASB.

Preventing Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.
## Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction MVVG Norms</td>
<td>Sorry to any over-achievers, no readings due today!</td>
<td>Article: David</td>
</tr>
<tr>
<td>2</td>
<td>Curriculum Overview</td>
<td>Ornstein Ch 1 8-17 Ornstein Ch 2 Choose one philosophy to read about and be prepared to share about it: • Perennialsim 33-36 • Essentialism 36-38 • Progressivism 39-44 • Recontructionism 44-49 Eyring 2001A BYU Mission Statement Boren 2015A Succeed Introduction</td>
<td>Article:</td>
</tr>
<tr>
<td>3</td>
<td>NO CLASS! DO SOME READINGS &amp; ASSIGNMENT FOR THE FOLLOWING WEEK! 😊</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Curriculum Design &amp; Purposes of Education</td>
<td>Ornstein Ch. 6 149-159 Succeed 1-14 Dewey 1897 Scruton 2006 Buffum 2010 Maxwell 1992</td>
<td>Article:</td>
</tr>
<tr>
<td>5</td>
<td>Essential Question 1 Choosing Essential Standards Scope, Sequence, &amp; Pacing Unpacking Standards</td>
<td>Moss 2011 (read first) Targets Ch 2 &amp; 3 Leaders 89-95 Buffum 45-56 Boren 2015B Balance &amp; Priorities</td>
<td>Article: Curriculum Analysis</td>
</tr>
<tr>
<td>6</td>
<td>Essential Question 2 Assessment</td>
<td>Leaders 119-135 Targets Ch 5 Succeed 15-37 Oaks 2000</td>
<td>Article:</td>
</tr>
<tr>
<td>7</td>
<td>Essential Question</td>
<td>Leaders 171-186</td>
<td>Article:</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Succeed 37-48 Buffum 2009 Learning CPR Intervention Quotes</td>
<td></td>
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<tr>
<td></td>
<td>Article: Learning Targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Grading</td>
<td>Leaders 135-140 Targets Ch 4 Succeed 81-104 Guskey 2011 Christensen 2010</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article:</td>
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<td></td>
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<tr>
<td></td>
<td>Article:</td>
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<tr>
<td>11</td>
<td>Looking to the Future in Curriculum</td>
<td>21st Century Choose a Chapter Senechal 2010 Crossman 2012 Bednar 2010A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article: Common Core Memo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Principal Leadership</td>
<td>Succeed 176-197 Leaders Ch 9 Fullan 2010 Wolk 2008 LeBaron 2009 Kimball 1976</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Article:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>NO CLASS: WORK ON FINAL FINAL DUE BY MIDNIGHT JUNE 18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**FDS Spring Checklist**

Due mid-June 2015 to the Faculty Center (fds@byu.edu)

<table>
<thead>
<tr>
<th>✓ when done</th>
<th>Complete during the Spring Seminar (May 4-May 15)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>1. Full attendance at the Spring Seminar week one (May 4-May 8).</td>
</tr>
<tr>
<td>✓</td>
<td>2. Complete the Spring Seminar daily readings for discussion.</td>
</tr>
<tr>
<td>✓</td>
<td>3. Write a Faculty Development Plan (Tab 10, pg. 3).</td>
</tr>
<tr>
<td>✓</td>
<td>4. Create a Scholarship Strategies Project proposal (Tab 10, pg. 11).</td>
</tr>
<tr>
<td>✓</td>
<td>5. Create a Citizenship Project proposal (Tab 10, pg. 15).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>✓ when done</th>
<th>Complete by mid-June 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>7. Discuss your Faculty Development Plan and FDS projects with your mentor. Make adjustments where appropriate. Submit your Faculty Development Plan to your department chair.</td>
</tr>
<tr>
<td>✓</td>
<td>8. Discuss your Faculty Development Plan (and FDS projects, as desired) with your chair. Consider involving your mentor in part of this discussion.</td>
</tr>
<tr>
<td>✓</td>
<td>9. After discussing your Faculty Development Plan with your chair, make appropriate revisions. Submit the revised copy to your chair. If needed, meet with your chair to discuss and sign this document.</td>
</tr>
<tr>
<td>✓</td>
<td>10. By mid-June 2015, send electronic copies of the following to the Faculty Center (<a href="mailto:fds@byu.edu">fds@byu.edu</a>): Keep a copy of these documents for your records.</td>
</tr>
<tr>
<td>✓</td>
<td>1. This checklist—with all items checked to indicate you completed them.</td>
</tr>
<tr>
<td>✓</td>
<td>2. A copy of your faculty development plan</td>
</tr>
<tr>
<td>✓</td>
<td>3. Course syllabus</td>
</tr>
<tr>
<td>✓</td>
<td>4. Course Development Project grant proposal (optional)</td>
</tr>
<tr>
<td>✓</td>
<td>5. Scholarship Strategies Project proposal</td>
</tr>
<tr>
<td>✓</td>
<td>6. Citizenship Project proposal</td>
</tr>
</tbody>
</table>

✓ Check here to give your permission for these materials to be reviewed by interested new faculty at the Faculty Center (in order to get ideas for their own proposals, etc.). Your name will be removed from documents.