



Introduction to the Life
of Curriculum Design and
Program Development

3 credits

Prerequisite(s): FE 600

Class Information		Instructor Information		First day of classes:	Wed., Sept 7, 2016
Dates	Fall/Winter/Spring 2016-2017	Instructor :	Kathy Crawford, M.Ed	Last day to add/drop, or change to audit:	Sun, Sept. 18, 2016
	Wednesdays: 1:00-3:00 September 1, 7, 14, 21, 28 Wednesdays: 1:00-3:00 January 11, 18, 25, February 1, 8, 15	Email:	Kcrawford@ambrose.edu Google Classroom: kcrawford@education.ambrose.edu Skype: mrs.k.crawford	Last day to request revised exam:	NA
		Phone:	403-410-2000 ext 6908 c-403-803-4407 (text or call)	Last day to withdraw from course:	Mon, Nov 14, 2016
Final Exam day		Office:	RE 145	Last day to apply for time extension for coursework:	NA
No Final Exam		Office Hrs:	Wednesdays 10:30-12:30; by appointment	Last day of classes:	Feb 15, 2017

Textbook: No Textbook, Moodle 700 Research

Course Description:

FE 700 is a non-credit course. The focus will be on the practice of curriculum design, program planning and implementation. This will include assessment and evaluation of student learning, communication with parents, the use of educational technologies, the development and articulation of a personal professional teaching philosophy, and familiarity with the Teaching Quality Standard. Pre-Service Teachers will be given increased responsibility and will progress toward full teaching assignment. This will occur five days a week for nine weeks.

Prerequisite: FE 600, completion of all course work, and the recommendation of course instructors.

Expected Learning Outcomes:

The **Seminar** component of FE 700 will build understanding of life in Alberta schools through collaboration, reflection, research, and shared praxis. FE 700 SEM will model a collegial community that fosters the above mentioned professional attributes expected of teachers in the profession. Pre-service teachers will be expected to engage as professionals, including contributing to discussions, sharing resources, asking thoughtful questions and enhancing the overall understanding of the profession with your peers.

Connecting School Experience to Seminar:

- 1) Reflective Journal
- 2) Small-group discussion of professional inquiry project
- 3) Peer feedback based on 3 5 minute recordings of a lesson shared with a partner.

Field Experience

During FE 700 Pre-Service Teachers will be required to give evidence that they have met or exceeded expectations relating to the BEd Program's Ten Core Competencies drawn from the Government of Alberta Ministerial Direction, 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta, and the descriptors of Knowledge, Skills and Attributes Related to Interim Certification. Written evaluation of the Pre-Service Teacher Teacher's achievement of expectations will be completed by both the Partner Teacher and the University Consultant and shared with the Pre-Service Teacher.

It is the aim of the course that students acquire the following skills:

1. *Build affirmative relationships with students in schools.*
2. *Apply theories of curriculum, learning, and assessment, to the development of programs*
3. *Build learning communities.*
4. *Design lesson or unit plans utilizing teaching strategies that foster student inquiry.*
5. *Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.*
6. *Engage in shared praxis.*
7. *Design and implement programs that incorporate attention to cultural realities and diversities.*
8. *Understand critical and creative thinking as essential to learning in all programs.*
9. *Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education Program.*
10. *Address non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.*

The purpose of Field Experience is to provide Pre-Service Teachers (PST) a transitional teaching experience in preparation for a position as teacher over the duration of a 10-week practicum. The PST will gradually assume 100% of the classroom teacher's responsibilities, developing an understanding of *Curriculum Design and Program Development*. The on-campus portion of FE 700 will provide Pre-Service Teachers the opportunity to collaborate with their cohort regarding their professional inquiry project and their experiences in schools, encouraging them to engage in Shared Praxis, thus preparing them for their future position as a certificated teacher. They will experience the full life of a teacher, including curriculum design, program development, assessment, communication and management of expectations, with the guidance and support of their partner teacher.

Outcomes: to further develop the Pre-Service Teachers' knowledge, skills and attributes in the following areas:

- projecting a professional image
 - managing time and resources
 - navigating and effectively using ABEd documents such as Program of Studies and IPP's
 - unit and lesson planning
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- classroom management and removing barriers to successful learning
 - assessment, evaluation and communicating achievement
 - teaching contexts
 - effectively meeting the needs of all learners
 - professional development trends in education
 - developing meaningful opportunity for inquiry
 - further defining and articulating personal philosophy of education
 - entering the teaching profession in Alberta

Professional Inquiry

Pre-Service Teachers will be required to select a problem of practice to study as a Professional Inquiry. This Professional Inquiry will be rooted in your field experience, and supported throughout both terms. Using Seminar time, Moodle ([FE 700 Research](#)) and [Google Classroom](#), students will be guided through a Professional Inquiry. A Discipline of Noticing will be used to guide and frame professional development in an topic in education relevant to each pre-service teacher. Pre-service teachers will create presentations of learning for the Exit Thesis in April, and will be strongly encouraged to apply to present your Research Poster at the Ambrose Research Conference in the spring. The outcomes of the Professional Inquiry include identifying a problem of practice, collaborating with a professional learning network, engaging in scholarly research, applying research findings to classroom situations, observing changes in a classroom environment to evaluate effective practice, communicating research findings, presenting data and summarizing learning in a professional manner. For more information about the Inquiry, pre-service teachers should access [FE 700 Research](#) in Moodle.

Course Schedule:

Please note: half of each class will be reserved for small-group discussion related to professional inquiry projects and school-based experiences.

Seminar Session 1: Introduction

Overview of seminar schedule and discussion of expectations and conditions needed for success in both the seminar and the Field Experience. Review the part of the Field Services Handbook relating to FE 700 and Ten Core Competencies. Exploring our own biases in relation to the Competencies and their professional identity. How do each of us situate ourselves as learners, guests in a classroom and educators.

Seminar Session 2: The Child as Learner

Discussion of Maslow's Hierarchy of Needs, stages of intellectual and affective development, relationships, power and control, teaching as a moral enterprise. How do teachers set the tone in a classroom? Positive behaviour supports (environmental, verbal, sensory), functions of behaviour (developmental vs. trauma), positive behaviour support plans, use of restraints and time-outs, parent communication.

Seminar Session 3: Program Development

Making connections: principles of learning, curriculum, program development, and creating a classroom learning environment.

Seminar Session 4: Assessment of Learning

Formative and summative assessment, standardized assessment, understanding and interpreting results, learner and classroom profiles, IPP's, report cards, and other methods of communicating with parents.

Seminar Session 5: Effective Management Skills

Data management (attendance, student progress), time management (effective classroom delegation), stress management (life/work balance, interacting with others in difficult situations, the art of tact and diplomacy), and the value of a mentor.

Seminar Session 6: Check-in

Open class for questions, concerns, requests for help. Sharing insights and lessons learned to date. What are the similar

threads in the various classrooms/schools? What makes a classroom/school unique?

Seminar Session 7: Educational Technologies

SMART Board technology, assistive technology and software, other uses for technology in education.

Seminar Session 8: Collaborative Models: It Takes a Village

Teacher-parent-child, school community including administration, school board and community resources and supports (English as a Second Language, Family Violence, Family Support for Children with Disabilities(FSCD), Child and Family Services (CFS) Alberta, Children's Hospital (ACH).

Seminar Session 9: Teacher as Professional

ATA Code of Professional Conduct, Alberta Education School Act and Regulations (Teaching Quality Standard)
ATA guest speaker

Seminar Session 10: Marketing for a Career in Education

Resume development, e-portfolio, interview skills, Principals'/Hiring Boards' perspectives.

Seminar Session 11: FE 700 Call Back

Opportunity for cohort and faculty to discuss successes and challenges of the Field Experience and Seminar. The Call Back is mandatory; students are requested to take the time to thoughtfully reflect on their experience, what went well and how it could be made better. This benefits the BEd program development by providing the faculty insight into what is working and what needs modification.

Requirements:

The Seminar is based on shared praxis, collaboration, reflection and conversations regarding success in the field experience. ***Attendance at each session is required.*** In order to support the professional development of every member of the cohort, participation and respectful discourse are expected. If a session must be missed, it is expected that the instructor will be informed prior to class and the student will complete a task that demonstrates understanding of the topic covered in class.

Completion of all Moodle and Google Classroom tasks by Friday at 5 pm for each week is required. These tasks will facilitate the completion of the Research Poster, and should be done with that end in mind.

A minimum of 3 reflections per week is required during field experience. These reflections are to be shared with your partner teacher and university consultant by Friday at midnight to give each time to read them and respond if required. These reflections inform the university consultants feedback and conversations during observation visits.

Lesson plans/task designs must be completed to the requirements of a preservice teacher. Lesson plans/design tasks for lessons that will be observed and discussed with the university consultant must be shared 24 hours prior to the university consultant's observation.

All tasks assigned by the partner teacher must be completed to the requirements of the partner teacher. This includes any tasks that enhance a pre-service teacher's understanding of the program development and teacher responsibilities.

Attendance:

Attendance at each session and your field experience is required. A maximum of 2 days may be missed over the Field Experience (both in the field and in seminar). Unanticipated exceptions will be discussed and reviewed by the Partner Teacher, University Consultant and Director of Field Experience.

Grade Summary:

There are no examinations of a formative or summative kind in this Seminar. Success will be based on the demonstration of professionalism, including attendance, engagement, reflection and collaboration as assessed according to the rubric below. FE 700 is a **pass/fail** course. Each Pre-Service Teacher will receive a grade (see below) and a supporting comment as required based on attendance and in-class participation.

The Professional Inquiry will be assessed as 15% of the Exit Thesis. The 15% will be based on 2 components: A research poster and integration of the professional inquiry into the Year Plan. Thus will be further defined in the Exit Thesis handout.

Professionalism Assessment Rubric used for Course Grading *

Grades:

Meets requirements

Working toward meeting requirements

Unsatisfactory progress

Evidence of Professionalism during SEM include evidence such as:

Attended class and arrived on time

Completed the assigned readings; came to class prepared

Engaged in class discussion/online forums

Acted in a professional manner as per Competency 9

Contributed documents to cohort resources

*Please see Field Experience Handbook for detailed rubric descriptors

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other

Social Media I use related to the teaching:



Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office

in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.