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**Education 5500A: Understanding Professional Practice and Development**

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**MTWRF:** 1 – 3:50pm; **L1168**

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**Calendar Description**

An introduction to a broad variety of methods in which knowledge and understanding of professional practice and professional development can be enhanced and applied through field studies for professionals in education and education-related contexts in community settings.

**Course Objectives**

Upon successful completion of this course, students will be able to:

1. Analyze professional learning opportunities with respect to the effectiveness or ineffectiveness of the event;
2. Use current theories of professional development to develop an action plan for their context; and
3. Develop a personal theory of professional growth that incorporates research based practices and attention to issues in educational change.

**Required Resources**

There is no required text for this course. All readings will be assigned via Moodle or provided in class.

**Evaluation**

All assignments will be submitted by Midnight on the evening of the due date. Assignments will be submitted to Moodle via the assignment dropbox. The course evaluation will consist of the following summative assessments:

**Professional Development Critique:** For this assignment you will describe and critique existing practices in professional development or professional learning. As potential leaders among practitioners, identifying and critiquing practices is a critical element in identifying and engaging in effective practice.

You will identify, thoroughly describe, and critique one professional development activity that you have either participated in or facilitated. With this activity,

- a. Analyze the event by identifying at least five aspects of the activities that are supported or not supported by current research concerning effective professional learning. Make specific references to published, refereed research. A t-chart or other representation may be used to display the analysis
- b. Summarize the critique by making recommendations for future practice
- c. Document should be 3 – 5 typed, double spaced pages in length.

Assessment Criteria:

**Critical Evaluation:** The description of the professional development activity is clear and the critical evaluation provides sufficient detail and support from appropriate literature.

**Recommendations:** The recommendations are defensible and well supported with reference to appropriate literature.

**Polish:** Your paper is well organized, highly polished, and utilizes APA style effectively.

**Professional Learning Action Plan:** You will develop a concrete and specific action plan that you envision implementing in your fall internship (approximately 5 – 10 pages double spaced). The action plan will present the steps that will engage in over the next semester to support colleagues in implementing a new initiative or continuing with one that is currently in place. Your action plan will also include a rationale of the choices you made with explicit reference to literature.

Assessment Criteria:

**Plan:** The action plan is clearly described, incorporating specific steps or actions that could be undertaken to support the professional learning initiative.

**Argument:** The rationale behind your action plan is clearly articulated and well supported with reference to appropriate literature.

**Polish:** Your paper is well organized, highly polished, and utilizes APA style effectively.

**Professional Development Theory Paper:** In the final week of the course you will complete a 10-page paper (double spaced) that draws together everything you have

learned this semester from your courses. The focus question for this paper will be "Identify and discuss key issues in leading the development of high quality, rigorous professional learning in schools."

Assessment Criteria:

**Argument:** Key issues are clearly articulated and thoroughly explained.

**Theoretical assumptions:** Your paper defines theoretical assumptions in a clear and focused manner.

**Theory into practice:** Your paper draws concrete links between the key issues you articulated and the choices you made in your professional learning action plan.

**Polish:** Your paper is well organized, highly polished, and utilizes APA style effectively.

The course evaluation will consist of:

	<b>Due Dates</b>	<b>Weights</b>
1. Professional Development Critique	July 7	30%
2. Professional Learning Action Plan	July 13	30%
3. Final Paper	July 19	40%

**Students with Disabilities Policy**

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

## **Final Letter Grades**

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

### **GRADING SCHEDULE FOR GRADUATE CLASSES**

<b>Numeric Value</b>	<b>Letter Grade</b>	<b>Grade Point</b>
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

## **Course Calendar**

<b>Monday, 4</b>	<b>Tuesday, 5</b>	<b>Wednesday, 6</b>	<b>Thursday, 7</b>	<b>Friday, 8</b>
5550 Afternoon (Richelle)	5550 Afternoon (Richelle)	5550 Afternoon (Richelle)	5550 Afternoon (Richelle)	5500 Morning (Richelle) Combined with EDUC 5510
<b>Monday, 11</b>	<b>Tuesday, 12</b>	<b>Wednesday, 13</b>	<b>Thursday, 14</b>	<b>Friday, 15</b>
5550 Afternoon (Richelle)	5550 Afternoon (Richelle)	Assessment Challenge Day With all other M. Ed. Students in Curr Lab	5550 Afternoon (Richelle)	5500 Morning (Richelle) Combined with EDUC 5510
<b>Monday, 18</b>	<b>Tuesday, 19</b>	<b>Wednesday, 20</b>	<b>Thursday, 21</b>	<b>Friday, 22</b>
5550 Afternoon (Richelle)				

## **Student Conduct**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs))

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

*ATA Code of Professional Conduct*

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

*Standards of Professional Conduct for Master of Education Students:*

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>