

University of Alberta
Faculty of Education
Proposed Vision Statement and Curriculum Framework
for the B.Ed. Program

Submitted by the Curriculum Framework Committee

April 28, 2008

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Preamble

The Curriculum Framework Committee¹ presents the following proposals to be considered for approval at the Faculty of Education Council meeting on May 6th 2008. This is the fourth draft of the CFC's proposals for a vision statement and a curriculum framework for the mandatory components offered by the Faculty of Education as part of its B.Ed. program. These proposals take into account the responses to the widespread consultation processes regarding the November 23rd, December 16th, and March 10th drafts.

This is the next stage in a review of the Faculty of Education's B.Ed. program that was initiated by UAAC in 2003/2004. Details of the process leading up to the formation of the CFC and the work of the CFC, including consultation processes, over the past eight months, are outlined in Appendix A (Background).

The CFC's thinking about a vision statement and a curriculum framework has been guided by colleagues' earlier contributions, especially the *Statement of Principles* (Appendix B) and the *Undergraduate Program Review Report* (posted on the CFC wiki), and informed by pertinent contemporary scholarship, policy, and examples from other universities. In keeping with those sources, the committee's proposals are intended to outline a coherent, developmental B.Ed. program that is grounded in a vision and principles and enabled by specific organizational arrangements (cf. Darling-Hammond, 2006; Hoban, 2005; NAE, 2005; *Statement of Principles*, 2006; UPRR, 2007).

Proposed Vision Statement

The CFC began its work by developing and revising a draft vision statement derived from the principles. The initial vision statement was drawn out of the *Statement of Principles* (Appendix B), using the language of the principles, wherever possible. Taking into account the feedback received, the CFC is now proposing a shorter version that remains closely aligned with the principles.

The Bachelor of Education (B. Ed.) program offered by the University of Alberta's Faculty of Education provides a wide range of learning experiences that prepare our students to become excellent beginning teachers while initiating a life-long process of professional learning and inquiry. Our program is grounded in and integrates scholarly research; fosters engagement with many worldviews; promotes critical thinking, creativity, and caring; encourages students to be attentive to their responsibilities as world citizens; and develops their identities as members of a complex and changing profession.

¹ During the summer of 2007, the Steering Committee appointed the members of the CFC. Norma Nocente was named Chair and Beth Young (professor emerita) was contracted, on a part-time basis, as Vice-Chair to assist CFC with its work. The department/unit representatives during the fall term were Susan Gibson (Elementary Education), Florence Glanfield (Secondary Education), Rob Klassen (Educational Psychology), Rob McPhee (Undergraduate Student Services) and Janice Wallace (Educational Policy Studies). Catherine Gramlich (Summer 2007) and Sol de los Santos (Fall 2007) provided research and record-keeping assistance.

Since January 2008, the department/unit representatives have been Carol Leroy (Elementary Education), Florence Glanfield (Secondary Education), Heidi Julien (School of Library and Information Studies), Rob Klassen (Educational Psychology), Rob McPhee (Undergraduate Student Services) and Randy Wimmer (Educational Policy Studies). Man-Wai Chu is providing record-keeping and editorial assistance for most of this period; Auriana Burns acted as recorder, in Man-Wai's absence, for one marathon meeting.

Proposed Curriculum Framework

The proposed Curriculum Framework identifies a set of mandatory components for the Faculty's B.Ed. program. The mandatory program components would be required as part of every B.Ed. student's program experience, regardless of route or location. Other dimensions of a student's B.Ed. program, over all, could include both out-of-Faculty coursework and options that are offered within the Faculty. However, our curriculum framework deals only with the mandatory components for which the Faculty of Education is responsible.

This curriculum framework is grounded in two preceding documents that were approved by the Faculty of Education Council: (1) the February 2006, *Statement of Principles* and (2) the recommendations from the February 2007, *Undergraduate Program Review Report*. The CFC's proposed framework is the next phase in the Faculty's curriculum development process, preceding program and course design.

The Components

For working purposes, the CFC defines a "component" as a broadly defined conceptual category that is a "constituent part" (Random House Webster's Unabridged Dictionary 2nd Ed, 2001, p. 419) of a whole. The program components do not necessarily correspond to 3-credit courses. These components might be subdivided, combined, integrated, or infused throughout the program in any number of ways – as/within courses, portions of courses, and other learning experiences.

The proposed mandatory program components are, in alphabetical order:

- Aboriginal/Indigenous Knowledge Systems, Histories and Contemporary Developments in Education
- Assessment and Evaluation
- Contexts of Professional Practice
- Critical Digital and Information Literacies
- Developing Language and Literacy Across the Curriculum
- Field Experience
- Human Development: Theory and Practice
- Introductory Overview
- Learning, Motivation, and Instruction: Theories and Practices
- Special Education: Theories, Policies, and Practice
- Synthesis & Integration
- Teacher Identity
- Teaching and Learning Within Subject Areas
- Teaching Diverse Learners

There are also two proposed mandatory organizational components. They address

- B.Ed Program & Course Coordination
- Workload Allocation

Purpose, Description, and Rationale

Beginning on p. 7, each of the components of this framework is elaborated through a purpose, description, and abbreviated rationale for including that component. The committee has deliberately

chosen not to include definitions of terms in the descriptions of the components because we recognize that definitions themselves are contested and may, in themselves, become considerations for study within the component. Therefore, in each component, differing ways of understanding terms and concepts would be considered. Likewise, although CFC has suggested possible topics, the committee has kept the descriptions intentionally general. If approved, the components would be developed more fully by expert groups in the next phase of the curriculum development process (see recommendations under Program Design Considerations below).

Each rationale identifies the principles that the CFC is aiming to address through that component; the pertinent recommendations for action from the Undergraduate Program Review Report; and relevant clauses of the *Alberta Teaching Quality Standard (Appendix B)*. Depending on the component, the rationale may also make reference to the 2006 Faculty of Education Academic Plan; teacher education research; policy statements such as the Association of Canadian Deans of Education (ACDE) Accord on Initial Teacher Education; CMEC and ATA position papers; the U of A's Dare to Discover and Dare to Deliver; and examples from other universities. The detailed rationale, which is posted in the wiki, includes quotations from some of these sources.

Components, Interconnectedness, and Coherence

While the components are presented individually, they are interconnected – the components all interact with and inform one another. It is through attention, in program design and delivery, to all of these components that positive learning environments and student engagement will be addressed. For that reason, the CFC has not proposed a component called student engagement, classroom management, or related terms. The multiple constructs underlying each of these terms are embedded in several components where they can best be developed and connected across the program.

The combination of three particular components is intended to bring coherence to this Faculty's large pre-service program. They are (1) an Introductory Overview component; (2) a Synthesis & Integration component; and (3) a Field Experience component. There is overlap and complementarity among these components. They are intended to facilitate the implementation of a spiral curriculum in which topics are introduced in a component such as the Introductory Overview and re-visited in other components, including experiences in the field, thus offering possibilities for Synthesis & Integration.

Undergirding all of this are the enabling components, which involve specific, necessary organizational arrangements. These components are (1) a stronger Faculty-wide coordination mechanism for the pre-service program; and (2) a more flexible approach to teaching workload allocation.

Program Design Considerations

If the Faculty agrees to the mandatory components that the CFC has proposed, the next steps will be to revise the existing B.Ed. program based on these components and to plan for implementation.

This will involve addressing a variety of questions, many of which were raised at the November 30th retreat when participants considered sample program design charts. Issues include the relative weighting and combination of components as courses and other learning experiences, as well as the sequencing of components/courses to achieve a developmental, iterative program. The program design would need to take into account such issues in relation to available resources.

In addition to the creation of a Curriculum Implementation Committee (now being considered by UAAC)

the CFC does have two major recommendations for next step. These recommendations are intended to capitalize on the widespread interest in participating in the renewal of the B.Ed. program that has been expressed across the Faculty. The recommendations are as follows:

1. UAAC/CIC should do a comprehensive inventory of pertinent faculty and staff expertise pertaining to the components, because expertise related to various components exists in a variety of locations within the Faculty.
2. Subsequent to the inventory, UAAC/CIC should make widespread use of “expert” cross-departmental working groups for planning, design, coordination, and delivery of the program based on the mandatory components of a Curriculum Framework, including courses and other program experiences. Coordination across the working groups would be necessary. In the early stages of program design:
 - These groups would refine the titles, descriptions, and rationales for the program components
 - These groups might also identify outcomes for the components and within those identify priorities

PROGRAM COMPONENTS

Aboriginal/Indigenous Knowledge Systems, Histories and Contemporary Developments in Education

Purpose and Description

In this component, pre-service teachers will have opportunities to increase their knowledge about, and understanding of, the various histories and contemporaneous knowledge systems of Canada's distinct peoples and diverse populations. The foundation of this component rests on traditional theories of learning (Aboriginal/Indigenous and Western academic) and introduces Aboriginal/Indigenous knowledge systems in relation to the teaching, learning, and social contexts of contemporary student populations. Pre-service teachers will be invited to not only learn about, but also engage in, traditional Aboriginal/Indigenous ways of teaching and learning, as suggested by Williams & Tanaka (2007), for example, "mentorship and apprenticeship learning; learning by doing; learning by deeply observing; learning through listening; telling stories and singing songs; learning in a community; and learning by sharing and providing service to the community."

Our faculty acknowledges the importance and significance of enacting Aboriginal/Indigenous perspectives and knowledge systems in the multiple and diverse educational contexts across the curriculum of teacher education. This enables pre-service teachers to develop an understanding of the schools in which they teach, and the province and country in which they live. It is our goal that our graduates will become leaders in creating school environments that contribute to the success of all learners, and particularly that they are active in reversing the historical trend of schools failing Aboriginal learners.

Rationale

Statement of Principles

- 2.1; 2.2; 2.7; 3.1 - 3.4; 4.1 – 4.3

Undergraduate Program Review Report

- the undergraduate program requires curricular components that address the history of Canada from an Indigenous/Aboriginal perspective (p. 33); traditional theories and forms of Indigenous/Aboriginal education (p. 33); the needs of Aboriginal students (p. 14) & awareness of those needs (p. 26)
- the program should incorporate Aboriginal perspective and content into pre-service materials and teaching methods; and should provide in-service training (p. 26)
- ...the program itself can gain new knowledge and build a database of information on how to better prepare Aboriginal teachers (p. 32)
- there should be more compulsory education components to adequately prepare teachers to teach in today's diverse world (pp. 32-33); these components should include both hands-on strategies for adapting curriculum and a cultural sensitivity/awareness component eg. special needs, Aboriginal education, ESL
- in-depth coursework on diversity & equity (p. 13)
- ...a broader view of inclusion is required, inc. cultural awareness & foundational ed course/s (p. 21)
- there are few...opportunities for students to examine considerations of world citizenship & other worldviews....(p. 21)

Teaching Quality Standard

- 2g; 2h; 2i; 2l; 2m

Other References

- *Faculty of Education Academic Plan (May 31, 2006)*
 - ❖ “In order to be more comprehensive and inclusive in addressing Aboriginal education, the Faculty plans to infuse Aboriginal perspectives and issues across curriculum in the BEd program. Aboriginal education will not be a strand separate from ‘regular’ programming but will be integrated into all of the Faculty’s endeavours. Aboriginal academic staff members will be hired into all departments across the Faculty. Their research will engage all areas of education. With credibility, honesty, and through ongoing collaboration with First Nations, Metis and Inuit communities, we will raise the understanding and involvement of all staff and students in areas related to Aboriginal education” (p. 7).
- *Dare to Discover, 2006*
 - ❖ Connecting Communities: Engage with, serve, and draw strength from the diversity of our external communities, in particular Aboriginal, Franco-Albertan, multicultural, rural, and northern communities.
 - ❖ Talented people: Improve access for rural, Aboriginal, and non-traditional students through partnerships with colleges and by linkages with high schools across the province and improve affordability by enhancing bursaries and scholarships.
- *Dare to Deliver, 2007*
 - ❖ “Community Engagement” in this plan works in two ways. First, it speaks to the kind of relationships we want to cultivate between the University of Alberta and external communities: certainly those within the Province of Alberta and the City of Edmonton, but also, in particular, Aboriginal and international communities. We are ideally situated to address Northern and Aboriginal issues, and have a presence in and a responsibility to rural Alberta” (p. 17).
 - ❖ To engage communities near and far, we will: “improve access to the U of A for rural, Aboriginal, and non-traditional students through partnerships with colleges across Alberta and the North. Support cross-Faculty programs of study for rural and Aboriginal engagement. Hire and support Aboriginal recruiters. Begin work to build or designate an Aboriginal gathering place” (p. 18).
- Council of Ministers of Education (2002), Best Practices in Increasing Aboriginal Postsecondary Enrolment Rates, p. 1
- Council of Ministers of Education (2005), Backgrounder on the CMEC Aboriginal Education Action Plan), p. 2
- Recommendation 3.5.18 (re teacher education programs), Report of the Royal Commission on Aboriginal Peoples, 1996; Our Children – Keepers of the Sacred Knowledge: Final Report of the Minister’s National Working Group on Education (2002)
- Williams, L. & Tanaka, M. (2007). Schalay’nung Sxwey’ga Emerging cross-cultural pedagogy in the academy. *Educational Insights*, 11(3). [Available: <http://www.ccfi.educ.ubc.ca/publication/insights/v11n03/articles/williams/williams.html>]

Assessment and Evaluation

Purpose and Description

The purpose of this component is to help pre-service teachers understand the nature and role of student assessment and evaluation. Pre-service teachers will develop knowledge, skills and attributes that contribute to a teacher's ability to make informed professional judgments of student work and performance. This component recognizes that pre-service teachers need to learn to develop, adopt or adapt a wide variety of assessment strategies and tools (e.g., observation, portfolios, tests, performance tasks, peer and student self-assessment) to support student learning. This includes developing skills in the analysis of assessment data, including the results from large-scale assessment. Pre-service teachers will consider students' backgrounds and learning experiences when selecting and/or developing assessment tools, and when interpreting assessment data. Pre-service teachers will also learn about goals and objectives of assessment and evaluation; limitations of various assessment practices; language of assessment and evaluation; relationships among teaching, learning, and assessment; ethics and politics of assessment; types of assessment; and constructing reliable and valid tests. Finally, pre-service teachers will also learn how to communicate effectively with students, parents, colleagues, and professionals throughout the assessment process.

Rationale

Statement of Principles

- 2.4

Teaching Quality Standard

- 2k; 2l

Other References

- INTASC Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- Alberta Education (2006). *Effective Student Assessment and Evaluation in the Classroom: Knowledge, Skills and Attributes*
- Shepard, Hammerness, Darling-Hammond, Rust, Baratz Snowden, Gordon, Gutierrez, Pacheco (2005)

Contexts of Professional Practice

Purpose and Description

This component will assist pre-service teachers in understanding a variety of contexts at the local, national, and global levels that shape teaching-related policies and practice. It is composed of multiple bodies of knowledge, encompassing both the broader contexts of professional practice and more specific contexts that guide and shape the professional practice of teachers in schools and in the broader field of education.

By engaging with historical, philosophical, social, global, ethical, moral, legal, economic, and political perspectives, pre-service teachers will develop professional knowledge that enables them to exercise well-informed professional decision making and judgement in their teaching practice. In addition, beginning teachers will be able to participate knowledgeably and critically in public dialogue about the aims, goals, outcomes, and future of schooling.

In addition, global education will help beginning teachers to develop a sense of social responsibility by introducing a multi-disciplinary awareness of globalization and global-local connections. Beginning teachers would develop an awareness of the complexity and complication of their own location in relation to a globalized and globalizing world. Citizenship education and global citizenship education would engage students in understanding the rights, responsibilities, benefits and burdens of sharing a world.

Given that teaching is both complex and evolving, the breadth of this component is far reaching. It would include the organization of schooling in Canada; differentiating between education and schooling; understanding how philosophical frameworks (e.g., traditionalism vs. progressivism) influence contemporary educational initiatives; contested purposes of education in pluralistic, democratic societies; knowledge of inclusive practices and policy related to diversity and equity in schools; teacher/student rights and responsibilities (including the Code of Professional Conduct and the School Act); roles (e.g., Ministry, Alberta Teachers' Association, boards of education, etc.); relationship between teachers and the law (e.g., The Charter, Youth Criminal Justice Act); safe and caring learning environments; geographical contexts (e.g., rural, inner city, international); teachers' work with school administrators, parents, and the community; teachers' personal and professional lives; teacher leadership and ongoing teacher education and development.

Rationale

Statement of Principles

- 1.5; 2.1; 2.2; 3.1 – 3.4; 4 Preamble; 4.1 - 4.3

Undergraduate Program Review Report

- Offer compulsory coursework in sociology, history and philosophy of education (p. 13).
- there should be more compulsory education components to adequately prepare teachers to teach in today's diverse world (pp. 32-33)... in-depth coursework on diversity & equity (p. 13).
- Infusing foundations into the program will provide opportunities to discuss globalization and citizenship education (p. 17).
- There is no plan to engage students in discussion of teaching as a context-bound social achievement nor are there meaningful opportunities for students to process experiences collegially (p. 20).
- The program curricula require a broader view of inclusion, including cultural awareness and

foundational education course/s....There are few or no opportunities for students to examine considerations of world citizenship and other worldviews.... [or to] develop [a] sense of social responsibility as teachers. (p. 21).

Teacher Quality of Standard

- 1; 2a; 2b; 2g; 2h; 2l; 2m; 2n; 2o

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ An effective initial teacher education program envisions the teacher as a professional who observes, discerns, critiques, assesses, and acts accordingly.
 - ❖ An effective initial teacher education program encourages teachers to assume a social and political leadership role.
 - ❖ An effective initial teacher education program cultivates a sense of the teacher as responsive and responsible to learners, schools, colleagues, and communities.
 - ❖ An effective initial teacher education program promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities.
 - ❖ An effective initial teacher education program engages teachers with the politics of identity and difference and prepares them to develop and enact inclusive curricula and pedagogies.
 - ❖ An effective teacher education program ensures that beginning teachers understand the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral) and the nature of learning.
- *Faculty of Education Academic Plan*
 - ❖ In order to be more comprehensive and inclusive in addressing Aboriginal education, the Faculty plans to *infuse Aboriginal perspectives and Issues across the curriculum* in the BEd program.... (p. 7)
 - ❖ The Faculty of Education must prepare teachers to value diversity in their classrooms and to be both inclusive and responsive to the diverse needs of learners through culturally-informed pedagogy, a commitment to diversity related research, and public advocacy/service to diverse communities.... Schools today are more diverse places than they were twenty years ago. (p. 10).
- Bredo (2005)
- Beadi (1996)
- Cochran-Smith (1991)
- In addition, a similar component is reflected in the curriculum frameworks of Stanford and York.

Critical Digital and Information Literacies

Purpose and Description

Pre-service teachers should acquire a solid understanding of why, when, where and how to use technologies for supporting, extending and enhancing teaching and learning in the subject areas taught in schools. Pre-service teachers will develop digital and information literacies, increase their understanding of the importance of developing those same literacies in students, and begin to understand and act on the many facets of digital citizenship. Topics would include learning theories as an influence on technology infusion; models of effective use of technology (including attention to ethics, philosophy, sociology and psychology of technology use); developing skills with a variety of technologies within the context of the various subject areas; digital citizenship; ethical attitudes towards the use of technologies and use of information; interpretive strategies for a range of texts and media; and planning for and enacting subject specific and appropriate technology infusion in subject specific ways. Pre-service teachers need to connect technology and its use with critical thinking and the development and exploration of ideas (problem solving).

Rationale

Statement of Principles

- 2.5; 2.6

Undergraduate Program Review Report

- students said not enough use of technology in courses (p. 3)
- some survey respondents questioned the value of a stand-alone technology course (p.18)

Teaching Quality Standard

- •2j

Other References

- *Faculty of Education Academic Plan (2006)*
 - ❖ students need educational experience that enable them to find their technological feet in useful civic and professional ways
 - ❖ explore and demonstrate kinds of pedagogical adaptations needed for teaching and learning with technology
 - ❖ develop new technology and information literacy courses in emerging technologies
- Alberta Teachers' Association Position Paper: Technology and Education (2007): teacher should use technology for its unique attributes and not in ways that replicate what face-to-face teaching can do as well or better; expose students to real-world problems, place learning in relevant context; enable students to visualize data in concrete form; manipulate variables in experiments; represent and communicate knowledge using multimedia, online collaboration and communication, virtual field trips, increased motivation, assist students with special needs
- National Forum on Information Literacy (NCATE, 2006)
- Ribble & Bailey, (2007), digital citizenship
- Bransford, (1999)
- Jonassen, Howland, Moore, & Marra, (2003)
- Crocco, (2001)
- Duffy & Cunningham, (1996)
- Gibson & Oberg, (1998)
- Ross, Hogaboam-Gray & Hannay, (2001)

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- Windschitl & Sahl, (2002)

Developing Language and Literacy Across the Curriculum

Purpose and Description

Definitions of “language” and “literacy” are always open to interpretation and definitions of literacy, in particular, are ideologically laden (Freire, 1987; Gee, 1996; Moje, 2007; Street, 2003, UNESCO, 2004). Regardless of how they are defined, there is general agreement that language and literacy development are central to the learning process at all levels of education, and teachers must have a critical understanding of what it means to be literate in our rapidly changing society. It is within the context of this critical understanding that this component focuses on ensuring that all students, both native and non-native English speakers, have opportunities to become effective users of oral and written language.

In preparation for teaching students from diverse linguistic backgrounds, graduates of the program will have an in-depth knowledge of the nature and features of oral and written language; understand the diverse ways oral and written language are learned and used in homes, communities, and schools; be familiar with strategies for supporting students’ English language and literacy development across the curriculum; and be able to monitor student growth in English language and literacy. They will be able to design opportunities for students to broaden their repertoire of language use to include academic conventions and subject-specific literacies, while at the same time recognizing the limits of academic discourses and forming a critical understanding of their privileged status in contemporary society, and of how language and literacies are related to ways of knowing. They will ensure that all students have the ability to make effective use of English language and literacy in a variety of academic and non-academic contexts.

For their work with English Language Learners (those for whom English is not the first language), pre-service teachers will learn how to adapt instruction to meet the needs of English language learners for both curriculum content and language learning; make use of family, community and school resources to support English Language Learners; and appreciate the importance of supporting their students’ first language and culture while respecting the relationship between language and identity.

Rationale

Statement of Principles

- Literacy is absent in the principles yet prominent in the teacher education literature; however, the need to attend to second language acquisition is derived from Principle 4.

Undergraduate Program Review Report

- students in elementary and secondary education should be better prepared to teach reading (p. 32)
- lack of preparation in the teaching of reading (p. 15)
- teacher preparation in the elementary program needs to be strengthened in Language Arts (p. 32); literacy education (p. 16)
- there should be more compulsory education components to adequately prepare teachers to teach in today’s diverse world (pp. 32-33). eg. special needs, Aboriginal education, ESL

Teaching Quality Standard

- 2a; 2m

Other References

- *Faculty of Education Academic Plan (2006)*
 - ❖ Diversity, Difference, & Issues of Integration: calls for an increase in positions in ESL. These individuals along with our current staff would be able to provide partial support for this component.

- *ACDE Accord on Initial Teacher Education*
 - ❖ understand the nature of learning; and have sound knowledge of subject matter, literacies, ways of knowing and pedagogical expertise

National Academy of Education (2005). pp. 12-14

- Stanford University Conceptual Framework for Professional Education, p.11

Field Experience

Purpose and Description

This component would provide all pre-service teachers with a number of opportunities throughout their program to work with children and youth, learn from experienced teachers, and gain an understanding of school/community contexts for teaching and learning. These would be presented as a continuum moving through various phases – observation, one-on-one/small group assistance, teaching small groups, teaching and planning short term and longer-term learning experiences – gradually taking on full responsibility for teaching. The foundational premise upon which all of these practice-based programs are based is that authentic and deep learning occur when pre-service teachers apply relevant knowledge and skills to solving real-life problems encountered by actual practitioners in the field (Renzulli, Gentry, & Reis, 2004). Through an inquiry orientation and reflection on teaching and learning, pre-service teachers would have various opportunities to explore the interplay between theory and practice. These school and community experiences, in local, regional and international locations, would include ones that are set up formally, ones that are included in course work, and a variety of community service learning possibilities.

Rationale

Statement of Principles

- 5, Preamble & 5.1 – 5.7

Undergraduate Program Review Report

- the field experience is not interconnected with coursework on campus and thus contributes to the theory-practice gap in the program (p. 14)
- the program lacks a field experience component early in the student's program. In addition, the total number of weeks spent in the field is the lowest in the province when compared to other faculties of education. (p. 14)
- Recommendation: the field experience component of the program should be lengthened and include a field experience early in the student's program. In addition, in an effort to bridge the theory-practice gap, there should be opportunities to relate class work to university coursework. (p. 32)
- Recommendation: provide an on-campus component after practicum placements.... initial certification is only the first step to becoming an excellent teacher (p.32).

Teaching Quality Standard

- 2a; 2b; 2c; 2d; 2e; 2f; 2g; 2h; 2i; 2j; 2k; 2l; 2m; 2n; 2o; 2p

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ An effective initial teacher education program involves partnerships between the university and schools, interweaving theory, research, and practice and providing opportunities for teacher candidates to collaborate with teachers to develop effective teaching practices.
 - ❖ An effective initial teacher education program provides opportunities for candidates to investigate their practices.

- *Faculty of Education Academic Plan (2006)*
 - ❖ the Faculty will coordinate, enrich, and extend its research and programs in international communities. We will take major steps to increase the number of our students who have international experiences and the number of international students studying with us.

- Hamnerness (2005), pp. 366, 377, 379
- Britzman (2003), p. 223
- Darling-Hammond (2006a), pp. 302 - 305
- Phelan (2005), pp. 58, 60
- Russell (2005), pp. 135, 141
- Kutcy and Schultz (2006), pp.79-85
- Levine (2006), p. 81

Human Development: Theories and Practices

Purpose and Description

The purpose of this component is to help pre-service teachers understand how children and youth from a diversity of backgrounds develop and how teachers can provide appropriate learning opportunities that support students' intellectual, cultural, social, moral, physical, creative, and psychological development. Pre-service teachers will develop understanding of various theories of child and adolescent development; application of developmental theories to teaching; research approaches for studying child and adolescent development; theoretical perspectives on the relationship between development and learning in and outside of the classroom; biological and cognitive foundations; various formations of cultural, gender, and sexual differences; family relationships and constructions; social and moral development; community support for child and adolescent development; and current issues in childhood and adolescence, including students "at-risk"; and understanding youth cultures.

Rationale

Statement of Principles

- 2, Preamble; 2.7

Undergraduate Program Review Report

- Developing an understanding of child and adolescent development is a crucial component of teacher education yet it is not addressed in a significant way in the compulsory courses. (p. 19)

Teaching Quality Standard

- 2g

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ 9. An effective teacher education program ensures that beginning teachers understand the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral), and the nature of learning.
- *INTASC Principle #2* : The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Introductory Overview

Purpose and Description

This component is intended to (1) provide an introductory overview of the field of education, teaching, and learning and (2) to give students an opportunity to assess whether or not they want to pursue the teacher education program. Overall, the component would provide pre-service teachers with opportunities to begin the development of their identity as teachers; begin the exploration of educational issues and development of a personal educational philosophy; begin to understand Aboriginal/Indigenous and other knowledge systems and ways of knowing that influence education and society today; and begin to challenge prevailing beliefs and attitudes. Topics would be approached from “an inquiry stance” (Cochran-Smith, 2005, p.8), acknowledging that there are various ways of thinking about teaching, education, and learning. Topics might be framed as questions accompanied by various scholarly responses to those questions. This component would include associated field experiences in schools and other related settings.

Rationale

Statement of Principles

- 1, Preamble; 1.1; 1.2; 1.5; 2.1; 3.1 - 3.3; 4.2; 5.3; 5.7

Undergraduate Program Review Report

- efforts to integrate courses across subject areas should be valued & facilitated to a far greater extent (p. 25)
- students need structured activities to discuss the complexities of teaching (p. 17)
- the program should include a field experience early in the student’s program (p. 32)

Teaching Quality Standard

- 2a; 2b; 2c; 2e; 2g; 2h; 2i; 2n; 2p

Other References

- *Faculty of Education Academic Plan (2006)*
 - ❖ the Faculty’s current strengths re “Enhancing the Student Experience” include...”research-based programming and active researchers teaching in the undergrad program” (p.17)
- Darling-Hammond (2006b), p. 97; Appendix C, Teacher education program structures
- York University proposal (March 29, 1999)

Learning, Motivation, and Instruction: Theories and Practices

Purpose and Description

The purpose of this component is to help pre-service teachers understand various theories about what learning is and how it occurs, what motivates learners, and the associated instructional strategies that promote student learning. Topics would include individual differences in learning; theories of motivation and identity; learning abilities and learning problems; learning, culture, and gender; cognitive, behavioural and sociocultural views of learning; and the relationships among development, learning, and instruction.

In addition, pre-service teachers will learn how to create and sustain effective learning environments, through attending to 1) creating meaningful curriculum and engaging pedagogy to support learning and motivation, 2) developing supportive learning communities and relationships with students, 3) the planning and teaching of socially appropriate interactions in small and larger groups, 4) organizing and structuring the learning space, 5) diversity and social expectations for conduct in the learning environment, 6) organizing time, space and materials in subject-specific ways, 7) the politics of student resistance, and 8) teaching children who struggle with attention, behaviour and/or social interactions.

Rationale

Statement of Principles

- 2.2; 2.3

Teacher Quality Standard

- 2a; 2i; 2g

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ An effective teacher education program ensures that beginning teachers understand... the nature of learning.
- *The Interstate New Teacher Assessment and Support Consortium (INTASC) Principle #2*
- NAE (2005), p.7
- Schulman (1986)

Special Education: Theories, Policies, and Practices

Purpose and Description

The purpose of this component is to provide a strong core of knowledge, skills, and attitudes that will equip pre-service teachers to meet the learning and social needs of learners with a wide variety of educational needs. Pre-service teachers will understand how students differ in their approaches to learning and how to create instructional opportunities that are adapted to exceptional learners. In addition, pre-service teachers will develop an understanding of philosophical approaches to special education; attitudes of teachers and community; inclusive practices; knowledge of special needs and exceptionalities including giftedness, physical needs, and emotional and/or behavioural disorders; knowledge of policies and guidelines; learner characteristics (high and low incidence special needs); modifying and adapting curriculum; understanding and responding to exceptional behaviour issues; developing Individual Program Plans for learners with special needs; student engagement; working with other professionals (team building, collaboration, and communication); and assessment of students with special needs.

Rationale

Statement of Principles

- 4.3

Teaching Quality Standard

- 2e

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ An effective teacher education program promotes diversity, inclusion, understanding, (and) acceptance.
- *(Alberta Education) Standards for Special Education, Amended June 2004* requires school boards to identify and deliver effective programming for students with special education needs in grades 1–12.
- *(Alberta Education) Standards for Special Education*
 - ❖ 7. School boards must:
 - a. ensure teacher practice is in keeping with the Teaching Quality Standard
 - b. ensure teachers know and apply the knowledge, skills and attributes to accommodate individual differences for students with special education needs
 - c. support teachers' ability to monitor the effectiveness of their practices and adjust practices as necessary.
- *(Alberta Education) Standards for Special Education*
 - ❖ School boards must:
 - a. ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs
 - d. ensure principals identify teachers whose responsibility it is to coordinate, develop, implement, monitor and evaluate student IPPs
 - e. ensure the school has a process and learning team to provide consultation, planning and problem-solving relating to programming for students with special education needs
- *INTASC Principle #3*: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Synthesis and Integration

Purpose and Description

This component would provide systematic opportunities throughout the program for pre-service teachers to revisit topics that they first encountered early in the program and to do so in relation to field experiences, thus sustaining a sense of coherence and integration throughout the program. This component would include (1) exploring “theory-practice” and paradigmatic tensions, in a rigorous fashion, while reinforcing a critically reflective “inquiry stance” (Cochran-Smith, 2005, p.8), toward pre-service experiences; (2) emphasizing the development of teacher identity and the role of teacher as inquirer and researcher (Focus on Inquiry, 2004); (3) examining ways to create positive learning environments that foster student engagement; and (4) developing an integrative scholarly, reflective portfolio. This component has the potential to contribute significantly to students’ sense of belonging to a professional community, as they proceed through the program.

Rationale

Statement of Principles

- *Introduction; Principle 1, Preamble; 1.2; 1.3; 1.5; 2.2; 2.5; 3; 3.1 – 3.4; 5.6*

Undergraduate Program Review Report

- there is little emphasis/space (p. 19) in the program to help students develop a teacher identity (p. 14)
- students need structured activities to discuss the complexities of teaching (p. 17)
- there is a need for a course/work that develops a personal philosophy of education (p. 19)
- there is no planned approach to ensure all students see themselves as a part of a complex & evolving profession... teaching as context-bound...opportunities to process experiences collegially (p. 20) self-reflexivity....social & cultural positioning (p. 20)
- in an effort to bridge the theory-practice gap, there should be opportunities to relate class work to university coursework (p.32)
- provide an on-campus component after practicum placements (p. 32)
- *include....a research component [in a B.Ed. Honours, at least] (p. 35)*
- *the undergraduate program in the Faculty of Education prepares teachers for what purpose? (p.31)*
 - *the overarching goal should be one that distinguishes our program from others that exist in the province*
 - *eg. to be effective deliverers of the curriculum? or do we endorse social justice or some other focus*
 - *eg. preparing teachers to be researchers in and beyond their classrooms*

Other References

- *ACDE Accord on Initial Teacher Education*
 - ❖ Principles of Initial Teacher Education: An effective teacher education program.... supports a research disposition and climate that recognizes a range of knowledge and perspectives.... ways of knowing; engages teachers with the politics of identity and difference....cultivates a sense of the teacher as responsive and responsible to learners, schools, colleagues, and communities
- NAE (2005), pp. 6 (Figure 1.1), 43, 46, 49, 51, 52
- Darling-Hammond (2006b), pp. 97, 99, 224, 369 (Appendix C)
- Hoban (2005), pp. 80, 283
- Carson (2007), pp. 2, 3

- *Focus on Inquiry (2004)*

Teacher Identity

Purpose and Description

The pre-service teacher education program engages pre-service teachers in the process of understanding their evolving identities as teachers in relation with children and youth, colleagues, parents, administrators and the larger community. This component is emergent in the intersection of the other components. Throughout each course and overall experience in the pre-service teacher education program, pre-service teachers will have opportunities to view teaching as a moral, ethical, intellectual, emotional, political, and social activity and from this perspective explore the ways in which one's identity impacts one's engagement in the profession of teaching. Pre-service teachers will have opportunities to consider who they are as persons becoming teachers and the ways in which the various contexts in which they have lived, and do live, have contributed, and continue to contribute, to who they are and the ways in which they interpret teaching in their beginning teaching lives. Ideally, each course in the teacher education program should explicitly provide opportunities for pre-service teachers to explore their emerging identities. Through critically reflective inquiry, pre-service teachers will be encouraged to examine their unfolding relationships with educational knowledge, school curriculum, teaching practice, and professional colleagues. In so doing, pre-service teachers will develop the capacity and attitudes for ongoing inquiry into their own practices and the conditions of those practices. The overall aim is the development of teachers as educators who are capable of full involvement in the teaching profession.

Rationale

Statement of Principles

- 3, Preamble; 3.1 - 3.4

Undergraduate Program Review Report

- there is little emphasis/space (p. 19) in the program to help students develop a teacher identity (p. 14)
- self-reflexivity....[awareness of] social & cultural positioning (p. 20)
- there is a need for a course/work that develops a personal philosophy of education (p. 19)
- students need structured activities to discuss the complexities of teaching (p. 17)
- there is no planned approach to ensure all students see themselves as a part of a complex & evolving profession... teaching as context-bound...opportunities to process experiences collegially (p. 20)

Teacher Quality Standard

- 2h; 2l; 2n; 2o; 2p

Other References

- Carson, (2005)
- Connelly & Clandinin (1999)
- Hoban, 2005, p.283
- NAE (2005), Ch. 2
- Davis, Sumara, & Luce-Kapler (2000)
- Sumara & Luce-Kapler (1996)
- UBC (2008)

Teaching and Learning Within Subject Areas

Purpose and Description

This component introduces pre-service teachers to important domains of knowledge necessary for making pedagogical decisions for the purposes of making subject area content and processes accessible to all learners. These domains, which influence the organization of curriculum and instruction in both short term and long range plans, may be arranged in four general areas: the nature of the subject area, the nature of learning in the subject area, the nature of teaching in the subject area and the nature of the learner and learning environment. The domains described below are adapted from a framework developed by Grossman which serves as a basis for pre-service teachers to initiate inquiry into ways of teaching in particular subject areas (Grossman, Schoenfield, and Lee, 2005). The domains constitute what Shulman (1986) refers to as pedagogical content knowledge. That is, pre-service teachers need to develop knowledge in ways of representing and in understanding ways of learning in a subject area (Shulman, 1986).

Nature of the subject area is important because the organization of curriculum and instruction is influenced by the teacher's understanding of the subject area. Content knowledge alone is not sufficient; pre-service teachers need to understand how knowledge is generated in the discipline; the central concepts of the discipline; the language, ways of thinking and literacies in the discipline. They must understand the purpose(s) of teaching a subject area, points of integration and complementarity across related subject areas, and how these have played out, currently and historically, in documents such as the Program of Studies. The *nature of learning in the subject area* develops the teacher's knowledge of how learners come to understand or misunderstand concepts within a discipline. Implicit in this, is the development of assessment tools specific to the subject area and intended to reveal students' understanding of concepts and processes within the subject area. *The nature of teaching the subject area* develops teacher's knowledge of and ability to implement instructional approaches (including the use of digital technologies), practices and resources (including family and community resources) that support learning in a subject area and their understanding of the needs of learners. It enables them to recognize the purposes/visions embedded in curricular materials and to critique these materials. *The nature of the learner and learning environment* draws on the pre-service teacher's sociocultural knowledge to guide organization of curriculum and instruction. Pre-service teachers will become aware of and responsive to the influences on learning of a wide range of behaviours, abilities, experiences and beliefs.

Rationale

Statement of Principles

- Preamble; 1, Preamble; 2, 2.1 - 2.5

Undergraduate Program Review Report

- students said not enough practice in lesson, unit and year planning and too many credits assigned to minors (p. 3)
- expose student teachers to various theories of learning (social construction of knowledge vs. transmission, p. 24), hands on strategies for adapting curriculum (p. 13), self reflexivity (p. 2)

Teaching Quality Standard (1997)

- 2c; 2d; 2e; 2f; 2i; 2m

Other References

- *Faculty of Education Academic Plan (2006)*
 - ❖ increased opportunities for undergrads to engage in research activities

- *ACDE Accord on Initial Teacher Education*
 - ❖ understand the nature of learning; and have sound knowledge of subject matter, literacies, ways of knowing and pedagogical expertise

- CADRE (Council of Academic Deans from Research Education Institutions) (2005)
- NCATE (2006)
- NAE (2005)
- Shulman (1986)
- Grossman, Schoenfeld, Lee (2005)

Teaching Diverse Learners

Purpose and Description

The purpose of this component is to develop pre-service teachers' understanding of and capacity to teach today's diverse population, while working as professionals within diverse school communities. Pre-service teachers would become more aware of the ways that local contexts are nested in the wider global context. They would increase their sensitivity to, and appreciation of, differences based on culture, language, race, ethnicities, religion, immigration status, socioeconomic status, gender, sexual orientation, and ability.

This component would address both context and teaching strategy. Context would include relevant research and policy, as well as historical and contemporary demographic and immigration patterns associated with the diversity that constitutes classrooms, schools, and their communities in Canadian society. Pre-service teachers would also become conversant with inclusive strategies, and family and community resources that would assist them in creating inclusive learning communities. In addition, they would consider the implications of diversity for their professional work beyond the classroom, for example, in fostering caring, respectful relations with colleagues, as well as with students and their families.

Rationale

Statement of Principles

- Principle 4, Preamble; 4.1; 4.2; 4.3

Undergraduate Program Review Report

- [There should be more] compulsory education components to adequately prepare teachers to teach in today's diverse world. Inclusion of special needs, Aboriginal education, and ESL are just a few of the areas requiring our attention. These components should include both hands-on strategies for adapting curriculum and a cultural sensitivity/awareness component (pp. 32-33).
- The program does not have in depth coursework on diversity & equity (p. 13).
- [there are] no required courses that address other worldviews, such as multicultural or international education.... (p. 21)

Teaching Quality Standard

- 2a; 2e; 2g; 2h; 2l, 2m

Other References

- *Faculty of Education Academic Plan*
 - ❖ The Faculty of Education must prepare teachers to value diversity in their classrooms and to be both inclusive and responsive to the diverse needs of learners through culturally informed pedagogy.
 - ❖ Develop a required course in culture and diversity (p.11)
- National Academy of Education (2005), pp. 21-22, "Teaching Diverse Learners"
- Alberta Teachers' Association Position Paper: Diversity, Equity and Human Rights

ORGANIZATIONAL COMPONENTS

B.Ed. Program & Course Coordination

Purpose and Description

The purpose of this structural component is to provide a Faculty-wide means of coordinating the Faculty's pre-service course and program/s offerings for implementation as "a coherent interconnected teacher education curriculum" (*Undergraduate Program Review Report*, January, 2007, p.33) and to ensure adherence (program/s and courses) to the *Statement of Principles*. Decisions would give priority to the best interests of the pre-service program/s as a whole. Responsibilities associated with this component could also include (1) determining delivery modes and models in light of available resources and (2) sustaining strong relationships with the field, with other university faculties, and with colleges to recognize their roles in contributing to the program/s.

Rationale

Statement of Principles

- Preamble; 1.1; 1.8

Undergraduate Program Review Report

- the Faculty should create an inter-departmental curriculum committee to design, implement and evaluate a coherent interconnected teacher education curriculum (p. 33; p. 26)
- the Faculty provide flexible program structures but limit choices within those structures, to provide both choice and coherence to the B.Ed. (p. 34)
- UAAC hasn't fulfilled a program planning or a program review function (p. 16)

Other References

- *UAAC Terms of Reference*
 - ❖ 1.1; 1.3; 1.4; 1.5; 1.8
- *Faculty of Education Academic Plan*
 - ❖ the Faculty's current strengths re "Enhancing the Student Experience" include ongoing review of the undergrad program with a newly developed set of principles guiding decision making (Preamble, p. 17); research-based programming & active researchers teaching in the undergraduate program (p. 17)
- Darling-Hammond (2006b), pp. 97, 276, 277; cf. Darling-Hammond, 2006a, p. 97)
- Hoban (2005), p. 12
- Levine (2006), p. 2
- NCATE (2006), Standard 6
- University of Regina (2005), ...Taking Action Revisited, 2004 & Progress to Date

Workload Allocation

Purpose, Description, and Rationale

Adopting a more flexible approach to the allocation of teaching-related workload is an enabling component of the proposed curriculum framework, in recognition of more varied and differentiated faculty contributions to the pre-service program. The approach would take into account considerations such as student contact time, class size, nature of assignments, required course revision, delivery mode (eg. large lecture; online), coordination responsibilities for large, multi-sectioned core courses, and specific duties related to field experiences.

The following are possible examples of situations that would require a more flexible approach. Several proposed components might involve contributions from more than one department or from several individuals in a department. Not all components would necessarily be addressed through 3-credit courses. Some components might be addressed at more than one stage of the program. As well, there need to be systematic ways to give workload credit to faculty members who design or coordinate pre-service courses or otherwise provide leadership in the pre-service program.

APPENDIX A Background

In 2003/2004, the Undergraduate Academic Affairs Council (UAAC) appointed an ad hoc committee to investigate concerns about the quality of the undergraduate program. In March 2004, UAAC released a report, "*Issues in the Undergraduate Teacher Education Program at the University of Alberta: A Preliminary Discussion Document*" and solicited the departments' responses to it. At a Faculty retreat in June 2004, it was agreed that a program review should be undertaken, since the existing program had initially been designed in the mid-1990s when the University imposed severe financial cutbacks on the Faculty of Education. Parts of the program, but not the overall program, have been modified since that time.

Principles and Program Review Committees

Following the release of the 2004 discussion document, UAAC created two committees, one to develop the faculty principles (the Principles Committee) and a second (the Program Review Committee) to determine if the program was congruent with the new principles. Faculty Council approved a new *Statement of Principles* (please see Appendix B) in February 2006.

In February 2007, the program review committee presented its report (*Undergraduate Program Review Report*) to Faculty Council. The report included an overview of research on teacher education, the analysis of data from several surveys conducted under the committee's auspices, and recommendations (pp. 31-36) to remedy the demonstrated disparities between the new principles and the existing program.

Several of the *Principles* and the *UPRR* recommendations echoed or reinforced those made by the 1993-1994 Teacher Education Committee and all were supported by the extensive research on teacher education.

Steering and Curriculum Framework Committees

In response to the *Undergraduate Program Review Report*, Faculty Council passed a motion that "A working group consisting of the Department Chairs and the Co-Chairs of the Program Review Committee will work on recommendations for next steps and create a working group for Curriculum" (February, 2007). The working group struck by Faculty Council outlined Terms of Reference for itself as the Steering Committee and for a Curriculum Framework Committee.

The CFC's mandate was to develop proposals for a vision statement and a curriculum framework for the B.Ed. program, to be considered by Faculty of Education Council. The Steering Committee determined that a retreat would be held on Friday November 30th (for faculty members, academic staff, UAAC members, and invited representatives from the field-experience associates and students) to open a discussion of the CFC's proposals.

The Work of the Curriculum Framework Committee

The CFC first met as a whole on September 10th, 2007 and weekly thereafter over the fall term. A CFC wiki (<http://uofacfc.pbwiki.com/>) was constructed, and weekly "meeting records," as well as various resource materials were posted on the wiki. The initial November 23rd "reaction-draft" proposals resulted from CFC's *intensive* deliberations over a period of 2 & ½ months.

On November 23rd, 2007, the Curriculum Framework Committee (CFC) circulated its initial "reaction-draft" proposals as a starting point for internal, cross-departmental discussion about the Faculty of Education's

pre-service teacher education program. The CFC arranged for faculty and invited staff and students to begin engaging with these proposals at a Faculty retreat on November 30th and via a blog linked to the CFC wiki. Approximately 100 members of the Faculty attended the retreat and engaged in lively discussion throughout the day.

Subsequently, the CFC circulated a version of the November 23rd reaction draft that was slightly revised for clarity, but without substantive changes. This December 16th draft was sent to departments and individuals within the Faculty and to the Faculty's partner organizations for comment. The CFC accepted feedback until early February 2008.

The CFC received a good deal of thoughtful, constructive feedback on its proposals and on anticipated issues related to program design and implementation. During January, February, and early March 2008, CFC members analyzed and discussed all of the comments pertaining to the vision and to all of the components of the curriculum framework. The feedback included written responses from the retreat on the November 23rd reaction draft and comments from individuals and organizations regarding the December 16th draft. The committee had several detailed discussions about possible revisions (and revisions to revisions) to the proposed vision and the components of the curriculum framework. The revisions that appeared in this March 10th version took into account the CFC's analysis and interpretation of the feedback the committee had received.

The Curriculum Framework Committee then forwarded this the March 10th draft to the Undergraduate Academic Affairs Council (UAAC), which conducted its own consultation process. UAAC subsequently passed on its feedback- in the form of comments and suggestions from each department and a set of five recommendations from UAAC itself- to the CFC. The CFC carefully considered all of these comments, suggestions and recommendations in finalizing a fourth draft of its proposals, which will be considered by Faculty of Education Council on May 6th 2008.

Appendix B

University of Alberta
Faculty of Education

Undergraduate Teacher Education Program **Statement of Principles**

The pre-service teacher education program at the University of Alberta has the primary function of producing well-educated people who have the potential for becoming exceptional teachers. The program involves a large number of students and a variety of pathways are available for them to obtain their degrees. These include degree routes in early childhood and K-12 teacher preparation offered as programs for both pre-baccalaureate and after-degree students. The Faculty of Education also makes provision for a degree route that does not lead to teacher certification. The program is not only informed by current educational theory and research but is also responsive to the education community's concerns. It is organized around a coherent sequence of courses and field based experiences that emphasize the interconnection of all components and the importance of a critical understanding of learning and learners, teaching, and education. The program is consistent with the Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta. The following principles are designed to frame and underlie the program.

Principle 1. Academic and scholarly rigor

As part of a major research university the pre-service teacher education program is academically rigorous. The program is based on a model that emphasizes scholarly inquiry, and the development, implementation, and evaluation of exemplary teaching practices. The program provides an environment that promotes critical thinking, creativity, curiosity, and caring in students.

- 1.1 *Full-time academic faculty have principal responsibility for leadership in the program including designing and coordinating the curriculum content.*
- 1.2 *Students in the program demonstrate strong academic achievement and professional potential.*
- 1.3 *The structure and content of the program are informed by current educational research, particularly in teacher education and the learning processes.*
- 1.4 *Current research is consistently represented in undergraduate courses.*

- 1.5 *Graduates of the program learn that educational practices and curricula arise from specific discourses. Students attend critically to the theoretical commitments that give shape to current and proposed curricula and practices. In particular, with regard to the various theories used to organize courses and topics within the program, tensions and conflicts are understood as sites for productive exploration, not merely instances of disagreement.*
- 1.6 *Graduates of the program will have both breadth and depth of knowledge in all of the subject areas appropriate to the level at which the program is preparing them to teach.*
- 1.7 *Course design, teaching approaches, and assessment practices within the program are appropriate to the educational backgrounds of students and the subject matter taught, acknowledging that these may not always be commensurate with instructional practices in other educational settings.*
- 1.8 *A committee monitors the congruence between the program and changing circumstances and will make biennial recommendations for program changes to Faculty Council.*

Principle 2. Pedagogical expertise

Graduates of the program develop pedagogical content knowledge that is appropriate to the subject areas and to the level for which the program is preparing them to teach, including how both assessment and technology are involved in such knowledge. Students learn about child and adolescent development, and attention is devoted to how developmental changes affect learning, motivation, and other educationally related processes. Pre-service teachers understand the diverse needs of students and begin to learn how to respond to those needs in an inclusive manner.

- 2.1 *Graduates of the program are aware of historical and contemporary theories in education, as well as how these theories frame conceptions of learners, curricula, pedagogy, and formal education.*
- 2.2 *Graduates of the program understand the complexities involved in teaching, the classroom environment, and the educational context.*
- 2.3 *Graduates of the program learn to create and implement effective and meaningful learning environments through imaginative and conscientious preparation; to employ a variety of pedagogical approaches; and to communicate effectively.*
- 2.4 *Graduates of the program learn to develop and interpret varied assessments of learning that are appropriate to the subject matter, that are consistent with age and level of development, and that are conducted to support students' learning.*
- 2.5 *Graduates of the program learn how to integrate various technologies in ways that are appropriate to the subject matter. Attention is not only devoted to the appropriate use of*

technology in teaching but also to the influence of new technology on teachers' and students' lives.

- 2.6 Graduates of the program develop effective information and media literacy skills, including the ability to access, evaluate, and use information from a variety of sources.*
- 2.7 Graduates of the program are knowledgeable about children's and adolescents' physical, affective, moral, linguistic, and cognitive development.*

Principle 3. Teacher identity

The pre-service teacher education program introduces students to the process of teacher identity formation. Students are encouraged to examine themselves as emerging teachers in light of what they know and how they will relate to their own students. Students develop the capacity to effectively evaluate and critique their own teaching and the teaching of others.

- 3.1 Students are encouraged to view teaching as a moral, ethical, intellectual, emotional, political, and social activity that will lead to an evolving personal philosophy of education.*
- 3.2 To enable students to develop a critical awareness of their own teaching, the program is structured so that students can generate questions about education and teaching, can imagine alternatives, and can recognize multiple perspectives and realities.*
- 3.3 Students are encouraged to view themselves not just as individuals but also as part of a complex and evolving profession. The program enables students to develop the necessary knowledge, skills, and critical thinking to work collegially.*
- 3.4 Students understand the relationship between their own personal identities and how they are shaped by wider discourses on collective teacher identity. They recognize the problems of assuming objectivity and are able to acknowledge their social and cultural positioning in relation to students, curricula, and pedagogy (self-reflexivity).*

Principle 4. Diverse contexts affecting students and teachers

The pre-service teacher education program exists in, is shaped by, and contributes to a range of dynamic and overlapping contexts, including familial, socio-economic, socio-cultural, psychological, political, philosophical, historical, linguistic, religious, and environmental ones. Therefore, there is a need to be aware of, and responsive to, the conditions that affect what happens in educational settings. Pre-service teachers are asked to examine conceptions of normality, investigating in particular how these conceptions are used to shape beliefs about identity and ability. In the program, the importance of treating individuals fairly and without prejudice is emphasized.

- 4.1 The program encourages students to be attentive to their responsibility as world citizens, aware of the need for continuing dialogue with communities, ensuring diversity, inclusion,*

understanding, acceptance, and social responsibility.

- 4.2 Attention is drawn to the ways in which local contexts are nested within the wider global context. Students are encouraged to reflect critically on their own worldview and to respect the idea that this is but one of many possible worldviews.*
- 4.3 The program encourages in-depth understanding of the educational experiences and needs of all learners.*

Principle 5. Field experience

The design of the field experience component of the program is informed by current research on teacher education and is sensitive to the realities that currently exist in the school districts and other educational settings that are our partners in preparing future teachers. Field experiences embody the same philosophical commitments that are fostered in the rest of the undergraduate program.

- 5.1 The Faculty of Education is committed to a collaborative approach to field experience and works closely with the profession to establish common expectations of all participants in the experience.*
- 5.2 The Faculty of Education communicates clearly to personnel in all field experience sites the background preparation that student teachers bring to their field experiences.*
- 5.3 Field experiences are organized in ways that enable students to focus on the complexities of learning as well as the pragmatics of teaching. For this reason, students move through a set of field experiences that allows them to assume gradually increasing responsibilities (e.g., one-to-one tutoring, one-to-small group, one-to-half class, etc.).*
- 5.4 Students in the elementary education route complete their first field experience as classroom generalists; students in the secondary education route complete their first field experience in their major subject area.*
- 5.5 During their field experiences student teachers are allowed to try out pedagogical strategies and theories encountered in their courses.*
- 5.6 To enable student teachers to effectively evaluate and critique their own teaching, self-reflection and shared reflection are encouraged in the field experience program.*
- 5.7 The Faculty of Education considers alternative types of field experience placement.*

Appendix C
Ministerial Order (#016/97)
Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

Pursuant to Section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

(2) Descriptors of Knowledge, Skills, and Attributes Related to Interim Certification Teachers who hold an interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward students learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

- a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;
- b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;
- c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;
- d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
- e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

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