

**University of Lethbridge  
Faculty of Education**

University of  
Lethbridge



EDUCATION 5500A

**Understanding Professional Practice and  
Professional Development**

**Summer II**

**8 - 26 July 2019**

**TH241**

**INSTRUCTOR**

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**COURSE DESCRIPTION**

This course introduces 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.

The central focus of this course will be a critical examination of various paradigms of leadership as they apply to professional practice and professional learning. As such, the course aims to situate conventional notions of leadership by comparing and contrasting emerging models of communities of practices, collaborative professional learning, and inquiry-based adult learning.

Students' experiences as formal and/or informal instructional leaders will guide their (a) reflection on the form, function, and intersection of leadership, learning, and teaching practice, (b) examination of the process of social constructivism as it relates to leading and participating in collaborative inquiry as a professional learning strategy, and (c) exploration of recent literature regarding professional development, communities of practice, and adult learning.

The course will require students to address the essential question:

***What are the understandings, dispositions, and skills that support understanding and leading professional learning and practice?***

## **RATIONALE**

Perhaps to a greater extent than ever, educators are assuming formal or informal leadership roles and responsibilities around designing and implementing curriculum, re-imagining assessment, facilitating the professional learning of colleagues, and demonstrating cyclical and sustained inquiry-based pedagogical growth. Effectiveness in doing so requires a complex understanding and analysis of the context in which this unique type of leadership occurs.

## **OBJECTIVES**

For the purposes of this course, students will be encouraged to ground their understanding in theories of their own development and experiences in schools. Accordingly, the curriculum of ED 5500 will provide opportunities for interacting with various school improvement perspectives and professional development approaches. In so doing, the central focus will be on enhancing the reciprocal learning relationship between formally designated leaders, informal or non-designated leaders, and teachers.

Throughout the course activities and assignments, students will:

1. Identify critical conditions and considerations for leadership of professional practice and professional learning;
2. Understand the role and process of reflective practice;
3. Become familiar with a variety of theories of adult learning and their implications for professional development;
4. Develop increased skill in facilitating professional collaborative inquiry for self and colleagues;
5. Construct cognitive links between school improvement, instructional leadership, and enhanced teaching;
6. Increase knowledge and skills specific to academic writing;
7. Analyze research and engage in collegial discussions in order to draw together understandings from a variety of sources;
8. Design collaborative learning activities for colleagues to prompt and support professional growth.

## **COURSE CONTENT**

This course invites students into an investigation of current teaching and leadership practices in Alberta schools, with specific focus on developing understandings, dispositions, and skills related to professional learning, practice, growth and development.

Course content will include, but not be limited to, the following topics of examination. Based on students' background, professional responsibilities, and emerging curiosities, shifts in emphasis may be appropriate. The following broad themes will guide readings, discussions, and the learning tasks that have been developed for ED 5500.

#### A. Models and characteristics of leadership

- Defining professional competence in teaching and leading
- Leading professional learning
- Responsibilities and limitations of informal and distributed leadership

#### B. Theories of adult education

- Rationalist, behaviourist, and constructivist paradigms of professional development
- Andragogy
- Critical reflection and professional reflexivity

#### C. Learning Communities and Communities of Practitioners

- Characteristics of learning communities
- Comparative assumptions between learning communities and communities of practice
- Issues of culture and social capital in leadership and professional practice

#### D. Models of Action Inquiry and Professional Growth

- Role and types of reflective practice
- Comparing models of action research and collaborative inquiry

### **COURSE DELIVERY**

ED 5500 in Summer Session II, 2019, is offered through face-to-face delivery mode. Learning will be constructivist and interactive, with attention to offering opportunities for students to engage in a number ways through multiple learning styles.

Together with ED 5633, the two courses of this summer session have been designed with critical points of intersection. These intersections of content, collegial engagement, reflection, and writing will enhance the construction of comprehensive understandings related to school leadership in the Alberta context.

Finally, an important aspect of this course is skill development in Generative Dialogue (Adams, 2016); accordingly, students will practice and demonstrate growing fluency as they plan for and engage in professional learning related to the competencies included in the *Leadership Quality Standard* (2018).

### **TEXT and RESOURCES**

*Please note: Required readings are outlined on the course schedule on pages 10 - 14 of this syllabus.*

#### **Required Text**

Townsend, D., & Adams, P. (2009). *The essential equation: A handbook for school improvement*. Calgary, AB: Detselig.

**In addition, the following readings will be posted on the course moodle site and should be referenced to successfully complete assignments.**

Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in Education: The Power of Generative Dialogue*. Toronto, ON: Canadian Scholars Press.

Adams, P. (2017). Leadership development through action research: The journey of one school district toward collaboration, inquiry, and professional learning. In Clausen, K., & Black, G. (Eds.). *The future of action research in education: A Canadian perspective*. Montreal, QC: McGill-Queens University Press.

Adams, P. (2016). A noticeable impact: Perceptions of how system leaders can affect leading and learning. *Journal of Educational Administration and Foundations*, 25(3), 39-55.

Adams, P. & Townsend, D. (2014). From action research to collaborative inquiry: A framework for researchers and practitioners. *Education Canada*, 54(5), 12-15.

Alberta Education. (1998). *Teacher growth, supervision, and evaluation policy*. Retrieved from <https://education.alberta.ca/policies-and-standards/teaching-quality/>

Alberta Education. (2013). *Ministerial order #001/2013*. Retrieved from <https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning-pdf/>

Alberta Education. (2018). *Leadership quality standard*. Retrieved from <https://education.alberta.ca/professional-practice-standards/new-professional-standards/>

Alberta Education. (2018). *Teaching quality standard*. Retrieved from <https://education.alberta.ca/professional-practice-standards/new-professional-standards/>

Barth, R. (2001). *Learning by heart*. San Francisco, CA: Jossey-Bass.

Brandon, J., Adams, P., Friesen, S., Mombourquette, C., Koh, K., Stelmach, B., Parsons, D., & Hunter, D. (2017). *Building, supporting, and assuring quality professional practice: A research study of teacher growth, supervision, and evaluation in Alberta*. Edmonton, AB: Alberta Education.

Breault, D. (2005). Van Gogh, Gauguin, and impressions from Arles: Inquiry's potential within collegiality. *The Educational Forum*, 69(3), 240-253.

Brookfield, S. (2002). Using the lenses of critically reflective teaching in the community college classroom. *New Directions for Community Colleges*, 118, 31-38.

Brown, J., & Moffett, C. (1999). *The hero's journey*. Alexandria, VA: Association for Supervision and Curriculum Development.

Campbell, C. (2016). *The state of educators' professional learning in Canada*. Retrieved from <https://learningforward.org/publications/canada-study>

Cherkowski, S. (2018). Positive teacher leadership: Building mindsets and capacities to grow wellbeing. *International Journal of Teacher Leadership*, 9(1), 63-78.

Cranton, P. (1994). *Understanding and promoting transformative learning: A guide for educators of adults*. San Francisco, CA: Jossey Bass.

Fullan, M., & Hargreaves, A. (2016). Bringing the profession back in: Call to action. Retrieved from <https://learningforward.org/publications/canada-study>

Gabriel, J. (2005). *How to thrive as a teacher leader*. Alexandria, VA: ASCD.

Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*. New York, NY: Cambridge.

Palmer, P. (1998). *The courage to teach*. San Francisco, CA: Jossey-Bass.

Schnellert, L., & Butler, D. (2014). Collaborative inquiry: Empowering teachers in their professional development. *Education Canada*, 54(3), 42-44.

Wenger-Trayner, E., & Wenger-Trayner, B. (2015). Communities of practice: A brief introduction. Retrieved from <http://wenger-trayner.com/introduction-to-communities-of-practice/>

York-Barr, J., Sommers, W., Ghere, G., & Montie, J. (2005). *Reflective practice to improve schools*. Thousand Oaks, CA: Corwin.

**Students may also wish to familiarize themselves with the writing of authors seminal to topics such as reflection, adult learning, communities of practice, and collaborative inquiry. These authors include:**

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.

Schön, D. (1983). *The reflective practitioner*. New York, N.Y.: Basic Book.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School.

**Lastly, the course moodle site contains a section entitled *Additional Resources*.** The readings in this section are **optional**, and are meant to offer a more indepth exploration of specific topics for those students who would like to access supplementary resources.

Knight, J. (2011). *Unmistakable impact*. Thousand Oaks, CA: Corwin.

Opfer, D. & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research*, 81(3), 376 – 407.

Sergiovanni, T. (2005). The virtues of leadership. *The Educational Forum*, 69(2), 112-123.

Shön, D. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey Bass.

Thomas, L. & Beauchamp, C. (2011). Understanding new teachers' professional identities through metaphor. *Teaching and Teacher Education*, 27 (2011) 762-769.

Timperley, H. (2011). Knowledge and the leadership of learning. *Leadership and Policy in Schools*, 10(2), 145 – 170.

## COURSE REQUIREMENTS and ASSESSMENT

The following learning tasks are designed to engage students in relevant, purposeful, and integrated exploration of professional learning and practice.

Learning Tasks		Marks	Due
LT1	Leadership and Identity: Metaphorical Representation	20	July 12
LT2	Leading Professional Learning: Analysis & Recommendations	30	July 16
LT3	Inquiry-Based Professional Learning Plan	20	July 19
LT4	Leading Learning: Literature Synopsis	30	July 26

**NOTE:** In order to accommodate learning strengths and areas of student interest, the weightings for these assignments may be negotiated with Dr. Adams. Please arrange a meeting prior to Wednesday, July 10<sup>th</sup> if you wish to discuss this possibility.

### 1. Leadership and Identity: Metaphorical Representation and Analysis of Your Journey to Lead 20%

*LQS* Alignment: 2b; 2c; 3a; 3b; 3e; 6e; 7a; 9d

#### ***Purpose***

There are multiple important intersections between professional identity, educational leadership, and teaching practice. It is essential to consider all of these concepts as the basis for understanding professional practice.

This learning task requires you to explore the following questions:

Who are you as a formal or informal leader? In what ways and by whom has your professional identity been shaped? How do you symbolize your formal or informal leadership journey? In what ways does this metaphor specifically represent who you are as a leader, as well as who you might become?

One way of making sense of our professional lives is through metaphor. Metaphor has the power to kindle imagination, make self understandings visible, and focus a conceptual lens on reflection that enriches insight. This aspect of our first learning task invites you to think deeply about your journey to lead and to represent that journey metaphorically.

### ***Expectations***

Think about your teaching philosophy, your leadership style, the teacher-leader nexus, and espoused/lived practice to consider the question “how might my leadership journey be symbolically represented?” In the past, these metaphors have included: a rose garden, a loaf of bread, a luge track, a set of nested dolls, a country road, and a quilt, to name a few. This aspect of the first learning task invites creativity; honour your own experience and narrative.

In-class presentation of your metaphor	5%
Written interpretation and analysis of metaphor	15%

Written interpretation and analysis must reference concepts offered in the accompanying required readings, be linked explicitly to your leadership practice, and adhere to the conventions of language and APA 6 formatting. The analysis should be approximately 1200 words in length (excluding reference list).

### ***Accompanying Required Readings***

- Thomas & Beauchamp (2011)
- Townsend & Adams (2009): Chapter 1
- Brown & Moffet (1999): Chapters 1 & 2

In addition, students should familiarize themselves with the 1998 Alberta Education *Teacher Growth, Supervision, and Evaluation Policy*, the 2018 *Teacher Quality Standard*, and the 2018 *Leadership Quality Standard*. Concepts from all readings should be evident in the analysis portion of this assignment.

Due Date:      Written Analysis, 12 July 2019 - Please submit electronically.  
                    In-class Presentation, 12 July 2019

## **2. Leading Professional Learning: Analysis and Recommendations      30%**

*LQS* Alignment: 1h; 2a; 2b; 2c; 3e; 4c; 4e; 6a

### ***Purpose***

As formal or informal leaders of learning, it is important to reflectively analyze effective practices in facilitating professional learning. The purpose of this learning task is to examine and reflect upon existing practices, with the goal of engaging in and implementing more informed leadership of professional learning.

### ***Expectations***

Thoroughly describe one professional learning episode in which you have assumed a formal or informal leadership role. Provide a reflective analysis of the episode followed by recommendations for your practice.

Your paper will:

- describe the vignette, clarifying or embellishing the scenario to highlight particular aspects being critiqued. This anecdote must provide the reader with a clear and comprehensive understanding of the school/jurisdictional context, your leadership role in the planning and implementation of a learning episode, as well as the response of participants to this professional learning opportunity.
- analyze the episode through the lens of established literature by identifying no fewer than five (5) characteristics that are supported or not supported by current research in effective leadership in professional learning. A T-chart format may be used as one method to synthesize some aspects of your analysis.
- finally, make recommendations concerning your practice (continue as described, continue with modifications, discontinue because practice is in conflict with research). Include a clear rationale for each recommendation.
- include reference to no fewer than 5 authors.

This learning task must reference concepts offered in the accompanying required readings as well as your growing body of relevant literature, be linked explicitly to your leadership practice, and adhere to the conventions of language and APA 6 formatting. A rubric will be provided. The completed document should be approximately 2000 words in length (excluding reference list).

### ***Accompanying Required Readings***

Townsend & Adams (2009): Chapter 5

In addition, the class moodle site contains readings by Barth (2001), Brookfield (2017), Cranton (1994), Gabriel (2005), and Knowles (1980). Each author explores various aspects of the conditions and characteristics of effective professional learning that should be incorporated into this assignment.

Due Date: 16 July 2019  
Please submit electronically.

### **3. Inquiry-Based Professional Learning Plan 20%**

*LQS Alignment:* 1h; 2a; 2b; 2c; 3a; 3e; 3f; 4d; 4e; 4i; 6a; 7e

#### ***Purpose***

Using the *Leadership Quality Standard* (2018) to guide reflection and planning for professional learning, this task has been designed, explicitly, for two purposes: first, to support individual professional growth by engaging leaders in identifying a learning goal, crafting an inquiry question, determining appropriate strategies for exploring their question, and considering what will be evidence of success. Second, through the completion of their own inquiry-based professional learning plan, students in this course



will be prepared to lead future collaborative inquiry-based professional learning experiences at the school and/or jurisdictional level.

### ***Expectations***

Students will be provided an Inquiry-Based Professional Learning Guide that will be used to complete this assignment.

This task will:

- identify professional learning goals through critical reflection focused on the *Leadership Quality Standard*.
- clearly articulate an inquiry question emerging from one of your professional learning goals.
- thoroughly describe the strategies you will employ to “answer” your inquiry question.
- include the evidence you will rely on to determine the success of your strategies to respond to the inquiry question.
- identify any support you anticipate needing and include a timeline for completion of the strategies.

### ***Accompanying Required Readings***

Adams, P., Mombourquette, C., & Townsend, D. (2019). *Leadership in Education: The Power of Generative Dialogue*. Toronto, ON: Canadian Scholars Press: Chapter 5.

The class moodle site also contains readings by Adams (2017); Adams (2016); Adams (2015); Adams & Townsend (2014); Schnellert & Butler (2015); Townsend & Adams (2016)

Due Date: 19 July 2019

## **4. Literature Synopsis: Identifying and Embedding Essential Understandings 30%**

Your paper will:

- focus on an essential curiosity or question
- examine essential concepts related to topics explored over the past weeks by comparing, contrasting, and critiquing the contentions of important authors in the areas of adult learning, leadership, professional learning, and instructional practice.

This learning task must explore concepts offered in the readings shaping this course, as well as reflect your growing facility with additional relevant literature; be linked explicitly to your formal or informal leadership practice; and adhere to the conventions of language and APA 6 formatting. A rubric will be provided. The completed document should be approximately 2500 words in length (excluding reference list).

### ***Accompanying Readings***

The class moodle site contains numerous readings in addition to the journal articles and chapters explored during class over the three weeks of this course.

Also included in the moodle site are Graduate Studies guidelines for formatting an academic paper, including the title page.

Due Date: 26 July 2019  
Please submit electronically.

## TENTATIVE COURSE SCHEDULE

Based on students' background, ongoing professional responsibilities, leadership interests, and emerging curiosities, this schedule may shift in emphasis; please consider our engagement over the three weeks of this course to be a "living, breathing curriculum."

Day	Date	Topics	Readings (M) indicates the reading is available on the course moodle site
1	July 8	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Course Overview</li> <li>▪ Exploring Our Frames of Thinking</li> <li>▪ Capstone Observations</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>TQS</i>: 2018 (M)</li> <li>▪ <i>LQS</i>: 2018 (M)</li> </ul>
2	July 9	<ul style="list-style-type: none"> <li>▪ <i>LQS</i> Review: Modelling Professional Learning</li> <li>▪ Exploring Research: <i>Alberta's Teacher, Growth, Supervision, Evaluation Policy Research Study</i> (2017)</li> <li>▪ Learning in Community</li> <li>▪ Communities of Practice &amp; Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>TGSE Policy</i>: 1998 (M)</li> <li>▪ Brandon &amp; Adams et al. (2017): Executive Summary and Recommendations (M)</li> <li>▪ Townsend &amp; Adams: Chpt. 2</li> <li>▪ Barth (2001) (M)</li> <li>▪ Palmer (1998) (M)</li> <li>▪ Beault (2005) (M)</li> <li>▪ Wenger-Trayner (2015) (M)</li> </ul>
3	July 10	<ul style="list-style-type: none"> <li>▪ PD, PL, and PDL: Conditions and Characteristics</li> <li>▪ Exploring Research: The State of Educators' Professional Learning in Canada</li> <li>▪ APA 6 Refresher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adams, Mombourquette, &amp; Townsend (2019)</li> <li>▪ Campbell (2016) (M)</li> <li>▪ Graduate Studies Formatting Guidelines (M)</li> </ul>

4	July 11	<ul style="list-style-type: none"> <li>▪ Reflective Practice: Types and Process</li> <li>▪ Reflection and Reflexivity</li> <li>▪ Reflective Practice and the LQS</li>   <li>▪ The Power of Collaborative Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fullan &amp; Hargreaves (2016) (M)</li> <li>▪ <i>LQS</i>: 2018 (M)</li>   <li>▪ Adams &amp; Townsend (2014) (M)</li> <li>▪ Schnellert &amp; Butler (2014) (M)</li> <li>▪ Adams (2017) (M)</li> </ul>
5	July 12	<ul style="list-style-type: none"> <li>▪ <i>Learning Task 1 Due: Leadership Metaphor</i></li>   <li>▪ Sharing Leadership Metaphors</li> </ul>	
6	July 15	<ul style="list-style-type: none"> <li>▪ Situating Theories of Adult Learning in Professional Growth</li>   <li>▪ Teacher Leadership</li> </ul>	<ul style="list-style-type: none"> <li>▪ Brookfield (2002) (M)</li> <li>▪ York-Barr et al. (2005) (M)</li> <li>▪ Knowles (1980) (M)</li> <li>▪ Cranton (1994) (M)</li>   <li>▪ Cherkowski (2018) (M)</li> <li>▪ Gabriel (2005) (M)</li> </ul>
7	July 16	<ul style="list-style-type: none"> <li>▪ Introduction to Generative Dialogue</li>   <li>▪ Crafting the Essential Question: Using the Triad Model</li>   <li>▪ <i>Learning Task 2 Due: Leading Professional Learning</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Adams (2016) (M)</li> <li>▪ Adams, Mombourquette, &amp; Townsend (2019)</li> </ul>
8	July 17	<ul style="list-style-type: none"> <li>▪ Sharing LT2: Leading Professional Learning</li>   <li>▪ Leading and Facilitating Professional Learning: Using Generative Dialogue to Develop Inquiry Strategies &amp; Measures of Success</li>   <li>▪ Internship II Overview &amp; Linkages to LT3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership Internship II Handbook</li> </ul>
9	July 18	<ul style="list-style-type: none"> <li>▪ Planning for/Preparing Internship II Proposal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership Internship II Handbook</li> </ul>

10	July 19	<ul style="list-style-type: none"> <li>▪ Thesis, Project, or Capstone?</li> <li>▪ Guest Speakers Rita Lal, Kathryn Desrouchers, Aaron Fitchett</li>   <li>▪ <i>Learning Task 3 Due: Professional Learning Plan</i></li> </ul>	
11	July 22	<ul style="list-style-type: none"> <li>▪ Literature Synopsis: Format, Processes, Guidelines</li>   <li>▪ Individual Internship Interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Graduate Studies Formatting Guidelines (M)</li> </ul>
12	July 23	<ul style="list-style-type: none"> <li>▪ Individual Internship Interview</li> </ul>	
13	July 24	<ul style="list-style-type: none"> <li>▪ Individual Internship Interviews</li>   <li>▪ Peer Revising and Editing Literature Synopsis: Putting Generative Dialogue into Practice</li> </ul>	
14	July 25	<ul style="list-style-type: none"> <li>▪ Individual Internship Interviews</li>   <li>▪ Peer Revising and Editing Literature Synopsis: Putting Generative Dialogue into Practice</li> </ul>	
15	July 26	<ul style="list-style-type: none"> <li>▪ Reflecting on Our Essential Question: <i>What are the understandings, dispositions, and skills that support understanding and leading professional learning and practice?</i></li>   <li>▪ Sharing Literature Synopsis Findings</li>   <li>▪ <i>Learning Task 4 Due: Literature Synopsis</i></li> </ul>	

## GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
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

## ACCOMMODATION 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.

## PROTECTION OF PRIVACY

Although we place a heavy emphasis in this course on reflecting about your own school settings, practices, and data, it is important to respect confidentiality during discussions and dialogues. The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.

If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.

While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

## 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/AbouttheATA/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>

## **PLAGIARISM**

All material and ideas included in class assignments must be properly acknowledged to give credit to the originator in keeping with APA style requirements. The University of Lethbridge Student Conduct Policy considers plagiarism an academic offence and states: “No student shall represent the words, ideas, images or data of another person as his or her own.” Assistance with documentation is available through the University of Lethbridge Library.