



COLLEGE EDUCATOR DEVELOPMENT PROGRAM

(CEDP)

Overview for Participants

Our Mission

The College Educator Development Program is a collaborative undertaking of the five Western Region Colleges. Its mission is to foster teaching excellence through the shared exploration of evidence-based teaching and engagement in ongoing reflective teaching practice. This assessed, outcomes-based program focuses on the scholarship of teaching and learning (SoTL). The program creates a learning community that supports the achievement of program learning outcomes, the exchange of best practices and continuous professional growth. Through active learning in a technology enhanced climate, educators develop a solid pedagogical foundation to design curriculum and engage students in a wide range of transformative learning experiences.



**College Educator Development Program
Overview**

Timing	Program Components						
Year 1 of full-time employment	Complete online Self-assessment Upon hire	Access Six Online Modules based on self-assessment Upon hire	Participate in Residential Phase 1 (August at Fanshawe College)	Participate in the Mentoring Program at your College Sept - April	Reflective Practice - begin building and collecting artifacts for your Teaching Portfolio Sept - April	Participate in CEDP Reads Jan - Feb	Participate in Residential Phase 2 (May at Fanshawe College)
Year 2 of full-time employment	Access Online Modules to support your development as needed	Reflective Practice - continue building and collecting artifacts for your Teaching Portfolio	Participate in Teaching Circles Program at your College Sept - April	Complete Technology Experiment Sept - April	Complete Course Outline / Syllabus critique Sept - April	Participate in Residential Phase 3 (June at Fanshawe College)	

Advancing student learning by inspiring college educators to deliver quality teaching

Welcome to the College Educator Development Program. While you may be new to the teaching profession or have several years of teaching experience at the post-secondary level, becoming a full-time faculty member at your college means a new role and new responsibilities and expertise to be developed. This task may seem daunting, but there is a wonderful team of expert educators ready to support you through this transition. The College Educator Development Program is facilitated by expert educators from the member colleges and is a key piece of the development process at the six south-western Ontario colleges that participate in the program.

Program Learning Outcomes

Upon successful completion of the College Educator Development Program, you will be able to:

1. Contribute to the development of curricula that align intentional learning outcomes, assessment practices, and teaching and learning activities.
2. Design a variety of evaluation tools and strategies to assess students' achievement of learning outcomes.
3. Implement active learning strategies that enhance student learning.
4. Integrate findings from the scholarship of teaching and learning into teaching practice.
5. Incorporate inclusive learning strategies in an environment that supports diverse learners.
6. Incorporate technology (enabled learning) into course design to enhance student learning.
7. Establish a personal learning network that values the importance of collaboration and collegiality.
8. Create a professional development plan that incorporates life-long learning strategies and opportunities that foster and sustain professional teaching practice competencies.
9. Recognize professional obligations to adhere to MTCU standards, external accreditation requirements and provincial program approval and review practices

Program Components

CEDP Self-Assessment Questionnaire

The CEDP Self-Assessment Questionnaire has been designed to help you assess your personal strengths and target areas of growth as a College educator. Adapted from the College Teacher Self-Efficacy Scale (Prieto, 2006), the CEDP Self-Assessment will orient you to the skills, knowledge, and behaviours that are associated with effective teaching and improved student learning in College. The insights provided by this self-assessment will help you to focus your efforts throughout the CEDP program and to choose strategically among various program elements.

This 50-item survey is available online at: [CEDP Self-Assessment](#). You are strongly encouraged to complete the questionnaire in advance of Residential Phase 1. Upon completing the survey, you will receive a summary of your results and supporting materials that will guide you to resources and specific elements of the CEDP program that will best support your continued development as a College educator. Your Self-Assessment results are confidential and are intended as a private, developmental tool for you. We encourage you to be as candid and honest as possible in your responses.

Online Modules

To provide you with just-in-time access to information and resources critical to your success as a College educator, we have developed 6 interactive, online modules on topics such as: outcomes based education, creating a positive learning environment, assessment and lesson planning. The modules have been designed to allow you to enter and exit the modules as needed to provide “just-in-time” development. Readings, tutorial videos, reflections and hands on activities will help you build the skills needed to help you and your students be more successful. After completing these modules, you will be able to apply the principles discussed during Residential Phase 1 and your teaching sessions. You will be able to return to the modules at any time during your teaching career to further your development.

Residential Phase 1

Much of what is gained through CEDP comes from our collective sharing of experiences, anecdotes and the insights that we've gained through the process of educating others. During Phase 1 you will meet the Learning Team members and facilitator you will move through CEDP with. At each of the three day residential phases you will engage with your learning team, participate in workshops and hear from guest experts who will be joining us to discuss a variety of emergent issues in teaching and learning.

The theme of Phase 1 prompts us to critically reflect on our role as teachers and to explore the benefits of building active learning strategies into our lesson plans and our classroom management practices.

Mentorship Program

This program was designed to provide you with the opportunity to learn through formal interactions with a mentor. Participation in this program helps to position new faculty to excel in their teaching careers. Peer mentoring is a coaching relationship between faculty members, namely a mentor and a participant. Peer mentoring focuses on interpersonal support, guidance, mutual exchange of ideas, sharing of wisdom, coaching, and role modeling.

You will gain knowledge, experience and awareness of current teaching practices and the college work environment. Faculty peer mentoring programs have shown great success in other educational development programs, as partners receive benefits such as:

- Increased skills
- Reduced stress
- Socialization into the College Community
- Shared problem-solving of the challenges associated with student interaction and administrative responsibilities
- Assistance with self-assessment and development as an educator

Both partners in the mentoring relationship have a chance to improve and learn new skills through this relationship.

Teaching Portfolio

The teaching portfolio (eportfolio) will provide a space for you to gather artifacts from CEDP, college and professional training. It will also enable you to reflect on your professional teaching and vocational achievements, and provide an avenue to recognize gaps in your professional development that can be addressed in your future career as a teacher.

CEDP Teaching Portfolio Artifacts

- Lesson Plan & Reflection
- Evaluation Artifacts & Reflection
- Activity Exemplar & Reflection
- Teaching Circles Journal & Reflection
- Mentorship Log
- Course Critique
- CEDP Reads postings
- Collaborative Technology Project
- Teaching Philosophy Statement
- PD Plan

CEDP Reads

CEDP Reads was introduced to promote faculty discussion and foster membership within the broader teaching community. We have designed CEDP Reads to be similar to a journal club, whereby you will select and review two articles from the available reading options. You will then post a thoughtful contribution to the larger teaching community of practice within your college learning management system. You are also invited join colleagues in exploring these ideas and teaching practices individually and collaboratively within and across disciplines. After completing these reflections and discussions you may choose to return to the discussion forums and capture various selections of discussions to be included as potential artifacts within your teaching portfolio.

Residential Phase 2

During Phase 2 you will continue with the Learning Team members and facilitator you met during Phase 1. At this three day residential phase you will engage with your learning team, participate in workshops and hear from guest experts who will be joining us to discuss a variety of emergent issues in teaching and learning.

Phase 2 asks us to critically reflect on our past year of teaching and learn from each other's successes and challenges. We will explore the benefits of building authentic assessment practices into our learning strategies and the role technology plays in supporting today's learners. The program components you engaged in at your home college such as CEDP Reads will be discussed and integrated with your new learning.

Teaching Circles

The Teaching Circles process attempts to improve teaching and build community through a structured, non-evaluative process of classroom observation and shared reflection.

A Teaching Circle consists of a small group of CEDP participants at your college who:

- Observe at least one class taught by each Circle Partner
- Reflect on the class observation experience
- Share reflections with Circle Partners
- Share Circle observations with Learning Team participants at Phase 3

Your Teaching Circles experience offers you the opportunity to improve your own teaching by observing your Circle Partners in an actual classroom situation.

By participating in the Teaching Circles process you will have an opportunity to:

- observe, analyze and celebrate good teaching
- increase your understanding of and appreciation for the work of colleagues
- experience the joy and confusion of being a student
- formulate a plan for enhancing your own teaching based on your observations and reflections and the shared reflections of your Teaching Circle partners and Learning Team members.

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Collaborative Technology Project

During Phase 2 you will be introduced to the project and form a small inter-collegiate team within your Learning Team. Your team will design a learning activity aligning pedagogy, content and technology to best achieve the selected course learning outcome(s). At your College, between Phases 2 and 3 you will deliver your learning activity in at least one of the courses you are teaching and then share the results with your team mates. During Phase 3 you will share your findings and suggestions for improvement with your entire Learning Team.

Course Critique

You will select a course you have taught at least once and apply your knowledge of outcomes based education and experience with the course to critique the entire curriculum package. This will include the course outline, the course fit with the program design, alignment of components, analysis of outcomes and matching of assessments to outcomes.

You will discuss the outcomes for the course, in terms of; wording, level of learning, number of outcomes and/or linked objectives, verbs used, context, and criteria. The critique will address how the resources, technology and active learning strategies support student learning. The assessment strategy for the course will be analyzed looking at the alignment of assessments with outcomes, assessments selected and the timing of assessments.

The critique will culminate with recommendations for the modification of this course outline for future delivery to better support student learning.

Residential Phase 3

During Phase 3 you will continue with the Learning Team members and facilitator you worked with during earlier phases. At this three day residential phase you will engage with your learning team, participate in workshops and hear from guest experts who will be joining us to discuss emergent issues in teaching and learning.

The theme for Phase 3 engages us in critical reflection regarding our continued growth as College educators in highly practical and meaningful ways. We will explore the benefits of building ongoing reflection and peer learning opportunities into our daily practice. The program components you engaged in at your home college such as Teaching Circles will be discussed and integrated with your new learning.