

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2018</b>
<b>CDPD 700</b>	<b>Synthesis of Principles and Practices in Curriculum Design and Program Development</b>	<b>Prerequisite: CDPD 600</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	M, T, W, F	<b>Instructor:</b>	Sherry Martens, PhD	<b>First day of classes:</b>	Mon. Feb. 26, 2018
<b>Time:</b>	M: 12:00-2:45 T: 8:15-11:00 W: 8:15-11:00 F: 12:00-2:45	<b>Email:</b>	Sherry.martens@ambrose.edu	<b>Last day to add/drop, or change to audit with tuition refund</b>	Mon. March 6 2018
<b>Room:</b>	RE 132	<b>Phone:</b>	403-410-2000 ext. 6919	<b>Last day to request revised exam:</b>	N/A
<b>Lab/Tutorial:</b>	N/A	<b>Office:</b>	RE 134	<b>Last day to withdraw from course:</b>	Fri. April 7, 2018
		<b>Office Hours:</b>	Friday 11 am-12:00 pm and by appointment	<b>Last day to apply for coursework extension:</b>	Mon. March 26, 2018
<b>Final Exam:</b>	N/A			<b>Last day of classes:</b>	Thurs. April 19, 2018

### Course Description

The essential question of the course asks, *How do I as a teacher engage families and members of the community as collaborative and authentic partners to support student learning?* Using this question as a frame, students will design a comprehensive, year-long framework that focusses on communication between the school, home and the community with the premise that children learn best in a school that holds the importance of relationship at the core of their work. This course provides students with an opportunity to inquire into and then consider how to integrate their understanding of curriculum and learning theory in application to rapidly changing family, school and neighbourhood communities, in rapidly changing cultural and socio-political contexts. Students will be asked to provide evidence of how they have taken up the essential question as a part of their living exhibition portfolio, representing 20% of the final grade in each of CDPD 700, LTA 700 and SCMP 700.

Topics of the course include large scale assessment, methodologies of educational practices in cross-cultural, multicultural and First Nations' settings, building and sustaining relationships with parents and community agencies including inclusive educational challenges and opportunities.

### Expected Learning Outcomes

At the end of this course, students will be able to:

- Synthesize the attributes of the culture of an ideal school, home and community partnerships;
- Imagine possibilities for schools as an integral component of a larger community (local and cross cultural);
- Understand ways that positive school, family, and community engagement can enhance the educational success of all students;
- Develop theories and models related to curriculum design and program development among schools, communities and families, including one that includes knowledge about obstacles and supports to partnerships;
- Describe the competencies required of educators to strengthen relationships with external and internal communities associated with schools;
- Develop a personal and professional theory regarding school-community relations

**Textbooks and Resources:**

All articles and readings are posted on Moodle by topic. Students are expected to access, read and come prepared to discuss and apply to assignments.

**Assessments:**

**Professionalism-10%**

**Communication Plan- 10%**

**Conflict Resolution- 20%**

**Assessment Plan-40%**

**Living Portfolio Capstone- 20%**

**Course Schedule**

Week	Date	Monday (12:00-2:00)	Tuesday (8:15-11:15)	Wednesday (8:15-11:15)	Friday (12:00-2:00)	Notes
1	Feb. 26- March 2	Course Outline What are your beliefs about family engagement?  How have your experiences influenced these beliefs?  Who are our partners in collaboration?  Why do we want to engage others in schools?	9:00 start (today only) How do we define poverty in Canada? Why does it matter to us as teachers? Guest Speaker: Derek Cook, Director of the Canadian Poverty Institute	What is cultural humility?  Is everyone really equal?	Whose voices are heard?  Whose voices are silenced?  How do we partner with confusion and uncertainty?	Access and read Wheatley articles and chapter selection, "Privilege" from Moodle

		How do we do this?				
2	March 5-9	<p>Communicating with Parents: Setting up for Success</p> <p>How will you build relationships with parents?</p> <p>How will you communicate with parents?</p> <p>What forms might this take? Why these? Who is included? Excluded?</p>	<p>How do we engage all families?</p> <p>What might we need to consider?</p>	<p>What do we do when communication breaks down?</p>	<p>How do we manage conflict?</p>	<p><b>Scenario #1: My Communication Plan Due Friday March 9</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• School Act</li> <li>• School Websites</li> <li>• Parental Involvement in Schools (ATA)</li> <li>• Engaging All Learners (Website)</li> <li>• Successful Practices in First Nations, Metis and Inuit Education</li> </ul>
3	March 12-16	<p>Communicating with Parents: Resolving Conflict</p>	<p>Models of conflict resolution;</p>	<p>What do you need to know about Certification in the province?</p> <p>Guest Speaker, Paul MacLeod, Registrar, Teacher Excellence Branch</p>	<p>Presenting Conflict...</p> <p>Taking an active role in diffusing conflict that moves to a positive resolution</p>	<p><b>Scenario #2: Conflict Resolution Case Study Role Play Due Friday March 16</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Focused Conversation Method</li> <li>• Solution-Focused Meetings</li> </ul>
4	March 19-23	<p>Working Together: Youth at Risk, Part One</p> <p>Guest Speakers: Kim Campbell, Education Coordinator and Brenda Neis, Detective, CPS, The Sheldon Kennedy Centre</p>	<p>Communicating with Parents: Achievement and Reporting:</p> <p>What Should Parents Know?</p> <p>How do we plan for reporting?</p>	<p>How do we think about reporting across a school year?</p> <p>How do we plan for assessment?</p>	<p>Assessment Plans</p>	<p><b>Conflict Debrief and Script due Monday March 19</b></p> <p>Access readings from Moodle</p>

5	March 26-29 (Note, no class March 30- Good Friday)	Assessment Plans	Working Together: Youth at Risk, Part Two  Who are the vulnerable youth at risk in our schools?	How do we support youth at risk in schools?	No Class- Good Friday observance	Work on Assessment Plans this week  Readings from Moodle
6	April 3 and 6	No Classes, Easter Monday observance	How do we engage the families of at-risk youth?	No Class due to Ambrose Research Conference	Assessment Plans	Readings from Moodle
7	April 9-13	What are the stressors and complications in our communities that have implications in the classroom?	Growing up Digital: From Distraction to Addiction	Who are our community supports?	How does the community assist us?	<b>Assessment Plans Due this week</b>
8	April 16-19	Finalizing, executing and practicing for presentations	Finalizing, executing and practicing for presentations	Finalizing, executing and practicing for presentations	Thursday April 19 Living Exhibition Portfolio Presentations	Are you ready?!

### Requirements:

All course requirements connect to the Alberta Teaching Quality Standard:

- Fostering Effective Relationships;
- Engaging in Career Long Learning;
- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;
- Adhering to Legal Frameworks and Policies.

### Professional Expectations:

- Take ownership of your learning and professional journey.
- Treat your peers as professional colleagues.
- Submit assignments on time.
- Address issues, conflicts, and differences of opinion promptly and professionally.
- Attend all required classes and contribute to discussions, activities, and collaborations.

- Conduct personal business (texting, Facebook/Instagram, phone calls, online shopping, hobbies ...etc) outside of the classroom.
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively.
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library..etc.)
- Find ways to add value to your cohort and your program.

**Assessment # 1: Professionalism: 10% Due Date: On-going**

**Alberta Teaching Quality Standard:**

**Teaching Quality Standard:**

*Fostering Effective Relationships; Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies.*

**Rationale**

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program. Attend class and be on time. Inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching. For further details, read through the professional expectations above and the rubric below.

We have deadlines as teachers in schools that need to be adhered to and as such, we want to demonstrate that professionalism in our courses. To that end, if your assignment is going to be late and you have not notified me PRIOR, it may NOT be assessed. Extensions without a penalty will only be granted for serious medical or extenuating circumstances.

You will self-asses your professionalism at the end of the semester as well as me. You will do so by completing the rubric below along with statements that provide evidence of you meeting those standards.

**Assessment Rubric**

	Exemplary	Almost always	Below expected
Attend class, be punctual and submit assignments on time (unless medical exemption).	5	3-4	0-2
Build into the learning community through class discussions and positive participation in activities. Stay off social media during class.	5	3-4	0-2
Complete readings on time, submit critical questions, and contribute to all class activities.	5	3-4	0-2
Go beyond the assigned readings and resources, show initiative in your professional growth.	5	3-4	0-2

**Assessments #2-3:**

Each assignment is to be developed based on your critical reflection of current practices regarding home, school and community partnerships, including those evident in the schools in which you have worked and would like to work, informed by best practices, research and imagination of what might be, could be and should be. In the spirit of shared praxis I expect that you will be willing to let best practices, research and your imagination of possibilities call into question (conform or disconfirm; affirm or disaffirm...) current practices. I expect that you will also be willing to let current practices call into question and inform (call you forward to more realistic conclusions) best practices evident elsewhere, as well as research and imagination.

### **Assessment #2: Developing a Communication Plan: 10% DUE Friday March 9**

One of the tasks that a teacher needs to consider prior to students and families arriving in September is deciding how they will purposefully develop relationships and communicate with them. You will develop your own plan using the five strategies outlined from the ATA document, "Parental Involvement in Our Schools,"

<https://www.teachers.ab.ca/Publications/ATA%20Magazine/Volume%2090/Number%201/Articles/Pages/ParentalInvolvementinourSchools.aspx>

Address each strategy by describing in any format you wish including a concept map, a prezzi, etc. each strategy:

Strategy One—Create an open and friendly school in which parents feel comfortable and know what to expect in your classroom.

Strategy Two—Establish an open-door policy and be available to hear concerns.

Strategy Three- Be visible in the hallways and playground.

Strategy Four-Ensure that parents feel valued.

Strategy Five—Schedule regular special events at the school and involve students.

What are the key areas of each strategy? What are your communication tools? When and how will you utilize these tools? How will you know you are successful?

### **Assesment #3 :Conflict Resolution: Role-Playing a Conflict Resolution Strategy: 20% (Oral 10% Written 10%): Role Plays Friday March 16; Scripts and Debrief due Monday March 19**

In spite of our good intentions of building relationships with parents, conflict can still occur. The important thing is to be proactive and know how to most effectively deal with situations as they happen. In a group of 2, no more than 3 people, you will chose from one of two conflict resolution strategies, either Focused Conversation or Solution-focused meetings and script a scenario by completing one of the two templates, found in Moodle. You will then present the role play as a fishbowl for the class where we will debrief and provide you with our observations and feedback.

You will hand in the template as well as individual responses to the following:

- How did you feel as you went through the role play?
- How did this assist in positively resolving conflict?
- When might you use this strategy?
- Who else might you need to include in the resolution?

**Assessment Rubric- Applied to the Communication Plan and the Conflict Assessment:**

<b>Concerns (below 7)</b> <i>Areas that need work</i>	<b>Criteria</b> <i>Standards for this performance</i>	<b>Meeting/Exceeding (7-10)</b> <i>Evidence of Standards</i>
	<b>Criteria #1-Competence</b> Your assignment provides evidence of thoughtful consideration to context, alignment that includes school-community connections, and realities facing a school and a teacher that clearly addresses the main question of the topic.	
	<b>Criteria #2-Commitment</b> Your assignment draws from a minimum of two resources utilized in class that support the direction you have taken.	
	<b>Criteria #3- Care</b> Your assignment is free of errors and clearly communicates the main topic, either visually, orally or in written form.	

**Assessment #4: Assessment Plan (40%)- Due by April 13**

You are required to design an assessment plan that **guides your instructional decisions based on reporting** of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire year. You may select the grade level, core subject and district report card that you are utilizing. You will also plan a parent event that coincides with the report card. It may be a student-led conference, parent-teacher conference, etc. You will need to consider the context of your school as you plan.

The format and layout of the plan is self-determined but you are encouraged to seek assistance and ideas from your mentor teacher, and/or teachers you have worked with during your Field Experience. Remember, you are using it as a vehicle to demonstrate your synthesis of curriculum and assessment over the past two years.

Your plan must include **evidence** that you can:

- Interpret the KSAs from the Program of Studies into concrete reporting stems.
- Design tasks for learning that align with the intended outcomes and plan for feedback and formative assessment.
- Determine acceptable evidence that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning).
- Choose appropriate instructional approaches and models for the context, developmental stage of students, diverse learning styles and intended learning goals.
- Leverage technology effectively and integrate 21C competencies.

- Identify the distinctive cultural and contextual elements of a school and align the long-range plan accordingly (TLC, flexible learning environment, FNMI, rural, low/high socioeconomic, special needs school, low/high parent involvement, PYP, culturally diverse, religious....etc).
- Build learning communities beyond the classroom (including links to parents, caregivers and the wider community).
- Organize the curriculum on a timeline that spans a school year and include other important activities such as Remembrance Day or other events that impact your classroom.

You may choose to utilize this plan as part of your living exhibition portfolio.

The assessment plan provides evidence that you are able to...	Below (under 50%)	At (60-70%)	Exceeds (80-100%)
<b>Identify the distinctive cultural and contextual elements</b> of a school and align the long-range plan accordingly (TLC, flexible learning environment, FNMI, rural, low/high socioeconomic, special needs school, low/high parent involvement, PYP, culturally diverse, religious....etc).	Incomplete or missing components	Provides all components with minimal description	Provides all elements with context and explanation
<b>Interpret the KSAs</b> from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics).	Incomplete or missing components	KSA's are present but without detail;minimal	KSA's are presented with detail
<b>Determine acceptable evidence</b> that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning) through five assessments	Incomplete or missing components	Evidence is present without depth or detail; minimal	Evidence is present and connected to assessments in depth and detail
<b>Incorporate formative assessment</b> and feedback strategies.	Incomplete or missing components	Formative assessment is present; feedback opportunities are evident but minimal	Formative assessment is present; feedback opportunities are in detail
<b>Choose appropriate instructional approaches</b> and models for the context, developmental stage of students, diverse learning styles and intended learning goals.	Incomplete or missing components	Instructional strategies are clear and connected to the plan	Instructional strategies are consistently applied in detail throughout
<b>Leverage technology</b> effectively and integrate 21C competencies.	No technology is used	Technology is minimally addressed	Technology is present and connected to the learning



<b>Show how you will engage parents</b> in the learning conversation, providing context for both a parent evening as well as links to resources.	No engagement is evident	Some parental engagement is evident but is minimal	Parental engagement is evident and connects directly to the outcomes reported
<b>Present in a timeline</b> noting other important events that impact curriculum.	No timeline	Timeline evident but missing events	Timeline is well-thought out and detailed

**Attendance:**

Attendance is required at each class. Students are expected to come to class prepared to discuss the topics and questions listed in the course syllabus.

**Grade Summary:**

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The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	
91-95	A	4.0	Excellent
86-90	A-	3.7	
82-85	B+	3.3	
75-81	B	3.0	Good
72-74	B-	2.7	
68-71	C+	2.3	
63-67	C	2.0	Satisfactory
60-62	C-	1.7	
56-59	D+	1.3	
50-55	D	1.0	Minimal Pass
0-49	F		Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

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

**Living Portfolio Capstone Project -20%**

**This course forms 1/3 of the Living Portfolio Capstone Project.**

## Rationale

You have almost completed your 2-year education degree here at Ambrose University. This project gives you a chance to synthesize what you have learned during your time with us. Our hope is that you have become a reflective, innovative, and engaging educator who will go out to serve children, their families, communities and society as a whole.

What kind of teacher will you be? How did you get here? What do you see at the intersection of the four streams of this program (CDPD, SCMP, LTA & FE)? What do you hope for your future students? How will you “be” in a school community? What do you bring to this profession? What is your preferred pedagogical approach? What is your vision of best practice? How will you set up your ideal classroom? What are the “hills you’ll die on” when it comes to teaching? What can a principal count on if they hire you?

These are the kinds of questions that your living portfolio will answer. We want to see YOU in your showcase. You will also be challenged to articulate your teaching identity and practice to your peers, instructors, university consultants, and visiting guests.

## Elements of Project

You will showcase a static presentation of a variety of elements that you have **curated**. These might include...

- An artefact that represents you and/or your preferred pedagogical approach.
- A sample year plan.
- Samples of work you had students create on your practicum.
- Excerpts from your evaluations.
- A visual representation of the 4-5 hills you will die on and the research to support them.
- The story or map of your journey to teaching.
- Some examples of how you will manage your classroom and student behaviour.
- A representation of how your design for learning meets diverse student needs.
- Your communication and community engagement plan.
- Resources and community supports you might use.
- A picture or diagram of your ideal classroom set up.
- The best things you learned in that last two years.
- Your manifesto
- Your TPGP

## Criteria

Your grade will be determined by Kathy Crawford, Nicki Rehn and Sherry Martens, with consideration given to input from university consultants and other instructors who saw your presentation.

**Your final grade for this project will count for 20% in each of CDPD 700, LTA 700 and SCMP 700.**

The criteria used to evaluate your project are:

A+	A	A-	B+/B
20	18.5-19.5	17-18	< 17
	<ul style="list-style-type: none"> <li>• Personal, and reflective of you.</li> <li>• Visible alignment of philosophy, context, and methodology (i.e. teaching philosophy is visible in at least one learning example).</li> <li>• Evidence of a focus on student learning and thinking.</li> <li>• Ability to verbally articulate your philosophy, identity and intended practice.</li> <li>• Work quality represents about 40 hours of work (16 hours from CDPD 700, 16 hours from LTA 700, and 8 hours from SCMP 700).</li> </ul>		

### Details

The showcase will take place on Thursday 19 April, 2017 in the education building. You will be given one table with which to present. The class will be divided into two halves and assigned a block of time, during which you will need to stand with your project and be prepared to share and answer questions.

9.00 am – 9.10 am – Group A set up

9.10 am – 10.30 am – Group A showcase

10.30 am – 10.40 am – Group B set-up

10.40 am – noon – Group B showcase

Noon – 1.00 pm – Debrief and celebrate

### Semester 4 Checklist

- Complete your cover letter and resume.
- Collect letters of reference from people who have seen you teach.
- Create an on-line teaching portfolio (recommended, not mandatory).
- Apply to Alberta Education Teaching and Leadership Excellence branch for your interim certificate.  
<https://education.alberta.ca/applying-for-teacher-certification-the-guide/steps-to-apply-for-teacher-certification/>
- Start applying for jobs (Apply to Education, direct to the school division, direct to independent school).
- Apply for a TQS evaluation for salary purposes.
- Participate in graduation activities (pictures, rehearsals, invitations...etc.)
- Practice work-life balance amidst the chaos and smile lots because you are almost real teachers!

## Ambrose University Academic Policies:

### Communication

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

### Registration

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

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

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

### Exam Scheduling

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

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social

networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

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

### Extensions

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

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

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

Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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