

Ambrose University College

CDPD 700 – Winter 2013 (6)

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Course Description

“One can imagine a time in history when the term *community* was not problematic; taken for granted and a part of the cultural landscape, there was no need to create or build community. But the apparent erosion of community in our world has us look to define it, and by naming it, develop it” (Foster, 2004, p. 186).

This course is designed to guide students to integrate their knowledge regarding theory and best practices in the field of curriculum design and program development. Specifically, this course provides students with an opportunity to design and present a comprehensive framework for an integrated year plan. We will call this framework a thesis. This course is designed as a nine week workshop, one through which students develop, receive feedback on and ultimately present their thesis for their integrated year plan framework. This course provides pre-service teachers with opportunities to consolidate and integrate their B Ed based knowledge about curriculum design and program development, drawn from CDPD 500 and 600. In addition, this course provides students with an opportunity to inquire into and then consider how to integrate into their framework their understanding of learning theory and its application in rapidly changing school and neighborhood communities, in rapidly changing cultural and socio-political contexts.

The essential question of the course is about *how to create and nurture collaborative and authentic partnerships, both within and external to a school*. The course’s premise is that children will learn best in a school that provides them with authentic, collaborative and helpful partnerships.

The course is designed for students to take up the main task of a professional educator, that is, to design an integrated year-long program framework for a plan that focus the resources of the school and community on educational success for all learners. Topics of the course include large scale assessment, methodologies of educational practices in cross-cultural, multicultural and First Nations’ settings, building and sustaining relationships in schools, with parents and with community agencies and inclusive educational challenges and opportunities.

The year plan, the main assignment and organizing idea of this course, is the main assignment for the final three courses in the last semester of the program. The year plan framework is equivalent in scope to that a Master degree level thesis or final major project. Students will be expected to integrate into their year plan framework their knowledge and understandings from each of CDPD 700SCMP 700 and LTA 700.

Course Goals

This course aims to help students:

- Describe the attributes of the culture of an ideal school community;
- Imagine possibilities for schools as an integral component of a larger community (local and cross-cultural);
- Understand ways that school, family, and community collaboration 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 educational leaders to strengthen relationships with external and internal communities associated with schools;
- Develop a personal and professional leadership theory regarding school-community relations

Required Readings:

Alberta Education. (2011). Framework for student learning: Competencies for engaged thinkers and ethical citizens with an entrepreneurial spirit.

(<http://education.alberta.ca/department/ipr/curriculum.aspx>)

CEA (2009). What did you do in school today. Toronto: Canadian Education Association

Needs analyses documents from:

- AHED project-Sierra Leone
- Grassroots Foundation-Liberia

Reserve Readings:

Textbooks

- Deal, T.E., & Peterson, K.D. (2009). *Shaping school culture: pitfalls, paradoxes, and promises, 2nd Ed.* San Francisco, CA: Jossey-Bass.
- Sergiovanni, T. J. (1999). *Building community in schools.* San Francisco, CA: Jossey-Bass. Macmillan.
- Mazurek, Kas. & Winzer, Margaret A. (2006). *Schooling around the world.* Boston MA; Pearson Education Inc.

Alberta Education Documents:

- Effective student assessment and evaluation in the classroom
- Working with young children who are learning English as a new language

Global Education Program document:

- Senior lessons (Grade 11-12)-

Journal Article Readings:

- Langhout, R. D., Rappaport, J., & Simmons, D. Integrating community into the classroom. Community gardening, community involvement and project-based learning. *Urban Education, 37* (3), 323-349.
- Foster, W. P. (2004). The decline of the local: a challenge to educational leadership. *Educational Administration Quarterly, 40* (2), 176-191.

Course Requirements

Assignments	Relative Weight	Due Date
Participation/contribution in Moodle discussion	30%	On-going

sessions		
Reflective Publication “The World in which I Want to Work: A Scenario”	20%	March 27th
Year Plan Framework	50%	April 5th

Course Design Overview: Shared Praxis

The course is designed based on shared praxis, which loosely means for us, a group of educators sharing in conversation their critical reflection on their current practices and those of the schools in which they have worked and would like to work, in the light of research, the practices of others and the vision we all have for the best educational experiences possible for all children.

This approach to learning (shared praxis), typically is designed for a learner to identify actions, behaviors and decisions as well as the assumptions, beliefs, theories and values that give rise to those actions. In courses like this one, designed based on the principles of shared praxis, a learner’s actions and reasons for those actions are informed with the story and practices of the profession, shared with others through conversations, readings and reflections. Learning is connected to and determined by the reflection on one’s actions and reasons for the actions.

Praxis is best thought of as a dialectical and interpretive activity, in which students consider systematically and intentionally how the information presented in the readings, in your colleague’s postings in Moodle, or from my comments call into question or affirm, confirm or disconfirm, challenge or call forward new actions and reasons. Because the course is designed this way, it is necessary for you to begin in day one, week one, of the course. The intended outcome of these conversations is personally generated insights, meaning constructed by you to assist you to complete your thesis-your final assignment(s) and a sense of accomplishment you will feel at learning in a grounded, practical and shared praxis way, having shared meaningfully with others.

The course provides students with three distinct but not separate learning experiences.

They are:

- **An initial inquiry** into current community school relationships (best practices and theory) to be followed by the development and **submission of a scenario**, one for the student to identify and describe a proposed future (ideal) practice for school-community relationships developed so that all children can be successful learners in a school;
- **Shared praxis based conversation** in weekly seminars designed to guide the students to develop further their knowledge, skills and attributes required to integrate their knowledge regarding how to design curriculum and plan programs for all children in schools, in rapidly changing and highly complex contexts. This learning experience is organized as a **set of conversations**, taken up in a systematic way, week by week, in Moodle. Think of this set of conversations as the opportunity to critically reflect with others on current practices in curriculum design and program development with school/community and home in mind. In addition, these conversations are intended to guide the student to design the framework for the year plan. The student will be expected to integrate into their responses their knowledge from LTA 700 and SCMP 700 and those of your field experiences in school;
- The **thesis-the design and presentation of a framework for a year plan**. The year plan is inclusive of the student’s envisioning of new practices for a school in the community in which you would like to work. The last assignment asks you to describe a vision for a quality school within a new paradigm, and that paradigm is your new set of assumptions,

values, beliefs and theories developed over the nine weeks of the course. Think of this activity as the final pre-graduating decision regarding for you, what is the best possible, integrated educational experience for children in a school/community/home relationship.

In the initial two weeks of the course the reading load is heavy. I invite students to have completed one 'read' through of all required readings by the end of week two, and a review of readings from the sources on Reserve. From then on and through to the completion of your thesis, I invite you to use your readings as you would a set of encyclopedias, reading and referring to sections of the textbooks as needed, in order to address the questions, issues or problems posted week by week in Moodle.

Reflective Publication-The world in which I want to work: A scenario

The world in which I would like to work (20%)

Drawing from your readings, experiences in field experiences and preliminary discussions in LTA 700 and SCMP 700, **describe** the culture of the ideal educational community, one in which you would want to work. Your description, a scenario, is required to include: your vision for education through schooling in liberal democracies like ours, what are your main values regarding education and how it is implemented in our classrooms and schools; the rituals and ceremonies you would build into your classroom and school, how you would include the place of history and culture (school's, city and country's) in your classroom and school; what would your school look like physically (artifacts, symbols...); and, how would you design and implement assessment (large scale and classroom) in your school and classroom. Your presentation is a means of introducing something new of yourself, and the educational community in which you want to work, to your cohort, and of forming the conceptual basis, or foundation for your thesis.

The five elements described in your cultural framework are to be:

- Vision & Values
- Ritual & Ceremony
- The place of history and culture
- Architecture, Artifacts & Symbols
- Assessment, principles of integration, fit into a wider global community

Use this framework to write your scenario and include at least one artifact (picture, media piece, symbol....) to capture and communicate the essence of each element. Due: March 4th. The description can take any creative form that you select; possibilities include PowerPoint, YouTube video or other appropriate media form

Criteria for evaluation/Assessment

1. *Required elements present 10%*
 - Vision & Values
 - Ritual & Ceremony
 - History & Stories
 - Architecture, Artifacts, & Symbols
2. *Presentation was informative, well structured, and interesting 10%*

Thesis: Year Plan Framework Document (50%)

Bachelor of Education

Exit Thesis

Rationale

The *Exit Thesis* is a major assignment that requires you to apply knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

Structure of Thesis

The Exit thesis is comprised of three main components:

Component	Weighting	Rationale and Intended Outcome
Comprehensive Year Plan	40%	The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.
Written Paper	30%	The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on your own philosophy and model of practice.
Oral Presentation	30%	In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process.

Comprehensive Year Plan

You are required to design a year plan that guides your instruction of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire. Your plan must show cross-curricula integration and/or use of thematic units at some point during the year.

You may select the grade level and context.

As an ‘architect of learning experiences’, you must demonstrate your ability to design a learning environment that considers Alberta Education alignment, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.

Your plan must include

- Outline of the chosen context
- Activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school
- Any supporting programs (virtues, study skills, anti-bullying...etc.,)
- Strategies to differentiate for diverse pupil needs
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

Your year plan will be included as an appendix in your paper and presented to the committee in a format of your choice.

Written Paper

The written paper will provide the support and rationale for the design of your year plan through a literature review and a reflection on your own philosophy and model of practice.

Your written paper must include an introduction, a literature review that provides support and rationale for the design of your year plan, a personal manifesto, conclusion, bibliography, and the year plan (as an appendix).

The written paper should be between 3000-4000 words, APA formatted.

The **Introduction** will identify and briefly explain your choices and the rationale for your choices, in terms of the planning framework, curriculum (e.g., based upon the Programme of Studies, the chosen subject area and grade; **or** a thematic year plan across subject areas), supporting programs (e.g. bully-proofing; Virtues Project), and school-community relationships. In this section you may include definitions, assumptions, and limitations of your year plan framework.

The **Literature Review** forms the bulk of this paper. It will summarize and cite the documents that support your decisions regarding the design of your year plan (e.g., school-community relationships, instructional methodologies, model(s) of learning, developmental factors, and so on). Information regarding inclusion, FNMI education, large-scale assessment, classroom-based assessment, and cross cultural and multi-cultural education could be included. In this section you should draw heavily on the content from CDPD 700, SCMP 700 and LTA 700.

The **Personal Manifesto** is a final personal reflection on your intended “modus operandi”. The manifesto will consist of 8-10 promises that you will make to your students. Each statement must begin with “I promise to ...” From your statements, your values and intentions in the following areas should be clear:

- Style of classroom management

- Preferred theory(ies) of learning
- Purpose of homework (or home tasks)
- Inclusion
- Role of schools (and teachers) in society
- Technology
- Skills for the 21st Century
- Yourself as a learner

The **Conclusions and Recommendations** is final summary on the matter of integration for the ideal learning community that is well designed to promote learning for all students. It should also identify your personal areas of strength as a teacher and the areas for future growth in order to become the teacher you aspire to be.

Oral Presentation

You are required to present your project to your instructors. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology.

Your presentation should be no longer than 15 minutes in length and you will be asked to field a couple of questions immediately afterwards. ***Please ensure that your presentation does not go over the 15-minute limit, as a show of respect for your classmates and the scheduled timeslots that follow***

You are welcome to invite a friend, peer, or family member to your presentation.

The presentation should include the following:

- A ‘walk-through’ of your year plan, with a succinct rationale given to support key aspects
- Your manifesto
- Integration of technology to deliver the presentation
- Demonstration that you can engage an audience

Assessment Rubric

	Outstanding	Well Done	Satisfactory	Weak
Year Plan				
Overall quality	Year plan clearly and explicitly considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21 st century learning needs, and is detailed and organized.	Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21 st century learning needs.	Year plan mostly considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21 st century learning needs.	The year plan is missing too many critical components required for designing effective instruction.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Universal Design of	Year plan clearly and explicitly considers diverse learning needs e.g., FNMI,	Year plan considers diverse learning needs, e.g., FNMI, cultural	Year plan mostly considers diverse learning needs, e.g.,	Year plan does not address considers diverse learning

Learning	cultural diversity, and learning assets/barriers. There are multiple entry points to the learning.	diversity, and learning assets/barriers.	FNMI, cultural diversity, and learning assets/barriers	needs, e.g., FNMI, cultural diversity, and learning assets/barriers
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Assessment	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. Assessment connects to objectives and allows for differentiation.	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes.	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. but is somewhat disconnected from the objectives	Assessment is either missing or very weak.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Written Paper				
Introduction, conclusion, literature review, manifesto.	The literature review is comprehensive . It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice.	The literature review does not adequately support the year plan. Manifesto is included but has some gaps.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Quality of writing	Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors.	Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors.	The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors.	The quality of writing makes the message difficult to interpret. Student does not use APA formatting.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Oral Presentation				
Informative	Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects.	Oral presentation explains the year plan and gives a rationale for some of the key aspects.	Oral presentation outlines the year plan and highlights some key aspects.	Oral presentation does not adequately explain the year plan.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Engaging	Oral presentation is very engaging and organized. You speak clearly and confidently.	Oral presentation is engaging and organized. You speak clearly and confidently.	Oral presentation is mostly engaging and organized.	More work is needed to deliver an engaging and/or clear presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Use of Technology	Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense.	Student demonstrates proficient use of appropriate technology.	Student uses technology to deliver the presentation.	Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks

Due

The presentation will take place during the final week of classes (April 8-12). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

Please note that your e-portfolio must also be completed and submitted to your instructors at this time.

Moodle Participation (30%)

There are two requirements for your Moodle participation grade:

Inquiry into Problem, Issue or Question

Students are expected to read and respond to **one** issue, problem or question weekly, stated by professor at the beginning of each week's discussion in Moodle. Your weekly response needs to include four sections:

1. What would be **your choice** of practice, (behavior or action) in an educational community, local or international, regarding the stated issue, problem or question? **(1-2 sentences)**
2. Why? What assumptions (theories, beliefs, values, or vested interests) give rise to this proposed practice? **(1-2 sentences)**
3. From readings in your textbook, select one piece of information that confirms the (above) proposed practice and its assumptions. In one paragraph of no more than **150 words** summarize this piece of information.
4. Describe a year plan based decision that you now envision, a possible future year plan practice regarding the question, issue or problem. **150 words.**

You may post your response to the question, problem or issue at anytime during the week in question. **Please post your response in your own named Forum. (see Moodle)**

Schedule of classes: The agenda

Tuesdays

Morning class: Direct instruction regarding a topic or concept of the course-Dr. Potvin

Afternoon class: Seminar discussion regarding the topic or concept-Group led

Thursdays

Morning class: Individual and self-directed work on course assignments

Afternoon class: One on one meeting with professor regarding progress on course assignments. Sign-up sheet for scheduled meetings posted on Moodle and on office door (Dr. Potvin)

Week	Topics	Suggested Readings	Week's question, problem issue...
<p style="text-align: center;">1</p> <p style="text-align: center;">February 11-15</p>	<p>Course overview Community – Why? Who? What? Gesellschaft or gemeinschaft? Analyzing your existing school community/culture</p>	<p><i>As needed to address the week's question, issue or problem</i></p>	<p>1. The lived experience for parents in relating to their child's school is often characterized by uncertainty? Should they be an advocate, democratic participant, persuader, problem-solver, sponsor, bargainer, advisor, quiet acceptor of the professional educator's decision-making...? How has your FE 700 school taken up the challenges and opportunities regarding how parents relate to the school?</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">February 25-March 1</p>	<p>Building relationships with internal audiences Tensions & limitations of the old paradigm Communicating with parents/public Establishing a foundation of trust Dealing with conflict</p>	<p><i>As needed to address the week's question, issue or problem</i></p>	<p>1. Communication 'appears' to be the best strategy to build trust and avoid conflict. Is it? Not all communication 'is created equal.' What does your school (FE 700) do to communicate to</p>

			parents? Vice versa?
March 4-8 3	Expanding our notion of community beyond school Exploring school-community relations conceptual models	<i>As needed to address the issue, question or problem</i>	1. Once upon a time, when schools were a meaningful part of a local neighborhood, community-school relations made sense, practically and theoretically. The neighborhood school was worth investing into. Today, it is not, so it appears. Today, most children in Calgary are either driven to their school or are bused to their school, so the ‘school at a distance’ is not ‘really’ my school and therefore not my responsibility. Agreed? Disagreed? Provide baseline data regarding current demographics, issues, trends, and characteristics affecting your school or a school of choice and its

			families and community
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4 March 11-15	Leadership for collaboration Changing the paradigm Envisioning a school within the new paradigm		Critical review of a school-community partnership programs. “The school’s flagship school-community partnership is _____?”
5 March 18-22	One stop shopping. The school as the locus of control for all a child’s needs-social, physical, remedial, health-care.	<i>As needed to address the week’s issue, question or problem</i>	Critical review of one school-community partnership program that makes is easier for parents to get resources and help they need for their child who has special learning needs. “The school’s main way to help parents get the help they need for their child with special learning needs is _____?”
6 March 25-29	Catching our breathe...time to reflect, to ask each other for insights that might be emerging...	“talk among	

	School-business partnerships-Missed opportunity or strange bedfellows	“	Building partnerships with diverse business. Business interests can be served in the school, through schools, if _____?
7 March 25-29	Diversity-cultural	“	Designing communities of support for parents and families whose first language may not be English? How?
8 April 1-5	Re-inventing school-community-health care partnerships-Creating communities of support for families; with inclusion of all children firmly in mind and practice	“	How can we create community based supports, in rural and urban areas, that can serve the needs of parents of exceptional children?
9 April 1-5	Components of a restructured school-working with students at risk	“	Is the solution to drop out (High School non-finishers) in community-school partnership? To bullying?
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