



Course ID:	Course Title:	Winter 2017
CDPD 700-1	Synthesis of Principles and Practices in Curriculum Design and Program Development	Prerequisite: CDPD 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Days:	M, T, W, F	Instructor:	Dr. Sherry Martens	First day of classes:	Mon. Feb. 27, 2017
Time:	M: 12:00-2:00 T: 8:15-11:15 W: 8:15-11:15 F: 12:00-2:00	Email:	Sherry.martens@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan. 15, 2017
Room:	RE 112	Phone:	403-410-2000 ext 6919	Last day to request revised exam:	Mon, Mar. 6, 2017
Lab/Tutorial:	N/A	Office:		Last day to withdraw from course:	Fri, Mar. 17, 2017
		Office Hours:	By appointment	Last day to apply for coursework extension:	Mon, Mar. 29, 2017
Final Exam:	N/A			Last day of classes:	Tue, April 11, 2017

Course Description

How do teachers create and nurture collaborative and authentic partnerships, both within and external to a school? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program development drawn from CDPD 500 and 600, and apply learning theory from LTA 600 to design and present a comprehensive framework for learning that encompasses school, home and community partnerships over a whole year.

Additional Course Information

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 that in part focuses on school, home and community partnerships. We will call this framework a capstone. This course is designed as a nine week workshop, one through which students develop, receive feedback on and ultimately present their capstone 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 family, school and neighbourhood 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 service plan that focusses 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 700, SCMP 700 and LTA 700.

Expected Learning Outcomes

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

- Describe the attributes of the culture of an ideal school, home and community partnership;
- 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

Textbooks and Resources:

School Act/Role of Parents (Section 16.2) (.pdf available on Moodle)

www.qp.alberta.ca/documents/Acts/s03.pdf (will not open in Safari browser)

Understanding Assessment in Alberta:

https://www.learnalberta.ca/content/ssass/html/pdf/assessment_in_alberta.pdf

Building Home-School Partnerships: (.pdf available on Moodle)

http://www.learnalberta.ca/content/inspb1/html/1_positiverelationshipsB.html

Solution Focused Meetings: (.pdf available on Moodle)

<http://www.learnalberta.ca/content/inspb1/html/pdf/tool2.pdf> (will not open in Safari browser)

Successful Practices for First Nation, Metis and Inuit: (.pdf available on Moodle)

<https://education.alberta.ca/media/3272717/successfulpracticesinfnmieducation.pdf> (copy link and paste into browser)

Engaging Parents (Videos and tipsheets- Edmonton Regional Consortia): (.pdfs available on Moodle)

<http://www.engagingalllearners.ca/>

http://www.engagingalllearners.ca/ls/collaborating-with-parents/documents/tip_sheets_collaborating_with_parents.pdf (will not open in Safari browser)

http://www.engagingalllearners.ca/ls/collaborating-with-parents/documents/learning_guides_collaborating_with_parents.pdf (will not open in Safari browser)

<https://education.alberta.ca/media/1626737/91383-attachment-1-guidelines-final.pdf>

http://keltymentalhealth.ca/sites/default/files/body_image_qrs_april_2012.pdf

<http://www.ismss.ualberta.ca/KrisWells>

Article:

Leading and learning with diverse families in schools: (.pdf available on Moodle)

<http://ezproxy.acnuc.talonline.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=57206538&site=ehost-live> (Ambrose on-line library access required)

Focused Conversation: (.pdf available on Moodle)

http://colganstone.com/yahoo_site_admin/assets/docs/TheArtofFocusedConversationsforSchoolsbyJoNelson.282231309.pdf (will not open in Safari browser)

Creating A Compassionate Classroom:

<http://kainaied.ca/documents/general/ATA%20Compassionate%20Classrooms.pdf>

Reviewing Weight Bias:

<https://www.hindawi.com/journals/job/2016/3753650/>

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. 27	Information about Capstone Course Outline Set up meeting schedules	Meet in groups from 8:15-9:45 to discuss potential Year plan ideas; Capstone groups 10:00-11:15- Whole group	Work Session Group A 8:15-9:15; Group 9:15-10:15; Group C 10:15-11:15	Access	
2	March 6	Communicating with Parents: Setting up for Success	Building partnerships- Letter of introduction, school council, parent volunteers	Work Session Group A-8:15-8:45; Group B 8:45-9:15; Group C 9:15-10:00; All present 10:00-11:00 for Alberta Education math	Access	Scenario #1: My Communication Plan Due Friday March 10 Readings: <ul style="list-style-type: none">• School Act• School Websites• Parental Involvement in Schools (ATA)

				presentation		<ul style="list-style-type: none"> Engaging All Learners (Website) Successful Practices in First Nations, Metis and Inuit Education
3	March 13	Communicating with Parents: Resolving Conflict	Models of conflict resolution;	Work Session Group B-8:15-9:15; Group C-9:15-10:15; Group A 10:15-11:15	Access	Scenario #2: Conflict Resolution Case Study Role Play Due Friday March 17 Readings: <ul style="list-style-type: none"> Focused Conversation Method Solution-Focused Meetings
4	March 20	Conflict Resolution Presentations	Communicating with Parents: Achievement and Reporting: What Should Parents Know?	Work Session Group C 8:15-9:15; Group A 9:15-10:15; Group B 10:15-11:15	Access	Readings: <ul style="list-style-type: none"> Alberta Education Assessment Strategy School websites Alberta Assessment Consortium
5	March 27 (note: no class on March 29 due to Research Conference on Campus)	Diversity: Engaging the Home and Community-	Multicultural and Indigenous Families Guest Speaker: Derek Cook, Director of the Canadian Poverty Institute	On Campus Research Conference	Access	Readings: <ul style="list-style-type: none"> Alberta Regional Consortium Learning Guide for Fostering Positive Parental Partnerships “Leading and Learning with Diverse Families in Schools: Critical Epistemology Amid Communities of Practice”
6	April 3	Working Together: Youth at Risk Guest Speakers: Kim Campbell, Education Coordinator and Brenda Neis, CPS Sheldon Kennedy Child Advocacy Centre		Work Session Group A 8:15-9:15; Group B 9:15-10:15; Group C 10:15-11:15	Access	Scenario #3: Diversity: Setting All up for Success Due Friday April 7
7	April 10	Pulling our work together	Last day of classes	Preparing for Presentations	No class- Good Friday	
8	April 13, April 18 April 19 April 20	Presentations as scheduled				

Attendance:

150 Ambrose Circle SW, Calgary, AB T3H 0L5
T 403-410-2000 **TF** 800-461-1222
info@ambrose.edu
ambrose.edu

Attendance is mandatory for all students on Mondays and Tuesdays. Attendance is also mandatory on Wednesdays, when scheduled in group seminars.

Requirements:

All course requirements connect to the 10 Competencies of the B.Ed (After) Degree (See Appendix A) and the Alberta Teaching Quality Standard Related to Interim Certification 2014. (Appendix B).

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

ASSESSMENT	%	DUE DATE
Ongoing Assessment: Professionalism	10%	On-going
Assignment #1: <i>Communication and Collaboration with Parents</i>	10%	Friday, March 3, 2017
Assignment #2: <i>Dealing with Conflict: Using a Conflict Resolution Strategy as a Case Study</i>	20%	Friday, March 17, 2017-written Monday, March 20, 2017- oral
Assignment #3:		

<i>Diversity and Risk: How do you best engage the home and community to meet the needs of learners?</i>	10%	Friday, April 7, 2017
Capstone Project:	50%	<i>Presentations April 18-21, 2017</i>

Grade Summary:

The available letters for course grades are as follows:

Percentage	Letter Grade	Description
96-100	A+	Excellent
91-95	A	
86-90	A-	
82-85	B+	Good
75-81	B	
72-74	B-	
68-71	C+	Satisfactory
63-67	C	
60-62	C-	
56-59	D+	Minimal Pass
50-55	D	
0-49	F	

Ongoing Assessment: Professionalism (10%)

Due Date: On-going

Rationale:

*Competency #9 – Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program.*

Alberta Teaching Quality Standard: 1, 5, 8, 10, 14, 15, 16, 17

Instructions:

- 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.

Professionalism 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

Assignments 1, 2, 3: Total = 40%

Through conversations, lectures, work sessions, readings, viewing of best practices (you tube) students produced scenarios. 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.

Instructions.

You will hand in three assignments that are aligned to the topics below:

1. Communication and Collaboration with Parents- Your Communication Strategy for Parents-(10%) Due: Friday March 3
2. Dealing with Conflict: Using a Conflict Resolution Strategy as a Case Study. This will have both a written and oral component. (20%) Due: Friday March 17, 2017
3. Diversity and Risk: How do you best engage the home and community to meet the needs of learners? This is a student-inspired case study that you will create. (10%) –Due Friday April 7, 2017

Assessment Rubric

Concerns (below 7) <i>Areas that need work</i>	Criteria <i>Standards for this performance</i>	Meeting/Exceeding (7-10) <i>Evidence of Standards</i>
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	<p>Criteria #1-Competence 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.</p>	
	<p>Criteria #2-Commitment Your assignment draws from a minimum of two resources utilized in class that support the direction you have taken.</p>	
	<p>Criteria #3- Care Your assignment is free of errors and clearly communicates the main topic, either visually, orally or in written form.</p>	

Assignment #1: Developing a Communication Plan (10%)

Due Date: March 3, 2017

Rationale:

Competency #3 – Building Learning Communities; Competency #7 – Design and implement programs that incorporate attention to cultural realities and diversities; Competency #9 – Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education program.

Alberta Teaching Quality Standard: 1, 2, 5, 8, 10, 12, 13, 14

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 prezziie, 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? What will you do if you are not successful?

Assignment #2: Conflict Resolution (20%)

Role-Playing a Conflict Resolution Strategy

(Oral 10% Written 10%):

Due Date: March 17, 2017

Rationale:

Competency #1 – Build affirmative relationships with children; Competency #3 – Building Learning Communities; Competency #7 – Design and implement programs that incorporate attention to cultural realities and diversities; Competency #9 – Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education program.

Alberta Teaching Quality Standard: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14

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 choose 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 this assist in positively resolving conflict?
- When might you use this strategy?
- Who else might you need to include in the resolution?

Assignment #3: Diversity and Risk (10%)

How do you best engage the home and community to meet the needs of At-Risk Learners?

Due Date : April 7, 2017

Rationale:

Competency #1 – Build affirmative relationships with children; Competency #3 – Building Learning Communities; Competency #7 – Design and implement programs that incorporate attention to cultural realities and diversities; Competency #9 – Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University Bachelor of Education program.

Alberta Teaching Quality Standard: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14

This assignment is intended to address the specific communication and collaboration that is required to support at-risk students. This can take many forms including academic, social-emotional, physical and behavioural concerns. You are not alone in this work and need to engage the appropriate community supports for students and families.

Thinking about the students that you have encountered in the last two years, choose one that stands out and consider in no less than three pages (12 pt font/ double spaced/ 1 inch margins):

- Description of the student and the presenting issues
- Description of steps that you would begin at school ; provide rationale for these steps
- Research and identify a minimum of three community agencies and other supports (including government) that you would draw from to support the student or the student’s family
- Describe how these agency supports will/can be of benefit for the student

- How will you assess the effectiveness of the supports that you have chosen?

Capstone Project: (50%)

Rationale:

Competency #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Alberta Teaching Quality Standard: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

The Capstone Project is a major assignment that requires you to synthesize and apply what you have learned and who you have become during these last two years at Ambrose University. **This assignment forms 50% of your final grade in each of CDPD 700, LTA 700, and SCMP 700.** At least three instructors will jointly mark the assignment. You may complete this assignment with a partner.

As part of your Capstone Project and to fulfill the requirement of CDPD 700, you will complete a long range plan that will showcase your ability to design a comprehensive learning experience that is suitable for an elementary classroom in Alberta. Details of the Long Range Plan are below.



**** Long-range Plan (40% of total Capstone Project)****

Rationale:

Competency #1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Alberta Teaching Quality Standard: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16

As an upcoming graduate of the Ambrose University Education program you will not only demonstrate through this assignment your ability to meet the 10 Core Competencies and the Alberta Teaching Quality Standard, but you will also demonstrate your commitment to the purpose statement established by Ambrose University in that you will embrace this higher education “with a vision for the welfare of our city and our world.”

For this assignment, you are required to design a long-range plan which will be taught over the course of the year that **guides your instruction** for integrated units of study that focus on one core subject (Math, Social Studies, Science or Language Arts) but integrates other areas of study such as the fine arts, physical education, and/or health.

Through this assignment, you are to consider your ability to serve the students, parents, and/or school community through a community service project that will emerge and be evident in the units that you have planned.

Your long range plans will answer these over-arching questions:

- What do you want your students to become and be able to do at the end of a year in your classroom?
- What competencies and attributes will you prioritize?
- How will you achieve this?
- How will your classroom be distinctly yours?

The context:

- You may select the grade level and school context. Choose a school context that is more specific than “average Alberta classroom”. We suggest that you use a school context with which you are familiar from FE so that you can draw from those concrete experiences.
- Identify a comprehensive school health issue/concern/problem that needs to be addressed in order to best meet the needs of the students at the school. The way in which you will address this issue will also include student participation, connections to the programs of study, as well as community resources and supports.
- In small groups, identify a potential solution to this problem and the ways in which the issue will be addressed throughout the course of the school year. The project will include student participation and connections to the program of studies. Your unit plans form part of this year plan.
- Final product/project will be showcased during the Capstone exit interviews.
- The format and layout of the long-range 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. While some school-based long-range plans are simple, single-page templates, the scope of this assignment should reflect the nature of a capstone project worthy of the weighting it has been assigned. Remember, you are using it as a vehicle to showcase everything you have learned in the education program here at Ambrose.

Your long-range plan must include evidence that you can:

- 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).

- Identify a health related issue at the school for which you will create a service project that will be developed throughout your unit plans and will be presented during your Capstone Project presentations. Your inclusion of students, parents, the school and community resources will be clear in your planning.
- Interpret the KSAs from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics).
- Determine acceptable evidence that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning).
- Incorporate formative assessment and feedback strategies.
- Accommodate for students with specific exceptionalities (such as learning disabilities, ELL, giftedness, behavioural challenges, and physical disabilities) across a variety of situations – direct instruction, self-directed projects, transitions, reading, test-taking...etc.
- 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.
- Build learning communities beyond the classroom (including links to parents, caregivers and the wider community).
- Integrate pre-existing programs that support your goals (Virtues Project, Daily-5, Jump Math, Circle of Courage...etc).

- Design activities for learning that align with the intended outcomes and plan for feedback and formative assessment.
- Integrate appropriate KSAs from other curricula areas.
- Design the physical layout of the classroom to support your goals.
- Organize the curriculum on a timeline that spans a school year.

A copy of your long-range plan will be included as an appendix to your paper.

Other:

This course forms one aspect of the Capstone Project. Students will be completing the Year Plan as a part of the Capstone requirement along with a written paper, professional inquiry and a presentation. Presentations will be scheduled April 13, April 18, April 19 and April 20, 2017. **Bachelor of Education**

Long Range Plan Assessment Rubric

The long-range plan provides evidence that you are able to...	Evidence is varied and comprehensive. We are convinced!	There is at least one piece of evidence to show you can do this.	The evidence is weak and unconvincing.	This component is missing.
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).				
Interpret the KSAs from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics).				
Determine acceptable evidence that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning).				
Incorporate formative assessment and feedback strategies.				
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disabilities) across a variety of situations – direct instruction, self-directed projects, transitions, reading, test-taking...etc.				
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Integrate pre-existing programs that support your goals (Virtues Project, Daily-5, Jump Math, Circle of Courage...etc).				
Design activities for learning that align with the intended outcomes and plan for feedback and formative assessment.				
Integrate appropriate KSAs from other curricula areas.				
Design the physical layout of the classroom to support your goals.				
Organize the curriculum on a timeline that spans a school year.				

Capstone Project

What

The *Capstone Project* is a major assignment that requires you to **synthesize** and **apply** what you have learned and who you have become during these last two years at Ambrose University. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. At least three instructors will jointly mark the assignment. You may complete this assignment with a partner.

Why

This project will equip you to articulate what you know and believe about education and what kind of teacher you plan to be. It will give you an organizing framework for reflecting and conceptualizing everything you have learned here. This is useful for job interviews, advocating to administration for initiatives, and defending practices to parents.

Structure

The Capstone Project is comprised of four components:

Component	Weighting	Rationale and Intended Outcome	Time allocated in
Long-range Plan	40%	The long-range plan will showcase your ability to design a comprehensive learning experience that is suitable for an elementary classroom in Alberta. The long range plan is the vehicle through which you will demonstrate a synthesis of	CDPD 700 & LTA 700

		what you have learned in LTA, SCMP, CDPD and your field experiences. Your long-range plan will answer these overarching questions: What do you want your students to become and be able to do at the end of a year in your classroom? What competencies and attributes will you prioritize? How will you achieve this? How will your classroom be distinctively yours?	
Written Paper	30%	The written paper will provide a critical analysis of the distinctive features of your long range plan, arguing from a research, experiential and philosophical perspective.	SCMP 700
Pitch	30%	Using your long-range plan as the subject of this pitch, you will demonstrate that you can engage an audience and articulate your philosophy of education and intended mode of practice (i.e. “This is the teacher I am going to be and here it is reflected in the long-range plan”.) The pitch allows you to practice the skills that need to be evident during the interview process. It is an apologetic-of-sorts that defends that kind of teacher you want to be and the ideal classroom and learning experience that you want to create.	CDPD 700 & LTA 700

Long-range Plan

You are required to design a long-range plan that **guides your instruction** of one core subject (Math, Social Studies, Science or Language Arts) taught over the entire year.

You may select the grade level and school context. Choose a school context that is more specific than “average Alberta classroom”. We suggest that you use a school context with which you are familiar from FE so that you can draw from those concrete experiences.

The format and layout of the long-range 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. Your instructors may be able to provide some exemplars too. While some school-based long-range plans are simple, single-page templates, the scope of this assignment should reflect the nature of a capstone project worthy of the weighting it has been assigned. Remember, you are using it as a vehicle to showcase everything you have learned in the education program here at Ambrose.

Your long-range plan must include **evidence** that you can:

- 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).
- Identify a health related issue at the school for which you will create a service project that will be developed throughout your unit plans and will be presented during your Capstone Project presentations. Your inclusion of students, parents, the school and community resources will be clear in your planning.

- Interpret the KSAs from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics).
- Determine acceptable evidence that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning).
- Incorporate formative assessment and feedback strategies.
- Accommodate for students with specific exceptionalities (such as learning disabilities, ELL, giftedness, behavioural challenges, and physical disabilities) across a variety of situations – direct instruction, self-directed projects, transitions, reading, test-taking...etc.
- 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.
- Build learning communities beyond the classroom (including links to parents, caregivers and the wider community).
- Integrate pre-existing programs that support your goals (Virtues Project, Daily-5, Jump Math, Circle of Courage...etc).
- Design activities for learning that align with the intended outcomes and plan for feedback and formative assessment.
- Integrate appropriate KSAs from other curricula areas.
- Design the physical layout of the classroom to support your goals.
- Organize the curriculum on a timeline that spans a school year.

A copy of your long-range plan will be included as an appendix to your paper.

Written Paper

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

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

Introduction

Give a brief overview of your long-range plan framework, including context, subject and grade, and its distinguishing elements that you will discuss and defend.

Literature Review

Identify four to five of the key elements of your long-range plan (for example - assessment, strategies for accommodating exceptional learners, dominant instructional approach, integration of inquiry, FNMI focus, strategy for teaching reading....etc). Give a detailed a rationale for your design of these elements and provide a research base to support it. You should provide a **critical analysis** which means comparing and contrasting more than one perspective. The following questions should be answered by the literature review:

- Why does this method/strategy/approach resonate with you?

- What research or policy supports this method/strategy/approach?
- What are the criticisms?
- How will you answer the critics?

Personal Manifesto

The Personal Manifesto is a 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 the statements your teaching values and philosophy should be clear.

Conclusion

The conclusion should summarize the paper and identify your teaching strengths and weaknesses and the strategies you will use to further develop the strengths and improve the weaknesses.

Pitch

You are required to present your long-range plan to your instructors and give a succinct rationale to support the key aspects. We do not want a play-by-play explanation of all the components, but we want you to speak to the parts that are most important to you. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, and clearly explain your project. You should either support the presentation with appropriate technology or show how you will use technology in your practice/career.

Your presentation should be between 15-17 minutes in length and you will be asked to field a couple of questions from the panel immediately afterwards. We will have an orange warning light and a red stop light to guide you. Please ensure that your presentation does not go over the 17-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.

Assessment Rubric

Long-range plan (40%)

The long-range plan provides evidence that you are able to...	Evidence is varied and comprehensive. We are convinced!	There is at least one piece of evidence to show you can do this.	The evidence is weak and unconvincing.	This component is missing.
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).				
Interpret the KSAs from the Program of Studies into concrete outcomes and goals, essential				

questions, big ideas, and foundational skills (not just topics).				
Determine acceptable evidence that your students have achieved those outcomes and goals and developed foundational skills (i.e. measure and report learning).				
Incorporate formative assessment and feedback strategies.				
Accommodate for students with specific exceptionalities (such as learning disabilities, ELL, giftedness, behavioural challenges, and physical disabilities) across a variety of situations – direct instruction, self-directed projects, transitions, reading, test-taking...etc.				
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.				
Build learning communities beyond the classroom (including links to parents, caregivers and the wider community).				
Integrate pre-existing programs that support your goals (Virtues Project, Daily-5, Jump Math, Circle of Courage...etc).				
Design activities for learning that align with the intended outcomes and plan for feedback and formative assessment.				
Integrate appropriate KSAs from other curricula areas.				
Design the physical layout of the classroom to support your goals.				
Organize the curriculum on a timeline that spans a school year.				

Overall the evidence is:

Consistently convincing <i>(i.e. check marks are all in first column)</i>	Mostly strong <i>(i.e. most of the check marks are in the first column)</i>	Has some gaps <i>(i.e. has numerous check marks in the second and third column)</i>	Weak <i>(i.e. check marks are mostly in the third column)</i>
A, A+	A-	B-, B, B+	C+ and below
36.5-40	34.5-36	29-33	(≤28)

Pitch (30%)

The pitch focused on the long-range plan and highlighted the parts that are important to you and of which you are most proud. We were left feeling convinced by you and your ideas.	The pitch spoke to the long-range plan but you left us with gaps in understanding what was distinctive and most important.	The pitch was largely disconnected from the long-range plan.
(10-12 marks)	(8-9 marks)	(≤7 marks)
The pitch was engaging because it was personal, organized, and interesting. You “invited us in” rather than “talked at us”. You spoke clearly and confidently.	Your pitch was moderately engaging, but it seemed more like a student presentation, than a pitch.	Little attention was given to organizing and/or practicing your pitch in order for it to be engaging.
(10-12 marks)	(8-9 marks)	(≤7 marks)
You showcased some technology that you might use to engage students, support exceptional learners, assess, collaborate, organize yourself, or deliver a presentation effectively. We are convinced that you can employ technology in effective ways.	You showcased some technology. However, we are not convinced that you can use it in effective ways.	We had to dig around in your long-range plan to find evidence of your ability to integrate technology.
(5-6 marks)	(4 marks)	(0-3 marks)

Written Paper (30%)

Overall, the paper is comprehensive yet succinct and explicitly connected to the long-range plan. The manifesto evokes confidence in your teaching. Personal strengths and weaknesses are addressed in conclusion. Teacher-speak is unpacked and it is easy-to-read (i.e. organized and well-written)	Overall the paper connects to the long-range plan and addresses some of the distinctive elements. There may be some required sections missing. The writing quality may need attention.	Overall, the paper is weak. It is either poorly organized, poorly written, or has insufficient content (or all of the above).
(10-12 marks)	(8-9 marks)	(≤7 marks)
The literature review of 4-5 elements provided a critical analysis rather than just a survey of accepted theories.	The literature review of 4-5 elements provided a survey of accepted theories.	Insufficient literature and/or analysis were provided.
(10-12 marks)	(8-9 marks)	(≤7 marks)
APA formatting and referencing, grammar and spelling are mostly correct.	APA formatting and referencing, grammar and spelling have numerous errors.	There are significant problems with the APA formatting and reference, grammar and spelling.
(5-6 marks)	(4 marks)	(0-3 marks)

Due

Pitch: Tuesday 18 April – Friday 21 April (sign-up for a 45-minute time slot)

Semester 4 Checklist

- Complete Professional Inquiry Poster – The development of the poster for your professional inquiry will be part of LTA 700. You will be given plenty of time and guidance to complete this assignment. See the LTA 700 assessment guidelines for marking criteria and weighting.
- 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.

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.