Course ID:	Course Title:	Winter 2021
CDPD 700	Synthesis of Principles and Practices in Curriculum Design and Program Development	Prerequisite: CDPD 600
		Credits: 6

Class Information		Instructor Information		Important Dates	
Delivery:	Blended	Instructor:	Dr. Sherry Martens, Ph.D.	First Day of Classes:	
Days:	Room:	Email:	Sherry.martens@ambrose.edu	FE 600 & FE 700	January 4
Monday 12:30-3:00	Online-ALL	Phone:	403-410-2000 ext 6919	CDPD 600 & SCMP 600	February 8
Tuesday 8:30-11:00	Group One Rm 112; Group Two: SRG's	Office:	Res. Ed	CDPD 700 & LTA 700	February 22
Wed. 8:30-11:00	Group Two Rm 112: Group One: SRG's	Office Hours:	As Arranged	Last Day of Classes:	
Thursday 8:30-11:00	Online-ALL			FE 600 & FE 700	February 5/12
				CDPD 600 & SCMP 600	April 9
				CDPD 700 & LTA 700	April 16
				Last day to add/drop, or change to audit:	
				FE 600 & FE 700	January 17
				CDPD 600 & SCMP 600	February 18
				CDPD 700 & LTA 700	March 2
				Last day to withdraw from course:	
				FE 600 & FE 700	January 31
				CDPD 600 & SCMP 600	March 23
				CDPD 700 & LTA 700	April 3

Course Description

How do teachers create and nurture a narrative of curriculum within authentic partnerships? Using this question as a frame, students will consolidate and integrate knowledge about curriculum design and program developments drawn from CDPD500 and 600 and apply learning theory from LTA600 to design and present a comprehensive framework for learning that encompasses school, home and community over a whole year with an emphasis on literacy.

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 and in rapidly changing cultural and socio-political contexts. Students will imagine their narrative of teaching including curriculum as planned and curriculum as lived over the course of a year considering whose voices are heard and whose voices are silenced.

Teacher Quality Standards Addressed

- 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.

Program Requirements

Canadian Studies addressed as:

Gender Issues   3 hours
Literacy   6 hours
Diversity in Canadian classrooms 6 hours

Expected Learning Outcomes

- Synthesize the attributes of the culture of a school enacted through a literacy framework
- Understand ways that empathetic school, family, and community engagement can enhance the educational success of all students;
- Apply theories and models related to curriculum design and program development in literacy

Textbooks and Resources:

All articles and readings are posted on Moodle

Required Assignments:

Structured Reading Groups 15%
Commonplace Book   25%
Year Plan   40%
Living Exhibition Portfolio 20%

Professional Expectations:

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program. **You are expected to attend every class**, virtually and physically- please be on time. **You only have to be on Campus one day a week- make it a priority.** Turn on your camera (use a virtual background if you wish)- we know that there is zoom fatigue but it is important to be present. 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. You will be asked to take up our time together and the readings through a commonplace book and the SRG. Our physical presence is required- yes, attendance is mandatory…

- Take ownership of your learning and professional journey.
- Treat your peers as professional colleagues.
- **Submit assignments on time. Please email all links, docs, etc. to sherry.martens@ambrose.edu**
- 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.

Tasks and Timelines: Please note that these are subject to change based on our class discussion, needs, etc.

Week Topics Task Dates	Dates	Topics	Reading
Week 1 Feb. 22-Feb. 25	Feb 22 **Zoom**	Setting up the course context •What is/will be your story of teaching? • What does it mean to be a reflective teacher? • How do you envision your classroom over the course of a year based upon your personal teaching philosophy to optimize student learning? • How will this be taken up over the course?	These will be sent prior to our first class: •van Manen, "The Epistemology of Reflective Practice" http://www.maxvanmanen.com/files/2011/04/1995-EpistofReflective-Practice.pdf •Wheatley, "Partnering with Confusion and Uncertainty" https://margaretwheatley.com/wp-content/uploads/2014/12/Partnering-with-Confusion-and-Uncertainty.pdf •King, "You'll Never Believe What Happened" is Always a Great Way to Start"

			https://files.transtutors.com/cdn/uploadassignments/266319_1_book---the-truth-about-stories.pdf https://www.cbc.ca/radio/ideas/the-2003-cbc-massey-lectures-the-truth-about-stories-a-native-narrative-1.2946870
	Feb 23/24	On-line - How does this play out in Alberta?	For on-line • Seeing Yourself on the Walls • "Re-Imagining Learning Spaces in Uncertain Times" https://d1c337161ud3pr.cloudfront.net/files%2Fd0682ab5-7f94-492d-ab68-b7110a3b6764_The%20Blue%20DOT-Issue%2012.pdf
		Introduce: First Impressions: • Environment and Organization (Seeing Yourself on the Walls-reading) • How will you introduce yourself to parents? • How will you set up the space for learning? • What will the classroom communicate about your beliefs about teaching? •What routines, procedures, etc. will be important to establish? • What dates, events, celebrations will I need to be aware of?	
		Face to face	
		• Whose voices are heard? Whose voices are silenced? • How do we present the curriculum free of bias? • What is social justice?	For face to face class: • DeAngelo: Chapter 5-"Is Everyone Really Equal?"

		• What is going on in society that creates an imperative for social justice education? • What is cultural humility? • Is everyone really equal?	
	Feb 25 **Zoom**	Communicating with parents • 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?	•Thinking about the communication tools available to you: -How will you introduce yourself to parents? -What information is important? -What will you need to consider to ensure the greatest level of engagement?
Week 2 March 1 – 4 **Social Justice and Commun-icating With Parents** •Commonplace Book **Due March 5** • Environment Plan and Communic-ation plan - done	March 1 **Zoom**	Vulnerable learners	Jigsaw: • Compassionate classroom • Promoting Positive Body Image -A Guide for Adults and Gender Aggression • Gender Identity and Gender Experience in Schools • Supporting Transgender and Transsexual Students
	March 2/3	Online	On-line Reading • Confronting our beliefs about poverty and discipline • http://enoughforall.ca/poverty-and-the-law/#/
		Watch video, Derek Cook, Director of the Canadian Poverty Institute Discussion followed up by Commonplace entry	

Youth at Risk: Hearing the Invisible Voices		Extra: If you want to learn more, take a look at the Poverty Module – about 2 hours. No on-line class.	
		Face to Face	
		Stressors and Complications: • Who are the vulnerable learners in our classroom? • How do we engage their families? What are the implications if we don't? •What are the signs of abuse? •What are our responsibilities? How do we report?	Resources from the Calgary Child Advocacy Centre will be incorporated into the class content.
	March 4 **Zoom**	Special Guest: Derek Cook - Director of the Canadian Poverty Institute	Both classes together • How is poverty defined in Canada? How does poverty impact our work in schools? • Case Study
Week 3 March 8 - 11 Communicating With Parents through Effective Relationships	March 8 **Zoom**	Introduction: How do you navigate difficult situations? Role-playing scenarios…	Focused conversation templates Think about the kinds of conflict you witnessed/ were a part of during practicum. Students? Teachers? Parents? Add your scenario to the google doc…
	March 9/10	On-line	
		Communicating with Parents	Readings for Commonplace (share reading summary with group via google doc)

		Face to Face	
		Carry out role plays with debrief	
	March 11 **Zoom**	How do I understand the program of studies? • How will I envision a program of studies through my teaching philosophy? • How will I consider Language Arts over the course of a year? • Incorporating assessment and reporting?	Charney Randhawa Docherty, AP Raddison Park School (9:00 – 10:00): Envisioning Literacy: An Administrator's Perspective Guiding framework – https://open.alberta.ca/publications/guiding-framework-design-development-k-12-curriculum
Week 4 March 15 - 18 Assessment and Reporting **Common-place Book #2- Due March 19** **Year Overview: Calendar should now be done**	March 15 **Zoom**	Assessment – gathering, reporting and communicating student learning What is it that gets better when someone gets better at something? - Dylan Wiliam Potential topics: • How do we communicate that information? • Report cards, formative/summative • History of Grading – why and how we have come to our current context.	Bring one of your report cards as a reference…
	March 16/17	On-line How do we plan for assessment?	For on-line (jigsaw):

		Where do our practices of assessment come from? Where are they going?	• Inside the Black Box: Raising Standards Through Classroom Assessment • Assessment in Alberta (Discussion Paper) - pdf
		Face to Face	
		What should students and parents understand about assessment? • What is the purpose of report cards? • Explore CBE, CSSD, RVSD	For your interest and to connect to your personal year plan: • See Moodle for article links – choose area of interest
	March 18 **Zoom**	Assessment • Types – formative/assessment • Analyzing the discussion paper and connection to the year plan.	Continue with: Assessment in Alberta (Discussion Paper) – pdf in Moodle
Week 5 March 22 - 25 Connecting Learners, Curriculum and Assessment **Common-**	March 22 **Zoom**	Understanding Literacy - Reading • Components • "Reading Wars"… There are a lot of voices over many years who have contributed to this body of research, teacher-practitioner driven-resources including Trehearne, Gear, Calkins, Maraconda, etc. •Why does it matter/not matter? How will you decide what you need	Two week reading task • Comparing Reading Research to Program Design - An Examination of Teachers College Units of Study. • "The Science of Reading"- https://youtu.be/cnkJ6VvDr2M • "The Simple View of Reading"- https://youtu.be/BhpHr3SC7hk

place Entry # 3 **Due March 26** Readings from Moodle		to do? What will drive those decisions?	• Alberta Regional Consortia https://arpdcresources.ca/consortia/comprehensive-literacy-guides-k-6/ • RVS Year Plan • K-12_LiteracyNumeracyFramework_v2_2018
	March 23/24	On-line Understanding aspects of Literacy – Continued Exploration of Research and Practical Guides in Reading Face to Face What will day-day learning look like? • How will I design learning tasks? • What technology will complement my approach? What programs? • How will you incorporate Indigenous ways of knowing and pedagogy in your curriculum planning in meaningful ways? The Arts?	SRG Connecting research to practical • Why do teachers make decisions about reading as they do? • What decisions will you make and why? • Consider what 'programs' you will choose based on the above? (Research informed practice) • Thinking about this through a critical lens as could be asked in an interview and how it is related to your personal philosophy. •Sample Grade One Year Plan- see word document in Moodle -What is this teacher's philosophy about literacy? -How is it structurally set up? -What resources/programs are used? -What about assessment?
	March 25 **Zoom**	Understanding Literacy – Writing • How do we teach writing • Unpacking writing 'programs' as you consider your year plan.	Introduction to writing Let's take a look at a couple of 'programs'- Six Write Traits, Adrienne Gear and Lucy Calkins

Week 6 March 29 – April 1 Year Overview: Outside Agencies, Supports for students- done Readings from Moodle	**March 29 & 30- Both on Zoom**	Understanding Literacy - Writing • Assessing and understanding what does grade level work mean? Look like? • What are the criteria? • What is the evidence of that criteria? • What is the feedback provided to children?	Using provincial SLA and PAT writing samples March 30th 8:30-9:00: Cassidy Mueller, First - year teacher talks about planning
	March 31 **No face to face class this week.**	• Please consider attending **ARC- The Ambrose Research Conference** • Check your student portal for the Conference link for presentations OR Sign up for Small Talk - Suicide Prevention Training (Limited registrations- please see email from Sherry)	
	April 1 **Zoom**	What about the Arts? -Considering the Arts as learning in and through as Representing	A quick trip around the Arts…What music, art, drama and dance might look like as an integrated/stand-alone content.

Week 7 April 5 - 8 Revisiting your Year Overview Plan **Commonplace #4- Synthesis due April 9**	April 5 **Zoom**	Year Plan Work Time	Mini-lessons on missing pieces – as needed.
	April 6/7 **Face to Face Cohort 1**	On-line	
		Go back and consider each section- does it still make sense in light of all discussion, speakers, events?	Peer evaluation of your year plan: -What is your philosophy? How do you know? -How is it structurally set up? -What resources/programs are used? -What about assessment?
		Face to Face	
		Student pre-presentation conversations- share your plan with a classmate who will interview you about your work/swap.	
	April 8 **Zoom**	Completing final sections of Year Overview	
Week 8 April 12 - 15 **Year Plan due April 12**	April 12	Year Plan is Due - Working on Portfolio Video of Portfolio presentation due to Kathy	
	April 13	Practicing for Interview	
	April 14	Living Exhibition Portfolio Presentations 9:00-1:00	Sign up for a time slot

	April 15	Living Exhibition Portfolio Presentations 9:00-1:00	Sign up for a time slot

Assessment:

Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program. Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort.

Because assignments require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. In essence, students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.

Grade Summary:

The available letters for course grades are as follows:

Percentage	Letter Grade	Grade Point Weight	Description
96-100	A+	4.0	Exceptional
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.

Structured Reading Group- 15% - Note: For on-line classes on Tuesday and Wednesday, the required on-line aspect of the class runs from 9:30 – 11:00. The first hour of the class is allotted to reading and completing the pre-class activity such as the SRG role or various other learning tasks. You must email your work to the instructor the day of your SRG. All work must be submitted for full marks. The Reporter will submit the summary of your discussion.

SRG: Assessment of required reading

Criteria	Needs Improvement (will need to consult with professor and develop a plan for improvement) **1/5**	Acceptable **3/5**	Exemplary **5/5**
Competence and Commitment	• Entries are not done or partially prepared • Writes only about what is discussed in the article with no extensions that allows the construction of new meaning.	Entries are done but are summaries of the material rather than activities to develop new insights.	• Consistently prepared entries. • Provides knowledge and insights from the readings as required and other experiences if appropriate. • Asks and explores key questions that explore the significant elements of the reading. • Work facilitates acquisition of new insights and understanding related to the topic.

Commonplace Book – 25% Commonplace books will be submitted **BY** the following days:
March 5- 5%
March 19- 5%
March 26- 5%
Final and synthesis April 9- 10%

Students will utilize feedback from the rubric and the final assessment will be based on the evidence of growth throughout the submissions. **All submissions must be received.**
An explicit aspect of CPDP 700 is to unsettle your understanding of curriculum, teaching and learning. CDPD will intentionally disturb the conceptions of schooling that have been developed over the previous three practica and

provoke you to thinking deeper. The goal is **Phronesis,** which leads to richer, more complex thinking and creating enabling you to make good judgements about what is the right thing to do in a situation. This class seeks to have you reflect on your philosophy and reject the existence of one single correct answer.

The **weekly** reflective activity will be a way to summarize your readings, classroom experiences and applications, allowing new questions and ways of thinking to surface. Schon (1983, 1990) suggests that initially, two types of reflection exist: *reflection-on-action* and *reflection-in-action*. Both are reactive. A third type of reflection**, *reflection-for-action***, is the desired outcome of both previous types of reflection.

The Philosophical Mind. The philosophical perspective of reflective thinking recalls Dewey's description: "Reflective thinking requires the *continual evaluation* of beliefs, assumptions, and hypotheses against existing data and against other plausible interpretations of the data" (King and Kitchener, 1994, p.7). An individual engages in reflective thinking to "perceive the state of her own mind." Richard Paul notes that as opposed to reflective thinking the philosophical mind:

- routinely **probes the foundations of its own thought**, realizes that its thinking is defined by basic concepts, aims, assumptions, and values.
- gives **serious consideration to alternative and competing concepts**, aims, assumptions, and values, enters empathetically into thinking fundamentally different from its own, and does not confuse its thinking with reality.
- gains foundational self-command, and **is comfortable when problems cross disciplines**, domains, and frameworks.
- habitually **probes the basic principles and concepts** that lie behind standard methods, rules, and procedures.
- **recognizes the need to refine and improve** the systems, concepts, and methods it uses and does not simply conform to them.
- values **gaining command over its own fundamental modes of thinking**.

(Paul, 1990, p. 448)

Writing as a way to process the notions of reflectivity is an essential activity for reflective students. The commonplace book allows for a place to record our own thoughts as we interact with the texts and each other. The purpose of the commonplace book is to better understand ourselves and our questions about the art and science of teaching and leading this work in a school.

The Commonplace Book: The idea of a commonplace book according to Dr. Hans Smits, (University of Calgary), is an ancient one. Derived originally from the Latin, *locus communis*—literally what is common in our lived spaces—and from the Greek, koinos topos—"general theme," a commonplace book allows us to record our questions, comments, connections, problems and ideas about what we are reading about and discussing with one another in class. It is a provocative place that opens up possibilities of seeing ourselves and our classrooms, differently.

The expectations for the commonplace book are simple: **to write in response to the texts and readings that are assigned each week and submit on the dates indicated.** In responding to the text, do not summarize the key ideas but rather write about how you are connecting the ideas in the text to your work, experience, other reading/discussion that is happening in this or alternate course, school-life, etc.

Some sample questions that you might consider:

- What does the reading evoke for you? How is connecting to discussions or experiences at your schools?
- What are the questions that arise as a result of the reading?
- How do you relate to the readings as a result of your own experiences and understandings?
- What interests you? Challenges your thinking?
- How would you consider utilizing the ideas presented in the text in your classroom? In your school? Do you see evidence of the key principles in your classroom or other classrooms?
- How are you taking up the text as an almost teacher?
- How have class discussions pushed your thinking? How might you have shifted your perspectives? How have others shifted your perspectives?

This is not an exhaustive list and these are only guidelines. Reflect on your entries and look for connections with what is happening in your school, in the news, in discussions with colleagues and classmates. You will be using what you are writing about in our class discussions.

In addition to completing an entry per week, there will be a final synthesis of learning (Two-Three pages) where you will look back on what you have been writing about and look for key ideas, resurfacing notions, etc. This will be handed in as a part of your final entry.

Commonplace Book-25% (5% for each entry and 10% for the synthesis.

You might consider the synthesis as a place to develop your Living Portfolio as well as your personal philosophy statement from SCMP 700 as it allows you to consider how you have taken up curriculum over the course.)

Criteria	Needs Improvement (consult with instructor and develop a plan for improvement)	Acceptable	Exemplary
Competence and Commitment	Entries are not done or partially prepared; **few connections** to personal or work related examples. Writes only about what is discussed in class with **no extensions.**	Entries are done but are **summaries** of articles, discussions **rather than new insights.** No citations of materials discussed. **Some questions asked** but not explored.	Consistently prepared entries with appropriate citations of articles, etc. **Provides knowledge and insights from group discussions and other experience**s. Asks and explores questions beyond classroom discussion. The self-reflection was **thoughtful and showed insight and future implementations.**
Care	Contributes **no insight** from reflection on personal experience related to content of assignment.	Contributes **some insight** from reflection on personal experience related to content of assignment.	**Consistently contributes insightful example**s of personal experiences of the relationship of theory to practice. Final synthesis

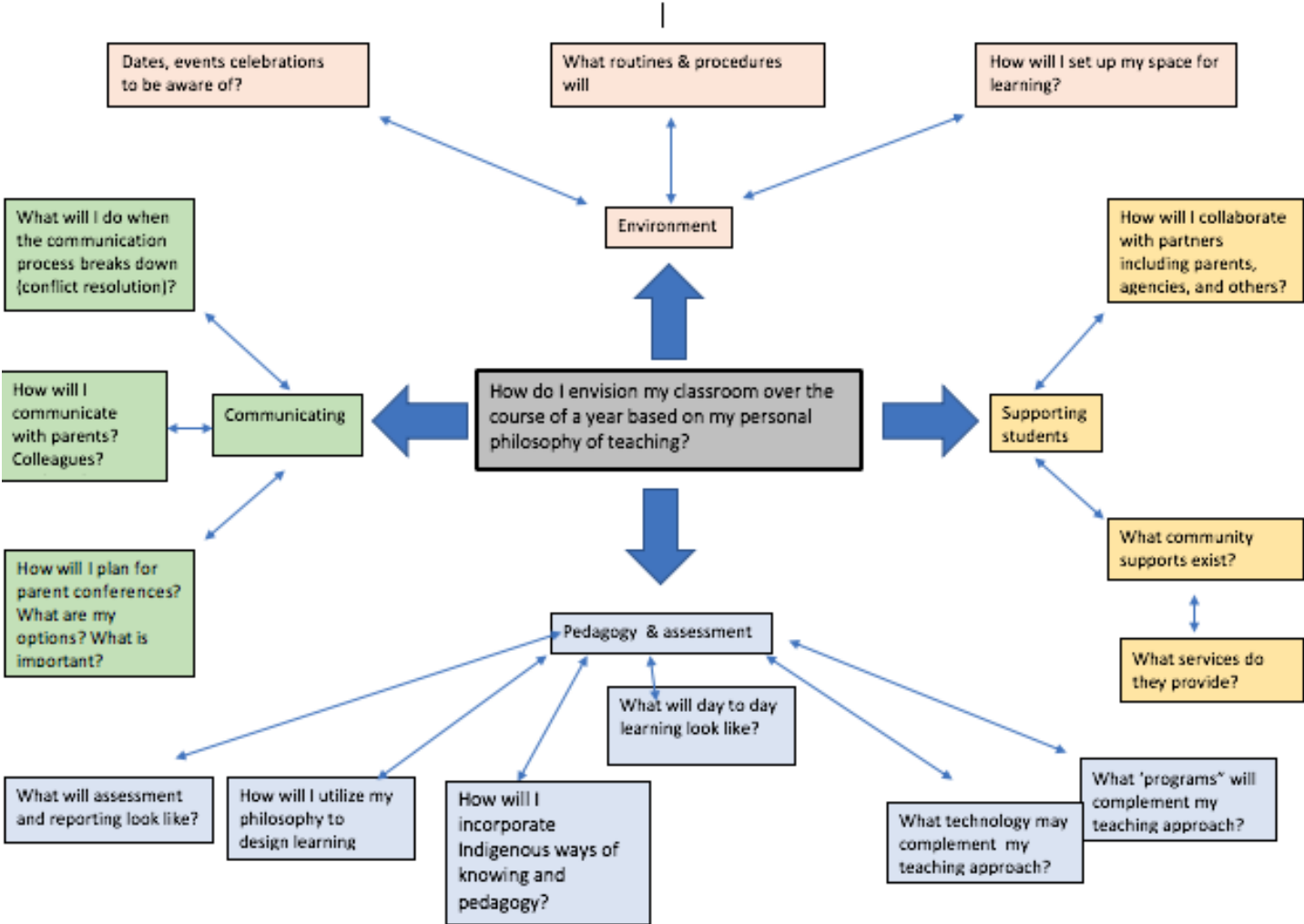|			shows evidence of acting on feedback.

Year Overview Plan- 40% due April 12th

Connections to Teacher Quality Standard:
- Demonstrating a Professional Body of Knowledge;
- Applying Foundational Knowledge about First Nations, Metis, and Inuit;

You will be creating a resource made up of several parts that will address the following components. This will be an important artifact to include in your living exhibition portfolio. The format is up to you- it can be a webpage like www.weebly.com, www.wixsite.com or a collection of hard-copy documents or combination thereof.

Four Strands of CDPD 700

Dates, events celebrations to be aware of?

What routines & procedures will

How will I set up my space for learning?

Environment

What will I do when the communication process breaks down (conflict resolution)?

How will I collaborate with partners including parents, agencies, and others?

How will I communicate with parents? Colleagues?

Communicating

How do I envision my classroom over the course of a year based on my personal philosophy of teaching?

Supporting students

What community supports exist?

How will I plan for parent conferences? What are my options? What is important?

Pedagogy & assessment

What services do they provide?

What will day to day learning look like?

What will assessment and reporting look like?

How will I utilize my philosophy to design learning

How will I incorporate Indigenous ways of knowing and pedagogy?

What technology may complement my teaching approach?

What 'programs" will complement my teaching approach?

Components of the Year Overview:

In order to complete the plan in a reasonable, timely fashion, you cannot leave all components to the end. A timeline is provided in Moodle. You should get feedback from me on each section as it is completed (Again- see timeline) so that any issues can be addressed immediately. Students who choose not to do so will not be given opportunities for revision if everything is handed in at the end.

Communication Plan:

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 variety of readings in Moodle. What are your communication tools? When and how will you utilize these tools? What do you think parents need to know? How will you know you are successful?

Environment Footprint:

Consider the physical layout of your classroom. How will you envision seating? Organization? Displays? Etc. as you take into account the student interests, needs and abilities in conjunction with your educational philosophy. Include an image, drawing, etc. of your plan with a brief description that defends your choices.

Calendar:

Create a calendar document, webpage, etc. that will have all important dates of events, activities, reporting, etc. that can occur across a year. You will be utilizing this document as you consider setting up curriculum and program choices as they relate to communicating learning with parents, ie: conferences, report cards, celebrations of learning, etc.

Curriculum Overview:

You are required to design a plan that **guides your instructional decisions based on reporting** of Language Arts taught over the entire year. You may select the grade level and district report card that you would be using. 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 partner 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 outcomes from the Program of Studies.
- ☐ Choose appropriate instructional approaches and models for the context, developmental stage and needs of students.
- ☐ Utilize technology to enhance learning and integrate 21C competencies.
- ☐ Incorporate indigenous ways of knowing that is grade-appropriate and meaningful.
- ☐ Include programs that will support and enhance instruction such as Minds-Up, Daily 5, Six Write Traits, Gear, etc. with a rationale that aligns to your teaching philosophy and vision for literacy.
- ☐ Embed formative and summative assessments that is appropriate to the grade you are teaching. Include the forms of documentation that you see yourself gathering and maintaining with connections to formal and informal reporting.

☐ Include parents and community partners. Do some research on the agencies that can support your work in schools including Calgary Reads, CPS programs, Child Advocacy, etc.

The Year in Review provides evidence that you are able to…	Below 50%	At (60-70%)	Exceeds (80-100%)
Create a comprehensive communication plan.	Incomplete or missing components	Some information is provided but lacks detail	Parents have a clear understanding or your expectations
Create an environmental footprint of your classroom	Incomplete or missing components	Classroom is minimally described	Picture perfect! Rich, thorough description- we are there!
Interpret the Outcomes (GO's and SLO's) from the Program of Studies into concrete outcomes and goals, essential questions, big ideas, and foundational skills (not just topics) connected to reporting.	Incomplete or missing components	Outcomes are present but without detail; minimal	Outcomes are presented with detail
Describe approaches and tasks that you envision your students doing? Choose appropriate instructional approaches and models for the context, developmental stage and needs of students. What programs or will support your vision? Why these?	Incomplete or missing components	Description is present without depth or detail; minimal	Description is present and connected to instructional choices in depth and detail
Meaningfully leverage technology effectively and integrate 21C competencies to support and enhance instruction and learning.	No technology is used	Technology is minimally addressed	Technology is present and connected to the learning
Incorporate indigenous ways of knowing and pedagogy	Incomplete or missing components	Indigenous content is present but is a superficial	Indigenous content is rich and meaningful
Describe formative and summative assessment and how it will be documented.	Incomplete or missing components	Assessments are weakly connected to reporting and do not provide insights into student growth or inform the	Formative and Summative assessments are present and connected to reporting

		instructional cycle	
Show how you will engage parents in the learning conversation, providing context for both a parent evening. Describe how you envision this unfolding.	No engagement is evident	Some parental engagement is evident but is minimal	Parental engagement is evident and meaningful
Detail the community partnerships, resources or organizations that you will utilize.	Incomplete or missing	Some are indicated	Partners are identified and connected
Present in a Timeline/Calendar noting other important events that impact curriculum.	No timeline	Timeline evident but missing events	Timeline is well-thought out and detailed
Show evidence of a critical conversation with a partner detailing your interpretation of their plan.	No evidence is presented	Minimal discussion without critical analysis	Critical analysis as evidenced through questions and responses

Living Exhibition Portfolio 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 in connection to the competencies of the Teaching Quality Standard and our mission/vision statement. 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.

As you consider your beliefs about teaching as you entered the program, in what ways has your thinking changed? What do you want for your students? What beliefs and practices will you continue to explore? What meaningful connections to do you see at the intersections of this program (CDPD, SCMP, LTA & FE)? What was a significant experience in the program that continues to resonate with you? How have you navigated relationships within schools?

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 as you would do in an interview.

Elements of Project

You will showcase both a video and live interview that includes of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard.** These might include…

- Assignments from coursework
- An artefact or metaphor 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
- The story or map of your journey to teaching
- Some examples of how you will create conditions for student success in the classroom
- 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
- Your TPGP

You will:

1. Because we are unable to gather to present the portfolios in an typical exhibition, you create a 3-5 minute video presentation and send the link to Kathy by April 12th.
2. You will then present your portfolio, live, to your team of instructors (Kathy and Craig; Sherry and Crystal) in a scheduled, one-one presentation on April 14th and 15th

Criteria

Your final grade for this project will count for 20% in each of CDPD 700 and LTA700.

The criteria used to evaluate your project are:

A+	A	A-	B+/B
20	18.5-19.5	17-18	< 17

- Personal, and reflective of you. - Artifacts directly connect to each of the Six Competencies of the TQS - Your living portfolio needs to communicate who you are. Therefore, the visual philosophy/manifesto that you complete for SCMP 700 must be showcased in your presentation and you should be prepared to speak to the research, policies, and personal experience that support your beliefs. - Evidence of a focus on student learning and thinking. - Ability to verbally articulate your philosophy, identity and intended practice through the presentation and questions asked.	

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 devises 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. 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.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:
- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:
- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

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