

CDPD 600

Understanding and Application of Curriculum Design and Program Development

Semester: Winter, 2015
Days: Monday thru Thursday.
Start/End: Jan. 5 - Mar. 6
Room: RE 132
Time: 8:15 - 11:30 AM

Number of credits: 6

Prerequisite:
CDPD 500

Instructor: Dr. Sean Steel
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Office:
Office By appointment
hours:

Course Description:

In this second course on Curriculum Design and Program Development, students will build upon the foundational curriculum knowledge they have gained in CDPD 500. Students have already worked together in inter-disciplinary curriculum teams to plan for a month of teaching in all of their various subjects. Already they have been taking into consideration such matters as: scheduling and designing individual lesson plans, over-arching unit plans, scope and sequence in planning, cooperative learning, balanced assessment, differentiated learning, inclusive education, ESL/ELL learning, inquiry-based learning, student choice and cultivation of interest, FNMI teaching, scaffolding, and technological integration. In 600, students will now draw upon the materials and ideas they have developed with a critical focus upon assessing, deepening, and improving their broad-based curricular and pedagogical knowledge. By the end of this course, each student will have a portfolio of resources that demonstrates a rich array of competencies all well-aligned with the government mandates KSA's found at:

http://www.education.alberta.ca/media/6734948/english%20tqs%20card%202013_3.pdf.

Student work during this course will be assessed in portfolio format (see attached assessment tools).

Important Dates:

First day of classes: Jan. 5, 2015

Registration revision period:

Last day to request revised examination:

Last day to withdraw from course:

Last day to apply for time extension for coursework:

Last day of classes: March 5, 2015

Further Course Information:

CDPD 600 is the second of three graduated and integrated courses in curriculum design and program development and is intended to provide students with foundational information and practices regarding the requirements of curriculum design and program development in elementary school classrooms in Alberta.

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

Competency	Description
1	Build affirmative relationships with children.
2	Apply theories of curriculum, learning, and assessment to the development of programs.
3	Build learning communities.
4	Design teaching and learning scenarios that include inquiry-based learning.
5	Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.
6	Engage in shared praxis.
7	Design and implement programs that incorporate attention to cultural realities and diversities.
8	Understand critical and creative thinking as essential to learning in all programs.
9	Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.
10	Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.

Requirements:

By the end of this course, it is expected that *every student* will have in hand a thoughtfully-composed, well-organized, richly-documented, diverse, and well-conceived portfolio of work and/or artifacts that he/she might use/adapt in a real classroom with real children in K-6. Through portfolio creation during CDPD 600, students will also gain practice using portfolio assessment strategies in their own future classrooms.

The portfolios that students create should model *real* classroom practices. That is: they should *not* be like a "greatest hits album" of their work. Rather, the portfolios are intended to demonstrate by diverse means and media a broad range of each student's knowledge, skills, and attributes (KSA's). Guidance for what to include in student portfolios and how to apply meta-cognitive criteria and self-assessments is provided below in the attached documents. Portfolios are meant to show not simply the product of learning, but also bear witness to development and learning processes, to encourage meta-cognition and self-assessment according to rich and diverse criteria, as well as provide opportunities for students to express their knowledge, skills, and attributes in a variety of ways (differentiated learning). Although each student is expected to create his/her own portfolio, it is not necessary that every item contained is a portfolio be unique; student collaboration in the construction of their portfolios is welcome, and duplications across portfolios are expected given the collaborative nature of teaching and learning.

Students in this course are expected to continue familiarizing themselves with the Programs of Study for K-6 (available on the Alberta Education website). Daily group work using the assigned text books and other assigned readings, in combination with collaborative group inquiry into best practices in lesson planning/curriculum design will be expected. Members from groups will informally share their findings with each other and the rest of the class. Although there will be occasional short lectures (and with luck several guest speakers!), most of the learning in this course will be cooperatively-achieved.

Details on Portfolio Construction:

1. Portfolios may be in hard copy or created and posted online. Each portfolio will contain the following divisions:

Assessment: revisiting assessments you've made, borrowed, stolen in CDPD 500. Can you improve them? Can you evaluate them using meta-rubrics and other tools to evaluate rubrics you've made/found. Identify some garbage rubrics; identify an excellent rubric. Include assessments for reading, for writing, for group work, for presentations. Include information about what is "good feedback," what is "bad feedback," what is good testing practice and what is not. Include assessments that allow you to judge and scaffold student achievement in terms of knowledge, skills, and attitudes being developed. Include examples of differentiated assessment. What is "authentic" assessment? Can you do it? What is "balanced assessment"? Can you do that? Develop an assessment plan. Guidelines for assessment components are included in course outline.

Differentiation: Develop a variety of ways for students to interact with a particular component of the unit plan you designed in CDPD 500, or develop a new lesson/series of lessons that incorporate differentiated learning. Include these in your portfolio.

ESL/ELL teaching: Take what you learned from the readings and our CDPD 500 course about ELL teaching and develop a series of activities, approaches, tools that can help you teach ELL students in the midst of one of the lessons/series of lessons your group designed in CDPD 500. Include this in your portfolio.

Weak link: What worries you? Do you have a "discipline" that makes you cringe or feel a lack of confidence? Work on that "weak link." Include your best efforts in your portfolio to "beef up" your weak link. Investigate some strategies for teaching and pedagogical approaches that could help you build your confidence and competence.

Citizenship Education (Ethical Citizenship): Remember, you're not just educating kids to be good at all the disciplines. You want to be happy living next to one of them, knowing that they'd make a good neighbour! Teaching for citizenship. Include in your portfolio how you'd teach for character, for citizenship, not just for knowledge and skills, but for attitudes as well. Also pay attention to "digital citizenship." What is digital citizenship and how will you teach it?

Problem Based Learning (PBL): Using case studies, scenarios. Posing real world problems to kids and having them develop solutions. Let's work together to create some problem-based learning opportunities that perhaps build from things we've designed in CDPD 500. If you are using a PBL unit you've already developed in CDPD 500, provide a brief write-up on how you've revisited it and improved it.

Inquiry-Based Learning: Review the Alberta government's "Focus on Inquiry" document we studied together in CDPD 500. Now work together to make a good inquiry-based unit for your students. Include this in your portfolio. If you are using an inquiry unit you've already developed in CDPD 500, provide a brief write-up on how you've revisited it and improved it.

Interdisciplinarity: Most of you have already worked hard together to build interdisciplinary units. Revisit and tweak one from CDPD 500. How can you improve it? Include this item in your portfolio, making mention of the steps you took to make it better.

Technology/ICT Outcomes: Look back through the things you've planned for CDPD 500. Where could technology be used to enhance learning, rather than just being added bells and whistles? Revisit a portion of your earlier work, and develop a plan to include the meaningful use of technology. Provide a rationale for your choices as you include this item in your portfolio.

Career Connections & "Entrepreneurial Spirit": Already in Health & Life Skills from K-12 there is a focus on careers and life after school. Also, a new Career and Technology Foundations program is being planned for Grades 5-9. Studies show that school retention and success rates *rise* when kids are able to see connections between what they are learning in school and future career pathways. Revisit some item from your CDPD 500 planning. Develop a plan to make real-world career/work connections between what students are learning, and what they might like to be when they grow up. Focus here is on "career exploration" as opposed to solidifying/settling on a career. Include these plans in your portfolio.

Inclusive Education: Revisit a portion of your month-long plan from CDPD 500. How can you make it more "inclusive"? Develop an action plan and include this action plan with some range of ideas in your portfolio.

FNMI Components: Already in CDPD 500, many of you have included large FNMI projects, inquiries, etc. Revisit these if you wish to deepen your lesson plans for your students. Major suggestion: Do some research NOW while you still have time (there will be much less when you are teaching!). Find some excellent resources that bring to life the beauty, the struggles, and the insights of First Nations peoples. Decide how you might make gainful use of these items in your own daily planning and teaching. Include such things in your portfolio.

2. Find below some "black masters" for the cue card cut-outs you will affix to various components within your portfolio. These cue cards will provide you with the guidance that you need in order to engage in the meta-cognitive/self-assessment work expected for the construction and evaluation of your portfolio. Fill out each cue card after you have made your selections from among the items in your portfolio.

Learning Task #1: Present an Mini-Lesson/Activity with Your Group.

As a member of a small group, each student will participate in leading the rest of the class in a short activity related to one of the Portfolio Divisions. Your activity need not be tremendously complex. Simple is good. Short is good. The idea here is that you are presenting something that others in the class might find valuable in our own future classroom practices. We are trying to help each other, as good teachers do.

(*****Some Examples:** Maybe it is a technological tool that you've discovered and found possible applications for in your pedagogy? Maybe it is a fun activity that gets kids moving and learning kinesthetically, imaginatively, musically, dramatically, artistically? Maybe it is some kind of excellent assessment practice you've seen used "in the field" or in a YouTube video you've found online? Maybe it is an excellent resource that you've discovered and you have thought about how this resource might enhance student learning in a given subject or subjects? Maybe it is a mode of interaction with students you'd like to model for us, or to try out (ex., guided reading or "reader's theatre"). The possibilities are endless.)

Whatever you choose, keep your demonstrations to about 15 minutes. Each student will have the opportunity to lead us through a number of these small "mini-lessons" during the term.

Learning Task #2: Individual Learning Portfolios

See explanation of task provided *above*, and assessment criteria/guidelines provided *below*.

Submission of Assignments:

As you craft your brief, small group presentations/activities throughout the term, please ensure that you work *collegially, responsibly, and competently* with the other members of your group. As you work this term, you may feel free to switch your collaborations and to work among different groups. It is good to try working with many different people.

Please ensure that you submit your own, individual Portfolio on time (see course schedule). Remember: although you are crafting your own portfolio, much of the work you have done in class is collaborative; much of what we do as teachers involves borrowing and pilfering. Your portfolio contents may, therefore, include elements that are not independently original. However, your thoughts, your meta-cognitive commentary and self-assessments concerning the contents of your portfolio certainly will be authentically your own.

Attendance:

The majority of what we do in this class requires cooperation with your peers; you will be teaching your peers, and they will be teaching you constantly. The practical, "hands-on" collaborative work-shopping of your work in CDPD 600 will involve much face-to-face, interpersonal relations and classroom discussions. Hence, attendance is mandatory. Please notify me in advance if you are unable to come to class. Most especially, it will be important for you to show courtesy towards your peers and other members of your group by informing them of your absence, and by making fair/equitable arrangements with them regarding work load, communications, and other responsibilities.

Evaluation:

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE
Learning Task #1	Mini-lessons/activities in small groups	30%
Learning Task #2	Individual Portfolio of Learning	70%

Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform College-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 no longer mailed out.

Textbooks:

K-6 Program of Studies: Alberta Education (Available online through <http://education.alberta.ca/teachers/program.aspx>)

**Tompkins, Gail E. *Literacy for the 21st Century: A Balanced Approach*. Fifth Edition. Boston: Allyn & Bacon, 2010.

**Van De Walle, John A. *Elementary and Middle School Mathematics: Teaching Developmentally*. Fourth Edition. Boston: Pearson Longman, 2001.

Libguides for Lesson Planning and Teaching in the Nine Disciplinary Areas (Available through http://libguides.ucalgary.ca/lesson_planning_resources?hs=a)

Course Pack Readings Package on Moodle

** Having the *exact* edition of these texts is not crucial to your learning. Any edition of either text will suffice.

Policies:

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, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to 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. These courses will not appear on the student's transcript. 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 by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's 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.

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) 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 engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please 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. 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, that is information about an individual that may be used to identify that individual, may be collected as a requirement 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 Office of the Registrar in writing 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 to review final grades. 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 College 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 give credit 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.

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

Daily Schedule (subject to change):

WEEK OF:	TOPICS/ ACTIVITIES/ PLANNED ITINERARY:	MINI LESSON SCHEDULE:
Jan. 5, 6, 7, 8	<u>Assessment</u> Student-led Mini-Lessons	
Jan. 12, 13, 14, 15	<u>Differentiation</u> <u>Inclusive Education</u> Student-led Mini-Lessons	12: 13: 14: 15:
Jan. 19, 20, 21, 22	<u>ESL/ELL teaching</u> Student-led Mini-Lessons	19: 20: 21: 22:
Jan. 26, 27, 28, 29	<u>Citizenship Education (Ethical Citizenship)</u> <u>FNMI Components</u> Student-led Mini-Lessons	26: 27: 28: 29:
Feb. 2, 3, 4, 5	<u>Problem Based Learning (PBL)</u> <u>Inquiry-Based Learning</u> Student-led Mini-Lessons	2: 3: 4: 5:
Feb. 9, 10, 11, 12	<u>Weak link</u> Student-led Mini-Lessons	9: 10: 11: 12:
Feb. 16, 17, 18, 19	<u>Interdisciplinarity</u> Student-led Mini-Lessons	16: 17: 18: 19:
Feb. 23, 24, 25, 26	<u>Technology/ICT Outcomes</u> Student-led Mini-Lessons	23: NO CLASS (Education Camp) 24: 25: 26:
Mar. 2, 3, 4, 5	<u>Career Connections & "Entrepreneurial Spirit"</u> Student-led Mini-Lessons Portfolios due	2: 3: 4: 5:

Learning Task #1 Rubric: Short Small Group Mini-Lessons

	Excellent	Proficient	Satisfactory	Limited/Poor	Insufficient
Pedagogical Content & Competency	<ul style="list-style-type: none"> -Presenters lead the class <i>masterfully</i> in their teaching demonstration. -Presentation linked <i>masterfully</i> to one of the Portfolio Divisions. -Exceeds expectations. 	<ul style="list-style-type: none"> -Presenters lead class <i>effectively</i> in their teaching demonstration. -Presentation linked <i>well</i> to one of the Portfolio Divisions. -Meets expectations. 	<ul style="list-style-type: none"> - Presenters lead class in a teaching demo, but occasionally falter in execution; certain important/key criteria need more consideration in relation to Portfolio Divisions. - Demo somewhat meets expectations. 	<ul style="list-style-type: none"> -Presenters frequently falter in their demonstration. - Teaching often fails to enact a foundational understanding, and connections to Portfolio Divisions are not clear. 	<ul style="list-style-type: none"> -Little/no evidence of understanding or consideration of chosen item in Portfolio Division is demonstrated. -Grave difficulties in enactment are evident.
Preparation & Organization	<ul style="list-style-type: none"> -Presenters are exceedingly well-prepared; any incidentals/ mishaps are foreseen with contingency plans. -Presentation/ demonstration is exceptionally well-structured/ organized in a logical/ artistic/ creative sequence/ form that enhances audience interest & understanding. -Presentation/ demonstration stands as superior & exemplary. 	<ul style="list-style-type: none"> -Presenters are well-prepared; deal competently with incidentals/ mishaps. -Presentation/ demonstration is competently structured/ organized in a logical/ artistic/ creative sequence that the audience can follow. -Presentation meets expectations. 	<ul style="list-style-type: none"> -Presenters have taken some steps to prepare; may be caught unawares by certain unforeseen elements. -Presentation/ demonstration is mostly coherent, having a workable, relatively effective organizational structure; at times, coherence of presentation falters. -Audience has some difficulty following parts of the presentation, but deficiencies do not impair overall quality of work. -Presentation somewhat meets expectations. 	<ul style="list-style-type: none"> -Presenters demonstrate little evidence of preparation; fail to account for incidentals; may arrive late. -Presentation/ demonstration lacks adequate structure/ organization; presentation is largely incoherent. -Audience cannot understand presentation/ demonstration because there is no focus/ sequence of information. -Presentation does not meet expectations. 	<ul style="list-style-type: none"> Acknowledgement of attendance without product; refusal to present. -No evidence of preparation on deadline date; unexcused student did not show up for presentation. -Presentation/ demonstration is provided, but does not reflect the intentions of the assignment.
Clarity of Communication & Delivery -volume, articulation, & expression -eye contact & demeanour -facility of communication (ease of speaking, aesthetics of presentation, technology, etc.)	<ul style="list-style-type: none"> -Presenters make exceptionally good contact/ connection with audience. -Volume & expression of speaking voice, enunciation, good eye contact, excellent/ warm demeanour all contribute to facility of communication & ease in speaking. -If used, technology or other aids, artefacts, tools enhance clarity & effectiveness of presentation. -Presentation is aesthetically masterful or of otherwise exceptional quality. 	<ul style="list-style-type: none"> -Presenters make effective contact/ connection with audience. -Volume & expression of speaking voice, enunciation, eye contact, demeanour all contribute to competent communication & ease in speaking. - If used, technology or other aids, artefacts, tools sustain clarity & effectiveness of presentation. -Presentation/ demonstration is aesthetically pleasing or of otherwise good quality. -Meets expectations. 	<ul style="list-style-type: none"> -Presenters occasionally make effective contact/ connection with audience. -Deficiencies in volume, expression of speaking voice, enunciation, eye contact, demeanour are minimal and do not significantly impede communication. - If used, technology or other aids, artefacts, tools may sometimes not be carefully integrated/ designed. -Presentation/ demonstration is acceptable or otherwise of average quality. -Somewhat meets expectations. 	<ul style="list-style-type: none"> -Presenters frequently make ineffective contact/ connection with audience. -Deficiencies in volume, expression of speaking voice, enunciation, eye contact, demeanour are serious, and significantly impede communication. - If used, technology or other aids, artefacts, tools frequently lack careful integration/ design. -Presentation/ demonstration is fragmented/ rendered incoherently. -Does not meet expectations. 	<ul style="list-style-type: none"> -Presenters mumble incoherently, speak too quietly to be heard, don't attempt to look at audience at all, or otherwise fail to establish contact/ connection with audience. -Presenters read notes the entire time or only look at the projection screen. -If used, technology or other aids, artefacts, tools consistently lack careful integration/ design. -Presenters are disrespectful to audience.
Engagement	<ul style="list-style-type: none"> -Audience is engaged masterfully. -Presentation/ demonstration of learning tasks is extraordinarily insightful/ powerful, and understandings are conveyed with depth & originality in such a way as to inspire thoughtful dialogue/ discussion. 	<ul style="list-style-type: none"> -Audience is competently and consistently engaged. -Presentation/ demonstration of learning tasks holds audience's attention and presenters are responsive to audience queries. -Meets expectations. 	<ul style="list-style-type: none"> -Audience occasionally disengages, but problems in this regard do not significantly compromise the overall quality of the presentation/ demonstration of learning tasks. -Presenters attempt to respond to audience queries. -Somewhat meets expectations. 	<ul style="list-style-type: none"> -Audience is frequently disengaged. -Presenters make no attempt to be responsive to audience. -Does not meet expectations. 	<ul style="list-style-type: none"> -Audience is entirely overlooked by presenters. -Presenter discourages questions/ audience response.

Learning Task #2: Portfolio Teacher-Assessed Component

Competency	Description	
1	Portfolio demonstrates evidence that student is seeking/developing ways to build affirmative relationships with children.	
2	Portfolio demonstrates evidence that student is seeking/developing ways to apply theories of curriculum, learning, and assessment to the development of programs.	
3	Portfolio demonstrates evidence that student is seeking/developing ways to build learning communities.	
4	Portfolio demonstrates evidence that student is seeking/developing ways to design teaching and learning scenarios that include inquiry-based learning.	
5	Portfolio demonstrates evidence that student is seeking/developing ways to design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.	
6	Portfolio demonstrates evidence that student is seeking/developing ways to engage in shared praxis.	
7	Portfolio demonstrates evidence that student is seeking/developing ways to design and implement programs that incorporate attention to cultural realities and diversities.	
8	Portfolio demonstrates evidence that student is seeking/developing ways to understand critical and creative thinking as essential to learning in all programs.	
9	Portfolio demonstrates evidence that student is seeking/developing ways to demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.	
10	Portfolio demonstrates evidence that student is seeking/developing ways to address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.	
Student Self Assessment Component	Student's meta-cognitive commentary on required/specified selections from the portfolio demonstrates that he/she has been sufficiently thorough, honest, and reflective in his/her developing understanding of teaching and in the demonstration of teacher competencies.	

Grading Key	E= Excellent Pf = Proficient S = Satisfactory L = Limited P = Poor
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This is an example of something I have built, found, or developed that can be used to:

“Build affirmative relationships with children”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Build learning communities.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Apply theories of curriculum, learning, and assessment to the development of programs.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Design teaching and learning scenarios that include inquiry-based learning.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Design and implement programs that incorporate attention to cultural realities and diversities.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Engage in shared praxis.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Understand critical and creative thinking as essential to learning in all programs.”

Rationale:

This is an example of something I have built, found, or developed that can be used to:

“Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.”

Rationale:

This is a fine example of garbage assessment because:

This is an example of something I have built, found, or developed that can be used to:

“Address non-academic barriers to learning by applying a variety of management strategies and effective classroom techniques.”

Rationale:

This is a fine example of good summative assessment because:

This is a fine example of good formative assessment because:

These practices when put together are an example of "balanced assessment" because:

This is a fine example of "authentic assessment" because:

This item is an excellent example of differentiated assessment practice because:

This item is an excellent example of differentiated instructional practice because:

This item invites students to demonstrate their knowledge, skills, and/or attitudes in a variety of ways and thus incorporates Gardner's "multiple intelligence" theory because:

This item demonstrates how I have planned with "Bloom's Taxonomy" in mind because:

This item shows that I have been taking the importance of "student interest" and "student choice" into consideration because:

This is a good example of how I might accommodate ELL learners in my classroom because:

Here is a good example of where I have thought about how I might help struggling learners, or students with learning disabilities.

Rationale:

This is a good example of how I might challenge and engage "gifted" learners in my classroom because:

Here is a good example of how I have been working on my "weak link."

Rationale:

Here is a good example of a scaffolding device I have developed, found, or otherwise adapted:

Rationale:

Here is an example of how I will teach for “**Ethical Citizenship**” in my classroom.

Rationale:

Here is an example of how I will teach for “**Engaged Students**” in my classroom.

Rationale:

Here is an example of how I will teach to foster the “**Entrepreneurial Spirit**” in my classroom.

Rationale:

Here is an example of where I have developed an "inquiry-based learning" approach.

Explanation:

This particular selection is a good example of interdisciplinarity because:

Here is an example of where I have adopted a "Problem-Based Learning" (PBL) approach.

Explanation:

Here is an example of how I have fruitfully integrated Technology into my classroom, paying attention to the ICT outcomes.

Explanation:

Here is a good example of how I have demonstrated efforts to think about and plan for "inclusive education" in my classroom:

Here is an example of some of the strategies that I might use to teach FNMI students in my classroom:

Here is an example of FNMI content in my lesson planning:

Here is an example of a lesson or a creation of mine that I am most proud of:

Rationale:

Here is an example of something that I know needs a LOT of work because:

Here is an example of something that took lots of collaboration with others and group development: