

| | | |
|-------------------|---------------------------------------|---|
| Course ID: | Course Title: | Winter 2018 |
| LTA 700 | A Synthesis of Learning Theory | Prerequisite: LTA 600 and FE 700 |
| | | Credits: 6 |

| Class Information | | Instructor Information | | Important Dates | |
|----------------------------|-------------------|------------------------|--|---|-------------|
| Days: | M, T, W, Th | Instructor | Kathy Crawford, BEd, MEd | First day of classes: | Mon, Feb 25 |
| Time & Room: | M: 8:15- 11 RE112 | Email: | Kcrawford@ambrose.edu kcrawford@education.ambrose.edu | Last day to add/drop: | Mon, Mar 4 |
| | T: 12-2:30 RE104 | | | Last day to withdraw: | Fri, Apr. 5 |
| Final presentations | April 18th | Phone: | 403-410-2000 ext 6908 | Twitter: @KC_Educator (personal) @Ambrose_BEEd Ambrose BEd) | |
| | | Office: | RE 150 | | |

Course Description

An examination, in particular and in greater detail, of the variety of learning requirements of children and youth with diverse needs and from diverse cultural backgrounds, including First Nations learners. Students will consider the literature and practices of educators working in inclusive, multi-cultural, and cross-cultural classrooms. High-stakes, norm-based assessment is addressed. Preservice teachers will practice communicating their understanding of the complexities of students and learning environments, including how they will apply their understanding to design of learning experiences that foster student success. Prerequisite: LTA 600 and FE 700.

To facilitate synthesis of learning of learning theories and application, you will be asked to consolidate your field experiences, course content and independently accessed readings. You are encouraged to reach out to mentors in the field to expand your toolbox of strategies and resources for your assignments. LTA 700 intended to provide you a starting point for considering the theory and application of learning to inclusive learning design in diverse classrooms. We will build terminology and concepts relevant to Alberta classrooms, and challenge the medical model of learning disabilities that prohibit authentic inclusion. We will work through frameworks for identifying learner needs, examining the learning environment and available resources, and planning for inclusive instruction through various models and frameworks.

Expected Learning Outcomes

*Builds **positive and productive relationships** with the learning community including students, parents/guardians and peers that demonstrate integrity, genuine empathy and caring for individuals that support student success in learning ***

*Demonstrates the **purposeful development of a professional body of knowledge** through the application of various sound theories of curriculum, learning and assessment ***

*Engages in **ongoing professional learning through critical reflection**, seeking feedback from colleagues, and critically reviewing and applying educational research to improve teaching and learning*

*Seeks **opportunity to collaborate** with others*

*Actively practices establishing, promoting and sustaining **equal and inclusive learning environments** using appropriate strategies that support student needs and promote positive, diverse and engaging learning environments ***

*Honors **cultural diversity and promotes intercultural understanding** by fostering opportunities to engage cultural advisors in the classroom ***

***Adheres to legal frameworks** authorized under the School Act and other relevant legislation to guide professional conduct expected of caring, knowledgeable and reasonable candidates for the teaching profession*

Additional Expected Learning Outcomes

Students will be able to consider the core competencies of the TQS through the lens of Learning Theory and Application to design meaningful learning and development opportunities for students in inclusive elementary classrooms. Drawing on their previous course content, their own field experiences and a disposition of growth and collaboration, students will demonstrate their ability to be an *architect of learning* consistent with Alberta Education's mandate for education in Alberta schools. Upon completion of this course, students will be able to:

- Communicate various learning exceptionalities, with a focus on how those exceptionalities might be considered in inclusive classrooms
- Demonstrate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities
- Demonstrate the ability to synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans
- Identify modifications, accommodations and interventions that benefit students all students in inclusive classrooms as part of a Universal Design for Learning
- Reflect meaningfully on their growth, understanding and gaps in understanding learning theory and application
- Connect learning theories to teaching practices and learning needs in the classroom
- Create learning opportunities that consider and facilitate the many facets of reading
- Apply the principles of Universal Design for Learning to task design through the lens of various learning exceptionalities
- Design a three- or four-tiered intervention model that is targeted to a particular learning exceptionality

Students will make sense of inclusive practices as they relate to the *School Act (2003)*. *Link (add)*

Professional Expectations

- Take ownership of your learning and professional journey
- Complete readings and engage resources with the intent to develop a professional body of knowledge
- Treat all peers and guest speakers as professional colleagues
- Submit assignments on time
- Attend all class and contribute to discussions, activities, and collaborations
- Challenge your own assumptions, identify biases, consider other perspectives and think creatively
- Go beyond the resources and requirements of the program to extend the knowledge of the cohort

Textbooks

Please draw on the textbooks from LTA 500 and 600 (particularly Yardsticks and Executive Functions). There are no new textbooks for LTA 700 to purchase.

The following documents are available online and will be referenced in class:

1. National Institute for Literacy. (2001). *Put Reading First*.
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/Documents/PRFbooklet.pdf>
2. Alberta Education. (2016). *Alberta Education Mathematics Resource updates*.
<https://education.alberta.ca/mathematics-k-6/updates/>
3. Alberta Education. (2016). *Alberta Education Elementary Math Professional Learning*.
<http://learning.arpcd.ab.ca/course/view.php?id=351>
4. Alberta Education. (2013). *Alberta Education ELA Program of Studies K-9*. <https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>
5. Alberta Education. (n.d.). *Rtl in the Alberta Context*. <https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf>

Other Readings and Recommended Resources

Additional readings will be provided on Moodle and in class. Please check our class Moodle site each day for updates and announcements. Students will also add readings to Moodle to support the topics of presentation

It is strongly recommended you make use of the Alberta Education series: Programming for Students with Special Needs that are located in binders in the Ambrose Library. You will also be expected to reference and utilize the *Alberta Program of Studies; Alberta Education: Individual Program Plans; Alberta Education: IPP Templates; Programming for Students with Disabilities; and Alberta Education: Making A Difference*. Some links to bookmark include:

<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>

<https://education.alberta.ca/instructional-supports/individualized-program-plan-ipp/everyone/developing-ipsps/?searchMode=3>

<https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>

https://education.alberta.ca/media/384968/makingadifference_2010.pdf

External link to a list of articles, websites, and books to enhance your understanding of the topics: [link](#)

Course Content

This outline provides the 'flow' of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students. Both topics will be weaved together, and their components highlighted and exemplified through case studies, lectures, student-led design and peer presentations. Other resources to supplement and support your learning will be posted on the *Moodle* site.

Course Weekly Schedule (beginning week 2, March 4th)*:

| | | |
|---------------------|------------------------|---|
| Monday 8:15-11 | <i>Learning theory</i> | Instructor-led Lecture 1 hour Peer-led session on first topic: up to 1 hour, workshop for 45 minutes |
| Tuesday 12-2:30 | <i>Synthesis</i> | Collaboratories: integration of instructional design with the recently introduced learning exceptionality in mind |
| Wednesday 12-3 | <i>Learning theory</i> | Lecture 1 hour Peer-led session on second topic: up to 1 hour, workshop for 45 minutes |
| Thursday 12-2:30 | <i>Synthesis</i> | Collaboratories: integration of instructional design with the recently introduced learning exceptionality in mind; critical colleague meeting |

*the schedule may need to be adjusted to accommodate guest speakers

Overarching content themes/resources

These themes will guide our work together in class. You will practice applying the principles of IPPs and a Tiered approach to planning for each exceptionality addressed in class. The following topics will be embedded into the course throughout this term

| | |
|---|---|
| UDL and Intervention models (CRM and RTI) | We will use the Alberta Education recommended model (Collaborative Response Model and Response to Intervention) to consider various strategies, resources, Assistive Technologies and considerations to support learning for all students, especially those with unique needs |
| Overview of various Learning Exceptionalities | For each exceptionality studied, we will focus on how the student might experience barriers with literacy, numeracy, completing independent and collaborative tasks in both traditional and progressive environments, success engaging appropriate social skills, and so on. |
| APPs, IPPs and SETT frameworks | We will practice writing APPs, IPPs for each Learning Exceptionality, developing confidence and competence in planning for and meeting specific learning exceptionalities. We will draw on SETT and reset frameworks to guide our practice. |

Topics in UDL/RTI

Topic 1: Tiered Interventions for Inclusive Classrooms

→ Tiered Interventions: Tier 1 (review and introduce)

- a) Overview of schoolwide practices for inclusive environments and differentiation
- b) Math and Literacy Instruction
 - i) Learning and Thinking Strategies for whole class instruction
 - ii) Organizing students for learning and optimal development
- c) Planning for the 4 subtests of learning in inclusive environments
 - i) Verbal Comprehension
 - ii) Perceptual Reasoning
 - iii) Working Memory
 - iv) Processing Speed
- d) Assessment, observation and documentation to identify gaps in learning

→ Tiered Interventions: Tier 2 (review and introduce)

- a) Overview of data gathering and interpretation to inform Tier 2 Interventions
- b) Tier 2 Interventions for academic and behaviour supports in inclusive classrooms using CBM and PBIS
- c) Research-based Interventions to support the 4 subtests of learning
 - i) Verbal Comprehension
 - ii) Perceptual Reasoning
 - iii) Working Memory
 - iv) Processing Speed
- d) Assistive Technologies to support Tier 2 Interventions (academic and behaviour)

→ Tiered Interventions: Tier 3 (introduce)

- a) Interpretation of Norm-based assessments with implications for classroom through the lens of EdPsych subtests and strength based interventions
- b) Overview of data gathering and interpretation to inform Tier 3 Interventions
- c) Tier 3 Interventions for academic and behaviour supports
- d) Assistive Technologies to support Tier 3 Interventions

Topic 2: Learning about learners

→ Diverse learning profiles, strengths, and barriers

- a) Each week we will learn about and discuss various exceptionalities, each will be presented by your cohort and the counterstories they tell will be examined through the lens of UDL/Tier 1 design for inclusion
- b) We will discuss the medical model of how learning labelled and understood, and identified counterstories for these models that support student success and teacher inclusive practices

Topic 3: diagnostic assessment tools

→ Common diagnostic tools, Educational Psychology assessment

- a) Assessments such as the WIAT, WISC-V and the BASC will be introduced and interpreted through a classroom lens
- b) Students will lead discussions of the various Level B assessments encountered in schools, including running records and error analysis

Topic 4: Connecting inclusion to academic progress

→ Literacy

- a) How might we rethink inclusion as it relates to literacy? What strategies can be employed for various needs?
- b) How do we assess students with exceptional needs, what other literacies can be drawn upon?

→ Numeracy

- a) How might we rethink inclusion as it relates to numeracy? What strategies can be employed for various needs?
- b) What does it mean for numeracy to be a gatekeeper, and how can we support more diverse conceptions of numeracy?

Exceptionalities as counterstories for inclusive design

| W1: Feb 25 – Feb 28 | W2: March 4-9 | W3: March 11-16 |
|---|--|--|
| Topic 1 Sensory processing Disorder (Kathy) | Topic 3 Visual & Spatial Processing | Topic 5 Memory Deficits |
| Topic 2 NVLD (Kathy) | Topic 4 Auditory processing | Topic 6 Language-based Exceptionalities (<i>Dyslexia, Dysgraphia, Mutism</i>) |
| W4: March 18 – March 23 | W5: March 25- March 30 | W6: April 1-April 6 |
| Topic 7 ADHD/ADD | Topic 9 ELL/refugees/trauma | Topic 11 Gifted |
| Topic 8 Dyscalculia | Topic 10 Anxiety | Topic 12 ODD |
| W7: April 7 – April 13 | W8: April 14 – April 17 | |
| Topic 13 Autism (ASD and prior definition of Aspergers') | Topic 14 Fetal Alcohol Syndrome (FAS) and other Low Cognitive | |
| Topic 14 TBD | Work on Living portfolio April 17 th and 18 th | |

*Cohort A link to topic presentation sign up <https://goo.gl/oeCF4a>

*Cohort B link to topic presentation sign up <https://goo.gl/RB2yut>

Requirements:

| ASSESSMENT | % | DUE DATE |
|--|-----|---|
| Assessment #1: Engagement (grade yourself, support with documentation) | 10% | On-going |
| Assessment #2: Individual Program Plan | 35% | Due date 1 March 21 st OR Due date 2 April 15 th <i>(you choose which to hand in first)</i> |
| Assessment #3a OR 3b: Tiered Intervention Model OR Exceptionality Resource | 35% | |
| Assessment #4: Living portfolio | 20% | Presentations April 18 th |

Assessment – achievement criteria:

Exemplary (mostly A+s): the task has been taken up with complexity, drawing on research, experience, dialogue and conversations with peers and colleagues and demonstrates these various contributions from the past two years of course work. The content of the task demonstrates an insightful vision of learning theory that has resulted in a comprehensive design for inclusion based in diverse learning needs and strengths. There are significant examples of opportunities and resources to meet diverse student needs, with particular attention to the practices a teacher takes up to foster success in its various iterations. Where applicable, creativity in thinking is evident, and where necessary attention to detail results in comprehensive plans/resources/communication. Exemplary work does require a significant investment from the student, which is evident in the presentation of the assignment, self-directed research to inform practice, and evidence of working beyond class material and conversations.

Excellent/Very Good (mostly A's): the task has been taken up in a thoughtful and engaging way that demonstrates a strong understanding of the research, one's own experience, dialogue with peers and colleagues, and demonstrates a layered synthesis of knowledge relating to learning theory, diverse needs, and inclusive practices. Examples are accurate and rooted in research, and are clearly articulated. Where applicable, creativity and original ideas are included, and where necessary attention to detail and fulfilling requirements are complete. Very good requires that the student attends to the requirements of the assignment, includes research and experience to inform content, and shows evidence of drawing together multiple resources in the work.

Good/adequate (mostly B's): the task fulfills the requirements of the assignment but does so on a superficial level. Content discussed in class is included, but there is minimal engagement with various perspectives or resources. The connections being made to learning, learning design, and student needs are superficial and lack meaning in inclusive practices. The assignments contain ideas that are reproductions of observations that lack critical thinking or creativity in how they might be modified to address unique contexts, students, or pedagogy. Few connections between the course content over the past two years or to one's own experience are evident.

Limited (mostly C's): the task has significant areas that are either incomplete, missing, or inaccurate. There is little to no reference to research, experience, or to course content. There is little attention to detail.

Assignment 1: Engagement and professionalism 10%

Due date for self-assessment: April 12th

Teaching Quality Standard:

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

Rationale

Professionalism is a cornerstone of the teaching profession, and is guided by numerous documents (*School Act, ATA Code of Ethics, School Division Handbooks*). As a preparation program, we consider professional development and disposition to be a key component of your development and our expectations, while recognizing there are a variety of ways individuals engage in their own and their peers' professional development. Professionalism in LTA 700 is considered to be the following: Attendance at all classes, contributing to the dialogue through *+ing*, regarding the contributions of your peers as colleagues, integrating research-based dialogue, show inclination to go beyond requirements.

Instructions

You will document and share your documentation of how you have achieved and demonstrated these competencies on a shareable platform. To be included: a summary of your attendance, including dates you were late or left early; an annotated bibliography of resources you sought out and shared with your colleagues that also includes a brief statement of why you valued it; and examples of the ways you contributed to the professional development of others.

Assessment: Rubric

[Submission:](#) provide link for ongoing check-ins; Assessed on April 12th

| Engagement is below expectations | | Descriptors of Evaluated Content | Demonstrates descriptors to the highest expectations | |
|----------------------------------|----------|---|--|-----------|
| Limited | Adequate | | Very good | Excellent |
| | | Criteria 1: Attending class and being on time. Attendance is expected and necessary for the design of this course. Being present for the entire scheduled class time and honouring deadlines are expectations. | | |
| | | Criteria 2: Contributing to the class culture. Contributing to the class dialogue in small groups or whole class discussions, Encouraging others to share their thoughts and experiences by <i>+ing</i> | | |
| | | Criteria 3: Integrating research-based dialogue. LTA 700 requires a willingness to embrace and seek out research-based practices and resources. Incorporating research findings and best practices is expected | | |
| | | Criteria 4: Professional Disposition and Accountability An inclination to go beyond the requirements articulated is a professional disposition that will serve you well in the profession. | | |

Assignment 2: Individual Program Plan 35%

Due date: March 21st or April 15th (*opposite of choice for Assignment 3*)

Alberta Teaching Quality Standard

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

Rationale

Each student identified as having special education needs must have an IPP. Students with special education needs, as described in section 47(1) of the *School Act*, are those students who are in need of special education programming because of their behavioural, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics.

An IPP is a written commitment of intent by the learning team to ensure appropriate planning for students with special education needs. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts. The *Standards for Special Education, Amended June 2004* defines an individualized program plan as: "a concise plan of action designed to address students' special education needs, and is based on diagnostic information which provides the basis for intervention strategies ..." (p. 4).

Instructions

Each student will create an Individualized Program Plan that meets the potential needs of a student with a student-selected exceptionality discussed in class. Your task is to address the specific special education needs of the learner and create an assessment and learning plan for the child.

Your IPP must include (as per the guidelines of Alberta Education):

<https://education.alberta.ca/media/384992/individualized-program-planning-2006.pdf>

| | |
|---|---|
| <ul style="list-style-type: none">• Student information (as per the case study)• assessment data (diagnostic assessment data used to determine special education programming and services)• current level of performance and achievement• identification of strengths and areas of need• measurable goals and objectives• time lines• procedures for evaluating (assessment) student progress | <ul style="list-style-type: none">• identification of coordinated support services• relevant medical information• required classroom accommodations• transition plans• formal review of progress at regularly scheduled reporting periods• year-end summary• a space for parent signature to indicate informed consent. |
|---|---|

Assessment: checklist-style .

Submission: Hard copy handed in during class either March 21st or April 15th

| Required Components | Exemplary A ⁺ | Excellent A | Adequate/Good B-A ⁻ | Not included or incorrect |
|---|-----------------------------|----------------|-----------------------------------|------------------------------|
| Student information | | | | |
| assessment data (diagnostic assessment data used to determine special education programming and services) | | | | |
| current level of performance and achievement | | | | |
| identification of strengths and areas of need | | | | |
| measurable goals and objectives | | | | |
| time lines | | | | |
| procedures for evaluating (assessment) student progress | | | | |
| required classroom accommodations | | | | |
| transition plans | | | | |
| formal review of progress at regularly scheduled reporting periods | | | | |
| year-end summary | | | | |
| Inclusion of all other required sections | | | | |

Assignment 3: Choice of assignment 3a or 3b 35%

Due date: either March 21st or April 15th (opposite of Assignment 2)

Submission: Google Classroom, Word, or an email submission with a website of your choice

Alberta Teaching Quality Standard:

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

Rationale:

Teachers encounter a variety of exceptionalities, some are diagnosed but many are not diagnosed. Teachers are expected to observe, monitor, reflect on and respond to student progress in learning. Teachers are also required to develop a professional body of knowledge that drives evidence-based decision making in their overall classroom and instructional design. You are encouraged to consider your own practice and emerging sense of self as teacher, as well as theory you have learned in LTA 500, 600, and 700, including relevant learning from CDPD and SCMP.

Assessment Rubric

| | Exemplary (complex) | Excellent (general) | Good (basic) | Limited | missing |
|--|--|--|--|--|---------|
| Learning Exceptionality is accurately portrayed based on peer-reviewed research and literature, with key aspects of the exceptionality highlighted and attended to | | | | | |
| Descriptions of the most-likely areas of strength and need are clearly identified and elaborated on | | | | | |
| A progressive support model (RTI) provides the basis for a proactive education/learning model | | | | | |
| Relevant academic (literacy and numeracy) and behavioural (social emotional, relational) needs are clearly articulated as they relate to the age/grade, classroom context, and student needs | | | | | |
| Tier 1 and 2 Interventions are evidence-based, and developmentally appropriate for the age and context of the students and Psych Ed subtests | | | | | |
| Proposed Tier 3 Interventions are aligned with student profile needs and demonstrate sound decision making | | | | | |
| Deficits in Executive Functions related to the exceptionality are considered and described in relation to academic and behavioural expectations | | | | | |
| Presentation is well-thought out, creatively presented and well-written | | | | | |
| Research is evidence- or practice - based and included to inform your design | | | | | |
| Descriptors | Insightful, Skillful, Comprehensive, Significant examples, Perceptive, Concise, Extensive Evidence, Creative | Relevant, Thoughtful, Mostly accurate, Engaging, Creative, Focused | Partial summary, Basic info, Simplistic, Superficial connections | Inaccurate, Unrelated, Lacks Depth or relevance, Vague, Few connections are made, Little attention to detail | missing |

Assignment 3a: RTI model

Instructions:

Students will develop a tiered intervention model (RTI) using a case study format. LTA students will describe Tier 1, 2 and 3 interventions to meet student behaviour (social/emotional) and academic (reading, writing, mathematics) needs to support a hypothetical student with a one of the exceptionality addressed in class. Students will submit a 6-week Response to Intervention learning plan that identifies interventions and strategies to meet learning and behaviour needs that are rooted in evidence-based practices and curriculum-based monitoring. This RTI model should include classroom design, a snapshot of a one-week timetable, a case-study type overview of the student profile including the exceptionality that drives the RTI, opportunities for UDL, and at least one Assistive Technology to support access to learning. This resource should reflect the weight assigned to it and the contents of the rubric.

The RTI can be submitted through Google Classroom (will allow us to conference about the work using the rubric below to guide feedback to facilitate each student in achieving their desired outcome) or on Word through Moodle (will be a submitted by deadlines, graded and returned). Students are encouraged to create a visual of their RTI to complement the case study (a guideline for content is to aim for 3-5 pages long, but let the rubric, assignment description, and the weight of the assignment in a synthesis level course guide you as to the depth and breadth of content).

Submission: [Google Classroom](#), [Word](#), or an email submission with a website of your choice

OR

Assignment 3b: Learning Exceptionality Resource for parents, students and teachers

Instructions:

Students will create a resource for parents, students and teachers that focuses on the particular aspects of a self-selected exceptionality studied in LTA 700. This resource should include an overall description of the exceptionality, the particular cognitive deficits as described by EdPsych assessments that require modifications, accommodations, and/or interventions, anticipated deficits in Executive Functions that may require supports, and academic (literacy and numeracy), Executive Functions, Social/emotional and behavioural support suggestions for parents, students and teachers. This resource should reflect the weight assigned to it and the contents of the rubric.

Submission: [Google Classroom](#), [Word](#), or an email submission with a website of your choice

Assignment 4: Living Portfolio 20%

Due Date: presentations April 18th

Rationale:

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

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

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

Elements of Project

You will showcase a static presentation of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard**. These might include...

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

Criteria

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

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

The criteria used to evaluate your project are:

| A+ | A | A- | B+/B |
|----|---|-------|------|
| 20 | 18.5-19.5 | 17-18 | < 17 |
| | <ul style="list-style-type: none">• 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. | | |

Details

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

9.00 am – 9.10 am – Group A set up

9.10 am – 10.30 am – Group A showcase

10.30 am – 10.40 am – Group B set-up

10.40 am – noon – Group B showcase

Noon – 1.00 pm – Debrief and celebrate

Other – Feedback protocol

To model the best practices in inclusive education, the instructors for this course have designed opportunities for you to collaborate between cohorts to share resources, seek new insight from others, and to practice articulating your professional practice. You will be paired with critical colleagues in both cohorts whose role will be one of encouragement, critical and constructive feedback, and to expand your own experience beyond those with whom you are in consistent learning situations with.

We encourage you to seek feedback on your assignments and will be happy to provide our feedback on assignments that are shared prior to 5 days before the due date of an assignment, ask for pointed feedback on a specific aspect of the assignment, and that are accompanied by feedback already sought and provided by at least 1 critical peer. This is not to discourage you seeking feedback, but to encourage you to practice reading assignments with the rubric in mind, communicating feedback to others, and to develop a network of trusted peers – all practices you will take up in the profession. A feedback request form can be found in your Google Classroom LTA 700 shell.

Attendance:

Because of the workshop and collaborative nature of this class, your attendance is required. It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class. Assignments are to be submitted on or before the due date. Extensions for assignments will only be granted for serious medical situations or extenuating circumstances. We have designed the courses this semester to balance both your workload as well as the content required to get through 18 credits of course content. While it is a heavy course load, the learning is rich and relevant to your practice.

Grade Summary:

The available letters for course grades are as follows:

| Letter Grade | Grade Point Weight | Description |
|--------------|--------------------|--------------|
| A+ | 4.0 | Exceptional |
| A | 4.0 | Excellent |
| A- | 3.7 | Very good |
| B+ | 3.3 | Good |
| B | 3.0 | Good |
| B- | 2.7 | Satisfactory |
| C+ | 2.3 | |
| C | 2.0 | Minimal Pass |
| C- | 1.7 | Failure |
| D+ | 1.3 | |
| D | 1.0 | |
| F | | |

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.

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.