

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2023</b>
<b>LTA 700</b>	<b>Synthesis of Learning Theory and Application</b>	<b>Prerequisite: LTA 600</b>
		<b>Credits: 6</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In person	<b>Instructor:</b>	Kathryn Crawford, BEd, MEd, EdD	<b>Classes Begin:</b>	February 26, 2024
<b>Days:</b>	M 12:30-3:15 T 12:30-3:15 W 12:45-3:30 Th 12:30-3:15	<b>Email:</b>	<a href="mailto:kcrawford@ambrose.edu">kcrawford@ambrose.edu</a> <a href="mailto:kcrawford@education.ambrose.edu">kcrawford@education.ambrose.edu</a>	<b>Last Day of Classes:</b>	April 12, 2024
		<b>Phone:</b>	403-410-2000 ext 6908	<b>Last Day to Add/Drop:</b>	N/A*
<b>Room:</b> A2212		<b>Office:</b>	RE 150	<b>Last Day to Withdraw:</b>	N/A*
		<b>Office Hours:</b>	Wednesday 12-1; by appointment	*All withdrawal requests to be submitted to the Associate Dean, School of Education and the Office of the Registrar in writing.	

### Important Dates and Information

March 26<sup>th</sup> – Ambrose Research Conference, No Class

March 29<sup>th</sup>, April 1<sup>st</sup> – Good Friday, Easter Monday, No Classes

### Course Description

An examination, in particular and in greater detail, of the variety of learning requirements of children and youth with diverse needs. Students will practice communicating their understanding of the complexities of students and learning environments, including how they will apply their understanding to design learning experiences that foster student success. Prerequisite: LTA 600.

### Diversity Statement

I am committed to creating physical and pedagogical spaces of diversity, inclusion, and equity for the dignity of all students. For me, this means encouraging diverse perspectives and lived experiences grounded in first-person stories and drawing on scholarship that hold us all to high standards of communication and professional growth with a goal of creating communities of dignity and belonging for all members of a learning community. In learning theory classes we are working toward an understanding of ethical inclusion for all students in a learning community. Inclusive communities of learning include student identity as expression of themselves, cognitive/social/emotional/physical development, experiences, cultural values, and personal goals for their own growth. I value - and hope to model - a classroom culture that encourages new perspectives and questions notions of common sense by challenging the practices we take for granted. I aim to encourage academic engagement and personal experience to respectfully contemplate authentic, systemic challenges we encounter when contemplating complex learners while creating inclusive classrooms. Your voices and perspectives are welcome as we use our class time to practice professional discourses and communication about students, their strengths, and our individual and collective roles and responsibilities in education. ~ Kathryn

## Teacher Quality Standards Addressed

### Concentration:

1. **Draws on a range** of strategies and tools to help teachers in Fostering Effective Relationships with students, families, paraprofessionals, colleagues, and relevant organizations and resources to support students with complex needs  
*A teacher has the capacity for building positive and productive relationships to support student learning*
2. Actively **Engages in Career-Long Learning** that **synthesizes** personal experiences, evidence-based research, and reflection to **design and assess learner variability and foster** inclusive learning communities and relationships  
*A teacher engages in career long learning and ongoing critical reflection to improve teaching and learning*
3. Demonstrates an ability to **reference and articulate** a Professional Body of Knowledge related to complex learners and instructional design  
*A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student*
4. **Identifies and references** a variety of theories that help teachers Establishing Inclusive Learning Environments  
*Establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.*
6. **Demonstrates awareness** of Legal Frameworks and Policies related to **inclusion, assessment, and a teacher's roles and responsibility** in diverse public learning environments  
*Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system*

### Referenced:

5. Will continue to demonstrate thoughtful and relevant ways of Applying Foundational Knowledge about First Nations, Métis and Inuit  
*Develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.*

### Program Requirements:

#### Numeracy

Norm-based measurement (3 hours)

Math learning disabilities and instructional design (6 hours)

#### Literacy

Language-based learning disabilities and instructional design (6 hours)

### Expected Learning Outcomes

To use a strength-based, evidence-based pedagogical framework to designing inclusive, strength-based learning experience that accounts for learner variability in public classrooms (LT 1, 2)

Synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans (LT 1, 2)

Evaluate modifications, accommodations and interventions that benefit all students in inclusive classrooms as part of a Universal Design for Learning (LT 1,2)

With an emerging understanding, Interpret an Educational Psychology Assessment Psychological Report for instructional design (LT 2)

### Textbooks

LTA 700 Playlist to be posted in Moodle and Google Classroom weekly. The playlists include first-person stories from videos, podcasts, interviews with practicing teachers and parents of complex students, twitter threads and tiktoks, as well as academic articles to ensure diverse voices are accessible in the course material.

Students will make sense of inclusive practices as they relate to the *Education Act* (2019) [link](#) and the Alberta Education Inclusive Education Policy (rooted in the Ministerial Order, 2020 [link](#)) (note the section on funding and codes) [link](#).

You can also choose [one of 5 preselected Young Adult novels](#) written from the perspective of youth encountering racial, cognitive, or accessibility to learning barriers. Your novel could help inform your learning tasks and discussions. [list](#)

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 or online. 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:

1. Learn Alberta. (2013). *The Inclusive Education Library*  
<https://www.learnalberta.ca/content/ieptLibrary/index.html>
2. Core Literacy Library. (2020) *Teaching Reading Sourcebook*.  
<https://www.corelearn.com/wp-content/uploads/2020/05/teaching-reading-sourcebook-sampler-202006.pdf>
3. Peck, C. (2021). *Alberta Curriculum Analysis*. <https://alberta-curriculum-analysis.ca>
4. Alberta Education. (n.d.). *RtI in the Alberta Context*.  
<https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf>
5. Alberta Education. (2016). *Alberta Education Elementary Math Professional Learning*. <http://learning.arpc.ab.ca/course/view.php?id=351>
6. Alberta Education (2002). *Developing IPPs*.  
<https://education.alberta.ca/instructional-supports/individualized-program-plan-ipp/everyone/developing-ipp/?searchMode=3>
7. Alberta Education. (2002). *Unlocking Potential Programming for Students with Learning Disabilities*.  
<https://education.alberta.ca/media/385144/unlocking-potential-programming-for-students-learning-disabilities-2002.pdf>
8. Alberta Education. (2010). *Making A Difference*.  
<https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>

## Course Schedule and In-Class Task Overview

### Course Weekly Schedule

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. The themes will be weaved together, and their components highlighted and exemplified through case studies, lectures, playlist content, student-led questions, and peer presentations. Other resources to supplement and support your learning will be posted in *Google Classroom* site.

### Overarching content themes and topics

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.

Frameworks for inclusion: UDL and Intervention models (RTI)	We will use the Alberta Education recommended model (Collaborative Response Model and Response to Intervention) to consider various strategies, resources, Assistive Technologies and intentional planning to support learning for all students in a fully inclusive pedagogical framework
Ed Psych Reports, SETT, APPs and IPPs	We will practice reading EdPsych Reports to inform practice and shape IPP development that centres student dignity and personal growth through student self-advocacy and whole child perspectives. We will practice writing IPPs, developing confidence and competence in planning for and meeting specific learning exceptionalities through a capabilities lens.
Overview of various Learning Exceptionalities	For each exceptionality studied, we will focus on how the student might experience literacy, numeracy, and social engagement, as well as develop a resource of supports that might be

anticipated to ensure student dignity, meaningful participation, and authentic engagement in their learning communities.

## Weekly Topics

	Design Related Topics	Learner Profile Presentation Sequence
W1: Feb 26	Reviewing the neurobiology of learning, emotions Biological influences on learning and engagement Complexity of labels The inescapable reality and gift of neurodivergence as a norm Intro to tier 3/independent & targeted supports	<b>Profile 1</b> Trauma <b>Profile 2</b> Mental Wellness (Anxiety, Depression) Maladaptive behaviour
W2: Mar 5	Seeking support/resources for 1) teachers and 2) students Introduction to SETT framework and APPs EdPsych and Level B Assessments, reading reports Intro to IPP/IEP/SSP (build on LTA 600 case study)	<b>Profile 3</b> Attention - related ADHD, EFs, memory <b>Profile 4</b> Sensory Processing Disorders (Autism and SPD)
W3: Mar 11	Stretching social norms for learner variability Classroom as 3 <sup>rd</sup> teacher, enviro design Cognitive Neuro-diversity	<b>Profile 5</b> NVLD <b>Profile 6</b> Giftedness
W4: Mar 18	Language-based Impairments Reading interventions, science of reading vs SOR™	<b>Profile 7</b> Dyslexia <b>Profile 8</b> Dysgraphia <b>Profile 9</b> Expressive and Receptive Disorders
W5: Mar 25	Importance of play, dialogue, senses in math Low ceiling/High floor task design Math-based Impairments	<b>Profile 10</b> Dyscalculia <b>Profile 11</b> Coordination Disorders <b>Profile 12</b> Visual/Spatial Processing Disorders
W6: Apr 1	Medical considerations for students with physical impairments	<b>Profile 13</b> Low Vision/Blindness <b>Profile 14</b> Hard of Hearing/Deaf
W7: Apr 8-12	Living portfolio presentations	

### In-class tasks will help preservice teachers develop the following:

- Synthesize their understanding of learning theory; academic, behaviour, and cultural diversity; the selection of appropriate interventions/supports and apply them to instructional design frameworks for inclusion (LT1, 2, 3, in-class tasks/ICT)
- Apply the principles of Universal Design for Learning to task design through the lens of learner variability (LT 1,2,3, ICT)
- Evaluate modifications, accommodations and interventions that benefit all students in inclusive classrooms as part of a Universal Design for Learning (LT1, 2, in-class tasks)
- Practice integrating UDL principles into communication resources such as APPs, SLP/IPP, SETT Framework (LT 2, ICT)
- Construct a three- or four-tiered intervention model to support diverse learners, referencing norm-based assessments, to assist development of literacy, numeracy, and 21st Century competencies (LT 2, ICT)
- Consider and connect various underlying causes of learner variability for students with complex needs, with a focus on how those exceptional needs might be considered in inclusive classrooms (LT 2, 3)
- Consider and demonstrate how norm-based assessments and reports can be used to provide guidance in the design of learning experiences for students with complex needs (LT1, 2, ICT)
- Synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans/Student Learning Plans (LT 1, 2, ICT)
- Reflect meaningfully on their growth, understanding and gaps in understanding learning theory and application (LT 1, 4)
- Connect learning theories to teaching practices and learning needs in the classroom (LT 1, 2, 4, ICT)
- Design learning opportunities that consider and facilitate the many facets of reading & mathematical thinking (LT 1, 2)
- With an emerging understanding, Interpret an Educational Psychology Assessment Psychological Report for instructional design (ICT)
- Synthesize understanding of learner profiles and ethical inclusion through the practice of writing an IPP/SSL that integrates student voice, strength-based language, considers UDL & targeted supports and meaningful assessment (ICT)

**Requirements:**

ASSESSMENT	%	DUE DATE
<b>Learning Task #1:</b> Personal Inquiry	35%	Option 1: March 15th OR Option 2: April 5th
<b>Learning Task #2a or 2b:</b> Interventions Toolbox	35%	Option 1: March 15th OR Option 2: April 5th
<b>Learning Task #3:</b> Presentation	10%	Sign up weeks 3-6
<b>Learning Task #4:</b> Living portfolio	20%	April 8 <sup>th</sup> (eportfolio), 8-11 <sup>th</sup> (mini-meetings), April 12 <sup>th</sup> Presentation

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. **This course is a synthesis** of the conversations that have occurred through your coursework, reflections, and assignments over the course of LTA 500, 600, and 700. Drawing on your experiences in schools (FE), as well as your exploration of curriculum (CDPD) and education as an evolving conception in society (SCMP), you are asked to situate yourself as a teacher in inclusive teaching contexts (LTA). To do this well, you have been asked to question, explore, and articulate who you see yourself to be, identify your gifts, and identify how you might help students do the same in your classrooms and school community. **LTA 700 requires you** to continue to your critical engagement with notions of learner variability, curriculum, assessment, task design, and teacher response(ability) as a responsive, transformative, joyful, lifelong learner. You will explore policies and practices that can be used to foster student dignity and advocate for authentic and meaningful learning, despite their reliance on norm-based tools to do so. **You will practice** reading and drawing on psychologist reports to craft student-centred and strength-based opportunities, while building a toolkit of UDL resources that are both imaginal and practical. You are encouraged **to think beyond your experience** and create playful, hopeful, and high expectations possibilities for students who have been historically marginalized and their peers. You are encouraged to reach out to mentors in the field to expand your toolbox of strategies and resources for your assignments. The learning tasks in this course provide significant agency and choice to model UDL and to create opportunities for you to synthesize your learning. If you require more structure please let me know and we can meet to determine how you will progress through the tasks and select topics.

## Learning Task 1: Personal Inquiry 35%

Due date for assignment and peer-feedback: March 15th or April 3rd

### Teaching Quality Standard:

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

### Rationale

Each student will choose their own inquiry to complete related to the course description and outcomes. The inquiry must be approved by the instructor and must focus on inclusion, inclusive practices, instructional design for inclusion, assistive technologies to support inclusion, collaboration to increase inclusion or other investigations into inclusive design. This assignment is meant to give you an opportunity to dig into an area of learning theory and assessment that is of personal interest to you. When you are an educator in your own classroom you will find yourself wondering about students and will hopefully inquire about your practice, student needs, resources available, and so on. In LTA 700 you are required to synthesize your knowledge of theories of learning and how those theories are applied to learning design; an inquiry allows you to do so with support and peers to bounce ideas off. You will be supported and given class time to conduct your inquiry.

### Instructions

You will select your own topic of inquiry to meet the outcomes and course description of LTA 700. You must structure your inquiry as a question of practice and obtain approval of the inquiry from your instructor. This is to ensure your question is manageable and that it demonstrates the outcomes of LTA 700. Your topic may be explored in a wide range of methods. Some possible methods of study can include and are not limited to: an anonymized self-study of yourself or someone whom you know with an impairment; an interview with a parent or teacher working with a complex needs student, or with that student themselves that informs a reflection or instructional plan, a literature or resource review, a podcast (it must have a reasonable time limit), a graphic novel or story, a game or resource created for a student with complex needs, and so on.

Assessment: Rubric, indicators are available in more detail below on pages 12-13

Submission: firm deadline of March 15th or April 3rd

Descriptors of Evaluated Content	Mastery +/- complex	Mastery/ extensive	Accomplished/ comprehensive	Progressing/ adequate	Basic/ simplistic
<b>Criteria 1:</b> Exploration of an inquiry that is on topic, provides depth, and identifies practices that are both habituated and taken-for-granted as well as those that are imaginal and hopeful					
<b>Criteria 2:</b> Attends to the role of the teacher, curriculum, and education system as they relate to the TQS, the Program of Studies, and Learning Theory and Application, critiquing barriers and misconceptions that exist for students and/or teachers, as well as parents if applicable					
<b>Criteria 3:</b> The exploration of resources, supports, collaborative opportunities, interventions, modifications, accommodations, pedagogical decision-making values available to teachers					
<b>Criteria 4:</b> Explores ideas of assessments, norms, evaluation, social promotion of students, mastery, and other methods of evaluating and moving students through the school system					
<b>Criteria 5:</b> Connections to novel/texts/readings to demonstrate research and/or evidence informed practices					

## Learning Task 2: Interventions Toolbox 35%

**Due date: either March 15th or April 3rd (opposite of Assignment 1)**

**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 range of learner variability, 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.

### Assignment 2a: 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 or through email. Students are encouraged to create a visual of their RTI to complement the case study (which should be a maximum of 2-3 pages long).

Assessment: Rubric with feedback are available in Google Classroom

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

**OR**

### Assignment 2b: Complex Learning Profile Resource for parents, students and/or 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 and behavioural support suggestions for parents, students and teachers. This resource should reflect the weight assigned to it and the contents of the rubric.

Assessment: Rubric with feedback are available in Google Classroom

Submission: Word/Google document or links can be uploaded into Google Classroom

**OR**

### Assignment 2c: Annotated Bibliography



**Instructions:**

Students will create an annotated bibliography of the resources, authors, programs, interventions they want to take forward in their own practice. This annotated bibliography must include academic articles, Alberta Education resources, literacy (reading, writing) resources that connect to the targeted needs, manipulatives, and first-person stories that can be used as educational resources for peers, parents, and other educators. An annotated bibliography includes the name and source of the material as well as an informative summary of the content that indicates key words, relevant quotes or excerpts, figures, and ideas. For the purpose of this learning task, the annotated bibliography should also include the criteria in the rubric and the course outcomes – for example, which learners are you targeting, how and when would you apply it, how might the resource build on strengths and provide instruction in areas of need, what other resources/protocols/strategies would be complementary, how would it be used in UDL, tier 2, or tier 3 settings, what would inform your decision to draw on it, what resources or supports are needed (parent, teacher, student, support team), what are the targeted subskills or extended skills are being developed and so on. Remember to connect your content to curriculum, methodologies, theories of learning, complex learners, community building, student dignity, assessment, and planning. The format is flexible, although a table with section headings and rows for each resource is an easy template to follow.

Assessment: Rubric with feedback are available in Google Classroom

Submission: Word/Google document or links can be uploaded into Google Classroom

Descriptors of Evaluated Content	Mastery +/ complex	Mastery/ extensive	Accomplished/ comprehensive	Progressing/ adequate	Basic/ simplistic
Learner variability is accurately portrayed based on novel, peer-reviewed research and first person stories, with key aspects of the variability highlighted and attended to					
Attention to the most-likely areas of strength and need are clearly identified and elaborated on, opportunities to build on strengths are evident					
Considerations for curriculum content, school wide, or school system redesign are proposed					
<i>A progressive support model (MTSS/RTI) provides the basis for a proactive education/learning model in literacy, numeracy and/or social emotional development</i>					
UDL, Tier 1 and 2 Interventions are evidence-based, and developmentally appropriate for the age and context of the the task					
Proposed Tier 3 Interventions are aligned with student profile needs and demonstrate sound decision making to support the development of subskills (which need to be identified)					
Identification of Executive Functions related to the exceptionality are considered and described in relation to learning/behavioural expectations and supports to be put in place					
Considerations for the physical space, resources, team, within tier 3 supports are included					
Subskills to be developed are clearly communicated and sequenced for the context in a way that is meaningful to your learning task					

**Learning Task 3 Presentation 10%**

Due Date: sign up weeks 3-6



## Rationale

Neurodiversity is an emerging area of understanding in education. This assignment provides an opportunity for you to develop a sense of select learner profiles as they relate to medical and social models of (dis)ability and planning for equity, inclusion, and belonging for all students. To lighten your reading cognitive load, you will focus on one learner profile and lead your peers collective professional development through a 30ish minute present, something that you may be asked to do in your school community.

## Instructions

You will be provided class time to design and research your presentation. You should create a handout/link for your peers to add to their collective toolbox. You will be provided some resources for foundational knowledge. Your presentation should include the following content:

- A description of the learner profile
- Strengths people with this profile exhibit
- Barriers in the school system, social norms, and pedagogical practices students may encounter
- Solutions to these barriers through suggestions for UDL, tier 2 and tier 3 supports that can be anticipated but not assumed
- Identify curricular content that should be proactively noted as areas of anticipated strengths and barriers
- Engaging learning

Assessment: Assessment will be co-created the first week of class. There will be 2 components to the assessment:

- A) peer evaluation from your peers
- B) self reflection with a requirement that group members sign off on your self reflection

Important considerations include ensuring that the course outcomes are met, that that there are multiple opportunities for group members to contribute and participate in a number of ways.

## Learning Task 4: Living Portfolio 20%

Due Date: e-portfolio link submitted April 8<sup>th</sup>, presentation April 12<sup>th</sup>, mini-meetings April 8-11<sup>th</sup>

## Rationale

As you complete your Bachelor of Education Degree, you will find yourself presenting your philosophy of teaching, interests in professional development, and your goals for your students. This project is a culminating learning task that allows you flexibility to express a portfolio of your journey and growth over the past two years, while communicating your teacher identity at this point in your career. This task is both reflective in that you are asked to consider your learning journey through the Vision and Mission statements that define our program and it is imaginal in that you are sharing your vision of where you might find yourself in the fall of your graduate year. Our hope is that you have become an informed, reflective and engaging educator who will go out to serve children, their families, communities, and society as a whole. The living portfolio combines an artefact in the form of an e-portfolio, a mini-meeting with your course instructors, and an elevator pitch during the Exhibition of Learning on the last day of class.

## Instructions

To anchor this learning task in a purposeful context, consider how you want to begin a new teaching position in your first year of your career. Your task is to articulate how you might introduce yourself and your teaching practice to students, parents, and colleagues using an e-portfolio to describe your teaching philosophy, your particular interests in professional development, and share evidence of how you understand the Teaching Quality Standards.

Your e-portfolio should contain evidence of

- Your core beliefs about students, teaching, and the role of education in society
- your understanding of building meaningful relationships within a school community
- how you plan to foster inclusive classrooms across multiple indicators (cognitive, cultural, interests)
- evidence of your philosophy of planning and assessment

- evidence of foundational knowledge of First Nations, Métis, and Inuit as well as culturally responsive practices to reflect the diversity of the population in Alberta communities
- awareness of at least one of the guiding legal frameworks and your plan to attend to it
- a communication plan to parents

During your mini-meeting (15 minutes), be prepared to speak to

- how you support and engage with the program Mission and Vision statements,
- your learning journey and ways that your thinking has evolved ,
- and how you relate to the program outcomes
- how you plan to implement what you have learned to date in your own classroom

During your Exhibition of Learning, be prepared to

- present yourself to your peers, instructors, and school district guests as a professional educator by sharing your core values, interests, and goals as a novice teacher
- answer questions about your journey to this point in your learning
- what attributes you intend to contribute to a school community

These are the kinds of questions that your living portfolio will answer. We want to see YOU in your living portfolio. You will also be challenged to articulate your teaching identity and practice as you would do in an interview. Begin with what you wrote as you applied for the program- consider, carefully, what you crafted as your personal philosophy statement and paper in SCMP 600 and 700...

### Elements of e-portfolio

You are encouraged to include a variety of elements that you have **curated that demonstrate your competencies and core values**. These might include...

- Assignments from coursework that represent how you intend to begin your practice of teaching
- Draw on your philosophy statement and the evolution of your thinking throughout
- An artefact or metaphor that represents you and/or your preferred pedagogical approach
- Samples of work you had students create on your practicum
- Excerpts from your evaluations
- 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:

- Create an e-portfolio to be completed and submitted to your course instructors by April 8<sup>th</sup> by noon
- Mini-meetings will be scheduled April 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> during your course schedule.
- The Exhibition of Learning pitch will occur in the morning of April 12<sup>th</sup>

### 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+	A-	B+/B
	<ul style="list-style-type: none"> <li>• Reflective of you through evidence of your own artefacts and reflective statements.</li> <li>• Communicate a journey of learning and growth.</li> <li>• Evidence of a focus on student learning and thinking.</li> <li>• Evidence of a commitment to professional development.</li> <li>• Ability to verbally articulate your philosophy, identity and intended practice.</li> <li>• Connect to the program outcomes and Mission and Vision statements.</li> <li>• Comprehensive in that all required components are included.</li> </ul>			

**Other important information for success in LTA 700:**

**Disposition and performance expectations of the LTA stream:**

- Take ownership of your learning and professional journey through **academic engagement\***
- Complete all the readings according to the schedule – expect 2-3 hours per week
- Treat your peers as professional colleagues
- Develop strategies for time management, collaboration, and meeting the course workload
- 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.)
- Engage in critical reflection of the implication of learning theories in response to the course content, class discussions, assigned readings, and school observations

**\*Academic engagement** encompasses both behavioural and cognitive presence of general ‘on-task behaviour’. This entails effort and persistence along with paying attention, asking pointed questions, seeking help that enables one to accomplish a task from course documents, peers, then instructors (rather than being given the answer). It also includes contributing to the learning of others as shared ideas, insights, tensions, wonders, and observations through at least one of the multiple modalities provided (inspired by Boykin and Noguera, 2011, *Creating Opportunities to Learn*).

**Assessment Practices:**

**Scaffolding Feedback and Resubmissions:**

**Scaffolding:** 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 in LTA 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.

**Resubmissions:** students are encouraged to share their assignments with peers for feedback prior to submission, using the rubric to practice reading and assessing using criteria in an assignment. If you want feedback from the instructors, evidence of feedback from a peer **must be included** with a **specific request** for targeted feedback at least 4 days prior to the due date. A **general** request for feedback or affirmation is not an adequate request. Resubmissions will be considered, but must be based on the application of feedback, not just the inclusion of feedback. In some cases, this may require the creation of new content to demonstrate the student’s independence in the outcome.

**Grade Summary:**

Assessment – achievement criteria:

Students tend to be concerned with their grade, while teachers tend to more concerned with their learning

– Dr Decker Raynak

~ please note the indicators of **learning** encompassed in each level of assessment ~

Quick Reference:

Critically Analyzing (A+)	Contextualizing /Extending (A)	Connecting (A-)	Reproducing (B+)	Summarizing (B) (minimum req.)
Complexity, variety of sources, synthesis of all courses, critical and questioning, self-directed, nuanced, centres inclusion as a norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Thoughtful, insightful, synthesis of all courses, multiple perspectives from theory and practices, centres inclusion as the norm, ethical considerations for all students, educators, curriculum, system, society as the role and responsibility of a teacher	Comprehensive, theory and practice are somewhat explored, student experiences are considered, critical exploration of impact on students and teaching is evident, inclusion is considered, the role of the teacher is attendees to, complexity (if attended to) required provocation	Fulfills criteria of assignment, relies on class content and readings, adequate engagement with various perspectives, personal experience drives content, perpetuation of practices in place, limited consideration of ethical considerations, limited incorporation of prior course work	Fulfills criteria but through superficial means, relies on course material, limited design for inclusion, lacks critical thinking, required scaffolding, perpetuates exclusion or limited inclusion, limited exploration of school, student, teachers, curriculum, societal impact

**A- to A+** requires thoughtful reflection on the overall significance of learning theories, their application, and the consequences of their design in both a teaching context and at a societal level. Exploration of the complexity of theories of learning, the inclusion of independently sourced research, and connections between CDPD, FE, LTA, and SCMP is evident for accomplished or mastery assessment.

**A+ (Critically Analyzing):** 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 other 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. Evidence of **critical questioning** of the practices and theories that shape learning theory and student experiences in classrooms from **multiple perspectives** throughout. Where applicable, **creativity** in presenting information is included, 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 and a willing to ask **transformational questions** while exploring possible solutions. **Reimagining inclusion** through the lens of curriculum, relationships, society, and ethical responsibilities to all students that is embedded in a teacher’s decisions is evident in the task. (4.0)

**A (Contextualizing/Extending):** 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. **New sources of information** have been incorporated to enhance multiple perspectives. 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. Theories of learning and teacher practices and beliefs are **explored in a nuanced** way that demonstrate a willingness to critically examine student experiences in one’s classroom. **Reimagining inclusion** through the lens of teacher role and responsibility through curriculum, relationships, society, and/or ethical responsibilities to all students is evident in portions of the task. (4.0)

**A- (Connecting):** *Accomplished* indicates 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. **All outcomes have been met** and some are completed very well. There is **evidence of critical thinking** and the **exploration possible tensions** between theory, practice, and anecdotally formed biases and their **impact on all students**. There is evidence of thinking about student experiences, **often through the lens of inclusion**, however they tend to be **more superficial or remedial**. More complex thinking about learning theory and the ways various theories of learning and implemented is often **provoked through feedback** rather than through independent sourcing of new resources or external stories. (3.7)

**B- to B+** indicates the task has been fulfilled with most requirements met to varying degrees of proficiency. The content may be limited to what was shared in class, may lack reflection on the impact of learning theories on students and/or society, or may be limited in its consideration of research.

**B+(Summarizing):** the task **fulfills the requirements** of the assignment. **Content discussed in class is included**, with **adequate engagement** with various perspectives or resources. The connections being made to learning, learning design, and student needs **reflect common inclusive practices but are limited** to prior experiences and anecdotally formed biases with **little engagement of theory, critical reflection and exploration of the impact** on students and beyond. The assignments contain ideas that are **reproductions** of observations that with **some critical thinking or creativity** in how they might be modified to address unique contexts, students, or pedagogy. There is **minimal examination of the links** between coursework over the prior courses, field experience, the education system, and the impact on society. 3.3

**B (Simplifying):** 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. Adequate evidence of outcomes indicates **limited connections between the course content, other coursework** or to one's own experience and the **impact a teacher has** on students, curriculum choices, school communities, and society as a whole. 3.0

**B- (Reciting):** the task meets some of the requirements of the task but is **incomplete or lacking organization**. Content discussed has made **minimal connection** between class topics, readings, or theories of learning in a classroom setting. There is minimal to no reference to research, the relevance or impact of learning theories on student experiences, or connections to other coursework. 2.7

**C+ or lower** indicates the student has not demonstrated the required outcomes of the task or has not submitted evidence of the outcomes. Because of the need to achieve a 2.7/B- in LTA 600 for placement in LTA 700 and FE 700b, a student cannot pass the course with a task that has been assessed C or below and will be placed on a Notice of Concern.

**Cs or lower (Incomplete)** 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 **minimal exploration of the impact** a teacher has on students, curriculum choices, school communities, and society as a whole. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires. 0.0-2.3

A+	<b>Mastery</b> through synthesis or analysis of complex ideas
A	<b>Mastery</b> through extensions or contextualization of complex ideas
A-	<b>Accomplished</b> through connecting complex ideas
B+	<b>Progressing</b> through summarization of complex ideas
B	<b>Emerging</b> through simplification of complex ideas
B-	<b>Basic</b> through the recitation of simplified ideas
C+ >	<b>Beginning</b> due to incomplete or missing communication of ideas

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.

**Attendance:**

It is the expectation that all students will attend class and be on time. Students are responsible for their own learning and are required to remain current with all information covered during class and to submit assignments in a timely manner. Please inform me if you know you will be away.

**Because much of the learning and sensemaking in our program is dialogic and through praxis, more than 2 lates and/or absences or repeated missed deadlines will result in a mandatory meeting to determine your plan to be present and to attend to all missing material. An inability to attend class or deadlines may result in your inability to stay on top of the course work and manage your course load.**

## **Ambrose University Important Information:**

### **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.

### **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 Academic Calendar. 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.

### **Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to

your professor regarding their electronic etiquette expectations.

### **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.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>

### **Privacy**

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](mailto:privacy@ambrose.edu).

### **Coursework Extensions**



Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if

accommodations are required, ensure those accommodations are put in place by working with faculty.

### Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

### Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### 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](https://ambrose.edu/counselling)
- **Peer Supportive Listening:** One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://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/crisis](https://ambrose.edu/crisis) support 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](http://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.