Course ID:	Course Title:		Fall 2022
LTA 600	Application of the Principles and Applications of Learning Theory	Prerequisite: LTA 500, FE 500, 600	
		Credits: 6	

Class Information		Instructor Information		Important Dates	
Delivery:	On campus	**Instructor:**	Dr. Kathy Crawford, BEd, MEd, EdD	**First day of classes:**	Oct 3, 2022
Days:	**Room:**	**Email:**	kcrawford@ambrose.edu Kcrawfofd@education.ambrose.edu	**Last day to add/drop, or change to audit:**	Oct 17, 2022
M 8:15-11	*A2212*	**Phone:**	403-210-4000 ext 6908	**Last day to withdraw from course:**	Nov 22, 2022
T 8:15-11	*A2212*	**Office:**	RE 148	Last day of classes:	Dec 9, 2022
W 8:15-11	*RE 112*	**Office Hours:**	Online Zoom or M, T over lunch		
		Twitter	@KC_Educator @Ambrose_BEd		

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at https://ambrose.edu/academic-calendar .

September 30: Reconciliation Day, no classes to allow for community engagement
October 5: Deeper Life Conference, no classes to allow for community engagement
October 10: Thanksgiving, no classes
November 7-12: Fall Break, no classes
December 9: Last Day of Classes
October 4th: Cohort 1 and 2 Dodginghorse Ranch (12:15 -3:30 pm)

Course Description

Students will study a variety of educational practices and their underlying assumptions about learning evidenced in schools, community workplaces, and international settings. Students will examine educational practices in various settings, the learning theory basis for practices, curriculum design and program development, and the range of approaches for designing instructional plans. Students will apply learning theory to instructional design, drawing from critical analyses of educational practices, creative-thinking approaches, and contextual realities (FE 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 grounded in academic discourses and first-person stories that hold us all to high standards of communication and professional growth. In learning theory classes we are working toward an understanding of

inclusive classroom contexts. 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. 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:
2. Actively Engages in Career-Long Learning that draws on personal experiences, evidence-based research, and reflection
    A teacher engages in career long learning and ongoing critical reflet ion to improve teaching and learning
3. Demonstrates an ability to reference and consider a Professional Body of Knowledge
    A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student
4. Begins to consider 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. Adhering to Legal Frameworks and Policies
    Demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system

Referenced:
1. Deepens how one considers the role of theories of learning and personal beliefs in Fostering Effective Relationships
    A teacher has the capacity for building positive and productive relationships to support student learning
5. Will begin 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

Requirement	Connected Topics	Content Addressed
Literacy development 12 hours	Executive Functions and reading and writing	The neuroscience related to EF and their impact on reading and writing
Numeracy development 12 hours	Executive Functions and numeracy	The neuroscience related to EFs and their impact in numeracy and mathematical thinking
Canadian Studies 6 hours	First Nations, Cultural influences on literacy and numeracy	Broadening curriculum interpretation and the inclusion of First Nations, Metis, and Inuit histories and world views, especially related to beliefs about learning

Expected Learning Outcomes

By the end of this course students will be able to
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices

Textbooks
  Required Textbook:
    Executive Function Guidebook: Strategies to Help All Students by Roberta Strosnider and Valerie Saxton Sharpe

  Recommended Textbook (for deeper understanding but not required – valued by previous students):
    Executive Function in the Classroom by Christopher Kaufman

  LTA 600 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

  Additional Resources:
    Alberta Education Programs of Study (Alberta Education)
    LTA 600 Playlist (accessible in LTA 600 Google Classroom)

   *You will also be expected to reference and utilize the Ambrose Library resources, Making a Difference, along with any of the numerous publications available from the Alberta Teachers' Association, Alberta Education, and the various learning Consortia in Alberta (Edmonton Regional, Calgary Regional, Argyll Learning, Curriculum Implementation Supports from The CRC www.crcpd.ab.ca, for example).

Course Sequence and Schedule of Topics

Day	Daily Sequence
Monday	On-campus introduction to new concepts
Tuesday	On-campus guided collaboratory discussions of playlist
Wednesday	On-campus sense-making of concepts and classroom contexts

Field Trip	Destination
October 4th	Dodginghorse Ranch 53 Cattle Dip Rd, Tsuut'ina (map link)

Topic intro	Guiding Topics *How do we ensure kids experience hope, dignity, and belonging?*	Grounded in the following discussions *How do we think about student experiences as a way of honouring and supporting student sense of self?*
Topic 1 Oct 3	Course overview Orientation to the Course Technologies Inclusion	Our course agreement : the Syllabus Alberta Inclusion documents; revisit models of disability (social, medical, economic) Initial personal statements about inclusion and diversity
Topic 2 Oct 11	Teachers can use frameworks, such as UDL and MTSS/RTI, to design for learner variability to minimize disabling practices. *How do teachers intentionally plan for diverse student learning needs? How do we integrate choice and agency into our routines/practices?*	UDL, Reconciliation, Anti-racism (connected to Dodginghorse) Introduction to Multi-tier intervention design, MTSS/ RTI at school and classroom level: UDL/Tier 1, UBD Accommodation/intervention/ modification conversation Cultural and identity considerations Placing student dignity at the center of our pedagogy
Topic 3 Oct 17	Overview of Cognitive EFs, role of memory and processing for planning ad organization. *What supports do students require for cognitive executive functions? Including organization – of materials, of thinking, and implementing across situations?*	Executive functions related to memory, processing, organization, attention and academic task completion. Understanding the brain and the components that are related to Executive Functions (we will return to these frequently) Intro to Tier 2 design as progressive supports and scaffolding, assessment and UDL within tasks
Topic 4 Oct 24	Assessment for equity for all students. *How do we design for equitable teaching through assessment practices?*	What considerations are needed when assessing students - including formative, summative, and diagnostic tools? How can we use assessments as insights for UDL and targeted supports and confidence building?
Topic 5 Oct 31	Overview of Emotional Executive Functions. *How do EFs support social skill development and healthy relationships? Do we help students develop social and interpersonal skills? How do EFs contribute to emotional development and regulation?*	Personal/societal expectations and beliefs about student need for emotional regulation and how do pedagogical beliefs shape discussions and practices around classroom management EF and Social Skills – presume competence and identifying under-developed skills Notions of Motivation, Culture, Belonging
Topic 6 Nov 7	Applying principles of UDL to literacy development *How does neuroscience help us understand good practices and learner variability for diverse learners as they develop literacy/*	The underlying cognitive processes that lead to learner variability in language thinking Neuroscience of becoming a reader/writer Rote versus Conceptual frameworks for /reading/writing Designing for learner variability through Tier 1/UDL and Tier 2 frameworks
Topic 7 Nov 21	Applying principles of UDL to math development *How does neuroscience help us understand good practices and learner variability for diverse learners as they develop numeracy?*	The underlying cognitive processes that lead to learner variability in numerical thinking Neuroscience of developing numerical fluency Rote versus Conceptual frameworks for math Designing for learner variability through Tier 1/UDL and Tier 2 frameworks
Topic 8 Nov 28	Core Strategies *What core strategies are most beneficial to a breadth of students in equitable elementary classrooms?*	Application of the course content to your FE 700 planning, assessment, relationship building, legal frameworks, resource selection, and centering student dignity through the application of learning theories
Dec 4	*TBD, as determined by lingering questions*	Braiding questions, gaps, what troubles you, and design

Requirements:

Please note, these criteria may be adjusted in response to how the class evolves if needed.

LEARNING TASK	%	DUE DATE
Learning Task #1: Case study	30%	October 26, 2022
Learning Task #2: Assessment Reflection and Revisioning	30%	November 11, 2022
Learning Task #3: Literacy or Numeracy Learning Map	40%	December 9, 2022

Note: each assignment is intentionally assessed using a different type of rubric and will be discuss.

Learning Task #1: Case Study

Course Outcomes
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design

Alberta Teaching Quality Standard:
Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Adhering to Legal Frameworks and Policies.

Rationale
Teachers should be attentive observers of behaviours, context, learning, and social interactions. To make sound decisions, teachers should be trying to understand the complexities of the classroom, students, and learning. Case studies provide a comprehensive examination of the intricacies that influence student development within a particular context. A case study describes the context for an inquiry (classroom organization, school visions and mission, teacher expectations and discipline policy), the participants (teachers, assistants, students), an issue to examine (behaviour), and questions to pursue. A case study helps you develop a story about and with a student to build empathy, understanding, and solution-finding that uses a capabilities approach to teaching that empowers teachers to be responsive in their instruction.

Instructions
Students will create a case study (the equivalent to approximately 5 pages, no more than 7) to describes an anonymized school/classroom context, pedagogical insights into the culture and instruction of the class and provides a sense of expectations of students and resources available to teachers. The case study should use two anonymized student profiles from any context (yourself, a sibling, a student). The profiles should be strength-based, include student interests and academic achievement, and identify executive function/dysfunction connected to academic and behaviour performance to explore ideas that are rooted in LTA 600 content. Executive Functions and skill development should be central to the inquiry. These must be situated within an exploration of the context, expectations, and resources available to the

students. A strength-based, capability approach that aims for ethical inclusion must guide the case. It is most helpful if you choose a profile of students who are not highly complex (ie. also have a learning exceptionality). This case study can be used in LTA 700 when creating Individual Program Plans and designing for more targeted (tier 3) supports for complex learners.

Prior to submission for final grading, you will have to seek a peer assessment with completed rubric. This serves as practice for you reading the rubric and providing feedback and gives you an opportunity to engage a Feedback Loop prior to my assessment.

Assessment:
Professional, education-related language should be used (ie. speak well of the student, root decisions in learning). The context has been described with enough detail to indicate the learning theory that guides practice.
Participant profiles (2-3 targeted) include behaviour, social skills, and learning needs
Executive Functions, learning theory and application are all included in the case study and the inquiry questions.
Tier 1 and Tier 2 design considerations have been included/addressed as instructional designs (not as student deficits)

Due Date: October 26, 2022
Learning Task Submission: hard copy in person, Google Classroom, or email. Please review the submission and feedback guidelines on page 12 of this syllabus
Learning Task Criteria: This Learning Task is evaluated using a performance rubric that is quite detailed. You can find your feedback and feedforward in the rubrics topic in Google Classroom

Rubric for LT1

	A+-A-	B+-B-	C+>
Description of the context	The case is detailed enough to provide a clear picture of the learning theory that drives instructional design, communicates tasks that are common to the child, and provides some examples of tier 1 design for optimal study safety and success. A picture of pedagogy, school and classroom culture and student experiences can be brought to mind through the detailed description provided, with attention to the long-term impact on the student(s)	A broad description of the context is provided, with adequate attention to the classroom environment and universal tier 1 design to describe how the student is engaged in learning tasks and how context supports their development	The context is described in generalities, providing little insight into how student learning is designed and supported. It is difficult to envision the classroom design due to the lack of detail provided
Description of child, including behaviour, academic and social skills	The learners have been described with a focus on their strengths and contributions to the community. Undeveloped academic and/or behavioural skills are explored with attention to the complex influences that shape each profile	The learner is described with enough detail to support a conversation about their strengths and/or needs, but lacks insight into the various influences on development that contribute to their development	The description of the learner lacks the detail that would provide a starting point for a meaningful discussion about possible interventions or targeted supports
Inclusion of Executive Functions	The inclusion of any number of Executive Functions draw a connection to the targeted behaviour/ academic (or both) improvement, the learner, and the environment. The intersection of these barriers to success are thoughtfully laid out, demonstrating an understanding of the complexities of the needs of students who experience Executive Dysfunction	Executive functions are introduced and described within the context and learner profile, but lack connection to the challenges the learner faces. While they are included, they are not linked through complexity to the child, the learning or the environment	Executive Functions are listed but not connected to the learning or struggles of the child with any depth or meaning. There is little consideration of student experience and development
Inclusion of Tier 1 and Tier 2 considerations	Thoughtful tier 1/UDL design and tier 2 supports have been connected to the case study. The design/support examples connect to identified challenges and build on the identified strengths of the learner, reinforcing the interconnected of the instructional design and student experience and fostering a meaningful conversation about the student and the environment. Pedagogical decisions are rooted in identity, curriculum, resources, and instructional supports	Tier 1 design and tier 2 interventions are included, but lack insight or complexity. While included, the pedagogical decisions are simplified/lack insight into how they would support skill and identity building in the targeted areas and how they might benefit all students	Tier 1 and 2 components are either missing or broadly referenced, prohibiting a meaningful conversation about the learner, the context and their needs
Overall complexity of the case study	The case study is well thought out and communicates a commitment to contemplating the complexities of students, learning, classroom environments and teacher responsibility for design. The presentation of the case study demonstrates the ability to connect the variables that influence accessibility and inclusion of all students	The case study includes relevant information of the student, learning environment and design, but lacks connectivity and complexity between the factors	The case study lacks interconnectivity or alignment between the targeted needs of the student, the instructional design and the needs. The case reads as a series of independent thoughts that are generally unrelated

Course Outcomes
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)
- Challenge your own assumptions, identify biases, consider other perspectives and plan for diversity

Teaching Quality Standard:
Demonstrating a Professional Body of Knowledge; *Establishing Inclusive Learning Environments*; *Fostering Effective Relationships*; *Engages in ongoing professional learning through critical reflection*

Rationale
Assessment of student learning requires teachers to be mindful about the various barriers students may encounter in the design of the assessment. Designing assessment of learning to meet diverse student needs, skills, interests, and opportunities is best done when the assessments are done with the students, teaching practices, and task in mind. This assignment provides an opportunity to critically engage with student learning and student needs from a strength-based, student-centered lens. Attending to the various opportunities and formats for feedback, communication of learning, and teacher reflection will also be expected.

Instructions
You will build on an assessment tool/measure used in FE 700, reflecting on how the assessment tool met diverse learner needs, addressed the outcomes of the assignment, and promoted an inclusive learning experience for all students. You will evaluate the validity of the assignment in the learning context and conduct an analysis of its effectiveness in providing the teacher and the student meaningful feedback on learning and an identified outcome. In your evaluation of the assessment, reflect on and propose ways the assessment could be modified to meet particular student learner needs related to as many of the executive functions you have identified for skills building in your students, as well as opportunities for UDL, self or peer assessment, cultural fluency, and so on.

Due Date: November 11, 2022
Learning Task Submission: hard copy in person, Google Classroom, or email. Please review the submission and feedback guidelines on pages 12 of this syllabus
Learning Task Criteria: This Learning Task is evaluated using a performance rubric that uses a sliding scale. You can find your feedback and feedforward in the rubrics section of Google Classroom.

Rubric for LT2

Criteria	Incomplete ----→------→------→----→-----Critical Analysis	Comments/evidence
Introduction and description of the context, learning task, and assessment tool demonstrate depth and breadth of instructional design considerations	Incomplete -------------------------------------Critical Analysis	
Identifies and explains the possibilities and limitations of the assessment tool design thoroughly (UDL, representation)	Incomplete -------------------------------------Critical Analysis	
Evaluates the degree to which the assignment assess what you intended to measure (validity)	Incomplete -------------------------------------Critical Analysis	
Provides analysis of the potential barriers of the assessment tool through the lens of at least 4 executive functions	Incomplete -------------------------------------Critical Analysis	
Identifies changes that can be made to the assessment to meet skill building needs for diverse needs in an inclusive classroom	Incomplete -------------------------------------Critical Analysis	
propose design changes (such as scaffolds or design modifications) to attend to UDL, representation, and executive function needs	Incomplete -------------------------------------Critical Analysis	

Learning Task #3: Literacy or Numeracy Plan

Course Outcome Connections
- To develop a disposition of inclusion that assumes diversity and learner variability as the norm using universal design for learning, Response to Intervention, and thoughtful assessment practices
- Apply learning theory to inclusive teaching practices including planning, instruction and assessment rooted in learner variability
- Investigate facets of literacy and numeracy rooted in multiple and contextually relevant theories of learning with special attention to neuroscience and brain-based instructional design
- Demonstrate the ability to identify and evaluate strategies for teaching and supporting students using responsive and supportive practices
- Go beyond the resources and requirements of the program to begin your own professional development journey (mentor, resource binder, personal ideas journal, library, etc.)
- Challenge your own assumptions, identify biases, consider other perspectives, and think creatively

Teaching Quality Standard:
Engaging in Career-Long Learning; Demonstrating a Professional Body of Knowledge; Establishing Inclusive Learning Environments; Adhering to Legal Frameworks and Policies.

Rationale
Alberta Education has identified numeracy and literacy as primary educational goals for all students. Our partner school districts have also include numeracy and literacy as focal outcomes for students and teachers. Developing a research- and -evidence based understanding of factors that underly the development of both skills are important teaching foundations for teachers in all grades. Articulating an understanding of the theory behind each and

conceptualizing a plan that draws on wise practical and theoretical knowledge ensures teachers have a core practice in which to ground inclusive teaching.

Instructions

You are required to develop a set of foundational practices in one stream of literacy or numeracy. This plan will be demonstrate how you envision learners will develop a math concept found in the Program of Studies and Literacy and Numeracy Progression from the lens of learning theory. You should consider how you will pre-assess, develop, reinforce, assess, and support students in a self-selected grade level topic. You will focus on the learning processes and strategies to support learning as well as the sequence of conceptual and procedural knowledge that you are developing to support the variability of learners expected in classrooms. You will use UDL and a tier 2 progressive support model to describe how you will design your practice to support all students as they develop core concepts and executive functions. This can be shared as a brainstorm or a clean draft, as long as it is legible and your instructor can interpret your intent and assess the required components. This assignment is intended to be meaningful to you, so you encouraged to use a platform that helps you communicate your plan. Ideally the plan you develop can be applied in part to your field experience, so you are encouraged to engage your mentor as well as your partner teacher if possible.
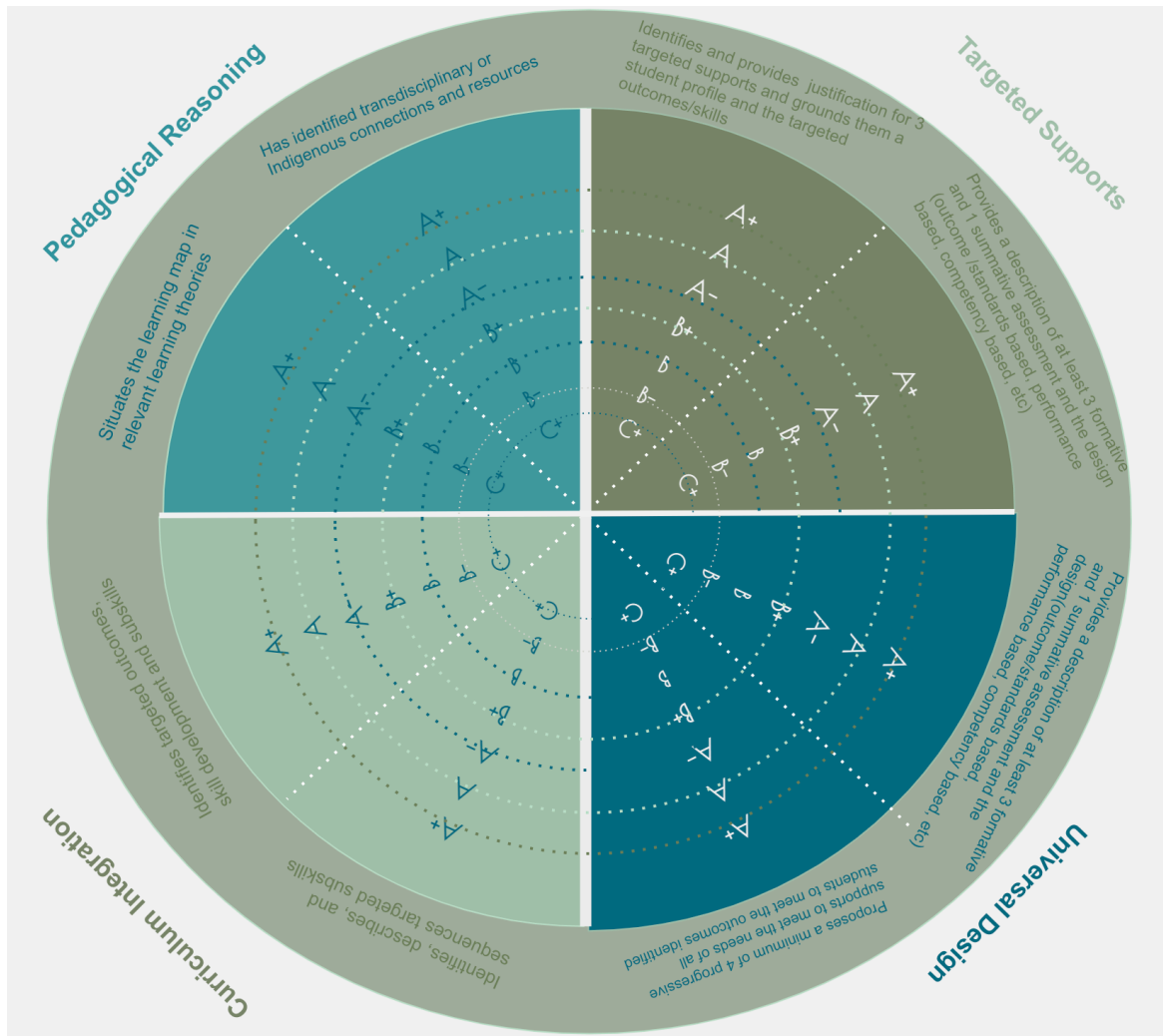
Assessment Criteria:

Evidence of the outcomes will include sound understanding of the processes that contribute to the development of literacy and numeracy, diversity, progressive supports, assessment practices, and an assessment tool. This assessment is evaluated using a performance rubric that is flexible to reflect the breadth of creativity possible in this task. We will co-construct the specific indicators using the descriptors included below to practice equitable and evidence-based rubrics using UDL. You must also complete a self-assessment using the assessment wheel and submit it with your final product.

Due Date: by December 9, 2022

Learning Task Submission: hard copy in person, Google Classroom, or email. Please review the submission and feedback guidelines on page 12 of this syllabus

Learning Task Criteria: This learning task is evaluated using a performance rubric that is called an assessment wheel. For this learning task you will be asked to submit a self-evaluation along with your final assignment. You can find your feedback and feedforward in the rubrics topic in Google Classroom.

Grade Summary:

<u>Assessment – achievement criteria:</u>

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 ~

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 idea**s 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 b**etween 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 requirement**s of the assignment but **does so on a superficial leve**l. 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 l**ittle 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

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

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.

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 done 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 be attend class or deadlines may result in a pause in your program and a delay in enrolment in FE 700b.

Other important information for success in LTA 600:

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 <u>critical reflection</u> 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).

Ambrose University Academic Policies:

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

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

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

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

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

Communication
All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration
During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline;** please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling
Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette
Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devises in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions
Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade
An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of $50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity
We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

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