LTA 700a & LTA 700b

Methodologies of Learning in Inclusive Settings, Theory Applied in School and Community Settings

Number of credits: 6

Semesters:	**Fall 2014 & Winter 2015**
Days:	**700a (Nov. 17th – Dec. 12th 2014) Monday & Wednesday 9:00am - 12:00 pm Tuesday & Thursday 1:00 – 3:00 pm**
Room:	**RELL 122**
	700b (Mar. 17th – Apr. 12th 2015) Monday 1:00pm – 4:00pm Tuesday & Thursday 8:30am -11:45am
Room:	**RE 132**
Instructor:	**Dr. David Peat**
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Course Description:

This course is the third of three graduated and integrated courses in learning theory and application and as such, builds upon LTA 500 and 600. For this last of these three courses, perspective teachers continue to view themselves as teachers in public school classrooms. They examine, in particular and in greater detail, the variety of learning requirements related to children and youth with diverse needs and from diverse cultural backgrounds, including First Nations, Métis and Inuit learners. In this course, students inquire into the literature and practices of educators working in these contexts: inclusive classrooms with children with diverse learning, developmental, social/emotional and/or behavioural needs; and multi-cultural classrooms with children whose primary cultural background influences their learning.

The understanding and interpretation of norm-based assessment, as applied to both groups of students and individual students is addressed. In addition, the development and implementation of classroom-based assessment practices as an integral part of instruction (e.g., 'assessment for, of and as learning') is emphasized.

Perspective teachers, as 'architects of learning', both engage in and design class sessions that provide opportunities to apply the literature and practices of educators in an integrated fashion to a variety of real-life problems and situations that may be encountered in

Important Dates:

First day of class: November 17th 2014

Last week of classes – Exit Thesis Presentations April 6th – 9th 2015

teaching practice.

A further level of integration is provided though the major assignment, which is designed across all three 700 level courses - LTA 700, SCMP 700 and CDPD 700. This *Exit Thesis* assignment focuses upon the development of a comprehensive year plan and requires the application of knowledge and understanding from all of the 700 level courses.

Course Goal & Expected Learning Outcomes:

The overall course goal is to consolidate the process of developing students' competencies in applying theories of human development, learning, assessment and curriculum design to teaching practices. Focusing upon their role as 'architects of learning experiences', students will be able to integrate the knowledge, skills and attributes developed from their previous courses and practicum placements towards the design of comprehensive unit plans, and a year plan utilizing assessment practices that meet the needs of a diverse range of students.

Upon completion of this course, participants will be able to:
1. Demonstrate the ability to view learning, behavioral and social/emotional assets and challenges through the lenses of a wide range of learning theories.
2. Be aware of, access and utilize a wide range of teaching and learning resources available from Alberta Education and the worldwide web.
3. Formulate and implement subject-specific and cross-curricular unit plans including effective assessment practices embedded within a range of individual and inclusionary approaches/interventions.
4. Design subject-specific and cross-curricular unit plans applicable to a wide range of teaching contexts, as illustrated by the 'continuum of instruction' below -

This continuum illustrates face-to-face, to blended learning, to on-line instruction, with the 'level of harnessing technology in support of instruction' increasing along the continuum from left to right.

Face-to-face Instruction   **Technology-Enhanced Instruction**   **On-line Instruction**
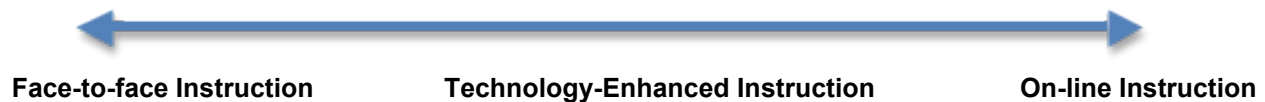
5. Articulate knowledge of phonological processing as part of the reading process, and to apply this learning to the administration and interpretation of a phonological screening test.
6. Based upon the above screening results, implement effective instruction for the development of phonological awareness skills and reading.
7. Competently interpret norm-based assessment results at the school, class and individual student levels and utilize this information to inform instructional practice.

Course Participation:

Active participation in the course is essential since 'constructivist learning' of these *Course Goals* and *Intended Learning Outcomes* require analysis, interpretation, and engagement by all learners. To actively participate, pre-service teachers should **come to class prepared with critical comments and questions** about the assigned pre-readings for the day. An overall learning goal of this course is to provide the opportunities for class members to be actively and creatively involved in their own learning; this requires preparation time as well as **courage to speak up** about a wide array of questions and issues in class conversations. Additionally, **learning to speak confidently** in small and large group settings is an important skill to acquire for teaching in schools. "Active engagement" does not necessarily mean talking all the time, but it does require participation in classroom discussions and meaningful connections to texts and concepts under discussion.

Topical Course Outline:

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. Other resources to supplement and support your learning will be posted on the *Moodle* site.

1. Inclusive classrooms including children with diverse learning, developmental, social/emotional and/or behavioural needs:

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        I. Metacognitive Instruction: Demonstration Lessons
- Learning and Thinking Strategies
- Self-regulation of Learning
- Transfer and Problem Solving

       II. Foundational approaches for teaching students with specific 'disabling conditions' (e.g., Autism, Intellectual Disabilities, Behavioral issues, etc.).

       III. Literacy Instruction:
- Overview of the Reading Process
- Phonemic Awareness Introduction
- Review of the *Right to Read Screening Test*
- Approaches for teaching reading

2. Assessment Processes:

    A. Interpretation of Norm-based assessments with implications for classroom instruction –
Assessment instruments commonly used by Educational Psychologists:
- Wechsler Intelligence Scale for Children – IV
- Conner's Rating Scale
- Peabody Picture Vocabulary Test
- Non-Verbal Intellectual Assessments (Raven's Progressive Matrices; TONI R)

    B. Diagnostic Assessment: Reading and Mathematics

3. Unit & Lesson Planning – The integration of:

       I. Understanding by Design;
       II. Universal Design for Learning (UDL); and,
       III. Current Classroom-based Assessment Practices
- Assessment for, of, as Learning
       IV. Cross-disciplinary planning
       V. Personalized Learning (IPPs)

Required Textbooks:

These texts are required LTA 700; however, they are viewed as a 'source texts' for the information that will be expanded upon and applied to learning activities. They **will not necessarily** be the basis for the class activities and/or discussions, but it **will** be assumed that you will have *pre-read* the sections listed on Moodle which address the class topic(s).

1. Ormrod, J. E. (2014). *Educational Psychology* (8th ed.). Upper Saddle River, NJ: Pearson Education. ISBN 13:978-0-13-297442-4.

2. Wiggins, G & McTighe. (2005). *Understanding by design* (Expanded 2nd Ed.). Alexandria, VI: ASCD. ISBN 1-4166-0225-9.

3. Davies. A. (2007). *Making classroom assessment work (2nd. Ed.)* Courtney, BC: Connections Publishing. ISBN 978-0-9867851-2-2.

4. Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning.* Alexandria, VI: ASCD. ISBN 0-87120-599-8.
Free E-version - http://www.cast.org/teachingeverystudent/ideas/tes/

5. Potvin, B., Rhen, N., & Peat, D. (2014). *Ten Strategies for Building Community with Technology: A Handbook for Instructional Designers and Program Developers.* Edmonton, AB. Brush Education, Inc. ISBN 978-1-55059-552-9.

Books On Reserve:

These books are on reserve to provide you with some 'core' sources that you could use in the completion of your assignments. They are seen as a starting point in your research and readings as you access both print and digital resources.

For LearnAlberta Resources, http://www.learnalberta.ca/ your username is: LPS31 and your Password is 9246.

1. *Focusing on success: Teaching students with Attention Deficit/Hyperactivity Disorder.* (2006). Alberta Education. ISBN 0-7785-5166-0
http://education.alberta.ca/admin/special/resources/adhd.aspx
2. *Making a difference: Meeting diverse learning needs with differentiated instruction.* (2009). Alberta Education. ISBN 978-0-7785-8601-2
http://education.alberta.ca/teachers/resources/cross/making-a-difference.aspx
3. *The Learning Team: A handbook for parents of children with special needs.* (2009). Alberta Education. ISBN 0-7785-2537-6
http://education.alberta.ca/admin/special/resources/learningteam.aspx
4. *Supporting positive behavior in Alberta schools: A school-wide approach.* (2008). Alberta Education. ISBN 978-0-7785-6421-8
http://education.alberta.ca/admin/special/resources/behaviour.aspx
5. *Standards for Special Education.* (Amended June 2004). Alberta Learning. Special Programs Branch. ISBN 0-7785-3778-1
http://education.alberta.ca/department/policy/standards/sestandards.aspx
6. *Standards for the provision of Early Childhood Special Education* (2006). Alberta Education. Special Programs. ISBN 0-7785-4745-0.

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7. *Essential components of educational programming for students who are Deaf or Hard of Hearing.* (2007). Alberta Education. Special Programs Branch. ISBN 978-0-7785-6184-2
   http://education.alberta.ca/admin/special/programming/components.aspx
8. *Essential components of educational programming for students who are Blind or Visually Impaired.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4322-6
   http://education.alberta.ca/admin/special/programming/components.aspx
9. *Essential components of educational programming for students with Behaviour Disabilities.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4320-X
   http://education.alberta.ca/admin/special/programming/components.aspx
10. *Essential components of educational programming for students with Autism Spectrum Disorders.* (2006). Alberta Education. Special Programs Branch. ISBN 0-7785-4738-8
    http://education.alberta.ca/admin/special/programming/components.aspx
11. *Unlocking potential: Key components of programming for students with Learning Disabilities.* (2002). Alberta Learning. Learning and Teaching Resources Branch.
    http://education.alberta.ca/admin/special/resources/unlocking.aspx
12. Armstrong, T. (2009). *Multiple Intelligences in the classroom (3rd. Ed.)* Alexandria, VI: ASCD. ISBN 978-1-4166-0789-2
13. Curwin, R. L. Mendler, A.N, & Mendler, B. D. (2009). *Discipline with dignity: New challenges, new solutions (3rd Ed.).* Alexandria, VI: ASCD. ISBN 978-1-4166-0746-5.
14. Reid, R & Lienemann, T. O. (2006). *Strategy Instruction for Students with Learning Disabilities.* New York. The Guilford Press. ISBN 10 1-59385-282-7; ISBN 13 978-1-59385-282-5.
15. Rothstein-Fisch, C. & Trumbull, E. (2008). *Managing diverse classrooms; how to build on students' cultural strengths.* Alexandria, VI: ASCD. ISBN 978-1-4166-0624-6.
16. Thrilling, B & Fadel, C. (2009). *21st Century Skills: Learning for life in our times.* San Francisco, CA. Jossey-Bass. ISBN 978-0-470-47538-6.
17. White, P. F. (2008). *Comprehensive crisis intervention manual.* Victoria, BC: Trafford Publishing. ISBN: 978-1-4251-6579-6.
18. The Publication Manual of the American Psychological Association (6th Ed) (2009).
19. Badke, W. B. (2011). *Research Strategies: Finding your way through the information fog. (4th Ed.)* Bloomington, IN. IUniverse, Inc. ISBN: 9781462010172.

Articles and Other Resources

A selection of digital resources and web-links will be posted on the course *Moodle* site to support your learning and completion of assignments. It is hoped that throughout the course, as you find related articles, videos and other digital resources, that you will send them to me so that they too will be posted on Moodle to share with the class. This listing of websites provides a **starting point** for your own professional learning.

Websites
The following websites may be helpful for accessing current and ever-changing information concerning LTA 500 course topics, as may websites recommended to support other education courses.

1. https://www.iomembership.com (Intelligence OnLine; membership provided through Ambrose)
2. http://www.aac.ab.ca (Alberta Assessment Consortium; membership provided through Ambrose)
3. http://www.cast.org (Centre for Applied Special Technology)
4. http://annedavies.com (Connections Publishing)
5. http://connectionsgroup.ca/members/
6. http://www.aalf.org (Anytime, Anywhere Learning Foundation)
7. http://www.smartbrief.com/index.jsp (SmartBrief)
8. http://education.alberta.ca/admin/technology.aspx (Technology in Schools, AB Ed.; Tech News)
9. http://www.edutopia.org (Edutopia)
10. http://mindshift.kqed.org (Mind/Shift)
11. http://www.edweek.org (Education Week)
12. http://www.iste.org/welcome.aspx (International Society for Technology in Education)
13. http://www.eschoolnews.com (eSchool News)
14. http://www.educatorstechnology.com/
15. http://mashable.com/
16. http://www.middleweb.com/
17. http://www.graphite.org/ (A free service from *Common Sense Media* reviewing apps, games, websites, and digital curricula rated for learning.)
18. http://elearningindustry.com/
19. http://www.elearningguild.com/
20. http://www.tes.co.uk/teaching-resources/

As part of my own learning and professional responsibilities, on an on-going basis I read and screen articles from the above and other sources. *The articles, reviews or apps that seem to be particularly applicable, practical and helpful for teaching, I tweet (@peatdr). Please avail yourself of this service; let me know if you find it helpful.*

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Evaluation:

Requirements:

Assignments	%/100	Due Date
1. Professionalism	10%	On-going; E-Portfolio due on the date of your Exit Thesis Presentation (Assignment #4)
2. Critique of an Alberta Education Resource	20%	December 8th 2014 -
3. Overview, Critique and **Demonstration** of one major technology product that supports learning	20%	November 24th 2014 - April 2nd 2015
4. Exit Thesis consisting of a Year Plan Framework with emphasis upon meeting the diverse intellectual, social/emotional and/or mental health needs of students.	50%	Presentations the last week of class, April 7th – 9th. The written portion is due April 3rd.

For changes to these assignments, throughout the course, class members will be expected to negotiate with the instructor and come to agreement on what will constitute any or all of their "products" for the course. This is very much part of the process by which professional people take greater responsibility for the evaluation of their professional performance. Remember to identify, on the first or cover page of all assignments, the course name, the instructor's name, your own name, the date and your student number.

Note that due to this being a full-year course with the assignments spread throughout the year, the final grade will not be assigned until all assignments are complete. This means that at the end of first term, on the student registration system, your grade will be posted as 'I' for incomplete. The final grade will be posted at the end of the second term.

Assignment 1: Professionalism
Due Date for e-Portfolio: The day of your presentation for Assignment #4.

For this course, there are two aspects of professionalism that will be emphasized – a teaching portfolio and professional responsibilities -

a) Completion of a digital *Teaching Portfolio:*
An e-portfolio is a graduate requirement of the Bachelor of Education program. Throughout the programme opportunities have been provided to build this 'living' document that includes such elements as a resume, teaching philosophy and documented work with children. The LTA 700 course assignment requires that each class member complete this *Teaching Portfolio*. The portfolio should include: a) Resume, b) Educational/Teaching Philosophy, c) Rational for the Portfolio, d) Teacher Preparation Background, and e) Performance indicators. These performance indicators (digital artifacts) will illustrate an informed personal description of exemplary practice for the ten *Teaching Competencies* that underpin the Ambrose B. Ed. programme. The digital artifacts could include samples of student work, lesson plan formats, actual lesson plans, rubrics, enquiry projects used in classrooms, assessment and evaluation samples, examples of inclusionary practices, appreciative notes from students, and so on. It is expected that your philosophy statement will be informed by reflection on what has been learned during your B.Ed. courses.

There are multiple platforms for developing an e-portfolio. You may choose the platform.

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

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b) Professional responsibility:
Competency #9 above is the focus of this component of the course evaluation. The following have been chosen as indicators of professional responsibility:

- Attend class and be on time.
- Informing the instructor when you know you will be not able to attend class, explaining the reason(s).
- Submit assignments on or before the due date.
- Complete reading as posted on Moodle and in the course Syllabus.
- Engage in class discussions in a positive and constructive manner.
- As much as possible, strive to establish positive, supportive relationships with your peers.

In short, act in the same manner that would be expected of you in the profession of teaching. The maximum grade for this competency is 10/10.

Rubric

Attribute	Exemplary	Almost always	Below Expected
Attend class and be on time.	2	1.5	0-1
Submit assignments on time.	2	1.5	0-1
Complete the readings.	2	1.5	0-1
Engage in class discussions in a positive and constructive manner.	2	1.5	0-1
Facilitate positive, supportive relationships with your peers.	2	1.5	0-1
Total /10			

You can request the opportunity to provide input into the evaluation of your professionalism based on the criteria above.

ASSIGNMENT 2: Critique (Critical Analysis) of an Alberta Education Support Document
Due: December 8, 2014

Alberta Education provides many support documents for teachers obtained on the *LearnAlberta* website; the 'Books on Reserve' section above, numbers 1-11 are examples of this. Note that most Alberta Education documents can also be downloaded in PDF format. You may choose to critique any Alberta Education or Alberta School Board produced documents, including those addressed during any of your other 700 level courses.

Alberta Education documents are intended to provide guidance to teachers and administrators in terms of either policy or practice; unfortunately, many of them stay on shelves and are not accessed by teachers. For this assignment, see me to discuss your choice of document(s) to critique. A critique involves clearly looking at the pros and cons of a document in terms of many factors (e.g., format, content, usefulness, applicability, consistency of theory, and so on.) For this assignment, you are to thoroughly review, summarize and critique either one document, or in some cases, a series of documents. The rubric for evaluating a critique will be generating during class.

The assignment should follow APA format and be no more than 5 to 6 pages in length, excluding references. For the benefit and future use of your student colleagues, your critiques will be posted on Moodle.

ASSIGNMENT 3: Overview, Critique and Demonstration of one major technology that supports learning
DUE: November 24th – April 2nd (Schedule to be determined during the first week of class.)

Technology is a powerful means to enhance learning when used in an appropriate, planful manner. The intent of this assignment is two-fold: a) to expose you to a broad array of technologies, one of which you will research, in-depth; and, b) to provide further experience in designing instruction that engages your peers. The table below, as well as the chapter posted on Moodle, should give you a starting point for the identification of some of the technologies that you could critique; feel free to speak to me about others that you would prefer to address.

As with Assignment #2, your critique should involve investigating the pros and cons of a technology in terms of multiple factors (e.g., ease of use, usefulness, applicability, design consistency with learning and instructional theory, and so on.) For this assignment, you are to thoroughly review and critique one 'piece' of technology. The rubric for evaluation of your critique will be generating during class, an extension of the rubric to be used in Assignment #2.
Once your technology is selected, begin to prepare both your written critique (Part A) and to design your instructional activity.

- The written critique should provide an overview of multiple reviews of the technology (if they exist), discuss the issues related to using the technology in a classroom, and discuss how the technology can support teaching and learning and/or may have unintended negative or positive consequences in its classroom applications. This should be prepared in advance and posted on *Moodle* as preparatory reading for the class.
- For Part B, you will *demonstrate* to your student colleagues one or more practical application(s) of the technology to learning/teaching. Draw on your creativity in your presentation. Part B is open to accommodate flexibility and creativity in presentation style.

Questions to help you in your design of Part B:

- How can this technology be applied to classroom instruction so that it enhances and/or supports teaching/learning?
- Might this technology apply to an intervention or an instructional approach for particular individuals or groups (e.g., those with specific learning needs)?
- Might this technology be used for assessment or program development/evaluation?
- What are the pitfalls/cautions, if a teacher were to use this technology?
- What guidelines might emerge through the application of this technology to support teaching/learning?

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ßSample **Listing of Technologies to Support Instruction**

Tool	Examples
Open source Presentations	YouTube, Slideshare, iTunesU, TED, KahnAcademy, Brightstorm Tutorials, MIT
Broadcasting	Panapto, Skype, Adobe Connect Pro, AnyMeeting, Blackboard Collaborate, WebEx, GoTo, Live Cast
Organizer	Evernote, Mindomo, MindMiester
Social Media	Delicious, Facebook, Twitter, Diigo
Self-publishing	Microsoft Office, Xtranormal, Audacity, Garageband, iMovie, Prezi, Word Press, Glogster, Wordle, Storyboard
E-Portfolio	Portfolio Communities; Adobe
Collaboration	PB Works, Google Docs, Lino, Dropbox, Jing, Edmodo, Moodle, Wikispaces, Voice Thread
Survey	Survey Monkey, Fluid Surveys, Poll Everywhere.
Research	Google Search, Wikipedia, Ask.com, Stack exchange
E-Learning	Adobe Captivate, Articulate, Flash developed activities/games, Camtasia
Mobile Apps	Current available educational apps
Virtual Worlds	Cybernet Worlds, Language Worlds, Second Life

Part A should follow APA format and be no more than 10 to 12 pages in length, excluding references.

ASSIGNMENT 4: Exit Thesis
DUE: Symposium Presentations - April 7th to April 9th; Your Written Portion is due April 3rd; your e-Portfolio on the day of your presentation.

Rationale
The *Exit Thesis* is a major assignment that requires you to apply knowledge and understanding from all three strands of courses in the Ambrose Bachelor of Education: Learning Theory and Application, Curriculum Design and Program Development, Society and Culture: Methodologies and Practice. This assignment forms 50% of your final grade in each of LTA 700, SCMP 700 and CDPD 700. All three instructors will jointly mark the assignment.

Structure of Thesis
The *Exit Thesis* is comprised of three main components:

Component	Weighting	Rationale and Intended Outcome
Comprehensive Year Plan	40%	The comprehensive year plan will showcase your ability to design a learning experience that considers Alberta Education alignment, a diverse range of student learning needs, cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.
Written Paper	30%	The written paper will provide the support and rationale for the design of your year plan in the form of a literature review and a reflection on you own philosophy and model of practice.
Oral Presentation	30%	In your presentation to your instructors, you will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology. The presentation allows you to practice the kind of skills that need to be evident during the interview process.

Comprehensive Year Plan
You are required to design a year plan that guides your instruction in one core subject (Math, Social Studies, Science or Language Arts) taught over the entire year. Your plan must show cross-curricula integration and/or use of (a) thematic unit(s) at some point during the year. You may select the grade level and context.

As an 'architect of learning experiences', you must demonstrate your ability to design a learning environment that considers Alberta Education alignment, accommodates a diverse range of student learning needs, incorporates cross-curriculum connections, home and school relationships, cultural considerations, learning/thinking strategy instruction, assessment processes, explicit instructional models, and the use of technology.
Your plan must include
- Outline of the chosen context
- Activities for learning
- Timelines
- Resources
- Choice of instructional approach(es)
- Avenues to connect with home and school

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- Any supporting programs (*Virtues*, study skills, anti-bullying…etc.,)
- Strategies to differentiate for diverse pupil needs
- Preferred physical layout of the classroom
- Assessment (for, of and as learning; formative and summative)

Your year plan will be included as an appendix in your paper and presented to the committee in a format of your choice.

Written Paper

The written paper will provide the support and rationale for the design of your year plan through a literature review and a reflection on you own philosophy and model of practice. It must include an introduction, a literature review that provides support and rationale for the design of your year plan, a personal manifesto, conclusion, bibliography, and the year plan (as an appendix). This written portion of the assignment should be between 3000-4000 words, APA formatted. The structure of the paper is outlined below:

The **Introduction** will identify and briefly explain your choices and the rationale for your choices, in terms of the planning framework, curriculum (e.g., based upon the Programme of Studies, the chosen subject area and grade; **or** a thematic year plan across subject areas), supporting programs (e.g. *Bully-proofing; Virtues Project*), and school-community relationships. In this section you may include definitions, assumptions, and limitations of your year plan framework.

The **Literature Review** forms the bulk of this paper. It will summarize and cite the documents that support your decisions regarding the design of your year plan (e.g., school-community relationships, instructional methodologies, model(s) of learning, developmental factors, and so on). Information regarding inclusion*,* FNMI education, large-scale assessment, classroom-based assessment, and cross cultural and multi-cultural education could be included. In this section you should draw heavily on the content from CDPD 700, SCMP 700 and LTA 700.

The **Personal Manifesto** is a final personal reflection on your intended "modus operandi". The manifesto will consist of 8-10 promises that you will make to your students. Each statement must begin with "I promise to …." From your statements, your values and intentions in the following areas should be clear:

- Style of classroom management
- Preferred theory(ies) of learning
- Purpose of homework (or home tasks)
- Inclusion
- Role of schools (and teachers) in society
- Technology
- Skills for the 21st Century
- Yourself as a learner

The **Conclusions and Recommendations** is final summary on the matter of integration for the ideal learning community that is well designed to promote learning for all students. It should also identify your personal areas of strength as a teacher and the areas for future growth in order to become the teacher you aspire to be.

Oral Presentation

You are required to present your project to your instructors. You will demonstrate that you can engage an audience, articulate your philosophy of education and intended mode of practice, clearly explain your project, and leverage appropriate technology.

Your presentation should be no longer than 15 minutes in length and you will be asked to field a couple of questions immediately afterwards.

Please ensure that your presentation does not go over the 15-minute limit, as a show of respect for your classmates and the scheduled timeslots that follow

You are welcome to invite a friend, peer, or family member to your presentation.

The presentation should include the following:

- A 'walk-through' of your year plan, with a succinct rationale given to support key aspects;
- Your manifesto;
- Integration of technology to deliver the presentation; and
- Demonstration that you can engage an audience.

Assessment Rubric

	Outstanding	Well Done	Satisfactory	Weak
Year Plan				
Overall quality	Year plan **clearly** and **explicitly** considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, meets 21st century learning needs, and is detailed and organized.	Year plan considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units and meets 21st century learning needs.	Year plan **mostly** considers context, aligns with program of studies, includes school-community connections, uses a variety of instructional strategies and activities, includes cross-curricula integration and/or thematic units, and meets 21st century learning needs.	The year plan is missing too many critical components required for designing effective instruction.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Universal Design of Learning	Year plan **clearly** and **explicitly** considers diverse learning needs e.g., FNMI, cultural diversity, and learning assets/barriers. There are multiple entry points to the learning.	Year plan considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers.	Year plan **mostly** considers diverse learning needs, e.g., FNMI, cultural diversity, and learning assets/barriers	Year plan does not address considers diverse learning needs, e.g., FNMI, cultural diversity, and

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				learning assets/barriers
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Assessment	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes. Assessment connects to objectives and allows for differentiation.	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning. It addresses knowledge, skills and attitudes.	Multiple forms of assessment included, designed, and provide a comprehensive process for measuring learning, but is somewhat disconnected from the objectives	Assessment is either missing or very weak.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Written Paper				
Introduction, conclusion, literature review, manifesto.	The literature review is **comprehensive**. It connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review connects to and supports the year plan. Manifesto is included and makes clear your philosophy and intended model(s) of practice.	The literature review provides some support to the year plan. Manifesto is included and hints at your philosophy and intended model(s) of practice.	The literature review does not adequately support the year plan. Manifesto is included but has some gaps.
	19-20 marks	17-18.5 marks	15-16.5 marks	<15 marks
Quality of writing	Quality is at the level expected of a graduate student. Almost no errors in grammar or spelling. Bibliography and in-text citation is APA format with almost no errors.	Quality is approaching the level expected of a graduate student. Almost no errors in grammar and spelling. Bibliography and in-text citation is APA format with almost no errors.	The message has been communicated but the quality of writing is not at the level expected of a graduate student. Bibliography and in-text citation is APA format but has errors.	The quality of writing makes the message difficult to interpret. Student does not use APA formatting.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Oral Presentation				
Informative	Oral presentation clearly explains the year plan and succinctly gives a rationale for key aspects.	Oral presentation explains the year plan and gives a rationale for some of the key aspects.	Oral presentation outlines the year plan and highlights some key aspects.	Oral presentation does not adequately explain the year plan.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Engaging	Oral presentation is **very** engaging and organized. You speak clearly and confidently.	Oral presentation is engaging and organized. You speak clearly and confidently.	Oral presentation is **mostly** engaging and organized.	More work is needed to deliver an engaging and/or clear presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
Use of Technology	Student demonstrates proficient use of appropriate technology. Technology is used in a way that makes sense.	Student demonstrates proficient use of appropriate technology.	Student uses technology to deliver the presentation.	Technology was included as an after-thought and/or student struggled to operate it and/or no technology was used in the delivery of the presentation.
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks

Due*

The presentation will take place during the final week of classes (April 7th - 9th). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors on April 3rd, in advance of your presentation.

Please note that your e-portfolio must also be completed and submitted to your instructors at this time.

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Grade Summary:

The relationships amongst percentage, letter grade, grade point weight and descriptive terms are shown in the following table. This course grade is calculated using percentage grade. Please note that final grades will be available on student registration system. Printed grade sheets are no longer mailed out.

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

ALIGNMENT OF THE AMBROSE COMPETENCIES TO THE KNOWLEDGE, SKILLS, AND ATTRIBUTES (KSAs)

Course descriptions provide a general indication of content that will be addressed in each course. Courses in the Ambrose Program also give detailed attention to the Knowledge, Skills, and Attributes (KSAs) that apply to all certificated teachers in the Province of Alberta, documented in the *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97)*.

The KSAs are embodied throughout the Program and aligned to the Ambrose *competencies*. A unique feature of the Ambrose Program is the requirement that all students are formatively and formally assessed and expected to give evidence of ten competencies at the midpoint of each course. Course content in all facets of the Program is connected to the competencies as part of the learning process in the Bachelor of Education Program. In turn, the competencies are aligned, in a selective way, to the KSAs.

KSAs and Course Competencies Emphasized

Note: This table indicates the KSAs and Competencies that are emphasized during this course and is not a cross-reference of KSA to Competency comparison.

KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand: a) **all students can learn, albeit at different rates and in different ways.** b) **students' needs for physical, social, cultural and psychological security**.	**1) Build affirmative relationships with children:** *Learning theory based understanding* regarding contextual variables affecting learning: that all students can learn, albeit at different rates and in different ways; and, students need for physical, social, cultural and psychological security.
c) **contextual variables affect teaching and learning:** Ambrose education students analyze multiple variables simultaneously, and make reasoned decisions about their teaching practice and students' learning.	**2) Apply theories of curriculum, learning, and assessment, to the development of programs:** • *Awareness of societal and cultural understandings* children deploy when learning new knowledge, understandings and skills; • *Understanding of knowledge representations* including propositions, frames of reference, concepts, schemata and worldview in learning; • *Transfer of learning,* near and far, lateral and vertical, positive and negative; • *Executive strategies* and the role and influence of *meta-cognitive*, self-regulatory approaches to learning; and, • *Motivation* and the causes for learning among

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KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
	diverse individuals and groups.
d) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach: Ambrose education students use these documents to inform and direct their planning, instruction and assessment of student progress	**3) Build learning communities:** Student learning is enhanced through the design of collaborative support services including home and community resources.
e) the subject disciplines they teach: Ambrose education students complete a structured program of studies through which they acquire the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.	**4) Design teaching and learning scenarios (lesson plans or unit plans) that include inquiry-based learning.**
f) the purposes of short, medium and long term range planning: Ambrose education students translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also vary their plans to accommodate the diverse learning, behavioral social/emotional and cultural needs of individuals and groups of students.	**5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs:** *Inclusionary* instruction, based upon learning theory, so that all learners can meaningfully find personal, multiple entry points into learning experiences and teachers can design and implement multiple ways of assessment for, of and as, learning.
g) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning: Ambrose education students develop and implement strategies that create and enhance partnerships among teachers, parents and students.	**6) Engage in shared praxis:** Class discussions illustrate and demonstrated shared praxis. Ambrose education students come to know or understand something through deliberate reflection on their actions and behaviors as guided by their instructor. With the teacher's careful guidance, they consider critically how new teacher-introduced information calls into question or not the their actions and reasons for the actions.
h) the purposes of student assessment: Ambrose education students design and implement multiple ways of assessment for, of and as, learning.	**7) Design and implement programs that incorporate attention to cultural realities and diversities** **10) Address the non-academic barriers to learning by applying a variety of classroom management strategies and routines.:** Based upon the application of learning theories as applied to students' learning, behavioral, social/emotional and cultural assets/challenges, Ambrose education students' formulate effective short- and long-term individual and classroom approaches/interventions.
i) the functions of teaching/learning technologies: Ambrose education students know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records.	**8) Understand critical and creative thinking as essential to learning in all programs:** Ambrose education students learn and apply Meta-cognitive instruction, which includes understanding and the explicit application of critical/creative learning/thinking strategies in both learning, and instruction.

Important Notes:

It is the responsibility of all students to become familiar with and adhere to Ambrose Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

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

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically enabled activities *unrelated to the class* during a class

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session. During class, laptops, i-Pads and other hand-held devices should be used for class-related purposes only. The instructor has the right to disallow the student to use the digital device in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

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

Extensions

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

Appeal of Grade

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

Academic Integrity

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

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