



AMBROSE  
UNIVERSITY COLLEGE

FACULTY OF  
ARTS & SCIENCE

**LTA 700**  
**Methodologies of Learning in Inclusive Settings,**  
**Theory Applied in School and Community Settings (6 Credits)**

**Semester Two**  
**Instructor:** David Peat, Ph.D., R.Psych.

**Contacting the Instructor**

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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 'high-stakes', 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 teaching practice.

A further level of integration is provided through 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.

**Prerequisites:** LTA 500 & LTA 600

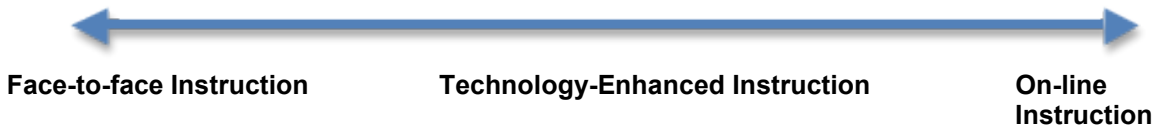
### **Course Goal and Intended Learning Outcomes**

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.



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.

### **Required Texts:**

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 below in preparation for the classes which address the chapter topic(s).

1. Wiggins, G. & McTighe, J. (2005). *Understanding by Design* (Expanded 2<sup>nd</sup> ed.). Alexandria, VI: ASCD.
2. Davies. A. (2011). *Making classroom assessment work (3<sup>rd</sup> Ed.)*. Courtney, BC: Connections Publishing.
3. Rose, D. & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria, VI: ASCD.

## Books On Reserve:

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. <http://education.alberta.ca/admin/special/legislation.aspx>
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 (3<sup>rd</sup>. 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 (3<sup>rd</sup> 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). *21<sup>st</sup> 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 (6<sup>th</sup> Ed) (2009).
19. Badke, W. B. (2011). *Research Strategies: Finding your way through the information fog. (4<sup>th</sup> Ed)*. Bloomington, IN. IUUniverse, 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 student's find related articles, videos and other digital resources, that they too will post to the same site to share with the class.

*The following websites are a sampling of what is available* in terms of helpful current and ever-changing information concerning LTA 700 topics as well as other education courses and topics. This listing should be viewed as facilitating your on-going professional learning.

1. <https://www.iomembership.com> (Intelligence OnLine; membership provided through Ambrose)
2. <http://www.cast.org> (Centre for Applied Special Technology)
3. <http://annedavies.com> (Connections Publishing)
4. <http://www.aalf.org> (Anytime, Anywhere Learning Foundation)
5. <http://www.smartbrief.com/index.jsp> (SmartBrief)
6. <http://education.alberta.ca/admin/technology.aspx> (Technology in Schools, AB Ed.; Tech News)
7. <http://www.edutopia.org> (Edutopia)
8. <http://mindshift.kqed.org> (Mind/Shift)
9. <http://www.edweek.org> (Education Week)
10. <http://blogs.edweek.org/teachers> (Education Week - teacher)
11. <http://www.iste.org/welcome.aspx> (International Society for Technology in Education)
12. <http://www.eschoolnews.com> (eSchool News)
13. <http://www.teachertube.com/> (Teacher Tube)
14. <http://www.21stcenturyskills.org> (The Partnership for 21<sup>st</sup> Century Skills)
15. <http://www.galileo.org/> (Galileo Educational Network)
16. <http://paper.li/amckiel/manitoba-educators> (Manitoba Educators Daily)
17. <http://www.education.alberta.ca/aisa> (Alberta Initiative for School Improvement website)
18. <http://www.edmodo.com/> Edmodo

## Course Outline: Topics

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:
  - 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
    - Formal Training in 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

## Academic Requirements

Assignments	%/100	Due Dates
1. Initial Response; Considered Response	10%	Initial Response: February 24 <sup>th</sup> . Considered Response: March 31 <sup>st</sup>
2. Critique of an Alberta Education Resource	20%	March 31 <sup>st</sup>
3. Overview, Critique and Demonstration of one major technology product that supports learning	20%	Demonstrations to begin on February 24 <sup>th</sup> and continuing until April 4 <sup>th</sup>
4. Year Plan Framework with emphasis upon meeting the diverse intellectual, social/emotional and/or mental health needs of students.	50%	Presentation during the week of April 7 <sup>th</sup> – 10 <sup>th</sup> . Written portion to be submitted April 4 <sup>th</sup> . <u>Note:</u> Your e-Portfolio is also to be submitted at the time of your presentation.

For the first three assignments, class members can 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.*

**ASSIGNMENT 1: Initial Response; Considered Response**

**DUE: Initial Response: Due February 24<sup>th</sup> Considered Response: Due March 31<sup>st</sup>**

Your *Initial Response* is your first response to the LTA 700 syllabus, class instruction, your practicum experience and your personal goals for learning established during the first week of classes. Note that this is due on the Monday following the winter break. Your responses should be personal; an individually relevant and meaningful first response to what has been learned in the B.Ed. programme up until this point. To guide your initial writing, the following questions are posed:

- During what topics or instructional activities did you find yourself paying the greatest amount of attention to during the week? First term? Last year?
- Why? What assumptions, values, theories or beliefs do you believe caused you to pay particular attention to this topic or activity?

You may want to do part of this assignment as a K-W-L (See Moodle), utilizing just the 'K' and 'W' portions for the initial response, and all three portions for your considered response.

The *Considered Response* is a 're-look' at, a 're-evaluation' of, what you addressed in your first week of class. I would suggest that you tackle this assignment during the week of March 24<sup>th</sup> – 28<sup>nd</sup>. This should provide you with enough time since your initial response to demonstrate deeper knowledge and further reflection in order to modify, extend or refute your writings contained in the initial responses. The considered responses should also be personally meaningful and relevant. To guide your writing, the following questions are posed:

- Have your *Initial Responses* been confirmed, extended or changed?
- What knowledge or further insights have confirmed or led to these new perspectives?
- What new behaviours or approaches does your considered response call from you?

Evaluation Component	Weight (10 marks)
<p><b>Initial Response:</b> Writing details personal interest, relevance and meaningfulness relating to the topic and/or instructional activity. Assumptions, values, theories and/or beliefs are identified; their relationships with the topic and/or activity are explained.</p>	5 marks
<p><b>Considered Response:</b> The initial responses are expanded upon in terms of confirmation, extension, refutation and/or modification. The relationships amongst new knowledge and/or insights and instructional practice are clearly detailed.</p>	5 marks

**ASSIGNMENT 2: Critique (Critical Analysis) of an Alberta Education Support Document - DUE: March 31<sup>st</sup> 2014**

Alberta Education provides many support documents for teachers; # 1-11 listed above are examples and are 'On Reserve'. Note that most Alberta Education documents can also be downloaded in PDF format. You may also choose to critique any of the documents 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, please 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: February 24<sup>th</sup> – April 4<sup>th</sup> (*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?

## Sample 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 7<sup>th</sup> to April 10<sup>th</sup>; Your Written Portion due April 4<sup>th</sup>; 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
<b>Comprehensive Year Plan</b>	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.
<b>Written Paper</b>	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.



<b>Oral Presentation</b>	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.
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### **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
- 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 your own philosophy and model of practice.

Your written paper 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).

The written paper should be between 3000-4000 words, APA formatted.

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 21<sup>st</sup> 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
- Demonstration that you can engage an audience

## Assessment Rubric

	Outstanding	Well Done	Satisfactory	Weak
<b>Year Plan</b>				
<b>Overall quality</b>	Year plan <b>clearly and explicitly</b> 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 21 <sup>st</sup> 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 21 <sup>st</sup> century learning needs.	Year plan <b>mostly</b> 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 21 <sup>st</sup> 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
<b>Universal Design of Learning</b>	Year plan <b>clearly and explicitly</b> 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 <b>mostly</b> 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 learning assets/barriers
	9.5-10 marks	8.5-9 marks	7-8 marks	<7 marks
<b>Assessment</b>	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
<b>Written Paper</b>				
<b>Introduction, conclusion, literature review, manifesto.</b>	The literature review is <b>comprehensive</b> . 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

<b>Quality of writing</b>	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
<b>Oral Presentation</b>				
<b>Informative</b>	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
<b>Engaging</b>	Oral presentation is <b>very</b> engaging and organized. You speak clearly and confidently.	Oral presentation is engaging and organized. You speak clearly and confidently.	Oral presentation is <b>mostly</b> 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
<b>Use of Technology</b>	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 7-11). A sign-up schedule will be made available at a later date. Your written paper must be submitted electronically to all three instructors in advance of your presentation.

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

**Grading:** 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.

Percentage	Letter Grade	Grade Point	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
<p><i>Teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:</i></p> <p><b>a) all students can learn, albeit at different rates and in different ways.</b>  <b>b) students' needs for physical, social, cultural and psychological security.</b></p>	<p><b>1) Build affirmative relationships with children:</b>  <i>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.</i></p>
<p><b>c) contextual variables affect teaching and learning:</b> Ambrose education students analyze multiple variables simultaneously, and make reasoned decisions about their teaching practice and students' learning.</p>	<p><b>2) Apply theories of curriculum, learning, and assessment, to the development of programs:</b></p> <ul style="list-style-type: none"> <li>• <i>Awareness of societal and cultural understandings</i> children deploy when learning new knowledge, understandings and skills;</li> <li>• <i>Understanding of knowledge representations</i> including propositions, frames of reference, concepts, schemata and worldview in learning;</li> <li>• <i>Transfer of learning</i>, near and far, lateral and vertical, positive and negative;</li> <li>• <i>Executive strategies</i> and the role and influence of <i>meta-cognitive</i>, self-regulatory approaches to learning; and,</li> <li>• <i>Motivation</i> and the causes for learning among diverse individuals and groups.</li> </ul>
<p><b>d) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach:</b>            Ambrose education students use these documents to inform and direct their planning, instruction and assessment of student progress</p>	<p><b>3) Build learning communities:</b>            Student learning is enhanced through the design of collaborative support services including home and community resources.</p>
<p><b>e) the subject disciplines they teach:</b>            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.</p>	<p><b>4) Design teaching and learning scenarios (lesson plans or unit plans) that include inquiry-based learning.</b></p>

KSAs EMPHASIZED	COMPETENCIES EMPHASIZED
<p><b>f) the purposes of short, medium and long term range planning:</b> 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.</p>	<p><b>5) Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs:</b> <i>Inclusionary</i> 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.</p>
<p><b>g) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning:</b> Ambrose education students develop and implement strategies that create and enhance partnerships among teachers, parents and students.</p>	<p><b>6) Engage in shared praxis:</b> 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.</p>
<p><b>h) the purposes of student assessment:</b> Ambrose education students design and implement multiple ways of assessment for, of and as, learning.</p>	<p><b>7) Design and implement programs that incorporate attention to cultural realities and diversities</b> <b>10) Address the non-academic barriers to learning by applying a variety of classroom management strategies and routines.:</b> 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.</p>
<p><b>i) the functions of teaching/learning technologies:</b> 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.</p>	<p><b>8) Understand critical and creative thinking as essential to learning in all programs:</b> 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.</p>

## **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 session. During class, laptops and other hand-held devices should be used for class-related purposes only. 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.

## **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 appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>). Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

## **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 and the Student Handbook 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.