

Course ID:	Course Title:	Winter 2018
LTA 700	A Synthesis of Learning Theory	Prerequisite: LTA 600 and FE 700
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	M, T, W, Th	Instructor:	Kathy Crawford, BEd, MEd	First day of classes:	Mon. Feb. 26, 2018
Time:	M 8:15 – 11 T, Th 12-2:30 W 12-3	Email:	Kcrawford@ambrose.edu Kcrawford@education.ambrose.com	Last day to add/drop, or change to audit:	Mon. March 6 2018
Room:	RE 132	Phone:	403-410-2000 ext 6908	Last day to request revised exam:	N/A
Lab/ Tutorial:	NA	Office:	RE 128	Last day to withdraw from course:	Fri. April 7, 2018
		Office Hours:	T 10:00-12:00 or remotely on Fridays	Last day to apply for coursework extension:	Mon. March 26, 2018
Final Exam:	April 19th			Last day of classes:	Thurs. April 19, 2018

Course Description

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

Further course Information

The thinking you will do in this course is deductive. I will expect you to deduce, from lectures/presentations and readings, conclusion regarding children and their learning needs, and how to design the experiences in classrooms that would contribute to children's learning. Your deductions will be expected to be evident in your assignments, class conversations and in your planning for learning. The course is designed so that hard won and thoughtful conclusions will be rewarded, mark-wise. The planning you do during this course can be based on learning task designs you created in FE 700

Expected Learning Outcomes

At the End of this course, students will be able to:

Communicate various learning exceptionalities, with a focus on how those exceptionalities might be considered in inclusive classrooms

Demonstrate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities

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

Professional Expectations

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

Textbooks

Serravallo, J. (2017) *The Writing Strategies Book*, Portsmouth, NH: Heinemann

OR

Serravallo, J. (2017) *The Reading Strategies Book* Portsmouth, NH: Heinemann

Other Readings and Recommended Resources

~ Additional readings will be provided on Moodle and in class. Please check our class Moodle site each day for updates and announcements.

~ Students will also add readings to Moodle to support the topics of presentation

~ You will also be expected to reference and utilize the *Alberta Program of Studies; Alberta Education: Individual Program Plans; Alberta Education: IPP Templates; Programming for Students with Disabilities; and Alberta Education: Making A Difference*

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

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

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

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

Course Schedule

Course Weekly Schedule (beginning week 2, March 3rd)*:

Monday 8:15-11 (2 hrs, 45 min)	<i>Learning theory</i>	Instructor-led Lecture 1 hour Peer-led session on first topic: up to 1 hour, 45 minutes
Tuesday 12-2:30 (2.5 hours)	<i>Synthesis</i>	Collaboratories: integration of instructional design with the recently introduced learning exceptionality in mind
Wednesday 12-3 (3 hours)	<i>Learning theory</i>	Lecture 1 hour Peer-led session on second topic: up to 1 hour 45 minutes
Thursday 12-2:30 (2.5 hours)	<i>Synthesis</i>	Collaboratories: Collaboratories: integration of instructional design with the recently introduced learning exceptionality in mind

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

Overarching content themes/resources

These themes will guide our work together in class. You will practice applying the principles of IPPs and a Tiered approach to planning for each exceptionality addressed in class.

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

W1: Feb 26 - March 2	W2: March 3-9	W3: March 10-16
Topic 1 Sensory processing Disorder (Kathy)	Topic 3 Visual & Spatial Processing	Topic 5 Memory Deficits
Topic 2 NVLD (Kathy)	Topic 4 Auditory processing	Topic 6 Language-based Exceptionalities (<i>Dyslexia, Dysgraphia, Mutism</i>)
W4: March 17 - March 23	W5: March 24- March 30	W6: March 31-April 6
Topic 7 ADHD/ADD	Topic 9 ELL/refugees/trauma	Topic 11 Gifted
Topic 8 Dyscalculia	Topic 10 Anxiety	Topic 12 ODD
W7: April 7 - April 13	W8: April 14 - April 17	
Topic 13 Autism (ASD and Aspergers')	Topic 15 open and review	

Topic 14 Fetal Alcohol Syndrome (FAS) and other Low Cognitive	Work on Living portfolio April 16th and 17th	
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Requirements:

ASSESSMENT	%	DUE DATE
Assessment #1: Professionalism (grade yourself and support it)	10%	On-going
Assessment #2: Individual Program Plan	35%	Due date 1 March 23 rd OR Due date 2 April 6 th (your choice which to hand in first)
Assessment #3a OR 3b: Tiered Intervention Model OR Exceptionality Resource	35%	
Assessment #4: Living portfolio	20%	Presentations April 19th

Assignment 1: Professionalism 10%

Due date for self-assessment: April 16th

Teaching Quality Standard:

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

Rationale

Demonstrate the essential dispositions that characterize a **professional educator** from the Ambrose University Bachelor of Education program by contributing to collective learning, engaging in reflection and honouring the deadlines set for assignments.

Instructions

Attend class and be on time. Inform me if you know you will be away. Submit assignments on or before the due date. Complete the readings. Engage in class discussions and activities. Act in the same manner that would be expected of you in the profession of teaching. For further details, read through the professional expectations in the course outline and the rubric in Moodle.

You will self-assess your professionalism at the end of the semester. You will do so by completing the rubric along with statements that provide evidence of you meeting those standards. If there is a significant discrepancy between my documentation and yours, we will schedule a meeting to review our documentation. The average of your self-assessment and my assessment will be used for a final grade.

Assessment: Rubric

Submission: Hard copy on April 16th

Assignment 2: Individual Program Plan 35%

Due date: March 23rd or April 6th (opposite of choice for Assignment 3)

Alberta Teaching Quality Standard

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

Rationale

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

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

Instructions

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

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

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

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

Submission: Hard copy handed in either March 23rd or April 6th

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

Due date: March 23rd or April 6th (opposite of choice for Assignment 2)

Alberta Teaching Quality Standard:

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

Rationale:

Teachers encounter a variety of exceptionalities, some are diagnosed but many are not diagnosed. Teachers are expected to observe, monitor, reflect on and respond to student progress in learning. Teachers are also required to develop a professional body of knowledge that drives evidence-based decision making in their overall classroom and instructional design.

Assignment 3a: RTI model

Instructions:

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

The RTI can be submitted through Google Classroom (will allow us to conference about the work using the rubric below to guide feedback to facilitate each student in achieving their desired outcome) or on Word through Moodle (will be a submitted by deadlines, graded and returned). Students are encouraged to create a visual of their RTI to complement the case study (which should be a maximum of 2-3 pages long).

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

Instructions:

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

Assessment: Rubric to be shared on Moodle

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

Assignment 4: Living Portfolio

Due Date: presentations April 19th

Rationale

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

What kind of teacher will you be? How did you get here? What do you see at the intersection of the four streams of this program (CDPD, SCMP, LTA & FE)? What do you hope for your future students? How will you “be” in a school community?

What do you bring to this profession? What is your preferred pedagogical approach? What is your vision of best practice? How will you set up your ideal classroom? What are the “hills you’ll die on” when it comes to teaching? What can a principal count on if they hire you?

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

Elements of Project

You will showcase a static presentation of a variety of elements that you have **curated**. These might include...

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

Assessment: Rubric to be shared on Moodle

Submission: presentation

Attendance:

It is the expectation that all students will attend class and be on time. Please inform me if you know you will be away. Students are responsible for their own learning and are required to remain current with all information covered during class. Assignments are to be submitted on or before the due date. Extensions for assignments will only be granted for serious medical situations or extenuating circumstances.

Grade Summary:

The available letters for course grades are as follows:

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

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Academic Policies:

Communication

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

Registration

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

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

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

Exam Scheduling

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

Electronic Etiquette

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

Academic Policies

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

Extensions

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

Appeal of Grade

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

Academic Integrity

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

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