

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2020</b>
<b>LTA 700</b>	<b>Synthesis of Learning Theory and Application</b>	<b>Prerequisite:</b> LTA 600, FE 700
		<b>Credits:</b> 6

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	M/T/W/Th	<b>Instructor:</b>	Crystal Pelletier, M.Ed.	<b>First day of classes:</b>	Mon. Feb 22
<b>M 8:30-11</b>	online	<b>Email:</b>	crystal.pelletier@ambrose.edu		
<b>T 12:30-3</b>	RE 110	<b>Phone:</b>	403-410-2000 ext. 6924 587-206-0914 (cell)	<b>Last Day of classes (2<sup>nd</sup> year)</b>	Thurs. April 15
<b>W 12:30-3</b>	RE 112	<b>Office:</b>	RE 148, Field Experience Office	<b>Last day to add/drop:</b>	Mon. Mar 2
<b>Th 12:30-3</b>	online	<b>Office Hours:</b>	By appointment Calendly.com/crystal-pelletier	<b>Last day to withdraw:</b>	Fri .Mar 12

### 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. Prerequisite: LTA 600. To facilitate synthesis of learning of learning theories and application, you will be asked to consolidate your field experiences, course content and independently accessed readings. You are encouraged to reach out to mentors in the field to expand your toolbox of strategies and resources for your assignments.

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

## Teacher Quality Standards Addressed

### Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning

### Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student

### Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

### Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

## Program Requirements:

### Numeracy

Norm-based measurement 3 hours

math 6 hours

### Literacy

literacy 6 hours

## Expected Learning Outcomes

Evaluate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities (LT1, 2)

Synthesize understandings from prior coursework, field experience, and their own investigation of information to inform Individual Program Plans (LT1, 2, in-class tasks)

Evaluate modifications, accommodations and interventions that benefit all students in inclusive classrooms as part of a Universal Design for Learning (LT1, 2, in-class tasks)

Construct a three- or four-tiered intervention model to support diverse learners, referencing norm-based assessments, to assist development of literacy, numeracy, and 21st Century competencies (LT1, 2, in-class tasks)

With an emerging understanding, Interpret an Educational Psychology Assessment Psychological Report for instructional design (in-class tasks)

Apply an understanding of learning theory; academic, behaviour, and cultural diversity; interventions; to instructional design frameworks for inclusion such as APPs, IPPs, SETT Framework (LT1, 2, in-class tasks)

## Additional Expected Learning Outcomes

Students will be able to consider the core competencies of the TQS through the lens of Learning Theory and Application to design meaningful learning and development opportunities for students in inclusive elementary classrooms. Drawing on their previous course content, their own field experiences and a disposition of growth and collaboration, students will demonstrate their ability to be an *architect of learning* consistent with Alberta Education's mandate for education in Alberta schools. Upon completion 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 (LT 2)

Demonstrate how the contents of norm-based assessments can be used to provide guidance in the design of learning experiences for students with exceptionalities (LT1, 2)

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

Identify modifications, accommodations and interventions that benefit students all students in inclusive classrooms as part of a Universal Design for Learning (LT 1, 2)  
Reflect meaningfully on their growth, understanding and gaps in understanding learning theory and application (LT 1)  
Connect learning theories to teaching practices and learning needs in the classroom  
Create learning opportunities that consider and facilitate the many facets of reading (LT 1 or 2)  
Apply the principles of Universal Design for Learning to task design through the lens of various learning exceptionalities (LT 1,2)  
Design a three- or four-tiered intervention model that is targeted to a particular learning exceptionality (LT 2)  
Students will make sense of inclusive practices as they relate to the *Education Act* (2012). [Link](#)

## 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 in a meaningful way  
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

Please draw on the textbooks from LTA 500 and 600 (particularly Yardsticks and Executive Functions).  
Valle, J. W. & Connor, D. J. (2019). *Rethinking Disability: A disabilities approach to inclusive practices*. New York, NY: Routledge

The following documents are available online and will be referenced in class:

1. National Institute for Literacy. (2001). *Put Reading First*.  
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/Documents/PRFbooklet.pdf>
2. Alberta Education. (2016). *Alberta Education Mathematics Resource updates*.  
<https://education.alberta.ca/mathematics-k-6/updates/>
3. Alberta Education. (2016). *Alberta Education Elementary Math Professional Learning*.  
<http://learning.arpcd.ab.ca/course/view.php?id=351>
4. Alberta Education. (2013). *Alberta Education ELA Program of Studies K-9*.  
<https://education.alberta.ca/media/160360/ela-pos-k-9.pdf>
5. Alberta Education. (n.d.). *RtI in the Alberta Context*. <https://education.alberta.ca/media/464641/video-discussion-guide-9-rti.pdf>

## Other Readings and Recommended Resources

Additional readings will be provided via a link to a playlist within Google Classroom. You will be provided a variety of resources for each topic that include videos, podcasts, tiktoks, and readings. You are encouraged to access a variety of formats over the course of LTA 700 because of the different target audiences for each format. You will also be expected to include your own resources beyond what is listed.

It is strongly recommended you make use of the Alberta Education series: *Programming for Students with Special Needs* that are located in binders in the Ambrose Library or online. You will also be expected to reference and utilize the *Alberta Program of Studies*; *Alberta Education: Individual Program Plans*; *Alberta Education: IPP Templates*; *Programming for Students with Disabilities*; and *Alberta Education: Making A Difference*. Some links to bookmark include:

<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>

### 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.

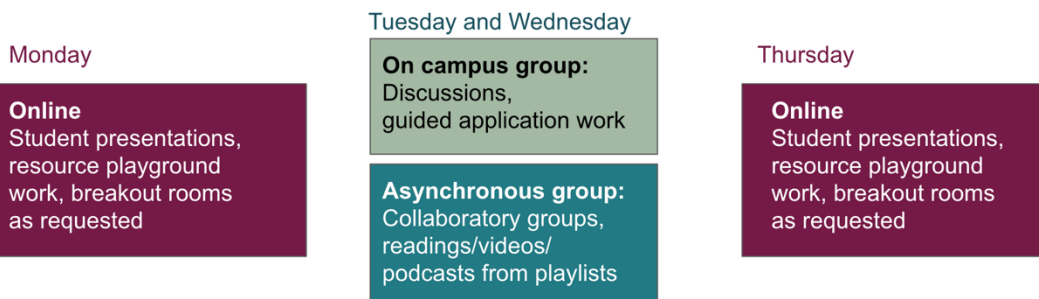
Overview of various Learning Exceptionalities	For each exceptionality studied, we will focus on how the student might experience literacy, numeracy, and social engagement, as well as develop a resource of supports that might be anticipated to ensure student dignity, meaningful participation, and authentic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

### Course Schedule

This outline provides the ‘flow’ of the course; the timing of each of the topics will be adjusted as the course progresses, according to your needs as students. Both topics will be weaved together, and their components highlighted and exemplified through case studies, lectures, student-led design and peer presentations. Other resources to supplement and support your learning will be posted in the Google Classroom or on the Moodle site.

### Course Weekly Schedule (beginning week 2)

#### LTA 700 Weekly Structure



## LTA 700 Daily Design

Monday

**Online**  
 - group presentations (plan for 30-ish minutes)  
 - small group discussions  
 - breakout rooms will be available for meetings for the scheduled class time

Tuesday and Wednesday

**On campus group:**  
 - discussions,  
 - guided application work  
 - some lecture

**Asynchronous group:**  
 - collaboratory groups sense-making of readings/videos/podcasts from playlists

- watch pre-recorded interviews when scheduled

Thursday

**Online**  
 - group presentations (plan for 30-ish minutes)  
 - small group discussions  
 - breakout rooms will be available for meetings for the scheduled class time

### Group presentation topics and schedule, beginning March 4<sup>th</sup>:

W1: Feb 22, 25	W2: March 1, 4	W3: March 8, 11
<b>Topic 1</b> Intro to course layout	<b>Topic 1</b> NVLD	<b>Topic 3</b> Memory Deficits
<b>Topic 2</b> Selecting research question	<b>Topic 2</b> Auditory, Visual & Spatial Processing	<b>Topic 4</b> ADHD/ADD
W4: March 15, 19	W5: March 22, 25	W6: March 29-, April 8
<b>Topic 5</b> Language-based impairments ( <i>Dyslexia, Dysgraphia, Mutism</i> )	<b>Topic 7</b> Autism (ASD) and Sensory processing Disorder	<b>Topic 9</b> Gifted
<b>Topic 6</b> Math-based impairments ( <i>Dyscalculia</i> )	<b>Topic 8</b> Anxiety, Disgruntled Pelicans (EBD)	<b>Topic 10</b> Chromosomal Abnormalities or Cognitive Impairments (ex. FAS, Down Syndrome)
W7: April 12	W8: April 15-16th	Key dates
Review, tying topics together and answering lingering questions	presentations	March 18 Due date 1 April 1 Due date 2 April 12 <sup>th</sup> due date 3

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

## Requirements

ASSESSMENT	%	DUE DATE
<b>Learning Task #1:</b> Personal Inquiry	40%	Due date 1: March 18th OR Due date 2: April 5th <i>(you choose which to hand in first)</i>
<b>Learning Task #2a or 2b:</b> Tiered Intervention Model OR Exceptionality Resource	40%	Due date 1: March 18th OR Due date 2: April 5th <i>(you choose which to hand in first)</i>
<b>Learning Task #3:</b> Living portfolio	20%	April 12 <sup>th</sup> , presentations 14 <sup>th</sup> 15 <sup>th</sup>

### Assessment criteria:

**A+ (Mastery +):** the task has been taken up with **complexity**, drawing on **research, experience, dialogue and conversations** with peers and colleagues and demonstrates these **various contributions** from the past two years of course work. The content of the task demonstrates an **insightful vision of learning theory that has resulted in a comprehensive design for inclusion based in diverse learning needs and strengths**. There are **significant examples** of opportunities and resources to meet diverse student needs, with particular attention to the **practices a teacher** takes up to foster success in its various iterations. There is evidence of **critical questioning** of the practices and theories that shape learning theory and student experiences in classrooms from **multiple perspectives**. Where applicable, **creativity** in thinking is evident, and where necessary **attention to detail** results in **comprehensive** plans/resources/communication. Exemplary work does require a **significant investment** from the student, which is evident in the presentation of the assignment, **self-directed** research to inform practice, and evidence of working beyond class material and conversations and a willing to ask **transformational questions** while exploring possible solutions. **Reimagining inclusion** through the lens of curriculum, relationships, society, and ethical responsibilities to all students that is embedded in a teacher's decisions is evident in the task.

**A (Mastery):** the task has been taken up in a **thoughtful and engaging** way that demonstrates a **strong understanding** of the **research, one's own experience, dialogue with peers and colleagues**, and demonstrates a **layered synthesis** of knowledge relating to learning theory, diverse needs, and inclusive practices. **New sources of information** have been incorporated to enhance multiple perspectives. Examples are **accurate and rooted in research** and are clearly articulated. Where applicable, **creativity and original ideas** are included, and where necessary **attention to detail** and fulfilling requirements are complete. Theories of learning and teacher practices and beliefs are **explored in a nuanced** way that demonstrate a willingness to critically examine student experiences in one's classroom. **Reimagining inclusion** through the lens of teacher role and responsibility through curriculum, relationships, society, and/or ethical responsibilities to all students is evident in portions of the task.

**A- (Accomplished):** *Accomplished* indicates that the student **attends to the requirements of the assignment, includes research and experience** to inform content, and shows **evidence of drawing together multiple resources** in the work. **All outcomes have been met** and some are completed very well. There is **evidence of critical thinking** and the **exploration possible tensions** between theory, practice, and personally-held beliefs and their **impact on all students**. There is evidence of thinking about student experiences, **often through the lens of inclusion**, however they tend to be **more superficial or remedial**. More complex thinking about learning theory and the ways various theories of learning and implemented is often **provoked through feedback** rather than through independent sourcing of new resources or external stories.

**B+(Progressing):** the task **fulfills the requirements** of the assignment. **Content discussed in class is included**, with **adequate engagement** with various perspectives or resources. The connections being made to learning, learning design, and student needs **reflect common inclusive practices but are limited** to prior experiences and personally-held beliefs with **little engagement of theory, critical reflection and exploration of the impact** on students and beyond. The assignments contain ideas that are **reproductions** of observations that with **some critical thinking or creativity** in how they might be modified to



address unique contexts, students, or pedagogy. There is **minimal examination of the links** between coursework over the prior courses, field experience, the education system, and the impact on society.

**B to B- (Emerging)**: the **task fulfills the requirements** of the assignment but **does so on a superficial level**. Content discussed in class is included, but there is **minimal engagement with various perspectives** or resources. The connections being made to learning, learning design, and student needs are **superficial and lack meaning** in inclusive practices. The assignments contain ideas that are reproductions of observations that **lack critical thinking** or creativity in how they might be modified to address unique contexts, students, or pedagogy. Adequate evidence of outcomes indicates **limited connections between the course content, other coursework** or to one's own experience and the **impact a teacher has** on students, curriculum choices, school communities, and society as a whole.

**Cs or lower (Beginning)** the task has **significant areas that are either incomplete, missing, or inaccurate**. There is **little to no reference to research, experience, or to course content**. There is **minimal exploration of the impact** a teacher has on students, curriculum choices, school communities, and society as a whole. There is little attention to detail. The student will be required to meet with the instructor to determine gaps in the demonstration of learning and create a plan to reconsider and resubmit evidence of the learning outcomes if the student desires.

### Statement of assessment practices

**Scaffolding**: Scaffolding and feedback are an integral and core practice in supporting learners develop understanding and the ability to apply knowledge to teaching and learning contexts. You will be provided feedback in an ongoing basis through the course. This feedback will attend to how well you are demonstrating the outcomes, your organizational skills, as well as professional skills that are relevant to the teaching profession and the expectations of the Ambrose Bachelor of Education Program. Scaffolding can occur in a variety of ways. For example, your instructor may model how to break down an assignment into personally manageable tasks that can be applied to future learning tasks, provide strategic questions to deepen thinking and make connections, and facilitate critical feedback from friends within your cohort. Because assignments in LTA require reflection, application, and contextual decision-making, personal sense-making is highly valued in the assignments. When evaluating work that has been scaffolded or re-submitted for re-evaluation, assessment will be limited to/focused on a shift of ownership of thinking to the student. The purpose of feedback and scaffolding is to deepen thinking and not just improve a grade. Students must take feedback and indicate how they are applying it, reflecting on it, and understanding it differently in a resubmitted assignment. In essence, students must make it visible how they are rethinking the content. Content that is taken from the instructor without contextualizing the new idea in their own thinking will not be considered in a re-assessment.

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

### Learning Task 1: Personal Inquiry 40%

**Due date for assignment and peer-feedback: March 18<sup>th</sup> or April 5<sup>th</sup>**

#### Teaching Quality Standard:

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

#### Rationale

Each student will choose their own inquiry to complete related to the course description and outcomes. The inquiry must be approved by the instructor and must focus on inclusion, inclusive practices, instructional design for inclusion, assistive

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

**Instructions**

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

Alongside the inquiry, you will develop a rubric that connects the course outcomes, the criteria, as well as your own indicators of success. This must be approved at the same time as your inquiry question.

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

Submission: firm deadline of March 18<sup>th</sup> or April 5<sup>th</sup>

Descriptors of Evaluated Content	Mastery + (A+)	Mastery (A)	Accomplished (A-)	Progressing (B+)	Emerging (B) (minimum req.)
<b>Criteria 1:</b> Exploration of an inquiry that is on topic, provides depth, and identifies practices that are both habituated and taken-for-granted as well as those that are imaginal and hopeful					
<b>Criteria 2:</b> Attends to the role of the teacher, curriculum, and education system as they relate to the TQS, the Program of Studies, and Learning Theory and Application, critiquing barriers and misconceptions that exist for students and/or teachers, as well as parents if applicable					
<b>Criteria 3:</b> The exploration of resources, supports, collaborative opportunities, interventions, modifications, accommodations, pedagogical decision-making values available to teachers					
<b>Criteria 4:</b> Explores ideas of assessments, norms, evaluation, social promotion of students, mastery, and other methods of evaluating and moving students through the school system					
<b>Criteria 5:</b> one student – identified outcome that is relevant to the inquiry					

**Learning Task 2: Choice of assignment 2a or 2b 40%**

**Due date: either March 18<sup>th</sup> or April 5<sup>th</sup> (opposite of Assignment 1)**

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

**Alberta Teaching Quality Standard:**

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

**Rationale:**



Teachers encounter a range of learner variability; some are diagnosed but many are not diagnosed. Teachers are expected to observe, monitor, reflect on and respond to student progress in learning. Teachers are also required to develop a professional body of knowledge that drives evidence-based decision making in their overall classroom and instructional design. You are encouraged to consider your own practice and emerging sense of self as teacher, as well as theory you have learned in LTA 500, 600, and 700, including relevant learning from CDPD and SCMP.

### Assignment 2a: RTI model

#### **Instructions:**

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

The RTI can be submitted through Google Classroom or through email. Students are encouraged to create a visual of their RTI to complement the case study (which should be a maximum of 2-3 pages long).

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

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

#### **OR**

### Assignment 2b: Complex Learning Profile Resource for parents, students and/or teachers

#### **Instructions:**

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

Assessment: Rubric, indicators are available in more detail in Google Classroom [link](#)

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

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

### Learning Task 3: Living Portfolio 20%

Due Date: presentations April 12th, 2020, meeting with instructors

Submission: a maximum 5-minute pre-recorded video that meets the criteria, submitted to Kathy by April 12<sup>th</sup> at noon, firm as they will be loaded onto a virtual platform on the afternoon of the 12<sup>th</sup> and no later.

### 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 in connection to the competencies of the Teaching Quality Standard and our mission/vision statement. 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.

As you consider your beliefs about teaching as you entered the program, in what ways has your thinking changed? What do you want for your students? What beliefs and practices will you continue to explore? What meaningful connections to do you see at the intersections of this program (CDPD, SCMP, LTA & FE)? What was a significant experience in the program that continues to resonate with you? How have you navigated relationships within schools?

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 as you would do in an interview.

### Elements of Project

You will showcase both a video and live interview that includes of a variety of elements that you have **curated that demonstrate your competencies in the Teacher Quality Standard**. These might include...

- Assignments from coursework
- An artefact or metaphor 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
- The story or map of your journey to teaching

- Some examples of how you will create conditions for student success in the classroom
- A representation of how your design for learning meets diverse student needs
- Your communication and community engagement plan
- Resources and community supports you might use
- A picture or diagram of your ideal classroom set up
- Your TPGP

**You will:**

1. Because we are unable to gather to present the portfolios in a typical exhibition, you create a 3–5-minute video presentation and send the link to Crystal by April 12<sup>th</sup>.
2. You will then present your portfolio, live, to your team of instructors (Kathy and Craig; Sherry and Crystal) in a scheduled, one-one online presentation on April 14<sup>th</sup> and 15<sup>th</sup>.

**Criteria**

Your final grade for this project will count for 20% in each of CDPD 700 and LTA700.  
 The criteria used to evaluate your project are:

A+	A	A-	B+/B
20	18.5-19.5	17-18	< 17
	<ul style="list-style-type: none"> <li>• Personal, and reflective of you.</li> <li>• Artifacts directly connect to each of the Six Competencies of the TQS</li> <li>• Your living portfolio needs to communicate who you are. Therefore, the visual philosophy/manifesto that you complete for SCMP 700 must be showcased in your presentation and you should be prepared to speak to the research, policies, and personal experience that support your beliefs.</li> <li>• Evidence of a focus on student learning and thinking.</li> <li>• Ability to verbally articulate your philosophy, identity and intended practice through the presentation and questions asked.</li> </ul>		



## 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.

If you are required to be absent for a COVID-related reason, please ensure that you have communicated to those who need to know for contact tracing.

## Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	Mastery +
A	Mastery
A-	Accomplished
B+	Progressing
B/B-	Beginning (minimum required mark to pass)
C+ to F	Failing

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.

## Mental Health Support

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

On Campus:

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

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency – 911

## Sexual Violence Support

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

Off Campus:

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

## 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](mailto:privacy@ambrose.edu).

### Extensions

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

### Appeal of Grade

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

### Academic Integrity

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

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