AB

EDUC 535: Specialization II Elementary/Secondary/K-12 Mathematics
Summer, 2020

Sections: S07, S15, S22	**Time:** Zoom meetings	**Location:** Online only (D2L and Zoom meetings)
Instructor: Dr. Christi Harter	**Email:** christi.harter@ucalgary.ca	**Office Hours:** By appointment only

Class Dates: July 6, 2020 to August 12, 2020.
Zoom Dates and Times:

1. July 8, 2:00 – 3:30 pm (Course overview and LT 1 Group work time)
   a. Join URL: https://ucalgary.zoom.us/j/99188914585
2. July 15, 2:00 – 3:30 pm (Collaborate and get instructor feedback on LT 1)
   a. Join URL: https://ucalgary.zoom.us/j/91486381712
3. July 22, 2:00 – 3:30 pm (LT 1 Group 15-min presentations)
   a. Join URL: https://ucalgary.zoom.us/j/95434504234
4. July 29, 2:00 – 3:30 pm (Teach one 30-min., web-based lesson to small group)
   a. Join URL: https://ucalgary.zoom.us/j/92373032179
5. Optional August 6, 2:00 – 3:30 pm (Optional: Share and get feedback on LT 3)
   a. Join URL: https://ucalgary.zoom.us/j/99396880152

Last Day to Add/Drop/Swap: Due to the non-standard dates associated with this program, please check your Student Centre for the important dates pertaining to your section.

Pre-requisite: Due to the multiple pathways in the Bachelor of Education, please consult Undergraduate Programs in Education for questions related to pre-requisite courses.

COURSE DESCRIPTION:

The intent of the Specialization Seminar II is to deepen students' understanding of the practical aspects of teaching within the specialization and to connect this practice with specific theoretical concepts. While this second specialization course focuses more on practical knowledge, students will also refine their knowledge of discourse and theory within the discipline and develop a deeper understanding of ways to enact this theory in a classroom context. Students will additionally become familiar with any relevant Ministry documents associated with the Alberta Curriculum and draw on practical classroom observation from the field experience to participate in meaningful discussion and to connect these observations with a vision for their own teaching. The emphasis of the course is on designing for student learning (subject-specific; assessment to strengthen student learning and improve instruction; and designing for inclusion, differentiation, and project).

LEARNER OUTCOMES:

Over the course of the semester, students will:

1) Further develop a deeper conceptual understanding of the historical, socio-cultural, political contexts of the discipline, and relate this to curriculum planning in the specialization areas;

2) Identify and critique the key learning perspectives (as outlined in the front matter of the Program of Studies) and intentions (learning objectives) across the units in a grade from the Alberta Program of Studies;

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.

COURSE DESIGN AND DELIVERY: This course will be delivered completely online using a D2L environment and asynchronous Zoom meetings.

REQUIRED RESOURCES:

There is no required textbook for this course. Assigned readings drawn from professional and research journals will be the main readings and reference for this course.

Alberta Education. (2020). *Programs of study*. Retrieved from http://www.learnalberta.ca/ProgramsOfStudy.aspx?lang=en

Alberta Education. (2020). *Provincial Achievement Tests*. Retrieved from https://www.alberta.ca/provincial-achievement-tests.aspx.

Alberta Education. (2020). *Provincial Achievement Tests Subject area resources.* Retrieved from https://www.alberta.ca/provincial-achievement-tests.aspx#toc-4

Medina, J. (2018). Brain Rules videos. Retrieved from http://brainrules.net/brain-rules-video

University of Calgary Taylor Institute for Teaching and Learning. (2020). *Sample teaching philosophies and dossiers.* Retrieved from https://taylorinstitute.ucalgary.ca/resources/sample-teaching-philosophy-statements

Western University. (2020). Centre for Teaching and Learning. *Writing a teaching philosophy statement.* Retrieved from https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html

Wiggins, G., & McTighe, J. (2011). The Understanding by Design guide to creating high-quality units. Alexandria, VA: ASCD. Retrieved from https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

ADDITIONAL RESOURCES:

Alberta Education. (2015). *Guide to education*. Retrieved from https://education.alberta.ca/media/3272731/guide_to_ed_2016.pdf

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from https://education.alberta.ca/media/384968/makingadifference_2010.pdf

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric.* Toronto: Canadian Education Association. Retrieved from: http://www.galileo.org/cea-2009-wdydist-teaching.pdf

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, *63*(3), 18–24. Retrieved from http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx

Wiggins, G. & McTighe, J. (2005). Understanding by Design (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118#

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Vertical Alignment of Mathematics Programs of Study Understanding/Outcomes	Group of 3	40%	July 22, 2020
Learning Task 2	Lesson Plan Development and Web-based Lesson Delivery	Individual	40%	Aug. 3, 2020
Learning Task 3	Multimedia Philosophy of Teaching Mathematics	Individual	20%	Aug. 10, 2020

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 Jul 6-10	Understanding the Mathematics Programs of Study	To support your work on LT 1, read over the Alberta Education. (2020). *Programs of study* http://www.learnalberta.ca/ProgramsOfStudy.aspx?lang=en Document your thinking to the prompts provided on the document titled "What does it mean to be a (math) teacher?" Found in D2L as a Word doc or make your own Google doc copy from this link: https://drive.google.com/file/d/1WT5egU3gxhIT6yhjIkFO1totzpZqKUoY/view?usp=sharing *July 8 Zoom mtg: 2:00-3:30 PM (Course overview and LT 1 Group work time)*	
Week 2 Jul 13-17	Aligning the Mathematics Programs of Study	To support your work on LT 2, read over the Alberta Education. (2020). *Provincial Achievement Tests* website https://www.alberta.ca/provincial-achievement-tests.aspx including the PATs *Subject area resources* https://www.alberta.ca/provincial-achievement-tests.aspx#toc-4 *July 15 Zoom mtg: 2:00-3:30 PM (Collaborate and get instructor feedback on LT 1)*	
Week 3 Jul 20-24	Understanding and Designing Effective Teaching and Learning Strategies	To better understand the aspects needed in a quality lesson plan, read Wiggins, G., & McTighe, J. (2011). The Understanding by Design guide to creating high-quality unit https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf *July 22 Zoom mtg: 2:00-3:30 PM (LT 1 Group 15-min presentations to class)*	Present and submit LT 1 Due July 22
Week 4 Jul 27-31	Delivering Effective (Web-based) Mathematics Instruction	To better understand how our brains function and what that means for more effective teaching and learning, view the 20 short videos from Medina, J. (2018) Brain Rules http://brainrules.net/brain-rules-video. Use can use this document to take notes: https://drive.google.com/file/d/1PVJrDZMc_zw6xWsJEnoMeOGp5UxT7o4-/view?usp=sharing *July 29 Zoom mtg: 2:00-3:30 PM (Teach one 30-min., web-based lesson to small group)*	Teach LT 2 lesson on July 29
Week 5 Aug 3-7	Developing Personal Philosophy of (Mathematics) Teaching	To help you develop your LT 3 Philosophy of Teaching Mathematics, use the "What does it mean to be a (math) teacher?" document completed in Week 1 and review the two websites: University of Calgary Taylor Institute for Teaching and Learning. (2020). *Sample teaching philosophies and dossiers.* https://taylorinstitute.ucalgary.ca/resources/sample-teaching-philosophy-statements and Western University. (2020). Centre for Teaching and Learning. *Writing a teaching philosophy statement* https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html *Aug 6 Optional Zoom mtg: 2:00-3:30 PM (Share and get feedback on LT 3)*	LT 2 Due Aug 3
Week 6 Aug 10-12	Designing Personal Philosophy of (Mathematics) Teaching	Resources for multimedia design: • Multimedia Glogster posters: http://edu.glogster.com/ • Animated Powtoon videos: https://www.powtoon.com/ • Comic Pixton Storyboard: https://www.pixton.com/ca/	LT 3 Due Aug 10

CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

LEARNING TASKS AND ASSESSMENTS

There are three required Learning Tasks for this course.

Use the following Google spreadsheet link for LT 1 group sign up:
https://docs.google.com/spreadsheets/d/1ouJceqT2EuwsK03Aixdbz0AcuWw58RlKHLqxkbkuuy4/edit?usp=sharing

1. **Learning Task 1: Vertical Alignment of Mathematics Programs of Study Understandings/Outcomes**
   DUE: Present to class on July 22 at 2:00 PM; submit LT 1 to Dropbox by 11:59 PM July 22
   (Group of three – 40%)

   The intent of LT1 is for you and two partners to develop and deliver to the class a 15-minute, mini workshop relaying the vertical alignment of the Mathematics Programs of Study (PoS) understandings/outcomes for a three-year grade span and correlated project-based teaching strategies.

   On Wednesday, July 22, you and your partners will deliver a 15-minute mini-workshop to the class as if you were presenting to fellow teachers at a professional development session. Partner selection and grade level choices will be made during our first Zoom meeting on July 8. If you prefer to choose your LT 1 group now, please populate our Google spreadsheet with the needed info.:
   https://docs.google.com/spreadsheets/d/1ouJceqT2EuwsK03Aixdbz0AcuWw58RlKHLqxkbkuuy4/edit?usp=sharing

   The formal component of the mini-workshop should be ~10 minutes during which your team provides the class with an understanding of the Mathematics PoS understandings/outcomes for your chosen three-year grade span. Your team will also provide one example of a project-based, Mathematics teaching strategy connected to one (or more) understanding/outcome within your grade level span. During the remaining 5 minutes of the workshop, your team will facilitate a classroom discussion to solicit and document ideas on how to incorporate additional project-based teaching strategies for your chosen PoS understandings/outcomes.

   Your team can choose from the following three-year grade spans; Grades 1-3, Grades 4-6, Grades 7-9, or Grades 10-12 (define the courses). Specifics for presentation format will be at the discretion of the presenters. You will be given time in class to collaborate on this assignment during our July 15 Zoom meeting. If need be, you are expected to put in more time on your own to fulfill the assignment.

   As part of the LT 1 criteria, your group will need to:
   1. Post each PoS understanding/outcomes on the provided Google spreadsheet tab titled "K-12 Mathematics PoS" (link provided above) by 2:00 PM prior to our July 22 Zoom meeting.
   2. Provide a link to the documented project-based ideas gained from the class during your presentation on the provided Google spreadsheet tab titled "LT1" (link provided above) by 11:59 PM on July 22.
   3. **Each person in your group** will need to submit a brief written component of what was presented to the class (i.e., speaking notes, PowerPoint presentation, or some other record of the ideas presented) to **D2L Dropbox by 11:59 PM on July 22**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1

LT1: Vertical Alignment of Mathematics Program of Study Understanding/Outcomes Rubric DUE: Present to class at 2:00 PM and submit to Dropbox by 11:59 PM on July 22, 2020 (Group of three – 40%)			
Criteria	**Beginning 1**	**Developing 2**	**Accomplished 3**
Vertical Alignment of the understandings/ outcomes at the defined grade levels			
How easy is it for us to understand the vertical alignment of the understandings/outcomes at the defined grade levels?	Delivery of vertical alignment of the understandings/outcomes is: • Lacking in clarity or development • Weak in formatting and organization • Difficult to follow and understand Visuals not connected	Delivery of vertical alignment of the understandings/outcomes is: • Appropriate • Presented in an understandable format • Organizationally adequate • Relevant visuals	Delivery of vertical alignment of the understandings/outcomes is: • Exceptional • Presented in a logical format • Clearly organized and easily followed • Clearly connected visuals
Written component	Written component does not directly link to the current research in the field	Written component somewhat links to the current research in the field	Written component clearly links to the current research in the field
Are all three grade level understandings/outcomes provided correctly on the class Google spreadsheet?	Only one/few grade level understandings/outcomes are provided correctly	Less than three grade level understandings/ outcomes are provided correctly	All three grade level understandings/outcomes are provided correctly
Quality& practical application of project-based teaching strategies			
How well stated and effective was the team's project-based teaching strategies for one (or more) understanding/ outcome?	The project-based teaching strategy was poorly defined and in need of refinement to meet the defined Program of Study understanding/outcome.	The project-based teaching strategy was appropriate and clearly stated but was either too general or not practical for the defined Program of Study understanding/ outcome.	The project-based teaching strategy was clearly stated, specific, and relative to the defined Program of Study understanding/outcome.
How well did the team facilitate classroom discussion to solicit and document effective project-based teaching strategies for their other understandings/ outcomes?	The team poorly facilitated and documented class input on correlating, project-based teaching strategies for their other understandings/outcomes.	The team moderately facilitated and documented class input on correlating, project-based teaching strategies for their other understandings/outcomes.	The team effectively facilitated and documented class input on correlating, project-based teaching strategies for their other understandings/outcomes.

2. LEARNING TASK 2: Lesson Plan Development and Web-based Lesson Delivery

DUE: Teach lesson to class on July 29 at 2:00 PM; submit LT 2 to Dropbox by 11:59 PM Aug. 3
(Individual – 40%)

According to the Alberta Education (2020), Provincial Achievement Tests (PATs) are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve, regardless of school choice or location.

For learning task two, review the information on the Grade 6 and Grade 9 PATs found at https://www.alberta.ca/provincial-achievement-tests.aspx. You should then use the PAT Subject area resources for the 2019 Grade 6 Mathematics PAT **or** 2019 Grade 9 Mathematics PAT (https://www.alberta.ca/provincial-achievement-tests.aspx#toc-4) to:

1. Use the WSE lesson plan template found in D2L Content and apply the principles of design by Wiggins, G., & McTighe, J. (2011) to design three, 30-minute lesson plans and correlating student-centered activities that support differentiated student learning of three different sample questions found in the 2019 Grade 6 Mathematics PAT **or** 2019 Grade 9 Mathematics PAT.
    a. The correlating student-centered activity for each lesson should be a formative assessment strategy that involves students documenting their thinking during the lesson. This documentation could be used for the teacher to evaluate students' understanding of the lesson material, used by the student in a future lesson, and shown to the student's parent/guardian to relay student progress. Examples include using Google slides for each student to complete a task, using a Google spreadsheet for each student to document research and findings, using an interactive Google doc for each student to document their understanding of how to solve a math problem.
2. Choose one of your three 30-minute lesson plans and instruct a small group of your classmates during our July 29 Zoom meeting.
3. Provide a link to the chosen lesson plan and student-centered activity (formative assessment strategy) on the provided Google spreadsheet tab titled "LT"2 (link provided above) by 2:00 PM prior to our July 29 Zoom meeting.
4. **Submit your LT 2 three lesson plans and three correlating student-centered activities (formative assessment strategies) to D2L Dropbox by 11:59 PM on Aug. 3.**

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

LT2: Lesson Plan Development and Web-based Lesson Delivery Rubric DUE: Present to class on July 29 at 2:00 PM and submit to Dropbox on Aug 3 by 11:59 PM (Group of two – 40%)				
Criteria	**1**	**2**	**3**	**4**
Lesson Rationale: To what extent do the three lesson plans focus on building understanding of targeted content based on the Alberta Education Programs of Study (PoS)?				
PoS Foundations	No or unrelated Big Ideas identified.	Some Big Ideas are identified, but not targeted.	Most Big Ideas are identified and targeted.	All Big Ideas are relevant and targeted.
Curricular Outcomes	Has identified general understandings of curricular outcomes	Has identified targeted understandings of curricular outcomes and sometimes incorporates them into project-based learning.	Has identified targeted understandings of curricular outcomes that are based on transferable big ideas of the discipline.	Has identified targeted understandings of curricular outcomes that are truly enduring, based on transferable big ideas at the heart of the discipline, and in need of uncovering.

Targeted Understandings	The targeted understandings are framed by broad questions used to deliver instruction.	The targeted understandings are framed by questions that could be incorporated into project-based learning.	The targeted understandings are framed by some essential questions that adequately make connections for project-based learning, deep thought, and encourage	The targeted understandings are framed by essential questions that spark meaningful connections, provoke genuine project and deep thought, and encourage transfer of learning.
Assessment Evidence: To what extent do the assessment strategies in each of the three lesson plans provide fair, valid, reliable, and sufficient measures of the desired results?				
Balanced Assessment	Assessment is exclusively summative and occurs after learning. Lack of formative assessment to improve learning or to inform teaching practices.	Assessment is primarily summative with limited or irregular use of formative assessment to improve teaching and learning.	Both formative and summative assessment strategies are somewhat defined. Some criterion-based scoring tools are used to evaluate student products and performances.	Both formative and summative assessment strategies are well defined. Appropriate criterion-based scoring tools are used to evaluate student products and performances.
Learning Outcomes	Assessment does not match defined learning outcomes.	Limited match between assessment and defined learning outcomes.	Assessment closely matches the defined learning outcomes.	Assessment is directly matched to the defined learning.
Assessment Through Authentic Performance Tasks	Limited assessment provides an incomplete picture of student learning.	Limited number of assessment data provides a partial picture of student learning.	Students have limited opportunities to exhibit their understanding through authentic performance tasks to provide general evidence of learning.	Students are asked to exhibit their understanding through authentic performance tasks to provide additional evidence of learning.
Clear Criteria are Established	Assessment criteria are shared after the work has been graded.	Assessment criteria are developed by the teacher and fully explained to students before the work begins.	Assessment criteria are collaboratively designed with students to ensure that everyone has input and understands the learning expectations	Assessment criteria are collaboratively designed with students and mediated by or added to by experts or expertise within the discipline to reflect authentic real-world standards for high quality work.
Self and Peer Assessment	No evidence of self or peer assessment.	Students have limited opportunities to self-assess and peer-assess.	Students have opportunities to self-assess and peer-assess.	Students are encouraged to self-assess and peer-assess.
To what extent are the three lesson plans effective and engaging?				
Design is Informed by Disciplinary Knowledge	Selects activities that emphasize subject matter acquisition which deal with acquiring information, facts and formulas.	Designs learning activities that are organized around subject matter and occasionally brings discipline experts into the classroom to talk about the work they do.	Designs learning experiences that are organized around disciplinary ideas and core concepts and requires that students make connections between exiting and new ideas to build understanding.	Designs learning experiences that engage the students in doing work that require distinct ways of thinking about and acting in the world that disciplines embody to make meaningful connections and build deep understanding.
Authentic Performance Task	The work students undertake requires them to acquire and recall static, inert facts.	The work students undertake has some connection to the world outside the classroom.	The work students undertake requires them to engage in productive collaboration with each other and with discipline and other experts around matters that are central to the discipline and the broader community outside of school.	The work students undertake requires them to engage in productive collaboration with each other and with discipline and other experts around real problems, issues, questions or ideas that are of real concern and central to the discipline, to the students and to the broader community outside of school.

Learner Differentiation	There is no evidence of a variety of teaching methods used to engage all students.	A limited variety of teaching methods are used to engage all students. Inclusion of technology, FNMI, multicultural, and inter-disciplinary activities are restricted.	A variety of inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology, FNMI, multicultural, and inter-disciplinary activities are evident.	A variety of effective and inclusive learning strategies are incorporated into the design to address the learning interests and needs of all students. Inclusion of technology, FNMI, multicultural, and inter-disciplinary activities are highly evident.
Work Fosters Deep Understanding	The work students undertake builds habits of mind that emphasize groupthink by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.	The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.	The work students undertake fosters disciplined habits of mind. Students are asked to: • Formulate plausible solutions, • Articulate assumption, • Formulate reasoned judgment and conclusions based on evidence, and, • Consider implication that reach beyond the immediate situation.	The work students undertake fosters strong habits of mind, innovation and creativity. Students are routinely asked to: • Formulate plausible, coherent working theories, • Formulate well-reasoned judgment and conclusions based on evidence with an examination of different viewpoints, • Analyze assumptions, • Discuss how things might be otherwise, i.e. supposition, • Thoroughly examine implications, • Consider ambiguities • Work across a variety of contexts, • Make connections between and among concepts
Resources	Sources and materials not stated or unclear. Improperly referenced.	Sources consulted are referenced. Materials identified.	Appropriate sources consulted and referenced (APA). Some lesson specific materials identified	A variety of appropriate sources consulted and accurately referenced (APA). Appropriate lesson specific materials identified.
Web-based Lesson Delivery and Shared Links Provided on Class Google Spreadsheet	Lesson was not delivered to class during Zoom meeting, nor were the links provided to the lesson and activity.	Lesson was delivered to class but was not well designed. The links to the lesson and activity were not provided on time.	Lesson was delivered to class and was well designed but did not use effective method of formative assessment. The links to the lesson and activity were provided on	Lesson was delivered to class, was well designed and used an effective method of formative assessment that could be shared with parent/guardian. The links to the lesson and activity were provided on time.

3. LEARNING TASK 3: Multimedia Philosophy of Teaching Mathematics
DUE: Aug. 10 (Individual – 20%)

The purpose of the assignment is for you to develop your philosophy of teaching mathematics, reflecting thoughtfully on the course readings, your practical experience, national, local and provincial requirements (i.e. PATs), and your growth mindset. Your submission needs to use some type of multimedia such as a short video (i.e. Powtoon), an interactive poster (i.e. Glogster), a comic (i.e. Pixton), an infographic, a PPT, a webpage or another media approved by the instructor.

The following criteria should be addressed using APA 7th edition:

- your personal theory of learning (e.g., what happens inside students when they learn)
- the goals for instruction (what should be learned)
- the role(s) and responsibility(ies) of the student in this process
- the role(s) of the instructor in this process
- a description of the variables which promote learning

Philosophy of Teaching Supports:

University of Calgary Taylor Institute for Teaching and Learning. (2020). *Sample teaching philosophies and dossiers.* Retrieved from https://taylorinstitute.ucalgary.ca/resources/sample-teaching-philosophy-statements

Western University. (2020). Centre for Teaching and Learning. *Writing a teaching philosophy statement.* Retrieved from https://teaching.uwo.ca/awardsdossiers/teachingphilosophy.html

Submit your LT 3 Multimedia Philosophy of Teaching Mathematic to D2L Dropbox by 11:59 PM on Aug. 10.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

LT3: Multimedia Philosophy of Teaching Math DUE: Submit to Dropbox by11:59 PM on Aug. 10 (Individual – 20%)				
Criteria	**1**	**2**	**3**	**4**
Personal theory of learning	Personal theory of learning is vague and unclear.	Some aspects of personal theory of learning are identified, but not clearly described.	Most aspects of personal theory of learning are identified and described.	All aspects of personal theory of learning are clearly identified and clearly described.
Goals for instruction	Goals for instruction are vague and unclear.	Some aspects of goals for instruction are identified, but not clearly described.	Most aspects of goals for instruction are identified and described.	All aspects of goals for instruction are clearly identified and clearly described.
Role(s) and responsibility(ies) of the student in this process	Role(s) and responsibility(ies) of the student are vague and unclear.	Some aspects of role(s) and responsibility(ies) of the student are identified, but not clearly described.	Most aspects of role(s) and responsibility(ies) of the student are identified and described.	All aspects of role(s) and responsibility(ies) of the student are clearly identified and clearly described.
Role(s) of the instructor in this process	Role(s) and responsibility(ies) of the instructor are vague and unclear.	Some aspects of role(s) and responsibility(ies) of the instructor are identified, but not clearly described.	Most aspects of role(s) and responsibility(ies) of the instructor are identified and described.	All aspects of role(s) and responsibility(ies) of the instructor are clearly identified and clearly described.
A description of the variables which promote learning	A description of the variables which promote learning is vague and unclear.	Some aspects of description of the variables which promote learning are identified, but not clearly described.	Most aspects of description of the variables which promote learning are identified and are described.	All aspects of description of the variables which promote learning are clearly identified and clearly described.
APA 7	Connections to the literature are not cited correctly in APA 7 (both in text and reference list).	Multiple connections to the literature are not cited correctly in APA 7 (both in text and within the reference list).	Almost all connections to the literature are cited correctly in APA 7 (both in-text & reference list).	All connections to the literature cited correctly in APA 7 (both in text & reference list).

THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Project*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly project in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

Academic Misconduct
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

Attendance/ Prolonged Absence
Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

https://www.ucalgary.ca/pubs/calendar/current/n-1.html

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit https://www.ucalgary.ca/registrar/registration/course-outlines

Education Students Association (ESA) President for the 2019 – 2020 academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

Werklund SU Representative is Naomi Shaw, educrep@su.ucalgary.ca.