EDUC 535.01/.06/.24: Specialization II: Early Childhood/Inclusive Education
Summer 2025

Class Dates: MTWRF, July 7– July 18, 2025.

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.

Office Hours: By appointment only

Email: Students are required to use a University of Calgary (@ucalgary.ca) email address for all correspondence.

COURSE DESCRIPTION:
Specialization Seminar II is designed to deepen your understanding of the practical aspects of learning, teaching, curriculum, and assessment—specifically connecting these aspects with the theoretical concepts most relevant to Early Childhood Education (ECE) and Inclusive Education. Taking a more deliberate focus on practical knowledge, this second course approaches that practical knowledge through a broadened awareness of the prevailing discourses and theories, both historical and contemporary, which have shaped and continue to shape ECE and Inclusive Education. In so bringing past-into-present and theory-into-practice the course works to deepen and enrich your understanding of ways to realise the principles of ECE and Inclusive Education in classroom contexts. In the process, you will also become familiar with the relevant Alberta Ministry of Education documents and materials.

Notably, you will also draw from the classroom observations of your previous field experiences in ways designed to support more full and meaningful participation in course discussions. The aim is to bring previous experiences into a working vision for your own teaching. In sum, the emphasis of the course is to offer guided opportunities in designing learning experiences and developing associated materials that are both authentic and appropriate—that is, experiences and materials that are: discipline-specific, consistent with evidence- and performance-based assessment, designed with inclusion and differentiation in mind, true to inquiry-based practices, and supportive of intended student outcomes in ways that continue to strengthen learning, both student and teacher alike.

LEARNER OUTCOMES:

Over the course of the semester, you will:

1) Deepen your conceptual understanding of the historical, socio-cultural, and political contexts of *the discipline of Early Childhood Education,* and relate this to the curriculum planning and the cycles of instructional design, development, implementation, and assessment within Early Childhood Education and Inclusive Education,

2) Identify and critique the *key learning perspectives* (as outlined in the front matter of the Programs of Study) and *learning intentions* (learning objectives) across the units in a grade from the Alberta Programs of Study,

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

COURSE DESIGN AND DELIVERY: This course will be delivered face-to-face on campus with possible engagement in a D2L environment.

REFERENCES:
Alberta Education. (2008). *Kindergarten program statement*. Retrieved from
https://education.alberta.ca/media/563583/kindprogstate2008.pdf

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*. Retrieved from https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf

Alberta Education. (2011). *English as a second language proficiency benchmarks*. Retrieved from
http://www.learnalberta.ca/content/eslapb/

Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*. Retrieved from
https://education.alberta.ca/competencies/descriptions-indicators/

Alberta Education. (n.d.). *Guiding framework for curriculum development*. Retrieved from
https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf

Alberta Education. (n.d.). *K–12 curriculum and programs of study*. Retrieved from https://www.alberta.ca/programs-of-study.aspx

Alberta Education. (n.d.). *Primary grades (K-3) - Program resources*. Retrieved from https://www.alberta.ca/program-resources.aspx

Alberta Government. (2022). *Implementing a continuum of supports and services: A resource guide for school and school authority leaders*. Retrieved from https://open.alberta.ca/publications/implementing-continuum-supports-services-resource-guide-school#summary
Bear, Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Words their way®: Word study for phonics, vocabulary, and spelling instruction* (Sixth Edition.). Pearson.

Bence, M., & Ramzy, M. *Layers of reading development: Deepening our understanding of the foundations of reading to support all readers*. Retrieved from https://www.youtube.com/watch?v=eaVZ9gDQvRA&t=124s

Brillante, P., & Nemeth, K. N. (2018). *Universal design for learning in the early childhood classroom: Teaching children of all languages, cultures, and abilities, birth-8 years*. Routledge. Retrieved from https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth

Calhoun, E. F. (1999). *Teaching beginning reading and writing with the picture word inductive model* (Chapter 1). Retrieved from https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=3002150

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Toronto: Canadian Education Association. Retrieved from https://www.edcan.ca/what-did-you-do-in-school-today/

Inclusive Education Alberta. Retrieved from https://www.alberta.ca/inclusive-education.aspx

Mitchell, D. (2014). *What really works in special and inclusive education* (2nd ed.). Abingdon, Oxon: Routledge. (*Available through the Doucette Library – selected chapters*)

Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. YC: Young Children, 78(1), 6–11.
https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721 66 3&site=ehost-live

Stern, J., Lauriault, N., & Ferraro, K. (2018). *Tools for teaching conceptual understanding, elementary: Harnessing natural curiosity for learning that transfers* (Vol. 1st). Corwin. Retrieved from
https://ucalgary.primo.exlibrisgroup.com/discovery/search?query=any,contains,Learning%20that%20transfers&tab=Uof CCollections&search_scope=UCalgaryPhysical&vid=01UCALG_INST:UCALGARY&offset=0

Universal Design for Learning. (2017). *Universal design for learning*. Retrieved from https://www.ahead.ie/udl
Wiggins, G. J., & McTighe, J. (2005). Understanding by design (2nd Edition) Chapters 1 and 11Available:
https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118

ADDITIONAL RESOURCES:
It is expected that students read further in the area of topics identified and discussed in class. Students must be able to access books and journal articles using the University of Calgary Library system. They will find the Article Indexes on the University of Calgary Library website to be helpful.
Doucette Library – Library Guide for Early Childhood Education
https://library.ucalgary.ca/c.php?g=255600

Further suggestions of resources are noted for you in the **Weekly Course Schedule**.

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Group Inquiry Project Extending Teaching Expertise	Group	30%	July 10
Learning Task 2	Unit and Assessment Plan Teachers as Designers of Learning	Individual	40%	July 16
Learning Task 3	Evolving Understanding of ECE Teachers as Reflective Practitioners	Individual	30%	July 18

 Note: A and A+ are both worth 4.0. A+ is given at the instructor's professional discretion based on work of rare and exemplary quality.

AI-generated text
Students are expected to create their own content for all assignments and writing should be of their own work. AI-generated text is permitted as long as the text is appropriately cited with respect to which program generated the text and how the text was generated (e.g., keyword prompts) with a reference list using APA 7 format and appendix with full transcript. It is the student's responsibility to inform the instructor **in writing** of the intention to use such technology in advance of its use.

Weekly Course Schedule:

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

Date and Topic	Content to Review and Tasks
Extending Teaching Expertise – Learning Task 1 – Group Inquiry – Due: July 10	
Monday, July 7 Welcome & Introductions Overview of Course Structure Review of Course Content Introduce LT1 and LT3 Thoughtbooks (LT3) Making groups (LT1) Introducing	***Consider: How might I approach preparing for teaching, learning, and assessment in my Early Childhood/Inclusive Education learning environments?*** **Resources:** Course Outline Learn Alberta – New Alberta Curriculum K-6 https://www.alberta.ca/education-guide-learnalberta-ca.aspx https://curriculum.learnalberta.ca/home/en Alberta Education K – 12 Curriculum and Programs of Study https://www.alberta.ca/programs-of-study.aspx Primary Grades (K-3) - Program Resources (alberta.ca) Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx Using Thoughtbooks to promote deep learning and innovation through "reflecting forward" https://www.pdtca.org/uploads/2/6/5/6/26566833/id_125_thoughtbook-final.pdf **Tasks:** *Review the foundational documents introduced in class noting how they are organized and record your emerging questions and key insights in your Thoughtbook.* *Resource suggestion for you to explore:* *Play & Learning - Early Learning Early Grades available from* *https://galileo.org/earlylearning/* *- with attention to videos by Dr. Bryan Kolb, Dr. Sergio Pellis* and Dr. Stuart Brown
Tuesday, July 8 Review of the programs of study Discussion of course readings and emerging questions Developing an Inquiry Question	**Resources:** Alberta Education K – 12 Curriculum and Programs of Study *https://www.alberta.ca/programs-of-study.aspx* *Primary Grades (K-3) - Program Resources (alberta.ca)* Mitchell, David. (2014). What really works in special and inclusive education, 2nd Edition. Abingdon, Oxon: Routledge. (Available through the Doucette Library – Chapter 1) **"Preview PDF" on publisher's website provides access to Chapter 1* *https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780203105313/really-works-special-inclusive-education-david-mitchell*

Thoughtbook reflections (LT3) Work in groups on LT1 Peer feed-forward review	*Focus on Inquiry* available at http://inquiry.galileo.org/ Chapter 3 *Designing Learning*, available from https://galileo.org/teachers/designing-learning/articles/why-inquiry/ **Tasks:** Explore *Project Zero's Thinking Routine Toolbox. Practice one as you read the articles and add* to your Thoughtbook with new insights and your emerging questions. https://pz.harvard.edu/thinking-routines Resource suggestion for you to explore: *Play in Kindergarten: An Interview and Observational Study in Three Canadian Classrooms.* Retrieved from https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1
<u>Wednesday, July 9</u> Discussion of course readings and emerging questions Thoughtbook reflections (LT3) New Alberta Curriculum K - 3 Work in groups on LT1	**Consider: How might I transform wonder into knowledge with my students?** **Resources:** Gini-Newman, Garfield. (2019). *Inspiring wonder through learning and thinking.* Retrieved from: *https://www.youtube.com/watch?v=qBREL3VVbZI* Learn Alberta – New Alberta Curriculum K-6 https://curriculum.learnalberta.ca/home/en Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx Egan, Kieran and Judson, Gillian. (2008). *Of Whales and Wonder*. Retrieved from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31926032&site=ehost-live Small, Marian. *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*, Teachers College Press, 2020. *ProQuest Ebook Central*, https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533. **E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 92 pages* **Tasks:** Resource suggestion for you to explore: Alberta Education – Literacy and Numeracy https://education.alberta.ca/media/3402194/lit-progressions.pdf Bence, M., Ramzy, M. *Layers of Reading Development: Deepening our understanding of the foundations of reading to support all readers.* Retrieved from: https://www.youtube.com/watch?v=eaVZ9gDQvRA&t=124s Bear, Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Words their way® : word study for phonics, vocabulary, and spelling instruction* (Sixth Edition.). Pearson. *(Available at Doucette Library - 372.46 BEWO 2016)*

	Calhoun, Emily F. (1999). Teaching Beginning Reading and Writing with the Picture Word Inductive Model,(Chapter 1). Retrieved from: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=3002150
Thursday, July 10 Group Inquiry presentations and peer feed-forward Introduction to LT2 Kindergarten Program Statement Inclusive Education Thoughtbook reflection (LT3) **LT1 Due**	**Resources:** Course Outline Mitchell, David. (2014). What really works in special and inclusive education, 2nd Edition. Abingdon, Oxon: Routledge. *(Available through the Doucette Library – Chapter 2)* *https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/2556414511000433 6?auth=SAML* Kindergarten Program Statement (2008) https://education.alberta.ca/media/563583/kindprogstate2008.pdf Alberta Government (2022). *Implementing a continuum of supports and services: a resource guide for school and school authority leaders.* https://open.alberta.ca/publications/implementing-continuum-supports-services-resource-guide-school#summary Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx **Tasks:** Review: Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition) Chapters 1 and 11Available: *https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118*
Teachers as Designers of Learning – Learning Task 2 – Unit and assessment plan – Due: July 16	
Friday, July 11 Discussion of course readings and emerging questions Designing a unit and assessment plan process Examination of programs of study Thoughtbook reflections (LT3)	*Consider: How might I differentiate instruction to meet the complex and unique learning needs of each student?* **Resources:** Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition) Chapters 1 and 11Available: *https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118* Stern, J., Lauriault, N. & Ferraro, K. (2018). *Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers* (Vol. 1st). Corwin. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. YC: Young Children, 78(1), 6–11. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721663&site=ehost-live Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.*

	https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf *Universal Design for Learning*. 2017. Available from: https://www.ahead.ie/udl Brillante, Pamela, and Karen N. Nemeth. *Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years*. Routledge, 2018. Available at: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth
Monday, July 14 Discussion of course readings and emerging questions Assessment practices Work on LT2	**Resources:** Mitchell, David. (2014). What really works in special and inclusive education, 2nd Edition. Abingdon, Oxon: Routledge. (Available through the Doucette Library – Chapter 6) https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/25564145230004336?auth=SAML Mapping a Route Toward Differentiated Instruction, Carol Ann Tomlinson. Retrieved from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live *Assessment Strategies and Tools*. Available from: https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html Leahy, Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, *63*(3), 18–. Available from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live Resource suggestion for you to explore Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. First edition., Jossey-Bass, 2011. Available from: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6173665 **E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 47 pages*
Tuesday, July 15 Discussion of course readings and emerging questions Assessment practices	***Consider: How might I design authentic learning experiences?*** **Resources:** Guiding Framework for Curriculum Development – Alberta Education https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf

Work on LT2 Thoughtbook reflections (LT3) Peer feed-forward review	*BOATS: Behavior, observation, assessment, teaching strategies, 3rd Edition.* Retrieved from: https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Toronto: Canadian Education Association. (Chapter 2) *What did you do in school today? Teaching Effectiveness: A Framework and Rubric (edcan.ca)* **Tasks:** Add to your Thoughtbook
<u>Wednesday, July 16</u> Discussion of course readings and emerging questions Work on LT2 Thoughtbook reflections (LT3) **LT2 Due**	**Resources:** Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.* https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf Early Learning and Development Framework Retrieved from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf *Resource suggestion for you to explore:* Example of Reflective Practice from the Field: *The Third Teacher: reggio inspirations in my classroom.* Alison Board. Accessible from https://thethirdteacher.wordpress.com/
**Teachers as Reflective Practitioners – Learning Task 3- Reflection: Evolving Understanding of the Early Childhood Education /Inclusive Education - Due: July18**
<u>Thursday, July 17</u> Discussion of course readings and emerging questions Thoughtbook reflections Sharing Unit and assessment plans	*Consider: How might I incorporate reflective practice to refine and enhance my teaching practice?* **Resources:** Gini-Newman, Garfield and Restoule, Jean-Paul. (2019). *A choreographed approach to sustained critical inquiry among Indigenous learners.* Retrieved from: https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/ Ministerial Order on Student Learning, 2020. Retrieved from: https://open.alberta.ca/publications/ministerial-order-on-student-learning-2020 Alberta Education. (2011). *English as a second language proficiency benchmarks.* http://www.learnalberta.ca/content/eslapb/
<u>Friday, July 18</u> Discussion of course readings	**Resources:** Learn Alberta – New Alberta Curriculum K-6 https://curriculum.learnalberta.ca/home/en

Complete LT3	Alberta Education K – 12 Curriculum and Programs of Study
	https://www.alberta.ca/programs-of-study.aspx
Celebration of Learning	Primary Grades (K-3) - Program Resources (alberta.ca)
LT3 Due	Inclusive Education Alberta
	https://www.alberta.ca/inclusive-education.aspx

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

Learning Task 1: Group Inquiry Project - DUE: Thursday, July 10
Course Value: 30 %

For this assignment, you will develop an inquiry topic based on key questions to be explored in an Early Child Education and/or an Inclusive Education classroom. Your questions should emerge from class discussions and readings and should be connected to the development of your unit and assessment plan (Learning Task 2). This inquiry project must help you progress towards generating a draft of a good Inclusive unit plan. Your investigation is in service of this unit plan task.

This will be a small group project; however, the overall goal is to have resources that are distributable and useful to your peers. Accordingly, you will investigate your question-topic both through guided research into appropriate and useable resources specific to Early Childhood Education and/or Inclusive Education and through discussions of personal experiences and field observations.

Findings of the inquiry project will be shared electronically via a digital folder to be uploaded on D2L on the date due. This folder may include texts, visuals, assorted media, and links. Please, be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this folder.

Required elements of this project include:
- a cover page that visually represents your inquiry topic.
- a quote that has inspired your inquiry.

1. An overarching question hosting the inquiry;
2. Textual and visual presentation of findings/responses, as well as questions and concerns that remain; and
3. A listing of resources (print, performance, and digital) used in the project completion, and ways to find them. (This should be presented as a reference page.)

Please consult with your instructor for details on the specific parameters of this assignment as fitting Early Childhood Education and Inclusive Education.

Grading Criteria for Learning Task 1
Group inquiry projects will be assessed on the following criteria with each group member receiving the same grade:
1. Quality and meaningfulness of the research question and the resources used in investigation, including:
   - Clarity of presentation of the inquiry question;
   - Fullness of rationale for the question;
   - Meaningfulness to pre-service teachers within the discipline; and

- Significance and relevance of resources with correct citations.

2. Overall presentation of findings including:

- Organization, clarity, and succinctness of the digital folder;
- Specificity of references made to resources;
- Writing effectiveness in conveying group brainstorming and key findings; and
- Strength of the summary of findings.

3. Digital folder design elements used in representation of the group inquiry question and the findings, including:

- Effectiveness of visuals in depicting issues raised in inquiry;
- Presence of clear, relevant, and striking use of visuals and/or technology and media; and
- Connectedness between the inquiry question, supporting text, and the use of visual content.

Assessment Criteria Learning Task 1: Group Inquiry Project

1.Quality and Meaningfulness of Research Question and Resources used in Inquiry	Accomplished	Developing	Beginning
Strength of inquiry question/topic *What do you want to know?*	The research question/topic is clearly stated, specific and addresses a significant need or problem that practitioners encounter in the classroom.	The research question/topic is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities.	The research question/topic is roughly sketched and in need of refinement.
Rationale for inquiry question/topic *Why do you want to know?*	The rationale for choosing the question is supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area.	The supporting rationale is generally well-written but not relevant to personal interest stemming from practicum experience or identification of professional growth areas.	The supporting rationale is weakly developed and/or does not address personal interest or identification of professional growth areas.
Value of references to support teaching and learning *How will it impact your teaching?*	The question has the potential to hold professional interest over time. Direct links are made to how new knowledge in this area will support teaching in the service of learning.	The question has the potential to hold professional interest beyond this assignment. Weak links are made to how new knowledge in this area will	The question has limited importance for on-going investigation. Few or no links are made to how this question will support teaching in the service of learning

		support teaching in the service of learning.	
Do the references provide a balanced approach to answering your questions?	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the research question.	Scholarly articles are referenced and used to support the findings/suggestions.	Scholarly articles are referenced without clear connections to the research question.
2. Overall Presentation of Findings	*Accomplished*	*Developing*	*Beginning*
Content of digital folder *How easy is it for us to follow your train of thought and find the key components?*	The content of the digital folder is: • Thoughtfully chosen • Presented in a logical format • Clearly organized and easily followed	The content of the digital folder is: • Appropriate • Presented in an understandable format • Organizationally adequate	The content of the digital folder is: • Lacking in clarity or development • Weak in formatting and organization • Difficult to follow and understand
Reference to Resources *Are specific resources cited to support claims? (APA 7th Edition)*	Resources included are relevant and appropriate and are fully cited following APA requirements	Paired with research support and following APA citation requirements	Not directly linked to the current research in the field and/or does not employ APA citation requirements
Strength of message in digital folder *How effective is the communication style and does it represent the input of all group members?*	Key findings are relevant, clearly described and supported with well-chosen examples	Key findings are successfully described and supported with limited examples	Findings are not clearly described with limited examples
3. Digital Folder Design Elements	*Accomplished*	*Developing*	*Beginning*
Effective use of visuals to enhance the strength of the findings of the research question/topic	The digital folder employs engaging and clearly connected visuals.	The digital folder includes mainly relevant and strong visuals.	The digital folder includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project.

Summary of Grading Based on Above Criteria

An *A+ to A* project will present a significant research question with a clear rationale and exceptional explication of organized, well-written, and well-supported findings. The digital folder will employ engaging and clearly connected visuals.

An *A- to B+* project will be guided by a good research question and supporting rationale and generally have well-written and developed findings that are paired with research support and some examples. The digital folder will mainly include relevant and strong visuals.

A *B to C+* project may present: a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The digital folder will include many images and files, but may not be complete or may hold examples that are not connected to the project.

Learning Task 2: Design a Unit and Assessment Plan – An Individual Learning Task

Course Value: 40 %   **Due: Wednesday, July 16**

For this assignment, you will individually submit a unit plan for learning and teaching that illustrates as it enacts key aspects of theory introduced in the course. The learning design and the theoretical framework supporting it will be posted online for analysis and "feed forward" suggestions from members of the class using the *Teaching Effectiveness Framework and Rubric* and the 5 key strategies of formative assessment (Leahy et al.) as lenses.

*Required elements of this project include:
- a cover page that visually represents your plan.
- a quote that connects to the concepts being taught.

1. Designing a unit-plan for learning, teaching, and assessment in order to sponsor deep and rich understandings of a key disciplinary concept and/or competency;
2. A rationale for the learning, teaching, and assessment plan, as supported by theories of Early Childhood Education and/or Inclusive Education; and
3. Discussing practicalities of enacting this learning, teaching, and assessment plan; that is: fitting it into a larger context and integrating effective formative-assessment strategies to inform scaffolding and, in general, adapting to the needs of diverse learners.

Please consult with your instructor for details on the specific parameters of this assignment..

Grading Criteria for Learning Task 2

The checklist of specific items for your unit plan folder are:

A. **Unit Title, Subject Area, and Topic** – *The theme of your unit.* This should be developed in consultation with your instructor and should be clearly and specifically titled.

B. **Reference to the Alberta Education Programs of Study** – *Applies to ECE.* Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.

C. **Grade Level** – *The grade for which this Unit is intended.*

D. **Unit Rationale** – *A paragraph explanation where the value of the unit is presented.* This rationale should support your choice to create a full unit on this topic.

E. **Learning Outcomes** – *The learning outcomes for the overall unit (longer term).* In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.

F. **Key Instructional Practices Procedures** – *Details about the main methods for teaching through the unit.* This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used?

G. **List of Sources** – *A list of all sources consulted in preparation of the unit. Note: multiple sources are expected.* Present a reference page in APA format.

H. **List of Materials** – *A list of all materials needed to teach the unit that are not readily available to the teacher every day.* Be specific!

I. **Learner Differentiation/Explanation of how the unit plan addresses all students' needs** – *A demonstration of how your plan addresses the interests and needs of a range of students.* Show how you will teach inclusively. For example, how will you address: students with special needs, English as an additional-language learners, gifted students, and students who excel at group work or at independent time?

J. **Creativity and Innovation** – *A detailed account of how your unit will include a variety of teaching methods. Make specific reference to creative teaching that engages all students.* Discuss inclusion of technology and ways to incorporate inter-disciplinarity into the curriculum.

Assessment Criteria for Learning Task 2 – Unit and Assessment Plan

	C+ or less	B-,B	B+, A-	A, A+
Design is focused on building understanding	Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction	Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based)	Demonstrates an understanding of: How students learn, Disciplinary core concepts and connections, and Curricular outcomes. Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.	Demonstrates an exceptional understanding of: How students learn, Disciplinary core concepts and connections, and Curricular outcomes. Skillfully designs strong inquiry-based learning tasks that focus student inquiry on issues, questions, and problems that are: central to the discipline, connected to students' lives, and connected to the world outside of school.
Design is informed by	Selects activities that emphasize	Designs learning activities that are	Designs learning experiences that are	Designs learning experiences that

disciplinary knowledge	subject matter acquisition that deal with acquiring information, facts, and formulae.	organized around subject matter. Occasionally brings discipline experts into the classroom to talk about the work they do.	organized around disciplinary ideas and core concepts. Requires students to make connections between existing and new ideas to build understanding.	engage the students in the distinct ways of thinking about and acting in the world that characterize the particular discipline specialization—that is the ways, embodied in the discipline, of making meaningful connections and building deep understanding.
Work is authentic	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, with the discipline, and with other experts around matters that are central to the discipline and to the broader community outside of school.	The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.
Work fosters deep understanding	The work students undertake builds habits of mind that emphasize group think 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 assumptions, Formulate reasoned judgment and conclusions based on evidence, and Consider implications that reach beyond	The work students undertake fosters strong habits of mind and innovation and creativity. Students are routinely asked to: i) Formulate plausible, coherent working theories, ii) Formulate well-reasoned judgment and conclusions based on evidence and with an examination of different viewpoints,

			the immediate situation.	iii) Analyze assumptions, iv) Discuss how things might be otherwise, (i.e., supposition), v) Thoroughly examine implications, vi) Consider ambiguities, vii) Work across a variety of contexts, and viii) Make connections between and among concepts
Assessment is comprehensive	Assessment is exclusively summative (i.e. tests or assignments after learning has occurred). The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices. Assessment provides a limited picture of student learning. Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests emphasizing recall.	Assessment is primarily summative informed by some formative data (i.e. assessment activities built into the learning process). The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions. Assessment of learning provides a general picture of student learning and competencies. Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifacts, and the occasional	Assessment is both summative and formative. The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions. Assessment of learning provides an accurate, defensible picture of student learning and competencies. The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range evidences of learning including written assignments, student reflections, portfolios, digital	Assessment is integral to learning and woven into the day-to-day fabric of teaching and learning. The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice. Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at the time the grade is awarded. Teacher and student work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of

		technology presentation.	images of student work, and audio and video recordings.	evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.
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 in ways meant 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 through expertise within the discipline, to reflect authentic real world standards for high quality work.

Learning Task 3: Evolving Conceptual Understanding of Early Childhood Education and/or Inclusive Education

Course Value: 30 % **Due Date: Friday, July 18**

"*How has your conceptualization of Early Childhood Education and/or Inclusive Education changed, been modified, or reinforced?"* The purpose of the assignment, and the intention behind the above question, is to prompt your thoughtful reflection the pedagogical content knowledge in Early childhood Education and/or Inclusive Education.

Your response may take a number of forms. It could be completed as a conventional academic essay, an imagined Socratic dialogue between a teacher and student, an illustrated story, an animation, or a podcast. However, all responses must be persuasive, that is, you must fashion a personal stand on the question, and then set out to support your interpretation using ***relevant and varied evidence.*** Length: max: 1200 words or 7 minutes

This final assignment allows you, as curriculum authors and thinkers, to analyze the degree of synthesis and appropriateness you feel is offered between your inquiry question submitted for Learning Task 1 and the specificity of the unit and assessment plan developed in Learning Task 2. The ability to reflect upon and analyze your work is also critical to your professional development as a teacher.

All responses must refer to at least two of the following sources:
- Please draw from the readings and resources listed in the required and recommended readings that provide a conceptual understanding of the issues; and,
- Include early childhood education and/or inclusive education practice specific to the Alberta Education Programs of Study in your response.

You may also want to draw upon:
- Discussions in your inquiry groups;
- Readings from this course and previous courses; and
- Observations made during your field experiences.

Please consult with your instructor for details on the specific parameters of this assignment

Criteria

Your response should:

- Articulate a clear, insightful, and persuasive argument;
- Draw upon relevant evidence from the readings to support the argument;
- Demonstrate an emerging understanding of concepts and theories related to the teaching Early Childhood Education and/or Inclusive Education
- Use an appropriate mode of expression in a way that is sophisticated, clear, and accurate, and
- Include at least two peer-reviewed references, cited in APA 6 format.

Assessment Criteria to Guide Assignment 3: Evolving Conceptional Understanding of ECE and/or Inclusive Education

Evolving conceptual understanding of the discipline	C+ or Less	B-, B	B+, A-	A, A+
Articulates a clear, insightful and understanding of teaching ECE and/or Inclusive Education	Poor ability to articulate a clear, insightful understanding of teaching ECE and/or Inclusive Education. Flow is illogical and ideas difficult to follow. The reader is not convinced of the relevancy of the topic.	Acceptable ability to articulate a clear, insightful understanding of teaching ECE and/or Inclusive Education. Flow generally works well but is impeded at some parts. Relevancy is generally clear.	Good ability to articulate a clear, insightful understanding of teaching ECE and/or Inclusive Education. Flow is evident and relevancy stated clearly. The argument is supported well.	Excellent ability to articulate a clear, insightful understanding of teaching ECE and/or Inclusive Education Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.
Relevant evidence from the readings to support the argument	Poor evidence from the readings to support the argument. Little or no support is provided and there is no evidence from the readings to support the assignment.	Acceptable evidence from the readings to support the argument. A basic understanding of the readings is presented and connected to the main ideas presented.	Good evidence from the readings to support the argument. The readings are used to support the position presented and add depth to the assignment.	Excellent evidence from the readings to support the argument. Details are well chosen and enhance the paper adding depth and detail to the assignment.
Evidence of emerging understanding of concepts related to the teaching of the discipline	Poor evidence of emerging understanding. It is unclear the concepts related to the teaching of the discipline are understood.	Acceptable evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the	Good evidence of understanding. It is clear that an understanding of the emerging concepts related to the discipline is evident.	Excellent evidence of understanding of concepts is presented. A strong foundation for the key concepts and ideas is clearly established.

		teaching of the discipline.		
Appropriate mode of expression in a clear, sophisticated and accurate manner	Poor mode of expression. Writing is unclear with structural and grammatical errors. Referral to the writing center is recommended.	Acceptable mode of expression. Minor errors in writing and grammar are present but does not impede the main ideas presented.	Good mode of expression. Errors are not present, and the main ideas are presented in a clear and sophisticated manner.	Excellent mode of expression. Errors are not present, and use of language is exemplary. Ideas are clear, sophisticated and engaging.

Summary of Grading Based on Above Criteria

An *A+ to A* project will present a significant research question with a clear rationale and exceptional explanation of organized, well-written, and well-supported findings. The digital folder will employ engaging and clearly connected visuals.

An *A- to B+* project will be guided by a good research question and supporting rationale and generally have well-written and developed findings that are paired with research support and some examples. The digital folder will mainly include relevant and strong visuals.

A *B to C+* project may present: a roughly sketched research question in need of some refinement, a somewhat developed rationale, and findings that are lacking in some clarity, development, and/or examples. The digital folder will include many images and files, but may not be complete or may hold examples that are not connected to the project.

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 Inquiry*

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, in 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 inquiry 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

MISSING OR LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date.** A deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs prior to the end of the course 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: https://calendar.ucalgary.ca/pages/fc4adb8643f84441ab32300237b80df1

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

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy

https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy

Additional information is available on the Academic Integrity Website at: https://ucalgary.ca/student-services/student-success/learning/academic-integrity

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf.

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf.

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846

Research Ethics
Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board (https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-faculties-research-ethics-board-cfreb) or the Conjoint Health Research Ethics Board https://research.ucalgary.ca/conduct-research/ethics-compliance/human-research-ethics/conjoint-health-research-ethics-board-chreb)

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

For further information see E.5 Ethics of Human Studies https://calendar.ucalgary.ca/pages/627ed88eb4b041b7a2e8155effac350

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: https://www.ucalgary.ca/hr/work-compensation/working-ucalgary/freedom-information-and-privacy-act

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy.

Sexual and Gender-Based Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy

Other Important Information
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
•   Wellness and Mental Health Resources
•   Student Success
•   Student Ombuds Office
•   Student Union (SU) Information
•   Graduate Students' Association (GSA) Information
•   Emergency Evacuation/Assembly Points
•   Safewalk

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 academic year is Tracy Dinh, esa@ucalgary.ca.

Werklund SU Representative is Siena Yee, educrep@su.ucalgary.ca.