

**EDUC 460.24 Specialization I – Early Childhood Education
Summer 2021**

Section	Instructor	Zoom Time	Zoom Dates	Email
01	Sharon Nichols	9:00 – 10:30 AM (MST)	July 5, 7, 12, 14, 19, 21, 26, 28	snichols@ucalgary.ca

Class Dates: July 5, 2020 to August 11, 2021

Zoom links will be posted in D2L

Office Zoom Hours: Available after class or by appointment

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 online appointment only

COURSE DESCRIPTION:

The intent of the Specialization I course to introduce students to the concepts, theory, and design planning related to teaching within the specialization of Early Childhood Education. Theory, as connected to an understanding of practical classroom experiences, will particularly inform the course curriculum and will be explored through course readings, analysis of teaching/learning artifacts, and through the design of discipline-based learning and assessment plans. Topics in teaching and learning will include teaching inclusively and addressing the needs of diverse learners, effective integration of technology, and discipline-based inquiry. Assignments will present the opportunity for students to develop an understanding of short-term instructional design and to begin to examine curriculum shifts in the province.

LEARNER OUTCOMES:

Students will be knowledgeable about:

- 1) Developing a foundational understanding of the nature of discourse in Early Childhood Education, as related to teaching and learning, including specialized language, concepts, and terminology;
- 2) Exploring and applying introductory theory related to the teaching of Early Childhood Education with an emphasis on designing discipline-based tasks and assessment processes and creating an adaptive classroom learning environment to better meet the needs of today's diverse learners.
- 3) Understanding teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.
- 4) Successfully designing short-term learning and assessment plans to deepen understanding of key ideas/concepts within Early Childhood Education.

COURSE DESIGN AND DELIVERY: This course will be delivered online with Zoom Seminars.

REQUIRED RESOURCES:

Alberta Education K – 12 Curriculum and Programs of Study

<https://www.alberta.ca/programs-of-study.aspx>

Guiding Framework for Curriculum Development – Alberta Education

<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Alberta Education (2007) *Primary Programs Framework for Teaching and Learning*

<https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/>

Alberta Education (2008) *Kindergarten Program Statement*

<https://education.alberta.ca/media/563583/kindprogstate2008.pdf>

Egan, Kieran and Judson, Gillian. (2008). *Of Whales and Wonder*. Retrieved from

www.ascd.org/publications/educational-leadership/summer08/vol65/num10/Of-Whales-and-Wonder.aspx

Early Learning and Development Framework

Retrieved from: <http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf>

Early Learning and Development Framework

Retrieved from: <http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf>aaaaaa

Focus on Inquiry Retrieved from: <http://inquiry.galileo.org/>

Chapter 1 & 2 & 4

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 \(edcan.ca\)](http://www.edcan.ca/What-did-you-do-in-school-today-Teaching-Effectiveness-A-Framework-and-Rubric)

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/>

Lombardi, Marilyn M (2007) *Authentic Learning for the 21st Century: An Overview*. Retrieved from:

<https://library.educause.edu/-/media/files/library/2007/1/eli3009-pdf.pdf>

Ministerial Order on Student Learning, 2020. Retrieved from:

<https://open.alberta.ca/publications/ministerial-order-on-student-learning-2020>

Mercilliot Hewett, Valarie. *Early Childhood Education Journal*, 2001, Volume 29, Number 2, Page 95

Examining the Reggio Emilia Approach to Early Childhood Education

<https://link.springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1012520828095>

Powell, William and Kusuma-Powell, Ochan. *How to Teach Now: Chapter 1. Knowing Our Students as Learners*. Retrieved from:

<http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>

Library e-book: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=741594>

Project Zero's Thinking Routine Toolbox
PZ's Thinking Routines Toolbox | Project Zero (harvard.edu)

The Third Teacher: Designing the Learning Environment for Mathematics and Literacy, K to 8. Retrieved from:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf

Towards a Pedagogy of Play: A Project Zero Working Paper (2016). Retrieved from:

<http://pz.harvard.edu/sites/default/files/Towards%20a%20Pedagogy%20of%20Play.pdf>

Wiggins, G. J. & McTighe, J. (2005). *Understanding by design (2nd Edition) Chapters 1 and 8* Available: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118>

ADDITIONAL RESOURCES:

Alberta Education. (2016). *The guiding framework for the design and development of kindergarten to grade 12*

provincial curriculum (Programs of study)

<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*.

<https://education.alberta.ca/competencies/descriptions-indicators/>

Alberta Education. (2011). *English as a second language proficiency benchmarks*.

<http://www.learnalberta.ca/content/eslapb/>

Alberta Education. (2000). *Programs of study*. Elementary English Language Arts (k-6).

<https://www.alberta.ca/programs-of-study.aspx>

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>

Powell, William and Kusuma-Powell, Ochan. *How to Teach Now: Chapter 1. Knowing Our Students as Learners*. Retrieved from:

<http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx>

Bennett, C. (2019, April 16). *What is the 5E Instructional Model? Student inquiry-based learning for all classes*. ThoughtCo.

[What Is the 5 E Instructional Model? \(thoughtco.com\)](https://www.thoughtco.com/5e-instructional-model-1352827.html)

Fountas, I., & Pinnell, G. S. (2018). Every child, every classroom, every day: From vision to action in literacy learning. *The Reading Teacher*, 72(1), 7-19

<https://ila-onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/pdfdirect/10.1002/trtr.1718>

Egan, K. (1986). *Teaching as story telling: An alternative approach to teaching and curriculum in the elementary school*. London: Althouse Press.

Hathi access:

<https://catalog.hathitrust.org/Record/009816012?signon=swle:https://shibboleth.ucalgary.ca/idp/shibboleth>

Leahy, S., Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute and day by day.

<http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx>

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task 1	Group Inquiry Presentation	Group	30%	July 26
Learning Task 2	Evolving Understanding of the Discipline	Individual	30%	August 2
Learning Task 3	Short-term Learning and Assessment Plan	Individual	40%	August 11

WEEKLY COURSE SCHEDULE:

Date	Topic	Readings and Tasks	Due Dates
Week 1 July 5	Becoming Critical Educators What constitutes the teaching of Early Childhood Learners? Introduction to LT2 - Evolving Understanding of the Discipline	Readings: Course Outline <i>Kindergarten Program Statement, 2008, available from Alberta Education website at:</i> https://education.alberta.ca/media/563583/kindprogstate2008.pdf	Zoom Seminar July 5 9:00 – 10:30 am MST

	<p>Consider and describe the image you hold of early childhood learners and of an early childhood teacher. What aspects of teaching do you wish to deepen during this course?</p>	<p>The <i>Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3: Guiding Principles</i>, 2007, available from Alberta Education website at: https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/</p> <p>Mercillott Hewett, Valarie. <i>Early Childhood Education Journal</i>, 2001, Volume 29, Number 2, Page 95 <i>Examining the Reggio Emilia Approach to Early Childhood Education</i> https://link-springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1012520828095</p> <p>Tasks: Begin to document your learning for LT2</p> <p><i>References to support you in learning about documenting learning through a visual journal or Thoughtbook.</i> http://www.pz.harvard.edu/resources/visible-learners-promoting-reggio-inspired-approaches-in-all-schools</p> <p>http://www.design4catalyst.com/setting-up-a-thought-book.html</p>	
July 7	<p>Consider: The importance of the learning environment and the place of play and the natural environment in Early Childhood learning experiences.</p> <p>Introduce LT1 - Group Inquiry Presentation</p>	<p>Readings: <i>Towards a Pedagogy of Play: A Project Zero Working Paper</i> (2016). Retrieved from: http://pz.harvard.edu/sites/default/files/Towards%20a%20Pedagogy%20of%20Play.pdf</p> <p><i>Early Learning and Development Framework</i> Retrieved from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf</p> <p>Gini-Newman ,Garfield and Restoule, Jean-Paul. (2019). <i>A choreographed approach to sustained critical inquiry among Indigenous learners</i>. Retrieved</p>	Zoom Seminar July 7 9:00 – 10:30 am MST

		<p>from: https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/</p> <p><i>Project Zero's Thinking Routine Toolbox</i> PZ's Thinking Routines Toolbox Project Zero (harvard.edu)</p> <p>Tasks: Work on LT1 to develop an Inquiry Question Explore <i>Project Zero's Thinking Routine Toolbox</i>. Practice one as you read the articles and add to your Thoughtbook for LT2.</p>	
Week 2 July 12	<i>Consider: How might I transform wonder into knowledge with students?</i>	<p>Readings: Egan, Kieran and Judson, Gillian. (2008). <i>Of Whales and Wonder</i>. Retrieved from www.ascd.org/publications/educational-leadership/summer08/vol65/num10/Of-Whales-and-Wonder.aspx</p> <p><i>Focus on Inquiry</i> Retrieved from: http://inquiry.galileo.org/ Chapter 1 & 2 & 4</p> <p>Tasks: Work on LT1 developing response to your Inquiry Question</p> <p>Practice a Thinking Routine as you add to your Thoughtbook for LT2</p>	Zoom Seminar July 12 9:00 – 10:30 am MST
July 14	<i>Consider: How might I develop intellectually engaging and rich learning environments with and for my students?</i>	<p><i>Kindergarten Matters: /Re-imagining Literacy and Mathematics Throughout the Day</i>. Retrieved from http://learnteachlead.ca/projects/re-imagining-literacy-and-mathematics-throughout-the-day-kindergarten-matters/?pcat=999&sess=2</p> <p>Calhoun, Emily F. (1999) <i>Teaching Beginning Reading and Writing with the Picture Word Inductive Model</i>, (Chapter 1). Retrieved from: http://www.ascd.org/publications/books/199025/chapters/Glimpsing-the-Model-in-Kindergarten-and-2nd-Grade.aspx</p> <p>Library e-book: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002150</p>	Zoom Seminar July 14 9:00 – 10:30 am MST

		Tasks: Work on LT1 developing the response to your Inquiry Question Practice a Thinking Routine as you add to your Thoughtbook for LT2	
Week 3 July 19	<i>Consider: What is authentic learning and what might it look like, sound like and feel like in an ECE classroom?</i>	Readings: Lombardi, Marilyn M (2007) <i>Authentic Learning for the 21st Century: An Overview</i> . Retrieved from: https://library.educause.edu/-/media/files/library/2007/1/eli3009-pdf.pdf <i>The Third Teacher: Designing the Learning Environment for Mathematics and Literacy, K to 8</i> . Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf Tasks: Work on LT1 completing the response to your Inquiry Question Practice a Thinking Routine as you add to your Thoughtbook for LT2	July 19 Zoom Seminar 9:00 – 10:30 am MST
July 21	Expanding our perspectives as a community of learners.	Sharing of group inquiry presentations for feed forward suggestions. Tasks: Refine presentation based on feed forward suggestions and submit to the D2L Drop Box Friday, July 23. Include learnings from presentation in your Thoughtbook for LT2	July 21 Zoom Seminar 9:00 – 10:30 am MST LT1 Due July 26
Week 4 July 26	Teachers as Designers of Learning <i>Consider: What are the frameworks that will guide my teaching and assessment practices?</i> Introduce LT2– Creating a and Assessment Plan	Readings Alberta Education (2007) <i>Primary Programs Framework for Teaching and Learning</i> https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/ Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric</i> . Toronto: Canadian Education Association. Retrieved from: https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-	July 26 Zoom Seminar 9:00 – 10:30 am MST

		effectiveness-a-framework-and-rubric/ Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition) Chapters 1 and 8 https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118 Tasks : Work on LT2 to complete and submit by July 30.	
July 28	<i>Consider: What is authentic learning and what might it look like, sound like and feel like in an ECE classroom?</i>	Readings: Powell, William and Kusuma-Powell, Ochan. <i>How to Teach Now: Chapter 1. Knowing Our Students as Learners.</i> Retrieved from: http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx	July 28 Zoom Seminar 9:00 – 10:30 am MST LT2 Due August 2
Week 5 Aug. 2	Teachers as Designers of Learning <i>Consider: How do authentic, experiential learning experiences foster deep, rich understandings and strengthen student achievement?</i>	Reading to Review: Friesen, S. (2009). <i>What did you do in school today? Teaching effectiveness: A framework and rubric.</i> Toronto: Canadian Education Association. Retrieved from: https://www.edcan.ca/articles/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric/ Work on LT3	
Week 6 Aug. 9 - 11	Teachers as Designers of Learning	Complete and submit on LT3	LT3 Due August 11

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 ASSESSMENT

There are three required Learning Tasks for this course.

LEARNING TASK 1: Group Inquiry Presentation - DUE: July 26

Assignment One: Group Inquiry Presentation

Course Value: 30 %

Due Date: Monday, July 26

For this assignment, you will develop an inquiry topic based on a key question to be explored within the specialization discipline.

Choose **one** of the following questions:

1. Why study English Language Arts?
2. What counts as English Language Arts?
3. Why teach English Language Arts?
4. What are the big ideas or questions in English Language Arts?

Your questions should connect to class discussions and readings and should also be connected to the development of your lesson plan(s) (LT3). Your investigation is in the service of developing a deeper understanding of Early Childhood Education. As well, this is a designated small group inquiry project, which will investigate your question-topic through guided research into appropriate and useable resources specific to the discipline and through group discussions of personal experiences and field observations. Findings of the inquiry project will be shared electronically via a digital folder to be uploaded to the Dropbox 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. Be creative in the development of this folder.

Group presentations to the cohort to share your findings will be scheduled on Wednesday, July 21 so that you receive feedback to use in refining your work before submitting it on Monday, July 26.

Required elements of this project include:

- a cover page that visually represents your inquiry topic.
- I a quote that has inspired your inquiry.

1. An overarching question that frames the inquiry;
2. Textual and visual presentation of findings/responses, as well as questions and concerns that remain (4-5 pages, double-spaced); and,
3. 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 regarding this assignment for specific parameters within the specific specialization.

Assessment Criteria for Learning Task 1:
RUBRIC: GROUP PRESENTATION

Criteria	Excellent Superior performance showing comprehensive understanding of the subject matter. (A)	Good Clearly above average performance with knowledge of subject matter generally complete. (B)	Satisfactory Basic understanding of the subject matter. (C)	Unsatisfactory Does not meet requirements. (D and Below)
Clarity of Expression	Strong organization of ideas that are logically presented. Clear and concise quality of the presentation that results in high audience interest and engagement with the work.	Ideas are well organized that results in audience interest and engagement.	Ideas are presented in an organized fashion that results in audience interest.	Limited clarity of ideas. Fails to engage the audience.
Depth of Understanding/ Critique & Critical Analysis	Well-developed depth of understanding shown through strong connections between theory and practice. Careful and critical analysis of the topic and its implications to practice using multiple perspectives.	Strong connections between theory and practice. Careful and critical analysis of the topic and its implications to practice.	Sufficient connections made between theory and practice. Identification and examination of the topic and its implications to practice.	Minimal connections made between theory and practice. Superficial examination of the topic. Limited evidence of the examination of implications to practice.

Presentation	<p>Presentation was creative and aesthetically appealing, had a polished delivery, and provided an excellent overview of the topic.</p> <p>Images/Audio/Text strongly illustrated a concept, created a distinct atmosphere/ton e and/or added rich meaning to the work.</p>	<p>Presentation was appealing, effectively delivered, and provided a detailed overview of the topic.</p> <p>Images/Audio/Text illustrated a concept, created a distinct atmosphere/ton e and/or added meaning to the work.</p>	<p>Presentation satisfactorily met the required standard and presented a neutral perspective.</p> <p>Images/Audio/Text were used to support a concept and added to the atmosphere/ton e of the work.</p>	<p>Presentation did not meet the required standard.</p> <p>Little or no attempt to use images/audio/text to create an atmosphere/ton e in the work.</p>
---------------------	---	--	--	---

Learning Task 2: Reflection: Evolving Understanding of the Discipline – An Individual Learning Task

Course Value: 30 %

Due Date: Monday, August 2

The purpose of the assignment is for you provide a multimodal response to the following question:

“How has your conceptualization of the specialization discipline changed, been modified, or reinforced?”

Your response to these questions may take a variety of forms. The assignment could be completed as a conventional academic essay (3-4 pages, double-spaced with 12 pt. font), an illustrated story, an animation, or a short video or podcast. However, all responses must be persuasive, that is, you should take a personal stance on the question and explain your response, using relevant and varied evidence.

Include reference to the following documents in your response.

- Alberta Education Programs of Study. Retrieved from: <http://education.alberta.ca/teachers/program>
- Alberta Education (2008) *Kindergarten Program Statement* <https://education.alberta.ca/media/563583/kindprogstate2008.pdf>
- Alberta Education. (2016). *The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of study)*. Retrieved from: <https://education.alberta.ca/media/3273037/guiding-framework-oct-6-2016.pdf>
- Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*. Retrieved from: <https://education.alberta.ca/competencies/descriptions-indicators/>
- Three references from the required readings and resources and/or optional readings and resources

You may also draw upon:

- Classroom discussions
- Class readings
- Texts (poems, short stories, films, novels, videos, comics)
- Observations made during your field experience

Required elements of this Learning Task also include:

- a cover page that visually represents understanding of ECE.
- a quote that has inspired you as a pre-service ECE teacher.

Criteria for Assessment of Learning Task 2

RUBRIC: REFLECTION: EVOLVING UNDERSTANDING OF THE DISCIPLINE

<u>Criteria</u>	Excellent	Very Good	Satisfactory	Unsatisfactory
	Meets all and exceeds some requirements for Scholarly Performance A to A+	Meets all requirements for Scholarly Performance A- to B+	Meets most requirements for Scholarly Performance B to B-	Does not meet requirements for scholarly performance C+ and lower
Articulates a clear, insightful and persuasive response	Response includes a cover page and quotation, is introduced, clearly communicated and the focus is strongly maintained for the purpose, audience, and task.	Response is clear, and the focus is maintained for the purpose, audience and task.	Response is generally clear, but the focus may be insufficiently sustained for the purpose, audience, and task.	Response is unclear and not clearly developed for the purpose, audience and task.
Relevant evidence from the readings to support the response	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline.	Does not use credible and/or relevant sources to support ideas that are appropriate for the discipline.
Evidence of a growing understanding of concepts related to the teaching of the discipline	Uses appropriate, relevant and compelling evidence throughout the work.	Uses appropriate, and relevant evidence to explore and develop ideas through most of the work.	Uses little evidence to develop and explore ideas through the work.	Makes no use of evidence to explore and develop ideas.

Appropriate mode of expression in a clear, sophisticated and accurate manner	Uses subject-specific language that skillfully communicates meaning to readers with clarity and fluency and is virtually error free.	Uses straightforward language that generally conveys meaning to readers with clarity and with few errors.	Uses language that generally conveys meaning to readers, although writing may include some errors.	Writing is unclear and contains numerous errors.
Peer reviewed references and APA clarity	Reference page contains more than the five required references. Follows APA guidelines	Reference page contains the three required references. Follows most APA guidelines.	Reference page contains one or two of required references. There are many errors of APA guidelines.	Reference page contains no required references.

Learning Task 3: Short-term learning and assessment plan - An Individual learning task

Course Value: 40 %

Due: Wednesday, August 11

For this assignment, students design a short-term learning and assessment plan. The plan will be comprised of TWO/THREE lessons of 30- 35 minutes. Your plan should follow a clear and comprehensive template and include a plan for learning and assessment that promotes deep understanding of a key concept or competency in your discipline.

Drawing on your previous experiences, in this assignment, you will be asked to prepare an annotated lesson plan (of your choice) related to Early Childhood learning. To this end you will be asked to record your thoughts and decision-making processes while creating the lesson plan. This may be done in a variety of ways and will be discussed in class by your instructor. Simply put, however, you will record on the lesson plan the reasons for the choices that you have made, how this lesson plan fits into the broader context of a unit as described in the Programs of Study, and the intended results of creating the lesson in the manner in which you have done.

The following elements are required:

1. A thorough lesson plan for the lesson(s) **on a lesson plan template of your choice** clearly illustrating your vision for the lesson(s) and making clear the comprehensive vision you have to achieve the objectives. Your plan must include (although is not limited to) the following: grade level, objectives (connections to the Programs of Study), instructional strategies, options for inclusion/differentiation, formative assessment strategies, and materials required for the lesson(s).
2. Annotations to the lesson plan. Through discussion with your instructor, record the choices you made, the ideas you chose to include, and how this lesson fits into the curricular objectives as stated in the Alberta Programs of Study. Justify the pedagogical choices you have made by adding references to the literature you have discussed in class.

Assessment Criteria for Assignment 3:
RUBRIC: SHORT TERM LEARNING AND ASSESSMENT PLAN

Criteria	A to A+	A- to B+	B to B-	C+ and lower
DESIGN, Curricular Outcomes	Appropriate links to PoS for chosen level; clear understanding of curricular outcomes, are represented in lesson plan.	Some links to PoS for chosen level are appropriate; some PoS curricular outcomes are represented in lesson plan.	Links to PoS for chosen level not clear or appropriate; curricular outcomes present, but not clearly articulated; little effort to integrate curricular outcomes.	Few if any links provided between PoS and lesson elements; curricular outcomes not present.
Instructional Delivery	Plan well Informed by disciplinary knowledge and essential questions, lesson highly engaging, rich, authentic and inquiry-based; lesson is clearly student-centered; lesson clear and well-ordered; easy to envision how lesson will unfold; all important elements included; high degree of integration among lesson sections and excellent links.	Good evidence of carryover of disciplinary knowledge to lesson plan; lesson engaging and some parts inquiry-based; mostly student-centered; good attempt to integrate parts of the lesson; lesson plan mostly clear and logical flow; most important elements included.	Some evidence that disciplinary knowledge informed creation of lesson plan; lesson is inquiry-based and student-centered but needs to be strengthened; lesson plan flow is neither clear nor logical and is hard to follow; several important elements of good lesson plan are missing.	Little evidence that disciplinary knowledge informed creation of plan; inquiry-based learning is not clearly represented; lesson is teacher-centered; lesson plan is missing important elements and does not flow well (hard for reader to imagine how the lesson would unfold).
Deep Understanding	Lesson design is highly effective for encouraging deep understanding of Outcomes by students.	Lesson design provides good opportunities to encourage deep understanding of Outcomes by students.	Lesson design provides some opportunities to encourage deep understanding of Outcomes by students.	Absence of evidence of attempt to encourage deep understanding by students.

Assessment	Uses a variety of effective formative assessments for learning that are aligned with Outcomes and that guide instructional practice.	Uses some formative assessments for learning that are aligned with Outcomes and that guide instructional practice.	Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment.	Assessment lacking; no understanding shown of importance of appropriate and effective assessment; clear lack of direction for students.
Annotations	Annotations display a well-informed understanding and analysis of the role of planning in the teacher-student relationship. The annotated lesson plan is written clearly and stands as a superior example, free of errors.	Annotations show a competent understanding, if not analysis, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood.	The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.	The annotated lesson plans as a document experience deficiencies, and the overall quality of the document is diminished.

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, 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>

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 academic year is Kyle Corry, esa@ucalgary.ca.

Werklund SU Representative is Dwani Joshi, educrep@su.ucalgary.ca.