EDUC 460.01 S01: Specialization I (Early Childhood)  
Winter 2021

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Miwa A. Takeuchi</td>
<td><a href="mailto:Miwa.Takeuchi@ucalgary.ca">Miwa.Takeuchi@ucalgary.ca</a></td>
</tr>
</tbody>
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<tbody>
<tr>
<td>Start of Classes</td>
<td>Monday, January 11</td>
</tr>
<tr>
<td>Term Break, no classes</td>
<td>Sunday-Saturday, February 14-20</td>
</tr>
<tr>
<td>End of Classes</td>
<td>Friday, March 12</td>
</tr>
</tbody>
</table>

**Mandatory Zoom Sessions:**
9:30am-11:00am on the following dates
January 11, January 25, Feb 8, and March 1, 2021

**Office Hours:** By appointment only

**Course Description:**
The intent of the Specialization I Seminar is to introduce students to the concepts, theory, and design planning related to teaching within the specializations 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.

Early Learning theories and approaches, as they connect to practical classroom experiences will be explored through consideration of foundational early learning programs and approaches, the investigation of Alberta Education’s guiding curriculum documents, the design of learning and assessment plans, and the analysis of teaching/learning resources. Topics in teaching and learning will focus on developmentally and individually appropriate early childhood practice, including the place of inquiry-based learning, the importance and value of on-going formative assessment, the importance of curriculum diversification to meet the needs of all young learners, suggestions for effective classroom management practices and the identification of quality classroom materials and resources. Assignments will provide the opportunity for students to develop an understanding of short-term instructional design and to examine curriculum shifts in the province, as indicated in Alberta Education’s recent curriculum redesign documents.

**Learner Outcomes:**
Over the course of the semester, students will:
1) Develop a foundational understanding of the nature of discourse in the discipline, as related to teaching and learning, including specialized language, concepts, and terminology.

2) Understand teacher as designer of learning and assessment plans and use of the resources available for designing learning and assessment.

3) Explore and apply introductory theory related to the teaching of the discipline 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.

4) Successfully design short-term learning and assessment plans to deepen understanding of key ideas/concepts within the discipline.

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

REQUIRED RESOURCES: All the required readings are specified in the following course schedule. Please see below, Tentative Schedule of Weekly Topics and Readings.

LEARNING TASKS OVERVIEW

<table>
<thead>
<tr>
<th>LEARNING TASK</th>
<th>GROUP / INDIVIDUAL</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT1: Analysis of a Lesson and Assessment Plan</td>
<td>Group</td>
<td>30%</td>
<td>February 5, 2021</td>
</tr>
<tr>
<td>LT2: Creation of Short-term Learning and Assessment Plan</td>
<td>Individual</td>
<td>40%</td>
<td>March 5, 2021</td>
</tr>
<tr>
<td>LT3: Portfolio – Your Conceptual Understanding on Early Childhood Education through the Participation in Scholarly Community</td>
<td>Individual</td>
<td>30%</td>
<td>Ongoing Curated evidence due: March 12, 2021</td>
</tr>
</tbody>
</table>

LT1: Analysis of a Learning Design and Assessment Plan (30%) Due: February 5, 2021

For this assignment, students will work in small groups to analyze inquiry-based learning design and associated assessment plans that have been published, found online, or experienced in practice. It is recommended that you locate an inquiry-based learning design that contains at least 3-4 related lessons/learning activities, and associated assessment plans - one that covers at least two disciplines (e.g., mathematics and science or social studies and language and literacy).

The following sites would be helpful in locating possible lesson and assessment plans (available on D2L), in addition to our course readings:

- OISE/University of Toronto Inquiry-based Lesson Plans for the Early Years
  https://wordpress.oise.utoronto.ca/robertson/inquiry/
- Food Share Lesson Plans: https://foodshare.net/program/educator/
The purpose will be to foster professional learning conversations in order to build knowledge about the features of a well-designed, inquiry-based lesson and assessment plan appropriate at the Early Childhood level, and to provide helpful and supportive suggestions to strengthen the designs selected by their peers.

Students will provide a critical review of the learning design and assessment plan, by addressing each of the following aspects of Unit and Lesson Plan templates (“the design template”) adapted from Wiggins, G. (2005). Overview of Understanding by Design and developed by members of University of Calgary Werklund School of Education:

1. **Program of Studies Foundations**
   - What program foundations form the emphasis of the unit? What big ideas from the programs of studies are included?

2. **Essential Question**
   - What is the big, overarching question guiding the unit plan?

3. **Unit Plan Outcomes**
   - What are the program of studies general outcomes and specific competencies that would be covered in the unit? What would students understand, be able to do, be able to apply?

4. **Unit Plan Resources**
   - What resources would be required? Were there be guest speakers/field trips to plan for? Would you need particular resources/materials/technologies

5. **Unit Plan Summative Assessment**
   - What will you accept as evidence that learning has occurred at the conclusion of this unit of learning?

6. **Lesson Plan Sequence/Outcomes**
   - For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next? What events will help students engage with explore, explain, elaborate on and evaluate the big idea in the unit? How will you help guide students to reflect, rethink and refine their work/ideas/understandings? How will you help students to exhibit and self-evaluate their developing skills/knowledge/understandings?

7. **Recommendations:**
   - What suggestions do you have to strengthen the learning design?

In addition, please consider:

8. **Theory:**
   - What are the underpinning implicit or explicit theories of learning? Was diversity in learning addressed?
**Criteria For Assessment of Learning Task 1**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED (A- TO A+)</th>
<th>DEVELOPING (B- to B+)</th>
<th>BEGINNING (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of Learning Design and Assessment Plans</td>
<td>All the above 8 points are addressed in a thorough, detailed and well-supported critique of lesson and assessment plans.</td>
<td>Some or all of the 8 points are addressed in a descriptive critique of the lesson plan.</td>
<td>Some of the 8 points from are missing or incomplete or addressed in a cursory manner.</td>
</tr>
<tr>
<td>Grounding and pairing with theory</td>
<td>Analysis is grounded and paired with theories, makes multiple connections to the literature, is highly effective, and well-explained.</td>
<td>Analysis is grounded and paired with theories, makes one or two connections to the literature, is usually effective, and well-explained.</td>
<td>Connections to theory and/or explanations are missing or incomplete or made in a cursory manner.</td>
</tr>
<tr>
<td>Presentation of ideas</td>
<td>Method of presentation is effective, well organized, clear, and concise.</td>
<td>Method of presentation is informative, and well organized.</td>
<td>Presentation is reasonably informative but lacking in organization.</td>
</tr>
</tbody>
</table>

**LT2: Creation of Short-term Learning and Assessment Plan (40%) Due: March 5, 2021**

Based on some of the work done in LT1, students will individually create a short-term learning and assessment plan. In this final assignment, you will be asked to prepare an annotated lesson plan that incorporates significant concepts that are relevant to young children (Kindergarten to Grade 4 level). Your plan should incorporate at least two curricular areas as identified in the Alberta Education’s Programs of study and/or Alberta Education’s Kindergarten Program Statement. To this end you are asked to record on or adjacent to the lesson plan, the reasons for the teaching and learning choices you made, how this lesson plan fits into a broader context of a unit that meets the learning outcomes outlined in the appropriate Programs of Study or Kindergarten Program Statement, and the intended results of creating the lesson as you have indicated.

The following elements are required:

- A thorough lesson plan for the lesson(s) on a lesson plan template of your choice, illustrating clearly your vision for the lesson(s), and making clear the comprehensive vision you have to ensure student learning as guided by the learner outcomes. Learner outcomes should be identified within Alberta Education’s Program of Studies/ Kindergarten Program Statement. Your plan must include (although is not limited to) the following: objectives, options for inclusion/differentiation, and formative assessment strategies that link to your objectives.
- Examples of on-going formative assessment that align with and support student learning
- Annotations to the lesson plan. Within, or parallel to the lesson plan, you are asked to identify the choices you made by providing evidence of your knowledge of:
  - How young learners learn
  - Theories and philosophies appropriate to early childhood education
  - Effective and appropriate assessment strategies
  - Learning outcomes identified in Alberta Education’s Program of Studies/ Kindergarten Program Statement
**CRITERIA FOR ASSESSMENT OF LEARNING TASK 2**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED (A- to A+)</th>
<th>DEVELOPING (B- to B+)</th>
<th>BEGINNING (C+ or less)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESIGN</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Curricular Outcomes</td>
<td>Appropriate links to Program of Studies (POS) for chosen level; clear understanding of curricular outcomes as expressed in POS</td>
<td>Some links to POS for chosen level are clear and appropriate; some POS curricular outcomes are represented in lesson plan</td>
<td>Links to POS for chosen level not clear or appropriate; curricular outcomes present but not clearly articulated</td>
</tr>
<tr>
<td>Instructional Delivery</td>
<td>Plan well informed by disciplinary knowledge; lesson highly engaging 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</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td>Deep Understanding</td>
<td>Lesson design is highly effective for encouraging deep understanding of content objectives by students</td>
<td>Lesson design provides good opportunities to encourage deep understanding by students</td>
<td>Lesson design shows awareness of importance of encouraging deep understanding by students but not effective in achieving that understanding</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>Appropriate assessments are clearly integrated into lesson; clearly communicates to students how individual tasks fit in. Uses a variety of effective formative assessments to inform instructional decisions and to improve practice; strong statement of how assessment will improve practice</td>
<td>Good effort to integrate appropriate and effective assessments; Shows some variety in choices for formative assessment – most are effective; clear statement of how assessments will improve practice</td>
<td>Some attempt made to include appropriate assessment opportunities; shows lack of understanding of what constitutes effective assessment; no communication to students of how to situate their work. Formative assessment options are limited and not particularly effective; does not address how assessment will lead to improved practice</td>
</tr>
<tr>
<td><strong>ANNOTATIONS</strong></td>
<td>Annotations display a sophisticated understanding/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.</td>
<td>Annotations show a competent understanding, of the role of planning in the teacher-student relationship. The annotated lesson plan is well written and easily understood.</td>
<td>The annotated lesson plan is clear although minor errors are present which do not significantly compromise the overall quality.</td>
</tr>
</tbody>
</table>
LT3: Portfolio – Your Conceptual Understanding on Early Childhood Education through the Participation in Scholarly Community (30%) Due: Ongoing, Curated Evidence Due is March 12, 2021

In this assignment, you have the opportunity to demonstrate your engagement with the various ideas, insights, and processes within the field and praxis of early childhood education presented in the course. Throughout the course you will have ongoing opportunities to apply key insights and concepts from course texts and resources towards the development of your work in Learning Tasks 1 and 2. At the beginning of each week the instructor will post a To Do List outlining a series of tasks and activities. These tasks and activities will include reading or listening to course texts and responding to prompts within discussion forums on D2L, acting as a critical friend to provide feedback on colleague’s ideas, collaborative dialogue within synchronous zoom meetings, along with optional opportunities to participate in small group conversations and feedback sessions with the instructor.

Assignment format: The weekly tasks or activities will fall into one of the following four categories: 1) knowledge building activities, 2) application exercises, 3) idea contributions, and 4) collaborative feedback. Using a Word document self-assessment template provided by your instructor, you are asked to individually curate evidence of your engagement within each of these four areas. Evidence of engagement can be demonstrated in a number of ways including copying and pasting highlights of discussion board posts and replies that took place on D2L. Evidence can also include notes on contributions made during synchronous zoom meetings, along with interactions that occurred with colleagues outside the D2L discussion space.

The instructor will use the word document self-assessment document provided to make a final summative evaluation. Instructors may also assess this assignment drawing on notes or other evidence gathered during online interactions. The Word document containing the ongoing curated evidence and self-assessment within each category is due in the D2L Drop box by March 12th.

Criteria For Assessment of Learning Task 3

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>BEGINNING (C+ or less)</th>
<th>DEVELOPING (B- to B+)</th>
<th>ACCOMPLISHED (A- TO A+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Building Activities</td>
<td>Curated evidence shows a lack of engagement with many of the knowledge-building activities. Rarely puts forth substantive ideas and arguments garnered from course texts. Failed to negotiate gaps in understanding by asking thoughtful questions that drew people into discussions.</td>
<td>Curated evidence shows engagement with the only some of the knowledge-building activities. Occasionally puts forth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by occasionally asking thoughtful questions that drew people into discussions.</td>
<td>Curated evidence shows a thorough engagement with all the knowledge-building activities. Consistently puts forth substantive ideas and arguments garnered from course texts. Negotiated gaps in understanding by consistently asking thoughtful questions that drew people into discussions.</td>
</tr>
<tr>
<td>Application Exercises</td>
<td>Curated evidence shows a lack of engagement with many of the application exercises. Failed to apply key concepts in new.</td>
<td>Curated evidence shows a thorough engagement with only some of the application exercises. Occasionally applies key ideas and concepts in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Curated evidence shows a thorough engagement with all the application exercises. Consistently applies key ideas.</td>
</tr>
</tbody>
</table>
**Tentative 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.

<table>
<thead>
<tr>
<th>Weeks, Topics, Deadlines, and Readings</th>
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<tbody>
<tr>
<td><strong>Week 1 (Jan 11-15, 2021): Pedagogy in the Early Years</strong></td>
</tr>
</tbody>
</table>

**Required Readings:**


**References (the following readings will be revisited throughout the semester):**


### Week 2 (Jan 18-22, 2021): Theories of Play and Learning in the Early Years

**Required Readings:**


**References (the following reading will be revisited throughout the semester):**


### Week 3 (Jan 25-29, 2021): Lesson Design

**Required Readings:**


Mandatory Zoom Session #2 – January 25, 2021 9:30-11:00

**Week 4 (Feb 1-5, 2021): Fostering Disciplinary Learning in the Early Years**

**Required Readings:**


Jigsaw Reading (You will choose the following a) or b))


**References (the following readings will be revisited throughout the semester):**

Alberta Education (2018). Draft K-4 curriculum. [https://new.learnalberta.ca/?sections=%5B%7B%7B%22name%22:%22Home%22,%22autoHeight%22:true%7D%5D]

LT1 Due – February 5, 2021

**Week 5 (Feb 8-12, 2021): Fostering Transdisciplinarity Learning in the Early Years**

**Required Readings:**

*Early years podcast: Monique Gray Smith in conversation with Onawa McIvor.* [https://soundcloud.com/bcgov/ep-6-early-years-podcast/s-NZ48b?in=bcgov/sets/early-years-podcast/s-dhqHz]


Mandatory Zoom Session #2 – January 25, 2021 9:30-11:00

**Mandatory Zoom Session #3 February 8, 2021 9:30-11:00**

<table>
<thead>
<tr>
<th>Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 14-20, 2021</td>
<td>Family Day/Reading Week – no classes</td>
</tr>
</tbody>
</table>

**Week 6 (Feb 22-26, 2021): Pedagogy of Listening and Assessment for Learning**

Required Readings:


**E-book license permits only one online user at a time; per day, a user may save/print to PDF (for offline access) up to 132 pages**

Discipline-based Inquiry Rubric (from Galileo.org):


**Week 7 (March 1-5, 2021): Diversity and Social Justice in the Early Years**

Required Readings:


**Mandatory Zoom Session #4 March 1, 2020 9:30-11:00**
Week 8 (Mar 8-12, 2021): Synthesizing Our Learning

TBA

Research Participation:
You may be invited to participate in a research project involved in this course. However, the instructor will not know who will be participating in the research project until the grades for this course have been submitted.

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA Value</th>
<th>%</th>
<th>Description per U of C Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
<td>95-100</td>
<td>Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
<td>90.94</td>
<td>Excellent - Superior performance showing comprehensive understanding of the subject matter</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>85-89</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>60-64</td>
<td>Satisfactory - basic understanding of the subject matter</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>55-59</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>52-54</td>
<td>Minimal pass - Marginal performance</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>50-51</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>49 and lower</td>
<td>Fail - Unsatisfactory performance</td>
</tr>
</tbody>
</table>

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/](http://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](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](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](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](https://www.ucalgary.ca/registrar/registration/course-outlines).
Education Students Association (ESA) President for the academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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