EDUC 535.01: Specialization II: Early Childhood Education
Fall 2023

<table>
<thead>
<tr>
<th>Section</th>
<th>Instructor</th>
<th>Time</th>
<th>Location</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>S01</td>
<td>Joy de Nance</td>
<td>W 12:00-3:50</td>
<td>EDC 255</td>
<td><a href="mailto:joy.denance2@ucalgary.ca">joy.denance2@ucalgary.ca</a></td>
</tr>
</tbody>
</table>

Term Dates: September 5-October 27, 2023

Class Dates: Wednesday: September 6-October 25, 2023

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

EXTENDED COURSE DESCRIPTION:
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, students will:

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

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

3) Successfully apply theoretical knowledge to the design of a longer-term unit and assessment plan.
**COURSE DESIGN AND DELIVERY:**
The course will consist of a combination of in-class large and small group discussions with opportunity to participate in a guided collaborative manner to complete in-class assignments and course assignments and to lay the foundations for effective teaching and learning practice at the ECE level. This course will be delivered face-to-face on campus with possible engagement in a D2L environment. It is expected that students read further in the area of topics identified and discussed in class.

**REQUIRED RESOURCES:**
There is no required resource beyond the readings for each week.

**Additional Suggested Professional Reading Suggestions**
Articles and books in this list include the particular readings in the weekly course schedule in the Course Outline. This list is comprehensive and intended to inform you of resources that may be of value in your current work and in your future work as a practicing teacher. They are not all required reading for this course.

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991019106009704336

Alberta Education ESL Benchmarks http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction.*
https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-ed7e20f09e7c/resource/4f325cb0-b111-4284-80fb-6b83e072b49/download/makingadifference-2010.pdf

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991026589579704336


Barell, J. (2008). *Why are school buses always yellow?: Teaching for inquiry, preK-5.* Corwin Press. (print copy is available)
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991016774329704336

*2nd edition published 2016 available as ebook:*


https://files.eric.ed.gov/fulltext/ED436726.pdf - scroll down to p. 110
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


https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991002122949704336


https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/1rf6mu5/alma991002122949704336


Education Counts Michiana - The Reggio Emilia Approach Retrieved from: https://www.youtube.com/watch?v=jYx_aGs-DjU


Indigenous Education Resources
https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning


*Print copy available in LCR:*  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991001560179704336


*Print copy available in LCR*  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma99102913699704336

https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1877816/marvelous-minilessons-for-teaching-nonfiction-writing-k-3/2626948/

https://doi.org/10.1002/trtr.1270  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_miscellaneous_1660012383


*Print copy available in LCR:*  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012547819704336

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991014457289704336

*Print copy available in LCR:*  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991028151208104336


**Learning Tasks Overview**

<table>
<thead>
<tr>
<th>Learning Task</th>
<th>Description of Learning Task</th>
<th>Group / Individual</th>
<th>Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Inquiry Project Creating a concept map/web for the unit plan</td>
<td>Development of a topic of inquiry/essential questions to be explored around disciplinary knowledge relevant to ECE</td>
<td>Group</td>
<td>30%</td>
<td>Sept. 20/23</td>
</tr>
<tr>
<td>Unit and Assessment Plan</td>
<td>Design of a unit and assessment plan that illustrates developmentally and individually appropriate programming for young children</td>
<td>Individual</td>
<td>45%</td>
<td>Oct. 11/23</td>
</tr>
<tr>
<td>Classroom wellness and self-care plan</td>
<td>Using Canva, design elements for a classroom and personal wellness plan</td>
<td>Individual</td>
<td>25%</td>
<td>Oct. 25/23</td>
</tr>
</tbody>
</table>

**Weekly Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Tasks</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Discussion of Field 2: What was your best experience? What did you learn? What is next on the teaching journey? Concerns – things you wish you had tried. Review of Alberta Education curriculum material Connecting foundational beliefs and classroom approaches Focus on Inquiry and Unit Planning</td>
<td></td>
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<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=RVhKTMFCgq0">https://www.youtube.com/watch?v=RVhKTMFCgq0</a> <a href="https://galileo.org">https://galileo.org</a> Designing Learning – <a href="https://galileo.org">https://galileo.org</a></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td></td>
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<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sept 13</td>
<td>Building conceptual understanding K-3</td>
<td>What inquiry experiences did you have in Field 2?</td>
<td></td>
</tr>
</tbody>
</table>
  
  
Showcase: a grade 2 inquiry unit “Saving the Bees” and “Ways of looking at the land” – K inquiry unit  
  
Group reading of |

Phonemic Awareness, early writing, early reading, journals Practices in K-3 |


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](https://www.youtube.com/watch?v=eaVZ9gDQvRA&t=124s) |


Learning task 1 due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 27</td>
<td>Essential Numeracy skills</td>
<td>Review of curriculum material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Measurement in the classroom</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------</td>
</tr>
</tbody>
</table>
| Oct 4 | Literacy and Numeracy | Formative assessment - what are you looking for?  
Anecdotal note taking, RRST, the Lens  
What are IPP’s?  
Alberta Education ESL Benchmarks [Link](http://www.learnalberta.ca/content/eslapb/printable_benchmarks.html) |
| Oct 11 | Classroom environment | A look at the day in an early learning classroom - entry, routines, classroom management, transitions  
Create Rubric for LT 3  
Available at: [Link](https://www-taylorfrancis-com-ezproxy-lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth) | Learning task 2 due |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Details</th>
</tr>
</thead>
</table>
| Oct 18 | Multidisciplinary- science, the importance of nature | Beyond Ecophobia  
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/15o3ob6/cdi_proquest_journals_197622657  
Exploring the new Science Curriculum  
Indigenous Education Resources  
https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning  
https://www.albertaschoolcouncils.ca/public/download/documents/55705  
Yardley, & Blacksmith, A. (2017). As big as the sky, as tall as the trees: a moving journey through the heart and land of Alberta. 4th Floor Press, Inc. |
https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46l39d/alma991012547819704336  
Retrieved from: | Learning task 3 due |
Look at resources for enhanced services: speech pathologist, OT- occupational therapist, PT- physical therapist
Social stories/use of visuals
Group sharing of LT3

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 PLANS

There are three required Learning Tasks for this course.

I. LEARNING TASK 1: Group Inquiry Project – Value 35% of final grade – Due date September 20th, 2023

For this assignment, working in groups of 2 or more, you will develop an inquiry topic with essential questions and understandings relevant to the Early Childhood classroom and gather supportive ideas and resources. This inquiry topic will reflect quality practice in Early Childhood Education, guided by your knowledge and understanding of foundational theories, guiding principles and related Programs of Study. It should include possible essential questions, understandings, guiding questions, supportive teacher and student resources, as well as the consideration of possible assessment tasks that would reflect quality practice in Early Childhood Education. This assignment will lay the foundation for Learning Task 2 in which you will generate a rich, engaging ECE unit and assessment plan.

The format will include a written rationale, a concept map, sometimes referred to as a mind map or web design to show the connections between ideas and references. You may choose a topic applicable to a K-3 classroom.

Note: This small group assignment is essentially making visible the initial brain storming processes that teachers employ when beginning to plan a unit – a gathering of ideas, materials, resources and possibilities that will serve you in developing your unit plan to follow in Learning Task 2. It will allow you to investigate an inquiry topic through small group and classroom discussions of personal experiences, through previous field observations and other related teaching experiences, through guided research into appropriate and useable resources specific to ECE, and through assigned and self-selected readings.

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

Required elements of this project include:
1. A topic, essential understandings or overarching essential question hosting the inquiry;
2. A written rationale using proper APA 7 formatting
3. Textual and visual presentation of findings/responses, as well as guiding questions and concerns that have arisen in your considerations of the inquiry plan.
4. A listing of possible resources (print, performance, and digital) that could be used in the project completion, cited appropriately using APA approved formatting. (This should be presented as a reference page.)

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

**Grading Criteria for Learning Task 1**

Group inquiry projects will be assessed on the following criteria:

1. Quality, meaningfulness and appropriateness of the inquiry topic, essential understandings and essential questions presented as a written rationale including:
   
   a. Clarity of presentation of the inquiry topic, essential understandings, essential questions and supportive guiding questions
   
   b. Comprehensiveness of the rationale for the topic, essential understanding/inquiry question and guiding questions- curriculum connections and relevant readings
   
   c. Relevance and value of the inquiry project to young learners;
   
   d. Significance and relevance of resources with correct citations.

2. Overall presentation of findings including:
   
   a. Organization, clarity, and succinctness
   
   b. Writing effectiveness that provides clear summary of findings and conveys the brainstorming and key findings of the group;
   
   c. Effectiveness of visuals in depicting issues raised in inquiry;
   
   d. Specificity of references made to resources.

3. Concept/mind map design elements used in representation of the group inquiry question and the findings, including:
   
   a. Effectiveness of visuals in depicting elements raised in inquiry;
   
   b. Presence of clear, relevant, and striking use of visuals and/or technology and media; and
   
   c. Connectedness between the inquiry topic, essential questions, supporting text and the use of visual content.

<table>
<thead>
<tr>
<th>I. VALUE OF RESEARCH QUESTION AND RESOURCES</th>
<th>ACCOMPLISHED A+ TO A- (85-100)</th>
<th>DEVELOPING B- TO B+ (70-84)</th>
<th>BEGINNING C+ OR LESS (65-69)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength of inquiry question/topic</td>
<td>The research question/topic, essential questions and understandings are clearly stated, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school</td>
<td>The research question/topic and essential questions and understandings are appropriate and clearly stated but may be general or too narrow in focus</td>
<td>The research question/topic and essential questions and understandings are roughly sketched and in need of refinement</td>
</tr>
<tr>
<td>What do you want to know?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale for inquiry question/topic</td>
<td>The rationale for choosing the research question/topic, essential questions and understandings is well</td>
<td>The rationale for choosing the research question/topic, essential questions and understandings gives</td>
<td>The supporting rationale is weakly developed and/or provides limited consideration of its impact on</td>
</tr>
<tr>
<td>Why do you want to know?</td>
<td>Provide curriculum outcomes to demonstrate interdisciplinary connections</td>
<td>Value of research question/topic in teaching and learning</td>
<td>What activities will you choose?</td>
</tr>
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</tr>
<tr>
<td>supported with thoughtful consideration and understanding of the impact on student engagement, interest and development. Connections to Programs of Study and readings are clearly identified.</td>
<td>consideration to the impact on student engagement, interest and development. Some connections to Programs of Study are provided.</td>
<td>The research question/topic, essential questions and understandings have some potential to provide variety in engaging student interest. They provide students with some variation in the how they will demonstrate their understanding.</td>
<td>The research question/topic, essential questions and understandings have limited potential for variety in the presentation of information and limited ways for students to demonstrate their understanding.</td>
</tr>
<tr>
<td>Value of references to support teaching and learning</td>
<td>The research question/topic, essential questions and understandings provide the teacher with multiple ways of engaging students in a variety of learning activities that would provide students with opportunities to demonstrate their understanding and development. (UDL principles)</td>
<td>Some attention is given to providing age-appropriate and scholarly resources that relate to the issues and opportunities presented by the research question/topic, essential questions and understandings</td>
<td>Resources are referenced but are limited in variety and are missing a clear connection to the research question/topic, essential questions and understandings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Overall Presentation</th>
<th>ACCOMPLISHED</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>How easy is it for us to follow your train of thought and find the key components?</td>
<td>Analysis is: • Exceptional • Presented in a logical format • Clearly summarized, well organized and easily followed</td>
<td>Analysis is: • Appropriate • Presented in an understandable format • Organizationally adequate</td>
<td>Analysis is: • Lacking in clarity or development • Weak in formatting and organization • Difficult to follow and understand</td>
</tr>
<tr>
<td>Effectiveness of writing to convey and summarize ideas Does it represent the input of all group members?</td>
<td>Key ideas are relevant, clearly described and supported with well-chosen examples and connected to research, readings and programs of study</td>
<td>Key ideas are described and supported with limited examples, connections to research, readings and Programs of Study</td>
<td>Key ideas are vague with limited examples, connections to research or Programs of Study</td>
</tr>
<tr>
<td>Specificity of references to resources</td>
<td>Resources included are relevant and appropriate and are fully cited following APA 7 requirements</td>
<td>Paired with research support and following APA 7 citation requirements</td>
<td>Not directly linked to the current research in the field and/or does not employ APA 7 citation requirements</td>
</tr>
<tr>
<td>3. Digital Design Elements</td>
<td>ACCOMPLISHED</td>
<td>DEVELOPING</td>
<td>BEGINNING</td>
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<tr>
<td>Effective use of visuals to enhance the strength of the findings</td>
<td>The concept map or mind map employs engaging and clearly connected visuals with an accompanying legend or key</td>
<td>The concept map or mind map includes mainly relevant visuals with an accompanying legend or key</td>
<td>The concept map or mind map includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project and is missing elements in the legend or key</td>
</tr>
<tr>
<td>Do visuals help to clarify understanding of the issues?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do visuals engage and hold the audience?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are the inquiry, overall presentation of information and visual content well connected and meaningful?</td>
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</table>

Summary of Grading Based on Above Criteria

An A+ to A project will present a significant research inquiry topic with excellent essential questions and understandings, a clear rationale and exceptional explication of organized, well-written and well-supported findings. The digital design will employ engaging and clearly connected visuals with an accompanying legend or key.

An A- to B+ project will be guided by a good research inquiry topic with limited essential questions and understandings, a supporting rationale with generally well-written and developed findings that are paired with some research support and a few examples. The digital design will mainly include relevant visuals with an accompanying legend or key.

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

2. LEARNING TASK 2: Design a Unit and Assessment Plan: Individual submission – Value 40% of final grade
DUE: October 11th, 2023

For this assignment, you will work independently to develop a topic of inquiry/unit with up to 7 interdisciplinary lesson plans that arise from your group inquiry project (Learning Task1) and supports the learning and developmental strengths and needs of young learners (grades K-3). Your individually submitted unit plan should include “ready to teach” lesson plans with listed materials and resources. They will include associated performance assessment tasks with accompanying rubrics and provide evidence of its alignment with current educational priorities as outlined in The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum (Programs of Study) (The Guiding Framework) and Alberta Education’s Primary Programs Framework. General and specific learner outcomes and/or competencies (from the appropriate Programs of Study and/or Kindergarten Program Statement and/or The Guiding Framework) are to be addressed through the inquiry. You might consider using the format, adapted by U of C, from the Understanding by Design (UbD) Unit Plan as outlined by Wiggins and McTighe. This can be found on our D2L page. Other lesson plan formats that effectively represent your planning processes are also acceptable.
Required elements of this project include:

1. Design of an inquiry-based unit-plan for learning, teaching, and assessment (guided by your group concept map from Learning Task 1) that sponsors deep and rich investigation of essential understandings and/or competencies appropriate at the ECE level;
2. A written rationale for the learning, teaching, and assessment plan, as supported by theories of ECE and curriculum documents, for example: the Guiding Framework;
3. A list of valuable resources, reference books, quality children’s literature and learning materials that support the inquiry/learning unit;
4. Discussion of the practicalities of enacting this learning, teaching, and assessment plan: fitting it into a larger context and integrating effective formative-assessment strategies to inform scaffolding, and discussion of possible adaptations to meet the needs of diverse learners;
5. Include the essential questions and understandings from Learning Task 1 on the lesson plans;
6. The 10 elements can be described in paragraph form or, if they are specific to a lesson plan, can be included in the plan itself.

**Criteria For Assessment of Learning Task 2**

Grading Criteria Checklist for Learning Task 2

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

1. Unit Title, Subject Area, and Topic – The inquiry topic of your unit.
2. Reference to the Alberta Education Programs of Study/ Guiding Framework/Kindergarten Program Statement–Applied to ECE. Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.
3. Grade Level – The grade for which this Unit is intended.
4. 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. This can be a separate paragraph and does not need to be on each lesson plan.
5. Learning Outcomes– The learning outcomes for the overall unit (longer term). In each lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Three or four learning outcomes should define what the students should know/be able to do by the end of the unit and/or lesson. List curriculum outcomes in each discipline, as they apply to the lesson plan. For example, an art lesson may have elements that pertain to the art curriculum, but also have a math focus.
6. 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? What classroom management systems need to be considered for your lesson- material distribution or collection? What questions might you ask students? The lesson should be considered “ready to teach”.
7. List of Sources – A list of all sources consulted in preparation of the unit. Note: multiple sources are expected. Include a variety of fiction and non-fiction children’s literature selections. Present a reference page in APA format.
8. List of Materials – A list of all materials needed to teach the unit that are not readily available to the teacher every day. You can place the list of materials on the specific lesson plan. Be specific!

9. 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-a-second-language learners, gifted students, and students who excel at group work or at independent time?

10. 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 an inter-disciplinary approach. Think of ways to promote wonder and engagement in your students.

<table>
<thead>
<tr>
<th>GRADING</th>
<th>A, A+</th>
<th>B+, B-</th>
<th>B-, B</th>
<th>C+ or less</th>
</tr>
</thead>
</table>
| Design is focused on building understanding | Demonstrates an exceptional understanding of:  
- How students learn,  
- Disciplinary core concepts and connections  
- 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. | 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 a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based). | Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction |
| Design is informed by ECE principles and disciplinary knowledge | Designs learning experiences that engage the students in the distinct ways of thinking about and acting in the world that characterize ECE—the ways of making meaningful connections and building deep understanding in young learners. | Designs learning experiences that are organized around key principles of ECE, core concepts and disciplinary areas  
Considers ways in which young learners make connections between existing and new ideas to build understanding. | Designs learning activities that are organized around subject matter. Limited attention is given to organizing around key principles of ECE or utilizing discipline experts. | Selects activities that emphasize subject matter acquisition that deal with acquiring information, facts. |
| Work is authentic | The work students undertake requires them to engage in productive collaboration with each other, with the inquiry topic and resources, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to young learners. | The work students undertake requires them to engage in some collaboration with each other, and with the inquiry topic and resources that are of interest to young learners | The work students undertake has some connection to the world outside the classroom. | The work students undertake requires them to acquire and recall static, inert facts. |
Work fosters deep understanding

The work students undertake fosters strong habits of mind, innovation and creativity. Students are routinely asked to describe their understanding and reasoning, make connections between and among concepts, and to make judgments and conclusions and with an examination of different viewpoints based on evidence.

Assessment is comprehensive

Assessment is integral to the learning and woven into the day-to-day fabric of teaching and learning. A wide range and choice of learning tasks inform instructional decisions in order to improve practice. Assessment tasks provide an accurate, comprehensive, defensible picture of student learning and of student competencies. Teacher uses a wide variety of ongoing formative assessments to inform instructional decision and to improve practice. Teacher and students work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidences of learning including written assignments, student reflections, portfolios, digital images of student work.

What are you assessing and how will you know students understand? How will that focus your future lessons?

The work students undertake requires that they describe their observations and how they connect with their previous experience. The teacher uses occasional formative assessment instrument to improve learning and guide planning decisions. Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifact and the occasional technology presentation. A limited variety of learning tasks provide a general picture of student learning and competencies.

Assessment is both summative and formative. The teacher uses a limited number of formative assessments and tasks to improve learning and inform instructional decisions. Assessment tasks provide 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 wide range evidences of learning including written assignments, student reflections, portfolios, digital images of student work.

Assessment is exclusively summative and is not used to inform practice. Assessment tasks provide a limited picture of student learning. (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.
Clear criteria are established

Age-appropriate, clearly worded assessment criteria are used by the teacher and students to support student work throughout the inquiry. Assessment criteria are collaboratively designed with students, and mediated by or added to by the teacher.

Age appropriate, clearly worded assessment criteria are collaboratively designed with students in ways meant to ensure that everyone has input and understands the learning expectations.

Assessment criteria are developed by the teacher who uses them in summative assessment.

Assessment criteria are not in evidence prior to grading and is shared after the work has been graded.

3. LEARNING TASK 3: Classroom Wellness and Self-Care Plan  

Due: October 25th, 2023  
Value: 25% of final grade

The purpose of Learning Task 3 is for you to focus on aspects to support the social and emotional climate you build within your classroom community of learners. Mental health concerns within the student and teacher populations are well documented. Self-care was an important part of Field 2 and it is also important to develop a wellness plan for the classroom environment that supports student and teacher self-regulation, mindfulness, and self-care (both teacher and student self). It is encouraged that a CANVA presentation be the cornerstone of the learning task.

Required Components of Assignment 3

Why?
• A rationale for your decisions that identifies readings or other research that ground your practice both for individual teacher and student emotional wellness

What?
• A thorough description of up to 10 daily and/or weekly activities to support your classroom plan
• Suggestions are to include a variety of movement activities, mindfulness, art therapy, music, student check-ins—be creative and innovative-
• Consider elements of classroom design, to support the plan- what could your classroom contain to support student and teacher mental health- what do you need to be calm and focused
• A reference list of at least 10 children’s literature selections, resources and materials using proper APA 7 formatting
• A description of specific, achievable personal self-care options- what can you do daily and weekly to promote healthy self-care

Assessment for Learning Task 3

The CANVA presentations will be shared with the group on the last day of class and uploaded to D2L

We will collaboratively develop the rubric criteria for the assessment of this Learning Task prior to the assignment
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](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 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

<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>Good - clearly above average performance with knowledge of subject matter generally complete</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>80-84</td>
<td>Good</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>75-79</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>70-74</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>65-69</td>
<td>Satisfactory - basic understanding of the subject matter</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>Satisfactory - basic understanding of the subject matter</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>Minimal pass - Marginal performance</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**

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](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](http://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 based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor.

**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

Education Students Association (ESA) President for the academic year is Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is Elsa Stokes, educrep@su.ucalgary.ca.