

**EDUC 535.01 S01: Specialization II Early Childhood Education**  
**Fall 2021**

AB

Section	Instructor	Time	Location	Email
S01	Patricia Bolger	MWF 9:30 - 10:50	Online	<a href="mailto:patricia.bolger@ucalgary.ca">patricia.bolger@ucalgary.ca</a>

Class Dates: September 7 – October 29, 2021

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

**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).

**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:** This online course is delivered through a problem-based and inquiry-focused approach. Student participation is crucial to the knowledge building in this course. Students are expected to attend all online classes and participate in synchronous and asynchronous conversations through Zoom and Desire2Learn (D2L). Assessment is based on rubrics for the three Learning Tasks. D2L will be used weekly to post class information and for submitting assignments. You will need a device that supports online communication.

**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>

Each week a list of readings/videos will be referenced in class and noted for you in the Weekly Course Schedule, as well as on D2L. Suggestions of supplementary readings and resources to support the completion of the assignments will also be referenced.

**ADDITIONAL RESOURCES:**

It is expected that students read further in the area of topics identified and discussed in class. Students must be able to access books and journal articles using the University of Calgary Library system. They will find the Article Indexes on the University of Calgary Library website to be helpful.

Doucette Library:

Library Guide for Early Childhood Education

<https://library.ucalgary.ca/c.php?g=255600>

Indigenous Education Resources

<https://werklund.ucalgary.ca/teaching-learning/indigenous-literatures-learning>

**LEARNING TASKS OVERVIEW**

LEARNING TASK (DUE DATE)	TITLE OF LEARNING TASK	GROUP/ INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Inquiry Project	Group	40%	<b>Sept. 24, 2021</b> in D2L Dropbox
Learning Task #2	Design a Unit and Assessment Plan	Individual	40%	<b>Oct. 20, 2021</b> in D2L Dropbox
Learning Task #3	Evolving Conceptual Understanding of Early Childhood Education	Individual	20%	<b>Oct. 29, 2021</b> in D2L Dropbox

**WEEKLY COURSE SCHEDULE:**

<b>Date</b>	<b>Topic</b>	<b>Readings and Tasks</b>	<b>Due Dates</b>
<b>Week One: September 6 &amp; 8</b>	<ul style="list-style-type: none"> <li>• Welcome &amp; Introduction</li> <li>• Course overview</li> <li>• Key learning perspectives &amp; learning intentions</li> <li>• Primary Programs Framework</li> </ul> <p>Introduce LT #1 <b>Due: Friday, September 24</b></p>	<p><i>Consider: What aspects of teaching do you wish to further develop to deepen and extend your understanding of teaching early learners?</i></p> <p><b>Readings:</b></p> <p><i>Course Outline</i></p> <p><b>Review Front Matter and Familiarize yourself with:</b>  <i>Alberta Education K – 12 Curriculum and Programs of Study</i>  <a href="https://www.alberta.ca/programs-of-study.aspx">https://www.alberta.ca/programs-of-study.aspx</a></p> <p><i>Guiding Framework for Curriculum Development in Alberta</i>  <a href="https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf">https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf</a></p> <p><i>The Primary Programs Framework for Teaching and Learning, Kindergarten to Grade 3: Guiding Principles, 2007,</i> available from Alberta Education website at:  <a href="https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/">https://education.alberta.ca/primary-grades-k-3/primary-grades-k-3/everyone/program-resources/</a></p> <p><i>Kindergarten Program Statement, 2008,</i> available from Alberta Education website at:  <a href="https://education.alberta.ca/media/563583/kiindprogstate2008.pdf">https://education.alberta.ca/media/563583/kiindprogstate2008.pdf</a></p> <p><b>Resource suggestions for you to explore:</b>            Mercilliot Hewett, Valarie. Early Childhood Education Journal, 2001, Volume 29, Number 2, Page 95  <i>Examining the Reggio Emilia Approach to Early Childhood Education</i>  <a href="https://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1012520828095">https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1012520828095</a></p>	

<p><b>Week Two: September 13, 15 &amp; 17</b></p>	<ul style="list-style-type: none"> <li>• The place of play in ECE</li> <li>• Importance of the Learning Environment</li> <li>• Focus on Inquiry</li> <li>• Developing an Inquiry Question</li> </ul>	<p><i>Consider: The importance of the learning environment and the place of play and nature in Early Childhood learning experiences.</i></p> <p><b>Readings/Viewings:</b></p> <p>CMEC Statement on Play-Based Learning (1 pager) available from  <a href="http://www.cmec.ca/Publications/lists/publications/attachments/282/play-based-learning_statement_EN.pdf">http://www.cmec.ca/Publications/lists/publications/attachments/282/play-based-learning_statement_EN.pdf</a></p> <p><i>Early Learning and Development Framework</i> available from:  <a href="http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf">http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf</a></p> <p>Gini-Newman, Garfield and Restoule, Jean-Paul. (2019). <i>A choreographed approach to sustained critical inquiry among Indigenous learners</i>. Retrieved from:  <a href="https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/">https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/</a></p> <p><i>Play &amp; Learning - Early Learning Early Grades</i> available from  <a href="https://galileo.org/earlylearning/">https://galileo.org/earlylearning/</a> -          Attention to videos by Dr. Bryan Kolb, Dr. Sergio Pellis and Dr. Stuart Brown</p> <p><i>Focus on Inquiry</i> available at  <a href="http://inquiry.galileo.org/">http://inquiry.galileo.org/</a>          Chapter 1 &amp; 2 &amp; 4</p> <p><i>Designing Learning</i>, available from  <a href="https://galileo.org/designing-learning/">https://galileo.org/designing-learning/</a></p> <p><b>Resource suggestion for you to explore:</b>  <i>Play in Kindergarten: An Interview and Observational Study in Three Canadian Classrooms</i>. Retrieved from  <a href="http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1">http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1</a></p>	
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<p><b>Week Three: September 20, 22, &amp; 24</b></p>	<ul style="list-style-type: none"> <li>• Developing Intellectual Engagement</li> <li>• Observing children</li> <li>• Introduce LT #2: <b>Due Wednesday, October 20</b></li> </ul>	<p><b><i>Consider: How might I transform wonder into knowledge with students?</i></b></p> <p><b>Readings/Viewings:</b>  <i>Kindergarten Matters: /Re-imagining Literacy and Mathematics Throughout the Day.</i> Videos available from <a href="http://learnteachlead.ca/projects/re-imagining-literacy-and-mathematics-throughout-the-day-kindergarten-matters/?pcat=999&amp;sess=2">http://learnteachlead.ca/projects/re-imagining-literacy-and-mathematics-throughout-the-day-kindergarten-matters/?pcat=999&amp;sess=2</a></p> <p><i>Teaching Beginning Reading and Writing with the Picture Word Inductive Model, (Chapter 1),</i> Emily F. Calhoun, available from <a href="http://www.ascd.org/publications/books/199025/chapters/Glimpsing-the-Model-in-Kindergarten-and-2nd-Grade.aspx">http://www.ascd.org/publications/books/199025/chapters/Glimpsing-the-Model-in-Kindergarten-and-2nd-Grade.aspx</a></p> <p>Egan, Kieran and Judson, Gillian. (2008). <i>Of Whales and Wonder</i>. Retrieved from <a href="http://www.ascd.org/publications/educational-leadership/summer08/vol65/num10/Of-Whales-and-Wonder.aspx">www.ascd.org/publications/educational-leadership/summer08/vol65/num10/Of-Whales-and-Wonder.aspx</a></p> <p><b>Resource suggestions for you to explore:</b>  <i>Designing for Deep Mathematical Understanding,</i> available from <a href="http://galileo.org/designing-for-deep-math-understanding.pdf">http://galileo.org/designing-for-deep-math-understanding.pdf</a></p>	<p><b>LT #1 Due: Friday, September 24</b></p>
<p><b>Week Four: September 27, 29, &amp; October 1</b></p>	<ul style="list-style-type: none"> <li>• Authentic Learning in the ECE Classroom</li> <li>• Sharing of Group LT #1 - Inquiry Assignments</li> </ul>	<p><b><i>Consider: What is authentic learning and what might it look like, sound like and feel like in an ECE classroom?</i></b></p> <p><b>Readings:</b></p> <p><i>Outdoor Classrooms</i> by Alissa Alteri Shea, Edutopia, 2021  <a href="https://www.edutopia.org/article/learning-blooms-outdoor-classrooms?utm_content=linkpos1&amp;utm_campaign=weekly-2021-05-26-A&amp;utm_source=edu-newsletter&amp;utm_medium=email">https://www.edutopia.org/article/learning-blooms-outdoor-classrooms?utm_content=linkpos1&amp;utm_campaign=weekly-2021-05-26-A&amp;utm_source=edu-newsletter&amp;utm_medium=email</a></p>	

		<p><i>Using Nature to Engage Students in Learning</i> by Krista Galleburg, Edutopia, 2021  <a href="https://www.edutopia.org/article/using-nature-engage-students-learning?utm_content=linkpos5&amp;utm_campaign=weekly-2021-03-31-A&amp;utm_source=edu-newsletter&amp;utm_medium=email">https://www.edutopia.org/article/using-nature-engage-students-learning?utm_content=linkpos5&amp;utm_campaign=weekly-2021-03-31-A&amp;utm_source=edu-newsletter&amp;utm_medium=email</a></p> <p><i>The Third Teacher: Designing the Learning Environment for Mathematics and Literacy, K to 8.</i> Available from:  <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf</a></p> <p><i>Authentic Learning for the 21<sup>st</sup> Century: An Overview.</i> Marilyn M. Lombardi (2007), pg. 1-4 only. Available from:  <a href="https://library.educause.edu/-/media/files/library/2007/1/eli3009-pdf.pdf">https://library.educause.edu/-/media/files/library/2007/1/eli3009-pdf.pdf</a></p> <p><b>Resource suggestions for you to explore:</b>  <i>What did you do in School Today?</i> - (Principle #2,3) Available from:  <a href="http://galileo.org/cea-2009-wdydist-teaching.pdf">http://galileo.org/cea-2009-wdydist-teaching.pdf</a></p> <p><i>The Common Curriculum Framework for K-9 Mathematics: Western and Northern Canadian Protocol, May 2006.</i> Available from:  <a href="https://archive.org/details/commoncurriculum00albe_7">https://archive.org/details/commoncurriculum00albe_7</a>  <a href="https://open.alberta.ca/publications/3949146">https://open.alberta.ca/publications/3949146</a></p>	
<b>Week Five: October 4, 6, &amp; 8</b>	<ul style="list-style-type: none"> <li>• Designing Learning and Assessment Plans</li> <li>• Assessment <i>for</i> Learning</li> <li>• Introduction to Long Range Planning</li> </ul>	<p><b>Consider: What is understanding?</b></p> <p><b>Readings/Viewing:</b></p> <p><i>Discipline-Based Rubric for Inquiry Studies</i>, available from <a href="http://galileo.org/rubric.pdf">http://galileo.org/rubric.pdf</a></p> <p>Understanding by Design  <a href="https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf">https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf</a></p>	

		<p>Wiggins, Grant, and Jay McTighe. (2011) <i>The Understanding by Design Guide to Creating High-Quality Units</i>, Association for Supervision &amp; Curriculum Development. Retrieved from:  <a href="https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=698904">https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=698904</a>.</p> <p>(with attention to Module A: The Big Ideas of UbD and Module B pages 13 – 32 and Module C pages 33 - 41)</p> <p><i>Universal Design for Learning: What is it and How it Works</i> (9 min. video)      Available from  <a href="https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works">https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works</a></p> <p><i>Universal Design for Learning</i>  <a href="https://www.prodigygame.com/blog/universal-design-for-learning/">https://www.prodigygame.com/blog/universal-design-for-learning/</a></p> <p>Brillante, P., &amp; Nemeth, K. (2018). <i>Universal design for learning in the early childhood classroom: Teaching children of all languages, cultures and abilities, birth-8 years</i> (Eye on Education book).  <b>Print copy available:</b>  <a href="https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21577005_250004336">https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA21577005_250004336</a></p> <p><b>E-book</b>  <a href="https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth">https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315622736/universal-design-learning-early-childhood-classroom-pamela-brillante-karen-nemeth</a></p>	
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<p><b>Week Six: October 13 &amp; 15</b></p> <p><i>No class on October 11 Thanksgiving</i></p>	<ul style="list-style-type: none"> <li>Meeting the needs of all children in the Inquiry-based classroom</li> <li>Whole class sharing – LT #2 – Design a Unit and Assessment Plan (Opportunity for feed – forward suggestions prior to submitting assignment)</li> <li>Introduce LT #3 <b>Due: Friday, Oct. 29</b></li> </ul>	<p><b>Consider: How teachers differentiate instruction to meet the complex and unique learning needs of their students?</b></p> <p><b>Readings:</b></p> <p><i>How to Teach Now: Chapter 1. Knowing Our Students as Learners.</i> William Powell and Ochan Kusuma-Powell. Retrieved from: <a href="http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx">http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx</a></p> <p>Universal Design for Learning and the Continuum of Supports (1 pager) Available from: <a href="https://www.ahead.ie/udl-pyramid">https://www.ahead.ie/udl-pyramid</a></p> <p><b>Resource suggestion for you to explore:</b> <i>Mapping a Route Toward Differentiated Instruction</i>, Carol Ann Tomlinson. Retrieved from: <a href="https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=2259298&amp;site=ehost-live">https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&amp;db=a9h&amp;AN=2259298&amp;site=ehost-live</a></p>	
<p><b>Week Seven: October 18, 20, &amp; 22</b></p>	<ul style="list-style-type: none"> <li>Focus on Assessment tasks and rubrics</li> </ul>	<p><b>Consider: How student peer and self-Assessments can be effective tools to enhance the quality of learning.</b></p> <p><b>Readings:</b></p> <p>Leahy, S., Lyon, C., Thompson, M., &amp; Wiliam, D. (2005). Classroom assessment: Minute – by- Minute, Day- by- Day <a href="http://www.ascd.org/publications/education/1-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute.-Day-by-Day.aspx">http://www.ascd.org/publications/education/1-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute.-Day-by-Day.aspx</a></p> <p><i>Alberta Assessment Consortium Visit Classroom Materials – Performance Assessments/Performance Task</i> <a href="https://aac.ab.ca">https://aac.ab.ca</a></p>	<p><b>LT #2 Due: Wednesday, October 20</b></p>



<b>Week Eight: October 25, 27 &amp; 29</b>	<ul style="list-style-type: none"> <li>Knowing myself as a teacher and learner</li> <li>Considering Reflective Practice</li> </ul>	<p><i>Consider: The value of reflection as a tool to refine and enhance professional teaching and learning experiences.</i></p> <p><b>Readings:</b></p> <p>Example of Reflective Practice from the Field:  <i>The Third Teacher: Reggio inspirations in my classroom.</i> Alison Board. Accessible from <a href="https://thethirdteacher.wordpress.com/">https://thethirdteacher.wordpress.com/</a></p>	<b>LT #3 Due: Friday, October 29</b>
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**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.

**1. LEARNING TASK 1: Group Inquiry Project - DUE: Friday, September 24th, 2021**

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

Note too that this is a designated small group inquiry project. Accordingly, you will investigate your question-topic both through guided research into appropriate and useable resources specific to ECE 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 on D2L on the date due. This folder may include texts, visuals, assorted media, and links. Please, be aware that any videos may need to be shared via a link, rather than through direct uploading onto D2L. Be creative in the development of this folder.

Required elements of this project include:

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

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

**CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**

Group inquiry projects will be assessed on the following criteria:

1. Quality and meaningfulness of the research question and the resources used in investigation, including:
  - Clarity of presentation of the inquiry question;
  - Fullness of rationale for the question;
  - Meaningfulness to pre-service teachers within the discipline; and
  - Significance and relevance of resources with correct citations.
  
2. Overall presentation of findings including:
  - Organization, clarity, and succinctness of the digital folder;
  - Specificity of references made to resources;
  - Writing effectiveness in conveying group brainstorming and key findings; and
  - Strength of the summary of findings.
  
3. Digital folder design elements used in representation of the group inquiry question and the findings, including:
  - Effectiveness of visuals in depicting issues raised in inquiry;
  - Presence of clear, relevant, and striking use of visuals and/or technology and media; and
  - Connectedness between the inquiry question, supporting text, and the use of visual content.

**Assessment Criteria to Guide Learning Task 1: Group Inquiry Project**

<b>1. Quality and Meaningfulness of Research Question and Resources used in Inquiry</b>	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
<b>Strength of inquiry question/topic</b>  <i>What do you want to know?</i>	The research question is clearly stated, specific and addresses a significant need or problem that practitioners encounter in the classroom.	The research question is appropriate and clearly stated but is either too general or too narrow, leading to a multitude of sub-question or ruling out new possibilities.	The research question is roughly sketched and in need of refinement
<b>Rationale for inquiry question/topic</b>  <i>Why do you want to know?</i>	The rationale for choosing the question is supported with personal interests in professional growth in this area. Considers and/or challenges common assumptions in this area.	The supporting rationale is generally well-written but not relevant to personal interest stemming from practicum experience or identification of professional growth areas.	The supporting rationale is weakly developed and/or does not address personal interest or identification of professional growth areas.

<b>Value of references to support teaching and learning</b> <i>How will it make a difference to your teaching?</i>	<p>The question has the potential to hold professional interest over time. Direct links are made to how new knowledge in this area will support teaching in the service of learning.</p>	<p>The question has the potential to hold professional interest beyond this assignment. Weak links are made to how new knowledge in this area will support teaching in the service of learning.</p>	<p>The question has limited importance for on-going investigation. Few or no links are made to how this question will support teaching in the service of learning</p>
<b>Do the references provide a balanced approach to answering your questions?</b>	<p>Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the research question.</p>	<p>Scholarly articles are referenced and used to support the findings/suggestions.</p>	<p>Scholarly articles are referenced without clear connections to the research question.</p>
<b>2. Overall Presentation of Findings</b>	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
<b>Content of digital folder</b> <i>How easy is it for us to follow your train of thought and find the key components?</i>	<p>The content of the digital folder is:</p> <ul style="list-style-type: none"> <li>• Thoughtfully chosen</li> <li>• Presented in a logical format</li> <li>• Clearly organized and easily followed</li> </ul>	<p>The content of the digital folder is:</p> <ul style="list-style-type: none"> <li>• Appropriate</li> <li>• Presented in an understandable format</li> <li>• Organizationally adequate</li> </ul>	<p>The content of the digital folder is:</p> <ul style="list-style-type: none"> <li>• Lacking in clarity or development</li> <li>• Weak in formatting and organization</li> <li>• Difficult to follow and understand</li> </ul>
<b>Reference to Resources</b> <i>Are specific resources cited to support claims? (APA 6th Edition)</i>	<p>Resources included are relevant and appropriate and are fully cited following APA requirements</p>	<p>Paired with research support and following APA citation requirements</p>	<p>Not directly linked to the current research in the field and/or does not employ APA citation requirements</p>
<b>Strength of message in digital folder</b> <i>How effective is the communication style and does it represent the input of all group members?</i>	<p>Key findings are relevant, clearly described and supported with well-chosen examples</p>	<p>Key findings are successfully described and supported with limited examples</p>	<p>Findings are not clearly described with limited examples</p>

<b>3. Digital Folder Design Elements</b>	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
<b>Effective use of visuals to enhance the strength of the findings of the research question/topic</b>	The digital folder employs engaging and clearly connected visuals	The digital folder includes mainly relevant and strong visuals	The digital folder includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project

### **Summary of Grading Based on Above Criteria**

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

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

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

## **2. LEARNING TASK 2: Design a Unit and Assessment Plan – DUE: Wednesday, October 20, 2021**

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

Required elements of this project include:

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

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

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

- B. Reference to the Alberta Education Programs of Study – Applies to ECE.** Identify how your unit fits within Alberta program mandates. Provide an explanation if it does not fit explicitly.
- C. Grade Level –** *The grade for which this Unit is intended.*
- D. Unit Rationale –** *A paragraph explanation where the value of the unit is presented. This rationale should support your choice to create a full unit on this topic.*
- E. Learning Outcomes –** *The learning outcomes for the overall unit (longer term). In your lesson plan, describe the learning outcomes or goals for that specific lesson (shorter term). One or more of these may overlap. Five or six learning outcomes should define what the students should know/be able to do by the end of the unit and lesson.*
- F. Key Instructional Practices Procedures –** *Details about the main methods for teaching through the unit. This is specifically about how you will teach the content. Will the students work as a whole class, in groups, or individually? How will you transition into different activities? How will you scaffold activities? How will materials be used? Include at least one lesson and assessment plan.*
- G. List of Sources –** *A list of all sources consulted in preparation of the unit. Note: multiple sources are expected. Present a reference page in APA format.*
- H. List of Materials –** *A list of all materials needed to teach the unit that are not readily available to the teacher every day. Be specific!*
- J. 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 Language Learners, gifted students, and students who excel at group work or at independent time?*
- K. Creativity and Innovation –** *A detailed account of how your unit will include a variety of teaching methods. Make specific reference to creative teaching that engages all students. Discuss inclusion of technology and ways to incorporate inter-disciplinarity into the curriculum*

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 2

In collaboration with your peers and instructor, you will develop the assessment criteria based on the five key themes:

	Emergent	Satisfactory	Good	Outstanding
<b>Build and deepen understanding</b>  Help develop strong learning tasks that focus students on issues, questions and problems central to the discipline.				
<b>Informed by disciplinary knowledge/Programs of Study</b>				

Makings meaningful connections to ways of thinking about the discipline, and in alignment with the Programs of Study in your disciplinary area.				
<b>Authentic and engaged learning</b>  Learning is meaningful and relevant to students and to the broader community, and that are of real concern and central to the discipline.				
<b>Balanced assessment</b>  Assessment of learning provides a comprehensive and holistic picture of student learning and competencies.				
<b>Differentiated learning</b>  Addresses the diversity and range of students' needs (must include three ways in which your plan addresses the diverse needs of students, one of which must include ELL strategies or integration).				

**3. LEARNING TASK 3: Evolving Conceptual Understanding of Early Childhood Education – DUE: Friday, October 29, 2021.**

**How has your conceptualization of Early Childhood Education changed, been modified, or reinforced?**

The purpose of the assignment, and the intention behind the above question, is to prompt your thoughtful reflection on the pedagogical content knowledge in ECE and how it has developed throughout the course .

All responses must be supported with *relevant and varied evidence*.

This assignment allows you, as curriculum authors and thinkers, to analyze the degree of synthesis and appropriateness you feel is offered between your "big question" submitted for LT #1 and the specificity of the "curriculum unit" developed in LT #2. The ability to analyze your work is also critical to your professional development as a teacher.

All responses must refer to at least two of the following sources:

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>

Understanding by Design

[https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD\\_WhitePaper0312.pdf](https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf)

Universal Design for Learning

<https://www.prodigygame.com/blog/universal-design-for-learning/>

Other resources recommended or introduced throughout the course.

You may also want to draw upon:

- Discussions in your inquiry groups;
- Readings from this course and previous courses; and
- Observations made during your field experiences.

### CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Your response should:

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

Evolving conceptual understanding of the discipline	C+ or Less	B-, B	B+, A-	A, A+
<b>Articulates a clear, insightful and persuasive rationale</b>	Poor ability to articulate a clear, insightful and persuasive rationale. Flow is illogical and ideas difficult to follow. Reader is not convinced of the relevancy of the topic.	Acceptable ability to articulate a clear, insightful and persuasive rationale. Flow generally works well but is impeded at some parts. Relevancy is generally clear.	Good ability to articulate a clear, insightful and persuasive rationale. Flow is evident and relevancy stated clearly. The argument is supported well.	Excellent ability to articulate a clear, insightful and persuasive rationale. Flow is logical and evident. Relevancy is understood and the evidence supports the argument in an exemplary manner.

<b>Relevant evidence from the readings to support the rationale</b>	Poor evidence from the readings to support the rationale. Little or no support is provided and there is no evidence from the readings to support the assignment.	Acceptable evidence from the readings to support the rationale. A basic understanding of the readings is presented and connected to the main ideas presented.	Good evidence from the readings to support the rationale. The readings are used to support the position presented and add depth to the assignment.	Excellent evidence from the readings to support the rationale. Details are well chosen and enhance the paper adding depth and detail to the assignment.
<b>Evidence of emerging understanding of concepts related to the teaching of the discipline</b>	Poor evidence of emerging understanding. It is unclear the concepts related to the teaching of the discipline are understood.	Acceptable evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the teaching of the discipline.	Good evidence of understanding. It is clear that an understanding of the emerging concepts related to the discipline is evident.	Excellent evidence of understanding of concepts is presented. A strong foundation for the key concepts and ideas is clearly established.
<b>Appropriate mode of expression in a clear, sophisticated and accurate manner</b>	Poor mode of expression. Writing is unclear with structural and grammatical errors. Referral to the writing center is recommended.	Acceptable mode of expression. Minor errors in writing and grammar are present but does not impeded the main ideas presented.	Good mode of expression. Errors are not present, and the main ideas are presented in a clear and sophisticated manner.	Excellent mode of expression. Errors are not present and use of language is exemplary. Ideas are clear, sophisticated and engaging.

### **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. The same mark for all group members is not guaranteed.

### 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/](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>.

**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](mailto:esa@ucalgary.ca)

**Werklund SU Representative** is Dwani Joshi, [educrep@su.ucalgary.ca](mailto:educrep@su.ucalgary.ca).