

**EDUC 535.01: Specialization II Early Childhood Education (On-Line)
Fall 2020**

Section	Instructor	Zoom Time	Zoom Dates	Email
S01	Sharon Nichols	9:30 – 11:00 AM	Monday, September 14 September 28 October 5 October 26	snichols@ucalgary.ca

Class Dates: September 8 – October 30, 2020

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

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 from the Alberta Programs of Studies;
- 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 participate in synchronous meetings organized as whole-class ZOOM seminar and in asynchronous conversations through Desire2Learn (D2L) discussion forums that will include blogs and small-group discussions. 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 audio (and preferably video) communication.

REQUIRED RESOURCES:

Access to some of the books and journal articles is through the University of Calgary Library system.

Guiding Framework for Curriculum Development – Alberta Education

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

Alberta Education K – 12 Curriculum and Programs of Study

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

Alberta Education Kindergarten Program Statement (2008)

<https://education.alberta.ca/media/563583/kindprogstate2008.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. (2018) *Teaching Quality Standard*

<https://education.alberta.ca/media/3739620/standardsdoc-tqs- fa-web-2018-01-17.pdf>

Alberta Education. (2017) *Competencies: Descriptions and Indicators*

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

ADDITIONAL RESOURCES:

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

Doucette Library – Library Guide for Early Childhood Education

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

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

LEARNING TASKS OVERVIEW

LEARNING TASK (DUE DATE)	TITLE OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Learning Task #1	Inquiry Project: An Inquiry into teaching early learners	Group	40%	Fri. Sept. 25 in D2L Discussions and Dropbox
Learning Task #2	Creation of a Unit and Assessment Plan	Individual	40%	Wed., Oct. 21 in D2l Discussions and Dropbox
Learning Task #3	Evolving Conceptual Understanding of Early Childhood Education	Individual	20%	Fri., Oct. 30 in D2l Discussions and Dropbox

WEEKLY COURSE SCHEDULE:
CHANGES TO SCHEDULE:

Please note that changes to the schedule may occur to meet the emerging needs and dynamics of the participants in the course.

Date	Topic	Readings and Tasks
Week One September 8 - 11	<ul style="list-style-type: none"> • Welcome • Course Introduction • <i>Key learning perspectives and learning intentions of ECE</i> <p>Introduce LT1 & online workshop format</p> <p>Introduce LT3</p>	<p>Consider: What aspects of teaching do you wish to further develop to deepen and extend your understanding of teaching early learners?</p> <p>Readings:</p> <p>Review Front Matter of:</p> <ul style="list-style-type: none"> • <i>Guiding Framework for Curriculum Development in Alberta</i>. Retrieved from: https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf • <i>Kindergarten Program Statement, 2008</i>. Retrieved from: https://education.alberta.ca/media/563583/kindprogstate2008.pdf • <i>Alberta Education K – 12 Curriculum and Programs of Study</i>. Retrieved from: https://www.alberta.ca/programs-of-study.aspx <p>Resource suggestion for you to explore: Mercillott Hewett, Valarie. <i>Early Childhood Education Journal</i>, 2001, Volume 29, Number 2, Page 95 <i>Examining the Reggio Emilia Approach to Early Childhood Education</i> https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1023/A%3A1012520828095</p> <p>Tasks: Work on LT1 and 3</p>
Week Two September 14-18	<ul style="list-style-type: none"> • The place of play in ECE • The importance of the learning environment <p>Focus on Inquiry – Developing an Inquiry question.</p>	<p>Zoom meeting: Mon., Sept. 14, 9:30 – 11:00 AM</p> <p>Consider: The importance of the learning environment and the place of play and the natural environment in Early Childhood learning experiences.</p> <p>Readings:</p>

		<p><i>Towards a Pedagogy of Play: A Project Zero Working Paper (2016)</i>. Retrieved from: http://pz.harvard.edu/sites/default/files/Towards%20a%20Pedagogy%20of%20Play.pdf</p> <p><i>Early Learning and Development Framework</i> Retrieved from: http://www.cmec.ca/Publications/Lists/Publications/Attachments/327/2014-07-Early-Learning-Framework-EN.pdf</p> <p>Gini-Newman ,Garfield and Restoule, Jean-Paul. (2019). <i>A choreographed approach to sustained critical inquiry among Indigenous learners</i>. Retrieved from: https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/</p> <p>Resource suggestion for you to explore: <i>Play in Kindergarten: An Interview and Observational Study in Three Canadian Classrooms</i>. Retrieved from http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1</p> <p>Tasks: Work on LT1 and LT3- Journal Reflection</p>
<p>Week Three Sept. 21 - 25</p>	<ul style="list-style-type: none"> Developing intellectual engagement <p>(Sharing of Group Inquiry Assignments – Sept 25)</p>	<p>LT1 - Due: Fri., Sept. 25 Consider: How might I transform wonder into knowledge with students?</p> <p>Readings:</p> <ul style="list-style-type: none"> Egan, Kieran and Judson, Gillian. (2008). <i>Of Whales and Wonder</i>. Retrieved from www.ascd.org/publications/educational-leadership/summer08/vol65/num10/Of-Whales-and-Wonder.aspx <i>Focus on Inquiry</i> Retrieved from: http://inquiry.galileo.org/ Chapter 1 & 2 & 4 <p>Resource suggestions for you to explore:</p> <p><i>Kindergarten Matters: /Re-imagining Literacy and Mathematics Throughout the Day</i>. Retrieved from</p>

		<p>http://learnteachlead.ca/projects/re-imagining-literacy-and-mathematics-throughout-the-day-kindergarten-matters/?pcat=999&sess=2</p> <p>Calhoun, Emily F. (1999) <i>Teaching Beginning Reading and Writing with the Picture Word Inductive Model, (Chapter 1)</i>. Retrieved from: http://www.ascd.org/publications/books/199025/chapters/Glimpsing-the-Model-in-Kindergarten-and-2nd-Grade.aspx</p> <p>Tasks: Due: LT1 - Fri., Sept. 25</p>
<p>Week Four Sept. 28 - Oct. 2</p>	<p>Setting the framework for creating a unit and assessment learning plan</p> <p>Introduce LT2- Creating a Unit and Assessment Plan</p>	<p>Consider: What is authentic learning and what might it look like, sound like and feel like in an ECE classroom?</p> <p>Readings:</p> <ul style="list-style-type: none"> Lombardi, Marilyn M (2007) <i>Authentic Learning for the 21st Century: An Overview</i>. Retrieved from: https://library.educause.edu/-/media/files/library/2007/1/eli3009-pdf.pdf <i>Alberta Education Competencies: Descriptions and Indicators (2017)</i>. Retrieved from: https://education.alberta.ca/competencies/descriptions-indicators/ <p>Resource suggestions for you to explore:</p> <ul style="list-style-type: none"> <i>The Third Teacher: Designing the Learning Environment for Mathematics and Literacy, K to 8</i>. Retrieved from: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ThirdTeacher.pdf <i>What did you do in School Today? - (Principle #2,3)</i> Retrieved from: http://galileo.org/cea-2009-wdydist-teaching.pdf <p>Tasks: Work on LT2 and LT3 - Journal Reflection</p>
<p>Week Five Oct. 5 - 9</p>	<ul style="list-style-type: none"> Designing Learning and Assessment Plan Assessment for learning 	<p>Zoom meeting: Mon., Oct. 5, 9:30 - 11:00 AM</p> <p>Consider: What is understanding?</p>

		<p>Readings:</p> <ul style="list-style-type: none"> • <i>Discipline-Based Rubric for Inquiry Studies</i>, Retrieved from: http://galileo.org/rubric.pdf • Wiggins, Grant, and Jay McTighe. (2011) <i>The Understanding by Design Guide to Creating High-Quality Units</i>, Association for Supervision & Curriculum Development. Retrieved from: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=698904. (with attention to Module A: The Big Ideas of UbD) <p>Tasks: Work on LT2</p>
<p>Week Six Oct. 12 (Thanksgiving) - Oct. 16</p>	<ul style="list-style-type: none"> • Meeting the learning needs of each learner. • Knowing students as learners • Formulating action plans 	<p><i>Consider: How teachers might differentiate instruction to meet the complex and unique learning needs of their students?</i></p> <p>Readings:</p> <ul style="list-style-type: none"> • Universal Design for Learning: What is it and How it works Retrieved from : https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works • Universal Design for Learning and the Continuum of Supports Retrieved from: https://www.ahead.ie/udl-pyramid <p>Resource suggestion for you to explore:</p> <ul style="list-style-type: none"> • Powell, William and Kusuma-Powell, Ochan. <i>How to Teach Now: Chapter 1. Knowing Our Students as Learners</i>. Retrieved from: http://www.ascd.org/publications/books/111011/chapters/Knowing-Our-Students-as-Learners.aspx <p>Tasks: Work on LT2 and LT3 – Journal Reflection</p> <ul style="list-style-type: none"> • Due: LT2 – Wed., Oct. 21

Week Seven Oct. 19 - 23	LT 2: Feedback/feed forward from peers Focus on Assessment tasks and rubrics	<p><i>Consider: How student peer and self-Assessments can be effective tools to enhance the quality of learning.</i></p> <p>Readings:</p> <ul style="list-style-type: none"> Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute - by- Minute, Day- by- Day http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx <p>Tasks: Respond to Peers - LT2 Work on LT3</p>
Week Eight Oct. 26 - 30	<ul style="list-style-type: none"> Knowing myself as a teacher and learner <ul style="list-style-type: none"> - Considering Reflective Practice 	<p>Zoom meeting: Mon., Oct. 26, 9:30 - 11:00 AM</p> <p><i>Consider: How might reflective practice impact the quality of your professional teaching and learning experiences.</i></p> <p>Readings:</p> <ul style="list-style-type: none"> Doll, W. E. (1993, Summer). <i>Curriculum Possibilities in a "Post"-Future</i>. Retrieved from www.ascd.org: http://www.ascd.org/publications/jcs/summer1993/Curriculum Possibilities in a %E2%80%9CPost%E2%80%9D-Future.aspx (With attention to the sections on Play and The Four R's) <p>Resource suggestion for you to explore: Example of Reflective Practice from the Field:</p> <ul style="list-style-type: none"> Board, Alison. (2015) <i>The Third Teacher: Reggio inspirations in my classroom</i>. Accessible from https://thethirdteacher.wordpress.com/ <p>Tasks Complete LT3</p> <ul style="list-style-type: none"> Due: LT3 - Fri., Oct. 30

LEARNING TASKS AND ASSESSMENT

There are three required Learning Tasks for this course.

1. LEARNING TASK 1: Group Inquiry Project (40%)**DUE: Wednesday, October 30, 2020**

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 (Assignment 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 LT1: Group Inquiry Project

1. Quality and Meaningfulness of Research Question and Resources used in Inquiry	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
Strength of inquiry question/topic <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
Rationale for inquiry question/topic <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.
Value of references to support teaching and learning <i>How will it make a difference to your teaching?</i>	The question has the potential to hold professional interest over time. Direct links are made to how new knowledge in this area will support teaching in the service of learning.	The question has the potential to hold professional interest beyond this assignment. Weak links are made to how new knowledge in this area will support teaching in the service of learning.	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
Do the references provide a balanced approach to answering your questions?	Attention is given to the choice of scholarly references in building a thorough understanding of the issues, challenges and opportunities presented by the research question.	Scholarly articles are referenced and used to support the findings/suggestions.	Scholarly articles are referenced without clear connections to the research question.

2. Overall Presentation of Findings	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
Content of digital folder <i>How easy is it for us to follow your train of thought and find the key components?</i>	The content of the digital folder is: <ul style="list-style-type: none"> • Thoughtfully chosen • Presented in a logical format • Clearly organized and easily followed 	The content of the digital folder is: <ul style="list-style-type: none"> • Appropriate • Presented in an understandable format • Organizationally adequate 	The content of the digital folder is: <ul style="list-style-type: none"> • Lacking in clarity or development • Weak in formatting and organization • Difficult to follow and understand
Reference to Resources <i>Are specific resources cited to support claims? (APA 6th Edition)</i>	Resources included are relevant and appropriate and are fully cited following APA requirements	Paired with research support and following APA citation requirements	Not directly linked to the current research in the field and/or does not employ APA citation requirements
Strength of message in digital folder <i>How effective is the communication style and does it represent the input of all group members?</i>	Key findings are relevant, clearly described and supported with well-chosen examples	Key findings are successfully described and supported with limited examples	Findings are not clearly described with limited examples
3. Digital Folder Design Elements	<i>Accomplished</i>	<i>Developing</i>	<i>Beginning</i>
Effective use of visuals to enhance the strength of the findings of the research question/topic	The digital folder employs engaging and clearly connected visuals	The digital folder includes mainly relevant and strong visuals	The digital folder includes images and files, but may not be complete or may hold examples that are not connected to the inquiry project

Summary of Grading Based on Above Criteria

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

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

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

LEARNING TASK 2: Design a Unit and Assessment Plan (40%)

DUE: Wednesday, October 21, 2020.

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

Required elements of this project include:

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.

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

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-as-a-second-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

	C+ or less	B-. B	B+. A-	A. A+
Design is focused on building understanding	Demonstrates a general understanding of curricular outcomes and uses them to deliver instruction	Demonstrates a clear understanding of curricular outcomes and sometimes incorporates them into inquiry-based learning (i.e. project-based, problem-based, or design-based)	Demonstrates an understanding of: <ul style="list-style-type: none"> • How students learn • Disciplinary core concepts and connections, and • Curricular outcomes. Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.	Demonstrates an exceptional understanding of: <ul style="list-style-type: none"> • 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.
Design is informed by disciplinary knowledge	Selects activities that emphasize subject matter acquisition that deal with acquiring	Designs learning activities that are organized around subject matter. Occasionally brings discipline	Designs learning experiences that are organized around disciplinary ideas and core	Designs learning experiences that engage the students in the distinct ways of thinking about

	information, facts, and formulae	experts into the classroom to talk about the work they do.	concepts. Requires students to make connections between existing and new ideas to build understanding.	and acting in the world that characterize the particular discipline specialization—that is, the ways, embodied in the discipline, of making meaningful connections and building deep understanding
Work is authentic	The work students undertake requires them to acquire and recall static, inert facts.	The work students undertake has some connection to the world outside the classroom.	The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around matters that are central to the discipline and to the broader community outside of school.	The work students undertake requires them to engage in productive collaboration with each other, with the discipline, and with other experts around authentic problems, issues, questions, or ideas that are of real concern and are central to the discipline, to the students, and to the broader community outside of school.
Work fosters deep understanding	The work students undertake builds habits of mind that emphasize group think by requiring a simplistic solution and/or absolute conclusion	The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a	The work students undertake fosters disciplined habits of mind. Students are asked to: -Formulate plausible solutions,	The work students undertake fosters strong habits of mind and innovation and creativity. Students are routinely asked to: i) Formulate plausible, coherent working theories,

	<p>attributed to an external authority with no consideration of implications.</p>	<p>cursory examination of implications.</p>	<p>-Articulate assumptions, -Formulate reasoned judgment and conclusion based on evidence, and -Consider implications that reach beyond the immediate situation</p>	<p>ii) Formulate well-reasoned judgment and conclusions based on evidence and with an examination of different viewpoints, iii) Analyze assumptions, iv) Discuss how things might be otherwise, (i.e. supposition), v) Thoroughly examine implications, vi) Consider ambiguities, vii) Work across a variety of contexts, and viii) Make connections between and among concepts.</p>
<p>Assessment is comprehensive</p>	<p>Assessment is exclusively summative (i.e. tests or assignments after learning has occurred). The teacher is unaware of ways to use formative assessment to improve learning or to inform teaching practices. Assessment provides a limited picture of student learning. Teacher relies on one source of assessment data that</p>	<p>Assessment is primarily summative informed by some formative data (i.e. assessment activities built into the learning process). The teacher occasionally uses a formative assessment instrument to improve learning and guide planning decisions. Assessment of learning provides a general picture of student learning and competencies.</p>	<p>Assessment is both summative and formative. The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions. Assessment of learning provides an accurate, defensible picture of student learning and competencies.</p>	<p>Assessment is integral to the learning and woven into the day-today fabric of teaching and learning. The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice. Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at</p>

	appears primarily in the form of pencil and paper tests emphasizing recall.	Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifacts, and the occasional technology presentation	The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range evidence of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.	the time the grade is awarded. Teacher and student work together to determine and gather a variety of assessment data from observations, conversations, and artifacts that provide a rich variety of evidence of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.
Clear criteria are established	Assessment criteria are shared after the work has been graded.	Assessment criteria are developed by the teacher and fully explained to students before the work begins.	Assessment criteria are collaboratively designed with students in ways meant to ensure that everyone has input and understands the learning expectations	Assessment criteria are collaboratively designed with students, and mediated by or added to by experts or through expertise within the discipline, to reflect authentic real world standards for high quality work.

LEARNING TASK 3: Evolving Conceptual Understanding of Early Childhood Education (20%)
DUE: Friday, October 30, 2020
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.

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

This final 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 LT1 and the specificity of the "curriculum unit" developed in LT2. 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

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.

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

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+
Articulates a clear, insightful and persuasive rationale	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.
Relevant evidence from the readings to support the rationale	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.
Evidence of emerging understanding of concepts related to the teaching of the discipline	Poor evidence of emerging understanding. It is unclear the concepts related to the teaching of the discipline are understood.	Acceptable evidence of understanding. A baseline has been established to verify the understanding of the concepts related to the 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.

Appropriate mode of expression in a clear, sophisticated and accurate manner	Poor mode of expression. Writing is unclear with structural and grammatical errors. Referral to the writing center is recommended.	Acceptable mode of expression. Minor errors in writing and grammar are present but does not 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.
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THE EXPECTATION OF EXCELLENCE IN PROFESSIONAL WORK

Please review the Academic Calendar carefully. It describes the program and provides detailed schedules and important dates. It contains information on expectations for student work and professional conduct. In addition, procedures are described regarding concern about student performance in the program. Please pay especially careful attention to details and descriptions in the following topic areas:

- *The Importance of Attendance and Participation in Every Class*

As this is a professional program, experiences are designed with the expectation that all members will be fully involved in all classes and in all coursework experiences. As you are a member of a learning community your contribution is vital and highly valued, just as it will be when you take on the professional responsibilities of being a teacher. We expect that you will not be absent from class with the exception of documented instances of personal or family illness or for religious requirements.

- *Engagement in Class Discussion and Inquiry*

Another reason for the importance of attendance and participation in every class is that the course involves working with fellow students to share ideas and thinking. For example, each class you will work with a small group to engage fellow students in discussions on work being considered in class. You will also help other groups by providing ideas for scholarly inquiry in assignments. If you find that you are experiencing difficulties as a group collaborating, please inform the instructor.

EXPECTATIONS FOR WRITING

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented. If you need help with your writing, you may use the writing support services in the Learning Commons. For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

LATE SUBMISSIONS

All late submissions of assignments must be discussed with the instructor **prior to the due date**. Students may be required to provide written documentation of extenuating circumstances (e.g. statutory declaration, doctor's note, note from the University of Calgary Wellness Centre, obituary notice). A

deferral of up to 30 days may be granted at the discretion of the Associate Dean of Undergraduate Programs with accompanying written evidence.

ISSUES WITH GROUP TASKS

With respect to group work, if your group is having difficulty collaborating effectively, please contact the instructor immediately. If a group is unable to collaborate effectively or discuss course materials online in a timely manner, the instructor may re-assign members to different groups or assign individual work for completion.

GRADING

Grade	GPA Value	%	Description per U of C Calendar
A+	4.0	95-100	Outstanding
A	4.0	90-94	Excellent – Superior performance showing comprehensive understanding of the subject matter
A-	3.7	85-89	
B+	3.3	80-84	
B	3.0	75-79	Good - clearly above average performance with knowledge of subject matter generally complete
B-	2.7	70-74	
C+	2.3	65-69	
C	2.0	60-64	Satisfactory - basic understanding of the subject matter
C-	1.7	55-59	
D+	1.3	52-54	Minimal pass - Marginal performance
D	1.0	50-51	
F	0.0	49 and lower	Fail - Unsatisfactory performance

Students in the B.Ed. program must have an overall GPA of 2.5 in the semester to continue in the program without repeating courses.

Academic Accommodation

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Attendance/ Prolonged Absence

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

<https://www.ucalgary.ca/pubs/calendar/current/n-1.html>

The Freedom of Information Protection of Privacy Act prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit/return assignments as electronic files attached to private e-mail messages.

For additional resources including, but not limited to, those aimed at wellness and mental health, student success or to connect with the Student Ombuds Office, please visit

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Education Students Association (ESA) President for the academic year is Jonah Secreti, jonah.secreti@ucalgary.ca, esa@ucalgary.ca.

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