

**EDUC 535.01/.06/.24: Specialization II: Early Childhood/Inclusive Education
Summer 2024**

Class Dates: MTWRF, July 8 – July 19, 2024.

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; the Early Learning classroom, 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 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 course will be delivered face-to-face on campus with possible engagement in a D2L environment.

Readings:

Alberta Education. (2023). Edmonton, AB: Government of Alberta. Retrieved from:
<https://www.learnalberta.ca/content/ieptLibrary/lib08.html>

Alberta Education K – 12 Curriculum (2023). Edmonton, AB: Government of Alberta. Retrieved from:
<https://curriculum.learnalberta.ca/home/en>

Alberta Education - Guiding Framework for Curriculum Development (2024). Edmonton, AB: Government of Alberta. Retrieved from:
<https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf>

Alberta Education. (2011). *English as a second language proficiency benchmarks*.
<http://www.learnalberta.ca/content/eslapb/>

Alberta Education – Literacy and Numeracy
<https://education.alberta.ca/media/3402194/lit-progressions.pdf>

Alberta Education. (2010). *Making a difference: Meeting diverse learning needs with differentiated instruction*.
<https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf>

Alberta Government (2022). *Implementing a continuum of supports and services: a resource guide for school and school authority leaders*.
<https://open.alberta.ca/publications/implementing-continuum-supports-services-resource-guide-school#summary>

Axelrod, Hall, & McNair, J. (2015). *Kindergarten Through Grade 3: A Is Burrito and B Is Sloppy Joe: Creating Print-Rich Environments for Children in K–3 Classrooms*. *YC Young Children*, 70(4), 16–25.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=112343043&site=ehost-live>

Bates, Schenck and Hoover, H. (2019, July). Anecdotal Records: Practical Strategies for Taking Meaningful Notes. *Young Children* Vol 74 (No. 3), pages 14 -19.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=137223390&site=ehost-live>

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>

Brillante, Pamela, and Karen N. Nemeth. *Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years*. Routledge, 2018. 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>

Calhoun, Emily F. (1999). Teaching Beginning Reading and Writing with the Picture Word Inductive Model,(Chapter 1). Retrieved from:
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pq-origsite=primo&docID=3002150>

Dillon. (2018). Finding Innovation and Imagination in a Bag of Loose Parts. *Childhood Education*, 94(1), 62–65. 10.1080/00094056.2018.1420369
<https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/00094056.2018.1420369>

Early Learning and Development Framework <https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1190802/cmec-early-learning-and-development-framework/1743926/>

Edmonton Regional Learning Consortium. (2016). *Engaging all learners*. Retrieved from:
<https://www.engagingalllearners.ca/>

Egan, Kieran and Judson, Gillian. (2008). *Of Whales and Wonder*. Retrieved from <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31926032&site=ehost-live>

Focus on Inquiry Retrieved from: <http://inquiry.galileo.org/> (Chapters 1 & 2 & 4)

Alberta Education. (2016). *Competencies: Descriptions, indicators, and examples*. Retrieved from:
<https://education.alberta.ca/competencies/descriptions-indicators/>

Friesen, S. (2009). *What did you do in school today? Teaching effectiveness: A framework and rubric*. Toronto: Canadian Education Association. (Chapter 2)
[What did you do in school today? Teaching Effectiveness: A Framework and Rubric \(edcan.ca\)](http://www.edcan.ca/what-did-you-do-in-school-today-teaching-effectiveness-a-framework-and-rubric)

Gini-Newman ,Garfield and Restoule, Jean-Paul. (2019). *A choreographed approach to sustained critical inquiry among Indigenous learners*. Retrieved from:
<https://www.almafoundation.ca/a-choreographed-approach-to-sustained-critical-inquiry/>

Gini-Newman, Garfield. (2019). *Inspiring wonder through learning and thinking*. Retrieved from:
<https://www.youtube.com/watch?v=qBREL3VVbZI>

Inclusive Education Alberta
<https://www.alberta.ca/inclusive-education.aspx>

Kuhn, M. R., & Stahl, K. A. D. (2022). Teaching reading: Development and differentiation. *Phi Delta Kappan*, 103(8), 25–31. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/00317217221100007>

Learn Alberta – New Alberta Curriculum K-6
<https://curriculum.learnalberta.ca/home/en>

Leahy, Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 18–. Available from:
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live>

Marton. (2015). *Necessary conditions of learning*. Routledge. <https://www.taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9781315816876/necessary-conditions-learning-ference-marton>

Mitchell, David. (2014). *What really works in special and inclusive education, 2nd Edition*. Abingdon, Oxon: Routledge. (Available through the Doucette Library – selected chapters)

Meyer, R, Rose, D. H. & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA.: CAST. Retrieved from <http://udltheorypractice.cast.org/home>
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679>

Park, A. & Scott, D. (2014). *An Introduction to Discipline-based Inquiry*. Then/Hier: The History Education Network. Retrieved from <https://www.youtube.com/watch?v=RVhKTMFCgq0>

Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. First edition., Jossey-Bass, 2011.

Available from: <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6173665>

**E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 47 pages*

Seitz, H. (2023). Authentic Assessment: A Strengths-Based Approach to Making Thinking, Learning, and Development Visible. *YC: Young Children*, 78(1), 6–11.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=162721663&site=ehost-live>

Small, Marian. *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*, Teachers College Press, 2020. ProQuest Ebook Central, <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533>.

**E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 92 pages*

Special Education Council of the Alberta Teachers' Association. (2007). *BOATS: Behaviour, observation, assessment, teaching strategies*, 3rd Edition published 2016. Retrieved from:

<https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf>

Stern, J., Lauriault, N. & Ferraro, K. (2018). *Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers* (Vol. 1st). Corwin.

https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live&ebv=EB&ppid=pp_COVER

Tarr.P., (2010). Curiosity, Curriculum and Collaboration Entwined: Reflections on Pedagogical Documentation. *Canadian Children*, 35(2), 10–.

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=56543317&site=ehost-live>

Tarr.P., (2004). Consider the Walls. *Young Children*, 59(3), 88-92. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729109>

Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. *Educational Leadership*, 57(1), 12.
Retrieved from:

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live>

Tomlinson, C. & Moon, T. (2013). *Assessment and Student Success in a Differentiated Classroom*. ASCD), pp. 30-39, 43-47
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1441532>

Universal Design for Learning. 2017. Available from: <https://www.ahead.ie/udl>

Wiggins, G. (2005). Understanding by Design. Retrieved from: Vanderbilt University Center for Teaching.
<https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>

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>

Bear, Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Words their way® : word study for phonics, vocabulary, and spelling instruction* (Sixth Edition.). Pearson. (Available at Doucette Library - 372.46 BEWO 2016)

Gregory & Chapman, C. (2013). *Differentiated Instructional Strategies: One Size Doesn't Fit All*. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1273536>

Shanker. (2013). *Calm, alert, and learning: classroom strategies for self-regulation*. Pearson.

Print copy available in LCR:

https://ucalgary.primo.exlibrisgroup.com/permalink/01UCALG_INST/46139d/alma991012547819704336

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

LEARNING TASKS OVERVIEW

LEARNING TASK	DESCRIPTION OF LEARNING TASK	GROUP / INDIVIDUAL	WEIGHT	DUE DATE
Introduction	Who's Who	Individual	10%	July 11
Learning Task 1	Group Inquiry Project Creating a concept map/web for the unit plan Development of a topic of inquiry/essential questions to be explored around disciplinary knowledge relevant to ECE/Inclusive Ed	Group	20%	July 10

Learning Task 2	Unit Plan (4-5 lesson plans, assessment + follow up activities. Concept map, essential questions must be referenced)	Individual	40%	July 16
Learning Task 3	Evolving Understanding of ECE and Inclusive Education- Exceptionalities Resource page	Individual	30%	July 19

*GENERATIVE AI: COURSE PARTICIPANTS ARE INVITED TO USE ARTIFICIAL INTELLIGENCE TOOLS, INCLUDING GENERATIVE AI, TO GATHER INFORMATION, REVIEW CONCEPTS, AND/OR TO HELP PRODUCE ASSIGNMENTS. HOWEVER, (1) IT IS THE STUDENT'S RESPONSIBILITY TO INFORM THE INSTRUCTOR *IN WRITING* OF THE INTENTION TO USE SUCH TECHNOLOGY *IN ADVANCE* OF ITS USE; (2) THE STUDENT IS ULTIMATELY ACCOUNTABLE FOR THE WORK THEY SUBMIT; AND (3) ANY CONTENT GENERATED OR SUPPORTED BY AN ARTIFICIAL INTELLIGENCE TOOL MUST BE CITED APPROPRIATELY. MISUSE OF THESE TOOLS WILL BE CONSIDERED ACADEMIC MISCONDUCT AND WILL BE TREATED AS SUCH.

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 and Topic	Content to Review and Tasks
Introduction slide	<p>Who's Who – in One Drive Due: July 11 Who's Who Summer 2024.pptx</p>
Extending Teaching Expertise – Learning Task 1 – Group Inquiry – Due: July 10	
Monday, July 8	<p>Consider: How might I approach preparing for teaching, learning, and assessment in my Early Childhood/Inclusive Education learning environments?</p> <p>Tasks for this week:</p> <ol style="list-style-type: none"> i. Welcome, Introductions ii. Review Course Outline iii. Understanding Inclusive Education and Early Childhood Learning iv. Begin inquiry project – make groups v. Review of lesson planning <p>Tasks:</p> <ul style="list-style-type: none"> • Create “who’s who” visual Who's Who Summer 2024.pptx • Watch: Every person Has Infinite Worth Kent Hoffman (video 19:56) <p>Review Resources:</p> <p>Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx</p> <p>https://galileo.org/earlylearning/ - with attention to videos by Dr. Bryan Kolb, Dr. Sergio Pellis and Dr. Stuart Brown (<i>click on Play and Learning tab</i>)</p>

	<p>Read Ch. 2</p> <p>Stern, J., Lauriault, N. & Ferraro, K. (2018). <i>Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers</i> (Vol. 1st). Corwin. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live&ebv=EB&ppid=pp_37</p> <p>Tarr. (2004). Consider the Walls. <i>Young Children</i>, 59(3), 88-92. <i>Print copy available in LCR:</i> https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/42729109</p>
<p><u>Tuesday, July 9</u></p>	<p>Content:</p> <ul style="list-style-type: none"> <i>i. RTI review</i> <i>ii. BSP review</i> <i>iii. IPP review</i> <p>The Early Childhood classroom</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Learning Task #1 <p>Review Resources:</p> <p>Alberta Education K – 12 Curriculum and Programs of Study https://www.alberta.ca/programs-of-study.aspx <i>Primary Grades (K-3) - Program Resources (alberta.ca)</i></p> <p>Mitchell, David. (2014). <i>What really works in special and inclusive education</i>, 2nd Edition. Abingdon, Oxon: Routledge. (Available through the Doucette Library – Chapter 1) *“Preview PDF” on publisher’s website provides access to Chapter 1; at this link: https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/books/mono/10.4324/9780203105313/really-works-special-inclusive-education-david-mitchell</p> <p><i>Focus on Inquiry</i> available at http://inquiry.galileo.org/ Chapter 3</p> <p><i>Designing Learning</i>, available from https://galileo.org/articles/why-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 https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10643-014-0666-1</p> <p>https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=108813919&site=ehost-live</p>

Wednesday, July 10

LT 1 due

Work in groups on LT1

Peer feedback -
forward review

Consider: How might I transform wonder into knowledge with my students?

Content:

- i. **Unit planning**
- ii. **IPPs**
- iii. **Teaching strategies**
- iv. **Discussion of course readings and emerging questions**

Tasks:

- **Work on IPP**
- **Begin to look at Unit Plan**
- **View:** Gini-Newman, Garfield. (2019). *Inspiring wonder through learning and thinking*. Retrieved from:
<https://www.youtube.com/watch?v=qBREL3VVbZI>
- **Finish up LT 1**

Review Resources:

Alberta Education – Literacy and Numeracy

<https://education.alberta.ca/media/3402194/lit-progressions.pdf>

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>

Bear, Invernizzi, M., Templeton, S., & Johnston, F. R. (2016). *Words their way® : word study for phonics, vocabulary, and spelling instruction* (Sixth Edition.).

Pearson. (Available at Doucette Library - 372.46 BEWO 2016)

Calhoun, Emily F. (1999). Teaching Beginning Reading and Writing with the Picture Word Inductive Model,(Chapter 1). Retrieved from:

<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?pg-origsite=primo&docID=3002150>

Learn Alberta – New Alberta Curriculum K-6

<https://www.alberta.ca/education-guide-learnalberta-ca.aspx>

Inclusive Education Alberta

<https://www.alberta.ca/inclusive-education.aspx>

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

<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=31926032&site=ehost-live>

Small, Marian. *Good Questions: Great Ways to Differentiate Mathematics Instruction in the Standards-Based Classroom*, Teachers College Press,

	<p>2020. ProQuest Ebook Central, https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6359533. <i>*E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 92 pages</i></p>
<p><u>Thursday, July 11</u></p>	<p>Content:</p> <ul style="list-style-type: none"> <i>i. Group Inquiry Gallery Sharing</i> <i>ii. Introduction to LT2</i> <i>iii. Kindergarten Program Statement</i> <i>iv. Inclusive Education</i> <i>v. Designing a Unit Plan Process</i> <i>vi. Writing IPPs</i> <p>Tasks:</p> <ul style="list-style-type: none"> • Feedback and Revisions to IPP • Review: Wiggins, G. J. & McTighe, J. (2005). Understanding by design (2nd Edition) Chapters 1 and 11 Available: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118 <p>Review Resources:</p> <p>Meyer, R, Rose, D. H. & Gordon, D. (2014). <i>Universal design for learning: Theory and practice</i>. Wakefield, MA.: CAST. Retrieved from http://udltheorypractice.cast.org/home https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4603679</p> <p>Mitchell, David. (2014). <i>What really works in special and inclusive education</i>, 2nd Edition. Abingdon, Oxon: Routledge. (Available through the Doucette Library – Chapter 2) https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/22718152970004336?auth=SAML</p> <p>Kindergarten Program Statement (2008) https://education.alberta.ca/media/563583/kindprogstate2008.pdf</p> <p>Alberta Government (2022). <i>Implementing a continuum of supports and services: a resource guide for school and school authority leaders</i>. https://open.alberta.ca/publications/implementing-continuum-supports-services-resource-guide-school#summary</p> <p>Inclusive Education Alberta https://www.alberta.ca/inclusive-education.aspx</p>
<p>Teachers as Designers of Learning through UDL– Learning Task 2 – Unit plan – Due: July 16</p>	

<p><u>Friday, July 12</u></p>	<p>Consider: How might I differentiate instruction to meet the complex and unique learning needs of each student?</p> <p>Content:</p> <ol style="list-style-type: none"> i. <i>Unit planning</i> ii. <i>Teaching strategies</i> iii. <i>Assessment practices</i> <p>Tasks:</p> <ul style="list-style-type: none"> • <i>Sharing/ feedback of unit plan ideas</i> <p>Review Resources:</p> <p>Wiggins, G. J. & McTighe, J. (2005). <i>Understanding by design</i> (2nd Edition) Chapters 1 and 11 Available: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=3002118</p> <p>Stern, J., Lauriault, N. & Ferraro, K. (2018). <i>Tools for Teaching Conceptual Understanding, Elementary: Harnessing Natural Curiosity for Learning That Transfers</i> (Vol. 1st). Corwin. https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2524803&site=ehost-live</p> <p>Alberta Education. (2010). <i>Making a difference: Meeting diverse learning needs with differentiated instruction</i>. https://open.alberta.ca/dataset/e02db4bb-ba84-4ee2-92eb-cd7e20fee97c/resource/4f325cbc-0b11-4284-80fb-6b83e3072b49/download/makingadifference-2010.pdf</p> <p><i>Universal Design for Learning</i>. 2017. Available from: https://www.ahead.ie/udl</p> <p>Brillante, Pamela, and Karen N. Nemeth. <i>Universal Design for Learning in the Early Childhood Classroom: Teaching Children of All Languages, Cultures and Abilities, Birth-8 Years</i>. Routledge, 2018. 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</p>
<p><u>Monday, July 15</u></p>	<p>Tasks:</p> <ul style="list-style-type: none"> • Work on LT 2 -critical colleague conversation <p>Review Resources:</p> <p>Mitchell, David. (2014). <i>What really works in special and inclusive education</i>, 2nd Edition. Abingdon, Oxon: Routledge. (Available through the Doucette Library – Chapter 6) https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/citation/2718369500004336?auth=SAML</p>

	<p>Mapping a Route Toward Differentiated Instruction, Carol Ann Tomlinson. Retrieved from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live</p> <p><i>Assessment Strategies and Tools</i>. Available from: https://www.learnalberta.ca/content/mewa/html/assessment/strategies.html</p> <p>Leahy, Lyon, C., Thompson, M., & William, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i>, 63(3), 18–. Available from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=18772694&site=ehost-live</p> <p>Resource suggestion for you to explore</p> <p>Ritchhart, Ron, et al. <i>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</i>. First edition., Jossey-Bass, 2011. Available from: https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=6173665 <i>*E-book Central license permits only one online user at a time; per day, a user may print to PDF up to 47 pages</i></p>
<p>Tuesday, July 16 <u>LT 2 Due</u></p>	<p><i>Consider: How might I be proactive rather than reactive?</i></p> <p><u>Content:</u></p> <ol style="list-style-type: none"> <i>i. Social-Emotional Learning – the brain and the behaviour</i> <i>ii. Discussion of course readings and emerging questions</i> <i>iii. Look at resources for enhanced services: speech pathologist, OT-occupational therapist, PT- physical therapist</i> <i>iv. Social stories/use of visuals</i> <p>Tasks:</p> <ul style="list-style-type: none"> • View: CASEL - Fundamentals of SEL • Review: https://self-reg.ca/no-such-thing-as-a-bad-kid/ • Finish up LT2 <p><u>Review Resources:</u></p> <p>Shanker. (2013). <i>Calm, alert, and learning: classroom strategies for self-regulation</i>. Pearson. https://self-reg.ca/self-reg-101/</p> <p>Tomlinson, C. A. (1999). Mapping a Route Toward a Differentiated Instruction. <i>Educational Leadership</i>, 57(1), 12. Retrieved from: https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=2259298&site=ehost-live</p>

	<p>Guiding Framework for Curriculum Development – Alberta Education https://education.alberta.ca/media/3575996/curriculum-development-guiding-framework.pdf</p> <p>Friesen, S. (2009). What did you do in school today? Teaching effectiveness: A framework and rubric. Toronto: Canadian Education Association. (Chapter 2) What did you do in school today? Teaching Effectiveness: A Framework and Rubric (edcan.ca)</p> <p><i>BOATS: Behavior, observation, assessment, teaching strategies, 3rd Edition.</i> Retrieved from: https://www.teachers.ab.ca/SiteCollectionDocuments/ATA/Publications/Professional-Development/PD-224-BOATS%20Book-2016%2009.pdf</p>
<p>** potential off site trip</p> <p><u>Wednesday, July 17</u></p>	
<p><u>Thursday, July 18</u></p>	<p>Content:</p> <ul style="list-style-type: none"> <i>i. Additional strategies to support students with learning challenges</i> <i>ii. The language and acronyms in inclusive education</i> <i>iii. Lingering questions or areas of inquiry</i> <p>Review Resources:</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>Ministerial Order on Student Learning, 2020. Retrieved from: https://open.alberta.ca/publications/ministerial-order-on-student-learning-2020</p> <p>Alberta Education. (2011). <i>English as a second language proficiency benchmarks.</i> http://www.learnalberta.ca/content/eslapb/</p>
<p>Learning Task 3- Evolving Understanding of the Early Childhood Education /Inclusive Education - Due: July 19</p>	
<p><u>Friday, July 19</u> LT 3 Due</p> <p>Wrap Up and Celebration of Learning</p>	<p>Consider: How might I incorporate reflective practice to refine and enhance my teaching practice?</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Completion of <i>Exceptionalities</i> page (LT 3)

LEARNING TASKS AND ASSESSMENT

There is an introduction assignment and three required Learning Tasks for this course

Introduction Assignment: Who's Who. [Who's Who Summer 2024.pptx](#)

Course Value: 10%

Due: July 11

For this assignment you are asked to create a Photo/Visual/Text slide that best represents who you are (as a person, teacher, student, friend,...). You are invited to include a favorite quote, specific words, value statement, or anything that you feel you would like your instructor and classmates to know about you.

Criteria For Assessment of Introduction Assignment

This assignment will be based on completion.

Learning Task 1: Group Inquiry Project/Visual

Course Value: 20%

Due: July 10

For this assignment, working in groups of 2-3 you will develop an inquiry topic with essential questions and understandings relevant to the Early Childhood / Inclusive Ed classroom and gather supportive ideas and resources. This inquiry topic will reflect quality practice in Early Childhood Education and/or Inclusive 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, unit plan.

The format will include a written rationale, a concept map, sometimes referred to as a mind map or web design or other format to show the connections between ideas and references. You may choose a topic applicable to an ECE (if specializing in ECE) or Inclusive Education 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/or Inclusive Education and through assigned and self-selected readings.

The group inquiry project will be shared in class through a 5-minute visual presentation (1 slide to be uploaded into a One Drive folder). Be creative in the development of this assignment.

Required elements of this project include:

1. A topic or overarching essential question hosting the inquiry;
2. A brief written rationale using proper APA 7 formatting (500 words max)
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

Group inquiry projects will be assessed on the following criteria:

1. Quality, meaningfulness and appropriateness of the inquiry topic or essential question presented as a written rationale including:
 - a. Clarity of the visual 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 and/or inclusive education;
 - d. Significance and relevance of resources with correct citations.
2. Overall presentation of findings including:
 - a. Organization, clarity, creativity, 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.

1.Value of Research Question and Resources	Accomplished A+ to A- 85-100	Developing B- to B+ 70-84	Beginning C+ or less 65-69
Strength of inquiry question/topic	The research question/topic, essential questions and understandings are	The research question/topic and essential questions and understandings	The research question/topic and essential questions and understandings are

What do you want to know?	clearly observed, specific, and address a significant interest, need or problem that has relevance to the students and value beyond school	are appropriate and clearly stated but may be general or too narrow in focus	roughly sketched and in need of refinement
Rationale for inquiry question/topic Why do you want to know? Provide curriculum outcomes to demonstrate interdisciplinary connections	The rationale for choosing the research question/topic, essential questions and understandings is well 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.	The rationale for choosing the research question/topic, essential questions and understandings gives consideration to the impact on student engagement, interest and development. Some connections to Programs of Study are provided.	The supporting rationale is weakly developed and/or provides limited consideration of its impact on student engagement, interest and development. Limited or few connections to Programs of Study are evident.
Value of research question/topic in teaching and learning What activities will you choose?	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, differentiation, and inclusive practice principles)	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.	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.
Value of references to support teaching and learning	Attention is given to providing a variety of age-appropriate and scholarly resources in building a thorough understanding of the	Some attention is given to providing age-appropriate and scholarly resources that relate to the issues and opportunities presented	Resources are referenced but are limited in variety and are missing a clear connection to the research question/topic,

	issues, challenges and opportunities presented by the research question/topic, essential questions and understandings	by the research question/topic, essential questions and understandings	essential questions and understandings
2. Digital Design Elements	ACCOMPLISHED	DEVELOPING	BEGINNING
Effective use of visuals to enhance the strength of the findings Do visuals help to clarify understanding of the issues? Do visuals engage and hold the audience? Are the inquiry, overall presentation of information and visual content well connected and meaningful?	The visual (concept or mind map or other) employs engaging and clearly connected visuals with an accompanying legend or key	The visual (concept map or mind map or other) includes mainly relevant visuals with an accompanying legend or key	The visual (concept map or mind map or other) 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

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.

Learning Task 2: Design a Unit Plan

Course Value: 40 %

Due: July 16

For this assignment, you will work independently to develop a topic of inquiry/unit **with 4-5** lesson plans (interdisciplinary) that arise from your group inquiry project (Learning Task 1) and supports the learning and developmental strengths and needs of young learners and integrates concepts of inclusive education. 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 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. Other lesson plan formats that effectively represent your planning processes are also acceptable.

You are required to select from the core subjects: language arts, social studies, science or mathematics but are encouraged to create cross-curricular tasks. Your final unit plan will also demonstrate appropriate universal design elements to include a variety of exceptionalities in your plan of instruction and assessment.

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 and demonstrates an integration of inclusive education;
2. A rationale for the learning, teaching, and assessment plan, as supported by theories of ECE and/or Inclusive Education; “I can” statements to guide student learning KUSPs and assessment; and
3. 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;
4. Include the essential questions and understandings from Learning Task 1 in the lesson plans;

Grading Criteria for Learning Task 2

The checklist of specific items for your unit plan are:

- A. Unit Title, Subject Area, and Topic** – *The theme or focus of your unit.* This can be developed in consultation with your instructor and should be clearly and specifically titled.
- B. Reference to the Alberta Education Curriculum (referencing one or more of the 4 Core Curricular Areas of focus)** – 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. *If you are in an ECE specialization, you must choose Kindergarten or Gr. 1*
- 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. Include the essential questions and understandings from Learning Task 1.*
- 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. Three to Four 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? **Use of scripting, where relevant, is encouraged.***
- 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 7 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, students identified as meeting the criteria for requiring extra learning supports, students with physical challenges, English as an additional 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.*

Assessment Criteria for Learning Task 2 – Unit and Assessment Plan

	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.	Demonstrates an understanding of: How students learn, Disciplinary core concepts and connections, and Curricular outcomes.	Demonstrates an exceptional understanding of: How students learn, Disciplinary core concepts and

		project-based, problem-based, or design-based)	Designs inquiry-based learning tasks that focus student inquiry on issues, questions, and problems central to the discipline.	connections, and 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 information, facts, and formulae.	Designs learning activities that are organized around subject matter. Occasionally brings discipline experts into the classroom to talk about the work they do.	Designs learning experiences that are organized around disciplinary ideas and core concepts. Requires students to make connections between existing and new ideas to build understanding.	Designs learning experiences that engage the students in the distinct ways of thinking about 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.

<p>Work fosters deep understanding</p>	<p>The work students undertake builds habits of mind that emphasize group think by requiring a simplistic solution and/or absolute conclusion attributed to an external authority with no consideration of implications.</p>	<p>The work students undertake requires that they demonstrate industrial habits of mind that present conclusions relative to each other, with simplistic solutions, and a cursory examination of implications.</p>	<p>The work students undertake fosters disciplined habits of mind. Students are asked to:</p> <ul style="list-style-type: none"> Formulate plausible solutions, Articulate assumptions, Formulate reasoned judgment and conclusions based on evidence, and Consider implications that reach beyond the immediate situation. 	<p>The work students undertake fosters strong habits of mind and innovation and creativity. Students are routinely asked to:</p> <ul style="list-style-type: none"> i) Formulate plausible, coherent working theories, 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>Assessment is Comprehensive</p> <p>What are you assessing and how will you know students understand?</p> <p>How will that focus your future lessons</p>	<p>Assessment is exclusively summative (i.e. tests or assignments after learning has occurred).</p> <p>The teacher is unaware of ways to use formative assessment to improve learning</p>	<p>Assessment is primarily summative informed by some formative data (i.e. assessment activities built into the learning process).</p> <p>The teacher occasionally uses a formative assessment</p>	<p>Assessment is both summative and formative.</p> <p>The teacher uses a limited number of formative assessments to improve learning and inform instructional decisions.</p>	<p>Assessment is integral to learning and woven into the day-to-day fabric of teaching and learning.</p> <p>The teacher uses a wide range of ongoing formative assessments to inform instructional decisions and to improve practice.</p>

	<p>or to inform teaching practices.</p> <p>Assessment provides a limited picture of student learning.</p> <p>Teacher relies on one source of assessment data that appears primarily in the form of pencil and paper tests emphasizing recall.</p>	<p>instrument to improve learning and guide planning decisions.</p> <p>Assessment of learning provides a general picture of student learning and competencies.</p> <p>Teacher uses a limited number of sources as assessment data. These sources include tests, paper and pencil artifacts, and the occasional technology presentation.</p>	<p>Assessment of learning provides an accurate, defensible picture of student learning and competencies.</p> <p>The teacher uses a variety of assessment data including observations, conversations, and artifacts that provide for a wide range evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.</p>	<p>Assessment of learning provides an accurate, comprehensive, defensible picture of student learning and of student competencies at the time the grade is awarded.</p> <p>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 evidences of learning including written assignments, student reflections, portfolios, digital images of student work, and audio and video recordings.</p>
<p>Clear criteria are established</p>	<p>Assessment criteria are shared after the work has been graded.</p>	<p>Assessment criteria are developed by the teacher and fully explained to students before the work begins.</p>	<p>Assessment criteria are collaboratively designed with students in ways meant to ensure that everyone has input and understands the learning expectations</p>	<p>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.</p>

Learning Task 3: Evolving Conceptual Understanding of Early Childhood Education and Inclusive Education

Course Value: 30 %

Due Date: July 19

Using the template provided, you will create a one-page description of one specific exceptionality and some of the teaching strategies that can be used to specifically support a child who struggles with this exceptionality in the classroom. This assignment will be completed in class. Selection of the exceptionality will be through an online sign-up.

All contributions to the class resource must include the following information:

- A detailed description of the learning challenge and how it may present itself in a classroom including any related challenges the child may experience as a result of the learning challenge.
- Detailed description of the teaching strategies that can be used to support the student and why these strategies have been selected.
- Additional resources (print, visual, websites, technology etc) that can be used to further inform teaching and learning in the classroom.

Assessment Criteria for Learning Task 3:

This rubric will be developed together collaboratively in class.

Assessment Element		(C+ or less)	(B- to B+)	A- to A+
Written	Quality of One-Page Submission		<ul style="list-style-type: none"> • Clear • Comprehensive • Insightful • Free from error (spelling, grammar, punctuation, sentence structure) 	
	Demonstrated Understanding of Learning Challenge and Supports		<ul style="list-style-type: none"> • Clear and comprehensive description of learning challenge and teaching strategies identified • Information presented is current, relevant, and accurate • Accurate citation of resources identified and/or used 	

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, in 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 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

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

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>. 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](https://www.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>

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 Claire Gillis, esa@ucalgary.ca.

Werklund SU Representative is TBA, educrep@su.ucalgary.ca.