

Course Number: EDUC 8P24 Sections 7 (Thursday) and 3 (Friday)

Term/Year/Duration: Term 1, 2021-2022, Fall

Course Title: Junior/Intermediate Language Arts: Part 1

Instructor Name: Ruth McQuirter

Email: rmcquirter@brocku.ca

Office Hours: In-person or online meetings via Microsoft Teams available upon request

Contact: A direct email to rmcquirter@brocku.ca is preferred

Times and Locations: Thursday (Section 7) or Friday (Section 3), 2:00-5:00 pm (in person with some online components) **Please note: Classes for Weeks 1 and 2 will occur online on Teams.** See Sakai Overview page for link to Teams.

Course Calendar Description:

Introduction to the Ontario Junior/Intermediate curriculum in Language Arts. Topics may include: literacies theories, young adult literature, literacy and assessment, planning, and classroom strategies and tools.

Course Prerequisites (if any):

Open to students admitted to the Junior/Intermediate programs

Learning Objectives/Outcomes:

Teacher Candidates will:

1. *Display a working knowledge of the Ontario Ministry of Education guidelines and support materials for language*
2. *Locate, critically analyze, and organize resources that will inform their literacy teaching and benefit their students. These resources will encompass a broad range of modalities, including traditional print (books, magazines, journals, publishers' materials), online repositories of websites, educational blogs, databases, as well as media forms such as webcasts, videos, and digital apps*
3. *Foster and model collaboration and creativity in designing and delivering classroom experiences*
4. *Display versatility in creating learning experiences that provide for a range of learning styles, interests, and abilities*
5. *Demonstrate a working knowledge of New Literacies: Digital, Media, Global, and approach the teaching of language from this expanded perception of what it means to be literate in the 21st century*
6. *Become familiar with learning materials, teaching approaches, and history related to Indigenous peoples of Canada, as well as other populations affected by issues of social justice.*

Required Readings or Texts:

Weekly readings will be posted on Sakai. No text to purchase. Please allocate some funds for apps that may be recommended for use in the course.

Course Communications:

SAKAI

This course uses the SAKAI platform for all course work and resources. You will find all of the information for each week posted on our class site. You will also submit all homework and assignments through our class Sakai site. You are expected to access the course site regularly (once per day) to check for updates. I will send individual emails to you via Sakai as well. When I do so, I will also send a copy to your brocku email. Please log on to Sakai to respond to me if necessary.

MICROSOFT TEAMS

Microsoft Teams will be used in conjunction with Sakai during this course. Should public health measures require online classes, they will be conducted through Teams. Otherwise, classes will be held face-to-face in Hamilton.

EMAIL

You should contact Dr. Ruth McQuirter, by email at rmcquirter@brocku.ca. It is expected that you will inform the instructor of any absences before or shortly after the class.

Meetings/Office Hours

I will be available during class, in my office at other times, or by a pre-arranged meeting on Microsoft Teams.

Evaluation Components and Due Dates

Evaluation Component	Grade Weight	Due Date
Response to online content (independent)	24% (8x3%)	Weekly (weeks 2-11); posted by midnight pm 2 days prior to class i.e. Tuesday 11:59pm for Section 7; Wednesday 11:59 pm for Section 3
Literacy Leader (independent; during PLCs)	10% (2x5%)	Twice during course
Resource curation (independent)	6% (2x3%)	Weeks 6 & 11
Lesson plan (group)	15%	Week 12
Consolidation Task (independent)	30%	Week 11
Professionalism (independent)	15%	Ongoing
Total	100%	

The university grading scale for Teacher Education courses is P1= 80 points or higher; P2= 70-79 points; P3= 60-69 points; F= below 60 points

Assignment Descriptions

Response to Online Content: (Total = 24%)

Each week you will complete a module on Sakai and respond in the form of a post to a Forum. In some cases you will locate and critique a resource for the teaching of a specific strand of language arts. Other weeks you will respond to a professional reading. Postings must be uploaded by midnight two days prior to class. Marks will be deducted for late postings.

Literacy Leader: (Total = 10%)

Each week an assigned Literacy Leader will summarize the group postings from Sakai and lead a table discussion during a Professional Learning Conversation. Your role as Literacy Leader will occur twice during the course. A summary of your discussion will be posted to Sakai. See Appendix B

Lesson Plan: (Total = 15%)

With a small group, you will choose a pre-existing J/I Language Arts lesson plan of interest and adapt/modify it into the Brock Lesson Plan template to include a social justice focus and fit our Canadian context. (see Appendix C)

Resource Curation: (Total = 6%)

In addition to the Explore Resources posts you will show evidence of a systematic method for saving and organizing online resources for Language Arts that you have encountered during the course. These may be resources colleagues have posted and shared during Professional Learning Conversations or others discovered during class time. You will go beyond simply bookmarking websites, and will use a service such as Diigo, Cube for Teachers etc. Resources will be tagged in whatever way makes sense to you. I will meet with you during the course to assess your curation progress (see Appendix D).

Consolidation Task: (Total - 30%)

This culminating task will allow you to showcase your understanding of how to use literacy resources to meet curriculum needs in the 21st century classroom. You will demonstrate your understanding of one or more Language curriculum strands of your choice (reading, writing, oral communication, and/or media literacy); critique three resources that are available for teacher and/or student use in relation to this strand(s); and develop ideas for classroom application that showcase your understanding of the Ontario curriculum expectations, and 21st century literacy pedagogy and best practice. You can choose to showcase the strand as a whole, or connect to a specific issue related to the strand (see Appendix D for ideas). You will present your ideas in a format of your choosing (blog post, podcast, vlog or other video format, infographic, slideshow, etc.). You will consult with your instructor regarding your plan prior to commencing this project. (See Appendix E)

Professionalism: (Total = 15%) See “Attendance, Participation, and Professionalism” below (See Appendix F)

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Attendance, Participation, and Professionalism

Teacher candidates will demonstrate a professional attitude, time management, reliability, and sincere commitment to the subject area. Candidates are reminded of the OCT *Standards of Practice* (See Appendix G).

- Attendance: informs instructor of absence (see “Relationship between attendance and grades”); make-up assignments submitted as required
- Participation: demonstrates respectful conduct toward instructor and colleagues; fulfills responsibilities as a group member in classroom activities and assignments; displays appropriate digital citizenship
- Professionalism: punctual; prepared for class; submits assignments on time (see “Late submission policy”)

Late Submission Policy:

The penalties for late submission of assigned coursework (e.g., papers, assignments, weekly reflections) are 5% per day, unless accompanied by medical documentation. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>. It is expected that all assignments for the course will be completed and submitted through Sakai.

Relationship between attendance and grades:

This course consists of 12 face-to-face sessions for a total of 36 hours. It is essential that you attend every class. If you miss one class, you will have been absent for 9% of the coursework.

You are expected to attend all classes. However, on rare occasions, exceptional circumstances may require a student to miss a class. You are expected to contact your instructor before class (e-mail) if you cannot attend or must be late due to a personal illness, injury, or a family emergency. Classes missed due to personal illness and/or personal injury are considered excused absences and you will be allowed to make up missed quizzes or complete a make-up assignment for missed work. Emergencies of immediate family members, including funerals, are also considered excused absences. Documentation of the reason for an absence is required - such as a doctor’s note or funeral brochure. It is your responsibility to provide this to the instructor. See Medical Exemption Policy and the medical health certificate at <http://www.brocku.ca/health-services/policies/exemption>.

All other absences are normally considered **unexcused absences** including but not limited to attending functions at one of the placement schools or funerals for friends/relatives not in your immediate family. **Classwork/quizzes cannot be made up for unexcused absences.**

You are required to attend and participate in at least 80% of class hours to pass a course. This applies to a course or, in some cases, a segment of a course that is taught in discrete round. If excused absences are greater than 10% of total number of course hours, a make-up assignment will be required by the instructor (in addition to missed work). **Teacher candidates missing 20% or more course hours, even with excused absences, will be referred to the department chair for further action and will normally result in a failing grade. Exceptional circumstances will be considered on a case-by-case basis.**

As noted in the Undergraduate Calendar, *Teacher candidates wishing to proceed to the final year of their teacher education program must have achieved a passing grade in all previous teacher education courses.*

Important dates:

November 7 is the date for withdrawal from the course without academic penalty.
October 16 is the date you will be notified of 15% of your course grade.

2021 Mask Mandate

Brock University requires face coverings "in all indoor settings, as well as outdoors where physical distancing cannot be maintained, unless the person qualifies for an exemption." Unless you qualify for an exemption, you are required to wear a mask or other face covering while attending in-person classes.

If you qualify for an exemption and will not be wearing a face covering, please prioritize the health and well-being of yourself, your fellow students, your instructors, and others by, where feasible, maintaining a physical distance of at least two meters.

For more information:

- Brock's COVID-19 website: <https://brocku.ca/coronavirus/>
- Ontario Government's Face Coverings and Face Masks webpage: <https://www.ontario.ca/page/face-coverings-and-face-masks>
- Niagara Region Face Covering By-law: <https://www.niagararegion.ca/health/covid-19/mask-by-law.aspx>
- City of Hamilton Face Coverings and Masks By-Law: <https://www.hamilton.ca/coronavirus/face-coverings-and-masks-by-law>

Student Code of Conduct Policies

In order to successfully complete the initial teacher education program, teacher candidates are required to adhere to the Brock Student Code of Conduct found at <http://brocku.ca/student-discipline/code-of-conduct> and to demonstrate the essential competencies outlined in the *Teacher Education Handbook (3.1)*, as observed and assessed by instructors, practicum instructors and/or practicum advisors, and associate teachers. Failure to demonstrate these essential competencies will generally lead to failure in the program.

Academic Policies

Academic Integrity:

Academic misconduct is a serious offence. The principle of academic integrity, particularly of doing one's own work, documenting properly (including use of quotation marks, appropriate paraphrasing and referencing/citation), collaborating appropriately, and avoiding misrepresentation, is a core principle in university study. Students should consult Section VII, "Academic Misconduct", in the "Academic Regulations and University Polices" entry in the Undergraduate Calendar, available at <http://brocku.ca/webcal> to view a fuller description of prohibited actions, and the procedures and penalties.

Academic Accommodation:

As part of Brock University's commitment to a respectful work and learning environment, the University will make every reasonable effort to accommodate all members of the university community with disabilities. If you require academic accommodations related to a documented disability to participate in this course, you are encouraged to contact Services for Students with Disabilities in the Student Development Centre (4th floor Schmon Tower, ex.

3240). You are also encouraged to discuss any accommodations with the instructor well in advance of due dates and scheduled assessments.

Academic Accommodation due to Religious Obligations:

Brock University acknowledges the pluralistic nature of the undergraduate and graduate communities such that accommodations will be made for students who, by reason of religious obligation, must miss an examination, test, assignment deadline, laboratory or other compulsory academic event. Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructor(s) for alternative dates and/or means of satisfying requirements.

Medical Exemption Policy:

The University requires that a student be medically examined in Health Services, or by an off-campus physician prior to an absence due to medical reasons from an exam, lab, test, quiz, seminar, assignment, etc. The Medical Certificate can be found at: <http://www.brocku.ca/health-services/policies/exemption>

APPENDIX A

COURSE OUTLINE - WEEKLY TOPICS AND ASSIGNMENTS

Week/ dates	Focus/topic	Professional Learning Conversations Preparation Modules	Topics, Activities, and Due Dates
1 Week Sept. 2 or 3	Introduction: What is literacy in the 21 st century?	No Professional Learning Conversations (PLC)	-Community Building / Get to Know You -Course Walkthrough -Introduction to 21 st Century Classrooms
2 Week Sept. 9 or 10	Ministry guidelines; critical literacy	Reading: articles on social justice	Due: Sakai post - critique of news article. Not evaluated; joint leadership (PLC) Focus on Critical Literacy, and The Ontario Curriculum Documents
3 Week Sept. 16 or 17	Media Studies I (introduction to strand)	Explore Resources: Educational Blogs Focus: Educational blogs as professional learning	Due: Sakai post on resource for Media Strand (PLC) Focus on the Media Literacy Strand, and the benefits of educational blogs Curation tools introduced
4 Week Sept. 23 or 24	Reading I (introduction to strand)	Explore Resources: Ministry resources and other websites for teachers Focus: Reading instruction and resources	Due: Sakai post on resource for Reading Strand (PLC) Focus on the Reading Strand, and Reading comprehension strategies Introduce Library Home page and practise navigating to find resources for reading.
5 Week Sept. 30 or Oct.	Writing I (introduction to strand)	Explore Resources: Social Media (Twitter, Pinterest; Instagram, etc.) Focus: Writing instruction	Due: Sakai post on resource for Writing Strand (PLC) Focus on the Writing Strand, and how we can use poetry and social media in the classroom Writing Process; writing forms

6 Week Oct. 7 or 8	Oral Communication I (introduction to strand)	Explore Resources: Audio Resources for Teaching Oral Communication Focus: Oral language strand; listening and speaking	Due: Sakai post on podcasts and other audio/video resources for Oral Communications Strand (PLC) Meet with instructor to discuss curation progress Focus on the Oral Communication Strand, the importance of teaching listening skills, and the benefits of podcasts and videos in the classroom.
Oct. 12-15	READING WEEK		
7 Oct. 21 or 22	Writing II (classroom applications)	Professional Reading: Writing strand Nidus & Sadler. (2016). More than a checklist	Due: Sakai post on Nidus & Sadler reading (PLC) Focus on the Writer's Workshop Approach, Collaborative Writing, and Writing Assessment.
8 Week Oct. 28 or 29	Media Studies II (classroom applications)	Professional Reading: Media Studies Good, J. (2019, June 10). The urgent need for media literacy in an age of annihilation	Due: Sakai post on Good reading (PLC) -Focus on Critical Literacy and Fake News; and on Technology Use in the Classroom
9 Week Nov. 4 or 5	Reading II (classroom applications)	Professional Reading: Reading strand Roehling, J. et al (2017). Text structure strategies for improving expository reading comprehension	Due: Sakai post on Roehling reading (PLC) Focus on Non-Fiction Texts, and the GRR Model of Instruction (Modelled and Shared reading practices)
10 Nov. 11 or 12	Reading III (classroom application and assessment)	Professional Reading: Schwartz, K. (2020, January 5). How the #Disrupttexts movement can help English teachers be more inclusive	Due: come prepared to discuss Schwartz reading (PLC - joint leadership) Focus on Reading Assessment and Application (Running Records and Guided Reading practices)
11 Week Nov. 18 or 19	Oral Communication II (classroom applications)	Professional Reading: Oral Communication strand Leary, T. (2017). Teaching Indigenous histories through authentic voice.	Due: Sakai post on Leary reading (PLC) Meet with instructor re curation evidence Focus on Storytelling in the classroom, student identities, and speaking skills Due: Culminating Assignment
12 Week Nov. 25 or 26	Module Choice: Visual Literacy; Multimodal; Writing	No PLC	Due: Group Lesson Plan -Independent Module Selection

LITERACY LEADER REPORT

EXPLORE RESOURCES

NAME: _____

DATE: _____

RESOURCE FOCUS: (e.g. Educational blogs) _____

STRAND: _____

A: Prior to the PLC:

1. Read the Forum posts for everyone in your group. Brief comments on the various resources. Common themes? Interesting insights?
2. Plan at least 3 questions for discussion based on the resources and/or the strand. What questions/issues come to mind as you read the various posts? (record questions here)

B: During the PLC:

3. How did group members respond to your questions? What were some key points raised? (may use point form here)

C: After the PLC:

4. Brief summary of theme, issues, implications for practice, concerns arising from your discussion (one paragraph)
5. Reflect on your role as a Literacy Leader. What went well? What didn't? What might you change in a future PLC?

PLEASE SUBMIT TO *SUBMISSION CENTRE* BY MIDNIGHT THE DAY OF THE PLC

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LITERACY LEADER REPORT

PROFESSIONAL READING

NAME:

DATE:

READING:

STRAND:

A: Prior to the PLC:

1. Brief summary of everyone's thoughts/post about the reading:
2. Plan at least 3 questions for discussion based on the resource and/or the strand. What questions/issues come to mind to challenge the group to go deeper into the reading?

B: During the PLC:

3. How did group members respond to your questions? What were some key points raised? (may use point form here)

C: After the PLC:

4. Brief summary of theme, issues, implications for practice, concerns arising from your discussion (one paragraph).
5. Reflect on your role as a Literacy Leader. What went well? What didn't? What might you change in a future PLC?

PLEASE SUBMIT TO SUBMISSION CENTRE BY MIDNIGHT THE DAY OF THE PLC

Appendix C

Group Lesson Plan

With a small group, you will choose a pre-existing J/I Language Arts lesson plan of interest and adapt/modify it into the Brock Lesson Plan template to include a social justice focus.

Brief Description: Your selected lesson should have a language arts focus (reading, writing, oral communication, and/or media literacy skills) and should include a social justice component in a meaningful way. Your lesson should focus on a specific grade, but can include adaptations to your materials or actions to suit other grades. We will discuss the specifics in class and view examples together. Your lesson should be well-designed and thoughtful, with enough detail for a supply teacher to replicate. You must acknowledge the original source (e.g. an online website, social media source etc.) at the end of the lesson plan. (A simple "adapted from" and link will suffice).

Length// Your lesson should be approximately 60 minutes in length (or one class period). If it is intended to last more than one period (e.g. two 40-minute periods), indicate as such under duration. If other subjects are involved (cross-curricular integration), include them in the expectations and descriptions.

Content & Performance Standards// You need to include the specific expectation code before each learning goal, success criteria, and assessment tool. You cannot receive an EE on those sections if this is missing. More information regarding the specific expectation code will be discussed in class.

Example: Specific Expectation: ML3.4 produce media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (p. 119); **Learning Goal: ML3.4** I will create a fractured fairy tale.

You will also need to include a brief description of the achievement chart categories (see *Ontario Curriculum: Language*, pg. 20-21) and learning skills and work habits (see *Growing Success*, p. 11) that will be addressed in your lesson.

Assessment// You will need to include measurable learning goals and aligning success criteria in your lesson plan. Additionally, you should identify the assessment tools necessary to evaluate student work. You are not required to create them. You are, however, required to provide sufficient detail to explain the content and use of any appendices and tools.

Background Lesson Information// In this section, you will include any prior knowledge necessary students must have before beginning your lesson, and the materials and resources to be utilized during your lesson. Include hyperlinks to digital sources.

Instructional Trajectory// There are three components to your lesson: the minds on, action, and consolidation. Be sure to review the checkbric on the following page to closely examine the requirements in each of these three areas.

Quality & Evaluation: Strong and comprehensive work is expected. The checkbric used to evaluate your assignment is attached on the next page. The following quality indicators (QI) will be utilized in marking quality of your assignment:

- **EXCEEDING Expectations (EE) HIGH P1:** Fully completed, exceedingly well done, and exemplary in style, quality, and content. Very detailed and no/minor errors. Very thoughtfully selected and detailed components.
- **MEETING Expectations (ME) P1:** Completed, well selected components with a good amount of detail. Errors are minor.
- **APPROACHING Expectations (AE) P2:** Completed. May be a few major errors or multiple minor errors. May be lacking in detail, or misalignment and inconsistencies may be present.
- **NOT YET Meeting Expectations (NY) P3:** May be a many minor errors, multiple major errors, be greatly lacking in detail, or a great deal of misalignment. May also be incomplete.

Due Dates: Week 12 (see course outline for specific date)

Submissions: Submit your lesson plan in PDF format on SAKAI in the “submission centre” (or as indicated by your instructor)

STRENGTHS	COMPONENTS	QI	WORK ON
LESSON PLAN DETAILS (10 PTS)			
	identifying details: all relevant details filled in (ME – NY)		
	rationale: why are you teaching this lesson? Clear, concise and relevant		
CONTENT & PERFORMANCE STANDARDS what is selected must be assessed (20 POINTS)			
	overall expectations: key expectations written out, including code (i.e. R1) and must be assessed; Specific examples from the curriculum do not need to included. Well-aligned to lesson. Significant language arts focus. If other subjects involved, include expectations for them as well		
	specific expectations (SE): corresponding SE written out with code (i.e. R1.6); must be assessed; well-aligned to lesson.		
	achievement chart categories: brief explanation of how identified relates to lesson		
	learning skills & work habits: brief explanation of how identified relates to your lesson		
ASSESSMENT (ASMT) alignment through all sections; SE code should appear throughout (20 POINTS)			
	learning goals (LG) are measurable, start w/ “student will,” or “I will” & has SE code (i.e. R1.6) listed; goals align with lesson purpose & intent		
	ASMT task/strategy lists what students will do to address the LG(s). Purpose & task nature expressed		

	<p>success criteria states what successful attainment of the learning goal(s) looks like for the ASMT task</p>		
	<p>ASMT tools identified to record & analyze information from ASMT task (e.g. checklist). Do not create.</p>		
BACKGROUND LESSON INFORMATION (10 POINTS)			
	<p>prior learning: required skills before the new learning can be successful, or if concept has been introduced before. If all new knowledge, use N/A</p>		
	<p>materials & resources: specific and includes all resources, materials, apps, programs, devices, and links needed; include link if you adapted your lesson from an original source</p>		
INSTRUCTIONAL TRAJECTORY all sections must include questions you'd ask. Must be specific enough for supply teacher to follow (30 POINTS)			
	<p>minds on: Setting the stage through: a "hook" to capture interest; review if needed; why the new learning is important – setting a meaningful context.</p>		
	<p>action: new concepts introduced OR previous learning is reinforced; students are given opportunity to apply new learning. Use Action verbs: e.g. "Tell the students;" "Ask students;" "Direct students to ..."</p>		
	<p>consolidation: whole group debriefing: reflecting on their learning; extensions to other areas of their life; home connections</p>		
SOCIAL JUSTICE FOCUS (10 PTS)			
	<p>social justice focus is clear. It is relevant to the Canadian context and dealt with in a manner that students at the identified grade could relate to</p>		
QUALITY & TOTAL SCORE			PTS

Appendix D

Evaluation Component: Resource Curation

Curation of resources: (Total = 6%)

As a resource curator you will select a curation tool that allows you to save, organize, and retrieve the many resources you will discover for teaching language arts this term. During the term you will meet with your instructor and demonstrate your use of the selected tool. You will have at least 10 resources to discuss for the consultation.

Curation Tool Assessment Criteria

CRITERIA	EXPLANATION	COMMENTS	MARK
Tool selection	- able to discuss the benefits &/or drawbacks to the tool		1
Sources	- at least 10 sources by week 12 (websites; videos; images; podcasts etc.)		2
Critical thinking	- criteria for selecting resources identified		1
Organized for retrieval	- resources are given headings and are tagged/coded for retrieval		2
			Total: /6

Note: For a list of recommended curation tools see the Syllabus & Assignments folder in your Sakai site.

Appendix E: Independent Consolidation Task



8P24 Consolidation Task (30%)

An UPDATED Summary

This culminating task will allow you to showcase your understanding of how to use literacy resources to meet curriculum needs in the 21st century classroom. You will select a Language topic that you are truly interested in exploring further for your own professional development.

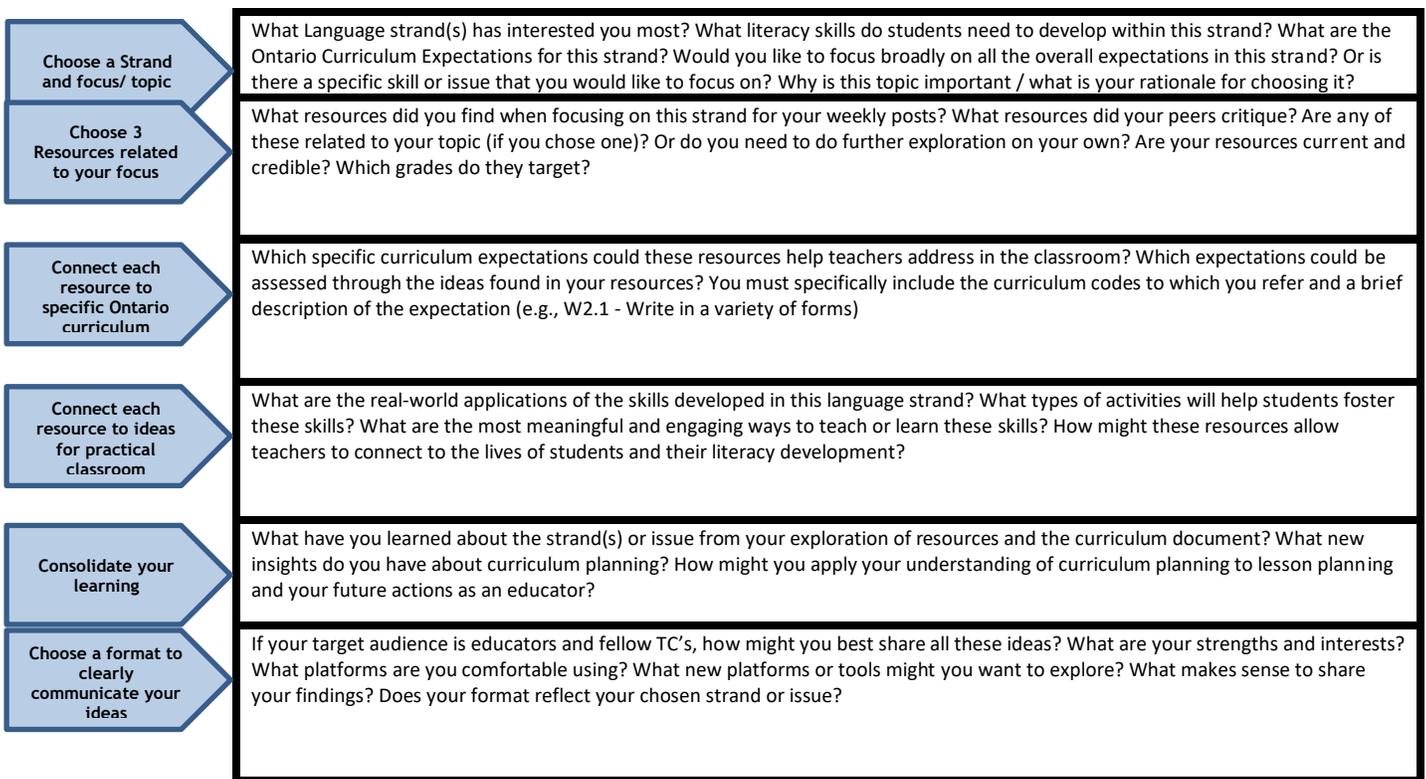
Brief Description// You will demonstrate your understanding of 1-2 Language curriculum strands of your choice (reading, writing, oral communication, or media literacy). You will choose a focus topic that interests you, find 3 resources related to your focus topic, connect them to curriculum expectations and practical classroom applications, and consolidate your understanding of the selected strand(s).

Format and Length// This is an open-ended assignment where you choose the format to showcase your learning. A Google Slides Template has been created to assist you in the organization of this assignment. You may use this template and change the background and images to make it your own, or you may choose to use it as an organizational planning guide to create an

alternate format (e.g. a blog post about the writing process, a podcast about oral presentation skills, a multimedia product about media literacy, or a vlog with a read-aloud picture book about reading comprehension). You are expected to show a high degree of thought in your resource selection, curriculum connections, practical classroom application, and consolidation. Your final product should be long enough to provide enough detail to clearly communicate your ideas, but also be concise enough to be engaging and non-repetitive.

Focus Considerations// You should choose a topic of interest that will allow you to improve your understand of how to teach language in the 21st century. You may choose to **focus on a strand as a whole** (e.g. how to ensure you have a well-rounded reading program), **narrow down to a smaller topic** (i.e. how to use debate to foster oral communication skills), or **choose a multi-strand topic** (i.e. how to use media texts to inspire writing). See the chart on page 2 for a sample of topics chosen by TCs in the past.

Steps to follow and questions to guide you//



Sample Focus Ideas// Below are some ideas for the focus and form of your culminating task. **This is not an exhaustive list.** It is a compilation of some of the ideas selected by past TCs. If you have another idea, share it with your instructor during your consultation meeting.

Strand Options	Possible Topics	Possible Formats
Reading	Resources to help teach anti-racism in the language arts classroom (or any other social justice topic) Readers Response strategies in the classroom to enhance comprehension The use of graphic novels in the reading classroom	Blog post with embedded media and links

	Strategies for comprehending non-fiction texts	Vlog or Screencast
Writing	The importance of teaching the writing process / Resources to assist with beginning stages of the writing process / How to help students overcome feeling vulnerable in the writing process	Podcast
	The time/place and importance of spelling and grammar in the writing process	
	How to teach a specific form of writing such as paragraph structure, descriptive writing, or personal narratives	
	The benefits of classroom blogging	
Media Literacy	The importance of media awareness / How to look critically at advertisements / How to evaluate real vs fake news	Prezi
	The importance of social media etiquette and safety online	
	The role of technology in the literacy classroom / Apps for students to use in the literacy classroom	
	Low-tech media literacy for under-resourced schools/classrooms	
Oral Communication	How to effectively present to peers	Comic Strip
	Alternatives to traditional speeches and presentations	
	Strategies for developing listening skills	
	How to use podcasts to develop oral communication skills	
Cross-Strand Focus	Strategies for comprehension of multimodal texts	Other / Your choice
	Using book reports and debates to foster oral communication skills	
Cross-Curricular Focus	How your teachable relates to Language Arts (Where do they connect? How could you explore this content area through language? E.g. drama and language, math and language, social studies and language)	
	How to incorporate DVPA (daily vigorous physical activity) into read alouds	
	How to use Election coverage to address multiple language strands	

Google Slides Template and Exemplars//

This link will take you to a copy of a template that you can edit: [CLICK HERE](#)

This link will take you to an exemplar of these slides as a final product: [CLICK HERE](#)

This link will take you to an exemplar of a blog post format that was created after using the slides as a place to organize information: [CLICK HERE](#)

You will be shown additional examples of past students' projects in class to inspire you!

Due Dates and Submission// DUE Week 11 (see course calendar for specific dates). You will submit the link to your final product on SAKAI in the “submission centre” **AND** on the shared site linked by your instructor for easy sharing with your peers. *NOTE: Your product must be submitted digitally (file or weblink). If you create something by hand, you will need to upload clear images of it as a PDF.*

8P24 Consolidation Task Rubric

Criteria	Quality (EE, ME, AE, NY)	Strengths and Next Steps
KNOWLEDGE AND UNDERSTANDING (20 POINTS)		
Demonstrate knowledge of a language curriculum strand and 21st century literacy concepts learned in this course		
Components: Project showcases a particular Language strand or related topic, 3 resources, curriculum connections, classroom applications, and consolidating thoughts.	/10	
Content: The ideas presented are detailed and show understanding of 21 st century resources and pedagogy related to the strand. Content is novel/innovative, and shows personal interest.	/10	
THINKING (30 POINTS)		
Use critical thinking skills to analyze and evaluate resources related to the Language strand		
Resource Selection: Resources are valid, reputable, and accurate. Sources are cited and actively hyperlinked.	/10	
Resource Critique: Three resources are explained/shown in detail, and are critiqued for effectiveness, appropriateness, and usefulness for the strand/topic and grade	/10	
Consolidation: concluding statement shows thoughtful consideration of how this task influences personal understanding and pedagogy.	/10	
APPLICATION (30 POINTS)		
Apply knowledge of curriculum expectation & resources towards engaging and practical 21st century classroom practices		
Curriculum Connections: Curriculum expectations are appropriate, and communicated clearly with codes and descriptors throughout (<i>e.g. W2.1 Write in a variety of forms</i>). Specific grades are included where appropriate.	/10	
Classroom Application: Attention is given to multimodal and 21 st century practices that address the strand or issue. Ideas are varied, engaging, memorable, and align with best practice learned in this course.	/20	
COMMUNICATION (20 POINTS)		
Express ideas clearly, professionally, and purposefully		
Format and Style: Chosen format is appropriate for the strand/topic. Project utilizes the features of the format to enhance interest and engagement. (<i>e.g. images added to slides, headings and embedded media in a blog, vocal/sound effects or guests in a podcast, smooth editing in a vlog, clear images and flow in an infographic, etc.</i>)	/5	
Clarity: All components are informative yet concise. Sequence of ideas are logical and easy to follow (<i>e.g. headings if written, or breaks if visual or spoken</i>). Consolidation voice (written or spoken) is expressive and engaging.	/5	
Professionalism: Communication style is professional and well edited for errors (<i>e.g. free of spelling and grammar errors if written, and free of grammar errors and excessive ‘ums’ if spoken</i>). Product is ready to share with colleagues.	/10	
QUALITY & TOTAL SCORE	PTS /100	Worth 30% of grade = /30

QUALITY & EVALUATION: Strong and comprehensive work is expected. The following **QI** categories will be utilized in marking your assignment:

Exceeding Expectations (EE)	High P1	Work is completed and of exemplary quality. There are no communication errors (well edited). Very thoughtfully selected and detailed components. The work is exceedingly well done and exemplary in style and content. Full EE scores will result in a high P1.
Meeting Expectations (ME)	P1	Completed. Well selected components with a good amount of detail. Errors are minor. Full ME scores will result in a P1.
Approaching Expectations (AE)	P2	Completed. May be a few major errors, be lacking in detail or credibility, or may not fully align to the curriculum or strand.
Not Yet Meeting Expectations (NY)	P3	Completed or Incomplete. May be many minor errors, a few major errors, be greatly lacking in detail or originality, or may poorly communicated, or may not align to the curriculum or strand. May also be incomplete.

Appendix F

PROFESSIONALISM: ASSESSMENT TOOL

COMPONENT	CRITERIA	COMMENTS
Professional Conduct		
	<ul style="list-style-type: none"> . Communicates respectfully with peers and instructor by using professional communication and appropriate language . Displays appropriate digital citizenship, including respectful use of email and social media . Demonstrates respect for and responsiveness to professional feedback . Promotes inclusion and equity in relationships with colleagues and instructor . Demonstrates a professional attitude, effective time management, reliability, and sincere commitment to subject area 	
Participation		
	<ul style="list-style-type: none"> . Participates actively in breakout sessions and whole group activities . Fulfills responsibilities as a group member in classroom activities and assignments 	
Attendance/Punctuality		
	<ul style="list-style-type: none"> . 	

	<ul style="list-style-type: none"> . Present and on time for in-person and/or online classes . Informs instructor of absence (prior to class if possible) or connectivity issues . Responds in timely manner to instructor emails 	
Completion of work		
	<ul style="list-style-type: none"> . Comes prepared for class . Assignments submitted on time (including weekly PLC postings) . Make-up assignments submitted as required . Assignments submitted to Sakai in prescribed manner 	
	Total:	/15

Appendix G

The Ontario College of Teachers Standards of Practice

Introduction

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills, and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning

Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.