

2014-2015

**ED4012/4013(YB/YE)**  
PPOD 2 & 5  
Kingsway Park Public School  
315 Empire Street East  
Thunder Bay, Ontario P7E 4R9  
623-6722 (emergencies only)

<b>COURSE TITLES:</b>	<b>4012: CURRICULUM &amp; INSTRUCTION IN LANGUAGE ARTS (PJ)</b> <b>4013: EARLY LITERACY</b>
<b>Instructor:</b>	Jamie Gerow (YB/YE)
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#### **COURSE DESCRIPTION**

These basic survey courses are designed to familiarize teacher candidates with the characteristics and development of young children's language in the Primary-Junior divisions. The course will focus on the teacher's role in the selection, design, implementation, and evaluation of learning opportunities based on the individual's abilities and needs in viewing, listening, speaking, reading and writing. A functional approach, which recognizes the interrelated nature of the above communication strands will be explored within the current documents provided by the Ontario Ministry of Education for developing language arts programs at these levels.

#### **FOUNDATIONS OF PROFESSIONAL PRACTICE**

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism. The principles of the Ontario College of Teachers' (OCT) *Professional Standards* have been embedded in the learning expectations for this course. Visit <http://www.oct.ca/public/professional-standards>

#### **LEARNING OUTCOMES**

The expectations of this course are that students will:

- demonstrate an understanding of the principles of an effective language arts and literacy program.
- demonstrate the theoretical framework (nature of language, the language processes, and language learning) underlying language arts and literacy programs.
- understand the role of learners in their own language development.
- demonstrate knowledge of the Ontario Ministry of Education Language Curriculum and resource documents.
- demonstrate skills in the selection, planning, implementation, and evaluation of learning experiences which promote language development.
- understand how to accommodate and modify expectations, teaching strategies and assessment practices based on the developmental and/or special needs of students.
- demonstrate the ability to integrate information and technology into teaching / learning in Language Arts.
- inquire into classroom practice through reflection, active engagement and collaboration.
- understand how to create inclusive and equitable learning environments that address the diversity of learners.
- be an active and supportive colleague / participant in our Language Arts classroom learning community; attend regularly, punctually and prepared to learn.
- behave in a professional manner consistent with the host school requirements (all school and board policies)
- NB: Regular attendance is expected of all students. After missing two classes or arriving late for class on more than two occasions, a notification will be sent to the chair of undergraduate studies. Students missing more than two classes without medical documentation will have failed the course.

#### **TEXTS/READINGS**

##### **Required**

Ministry of Education (2003), *A Guide to Effective Instruction in Reading K-3*, Toronto, ON.: Queen's Printer of Ontario.  
 Ministry of Education (2005), *A Guide to Effective Instruction in Writing K-3*, Toronto, ON.: Queen's Printer of Ontario.  
 Ministry of Education (2006-2008), *Guides to Effective Literacy Instruction, Grades 4-6, Volumes one to seven*, Toronto, ON.: Queen's Printer of Ontario  
 Ministry of Education and Training. (2006). *The Ontario Curriculum grade 1-8: Language*. Toronto, ON: Queen's Printer.

##### **Recommended Resources and Texts**

Bainbridge, J. Heydon, R. & Malicky, G. (2009) *Constructing Meaning*. Toronto, ON: Nelson Education.

- Booth, David (1999). *Guiding the Reading Process*. Markham, ON: Pembroke Publishers.
- Bouchev, G and Moser, J. (2006) *The Daily 5-Fostering Literacy Independence*, Portland, ME: Stenhouse
- Bouchev, G and Moser, J. *The CAFÉ book-Engaging all students in Literacy assessment and Instruction*, Portland, ME: Stenhouse
- Cecil, Nancy Lee (2011). *Striking a Balance, A Comprehensive Approach to Early Literacy* 4<sup>th</sup> edition, Scottsdale, Arizona: Holcomb Hathaway.
- Coombs, Barbara (2012) *Assessing and Addressing Literacy Needs*, Thousand Oaks, CA: Sage Publications, Inc.
- Cunningham, Patricia (2000) *Phonics They Use (3rd ed.)*. Don Mills, ON: Longman.
- Culham, Ruth (2003) *6 + 1 Traits of Writing: The Complete Guide: Grades 3 & Up* Toronto, ON: Scholastic
- Culham, Ruth (2005) *6 + 1 Traits of Writing: The Complete Guide for the Primary Grades*, Toronto, ON: Scholastic
- Culham, Ruth (2012) *Using Picture Books to Teach Writing with the Traits*. Toronto, ON: Scholastic
- Fountas, I. and Pinnell, G. (2006) *Teaching for Comprehending and Fluency-Thinking, Talking, and Writing about Reading, K-8*. Portsmouth, NH: Heineman.
- Fountas, Irene & Pinnell, Gay Su (1996). *Guided Reading*. Portsmouth, NH: Heineman.
- Meyerson, Maria & Kulesza, D. (2002). *Strategies for Struggling Readers*. Columbus, Ohio: Merrill Prentice Hall.
- Ministry of Education and Training. Reading, The Ontario Curriculum - Exemplars, Grades 1-8 Writing, The Ontario Curriculum - Exemplars, Grades 1- 8
- Ministry of Education and Training. (2009) *Me Read? And How? Ontario teachers report on how to improve boys' literacy skills*, Toronto, ON: Queen's Printer.
- Schwartz, S., & M. Polishuke, E. (2002). *Creating a Dynamic Classroom, A Handbook for Teachers*. Concord, ON: Irwin.
- Schulman, Mary and Payne, C., (2000). *Guided Reading: Making It Work*. Toronto, ON: Scholastic Professional Books.
- [www.eworkshop.ca](http://www.eworkshop.ca) - **eWorkshop** provides support and resources for Ontario elementary and kindergarten school teachers on topics such as: Running records, Guided Reading, Media Literacy
- Tompkins, G. E. (2011), *Language Arts, Content and Teaching Strategies (5<sup>th</sup> Canadian edition)* Upper Saddle River, N.J.: Pearson Education, Inc.
- Yopp, H. & Yopp H. K. (2001). *Literature - based Reading Activities, third edition*. Toronto, ON: Allyn and Bacon.

## ASSIGNMENTS AND EVALUATION

ASSIGNMENTS	DUE DATES	COURSE %	ACTUAL
Presentations with literacy connection and lesson plan	ongoing (integrated with 4490)	20%	
In class applications task for Modeled/Shared Reading	First Semester TBA	5%	
Reading Lesson Plan (written in class)	September 30/October 1	10%	
Writing Lesson Plan (written in class)	January 27/28	15%	
Language Learning Centres (created and implemented with students from Hyde Park in consultation with staff)	Team 1: Feb. 3/4 (Grade TBA) Team 2: Feb. 10/11 (Grade TBA) Team 3: Feb. 24/25 (Grade TBA)	20%	
Media Presentation development	Team 3: developed Feb. 3/4 presented Feb. 10/11 Team 1: developed Feb. 10/11 presented Feb. 24/25 Team 2: developed Feb.24/25 presented Mar. 3/4	10%	
Literacy Block Plan Completed in class as a culminating task	March 10/11	20%	

Students should note:

- All assignments are detailed in the course outline. Keep the course outline available to review criteria for evaluation of assignments.
- All assignments should be handed in directly to the instructor on the due date.
- All assignments must be typewritten/word processed unless otherwise directed.
- Request and rationale for late submissions of assignments must be discussed with the instructor prior to the due date. Otherwise a maximum grade of level 3 may be earned for late assignments.
- Students are expected to complete all assigned readings from the course text and other related literature in keeping with the assigned timelines.
- Students are expected to punctually attend all classes and participate in class activities and discussions.
- Students are expected to contact the instructor in advance of any absence (via e-mail). Penalties will be waived upon receipt of proof of emergency (for example: doctor's note, documentation of attendance at funeral etc.)
- Students are expected to behave in a manner consistent with the teaching profession and in a manner that augments all forms of communication.
- Students are responsible for determining well in advance of presentations that multi-media equipment and programs are available, booked, functional and compatible
- Students are expected to adhere to codes of conduct in host environments.

**Timely Feedback** (University Regulation XII)

Visit <http://navigator.lakeheadu.ca/~Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&topicgroupid=9457>

25% feedback for term courses

30% feedback for year courses

Fall term = October 10

Winter term = February 13

Yearlong = January 23

**LEVELING**

When assignments are levelled, the rubrics/checkbrics represent an analysis of the marking by criteria. The overall mark is assigned based on the Faculty of Education Assessment Rubric (appended). The following conversion for levelled marks will apply:

Level	Grade	Descriptor
5+	98	Extraordinary Unique and original
5	95	
5-	92	
4+	88	Exceptional
4	85	
4-	82	
3+	78	Well done Meets expectations
3	75	
3-	72	
2+	68	Adequate
2	65	
2-	62	
1+	58	Incomplete
1	55	
1-	52	
0	0 – 48	Failure

**Late assignments:** Extended deadlines must be negotiated with the instructor *prior* to the due date. Extended deadlines will result in the highest achievable level 3 (75%). Extended deadlines resulting from a provable documented emergency will not be penalized. Failure to meet due dates or negotiated extended deadlines will mean the assignments will not be accepted. All assignments must be handed in to the instructor in class *not* into mailboxes.

**1. PRESENTATIONS (20% for 4012/4013 and 20% for 4490)**

In a group of two or three, you will be given a topic based on an issue that has potential impact on the classroom. You will also be assigned a children's book relating to the issue. You will prepare and deliver a presentation on the issue followed by the presentation of a lesson plan connecting the issue to a lesson based on the assigned piece of literature. Do not teach the lesson but rather explain how it would be taught and how it would address the assigned issue.

Lesson plans will be handed in. Lesson plans will be distributed electronically to all classmates along with a single page summary of the key concepts and references.

The following is a list of criteria which will be considered in the evaluation of this presentation.

- use the presentation time to teach what you have learned about the topic

- actively involve the class in learning about the topic
- include visual and ‘hands-on’ material as part of the presentation
- include a minimum of three current references to the literature including your textbook and the assigned children’s literature
- an equitable contribution by each person in the preparation and presentation of the assignment
- interesting and enthusiastic teaching of the information
- students are responsible for e-mailing copies of the handout prior to the day of the presentation to all class members as a Word document or portable document file (.pdf).
- students are responsible for creating a “Check for Understanding” that will effectively review the key points of the presentation.
- the presentation **must be no longer** than 40 minutes
- submit a copy of lesson plan one week prior to presentation for discussion or possible revisions
- presenters will distribute the lesson plan electronically 24 hours prior to the day of the presentation, for inclusion in classmates resource files
- on the day of the presentation plan to remain after class for 15 minutes to meet with the instructor to process the presentation and the group effectiveness.

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
<b>Organization (2x)</b>	lacks sequence  lacks logic	somewhat sequential and logical	good sequence and logic	sequential, logical and cohesive  extraordinary organization  plan/purposes outlined
<b>Content (3x)</b>	some major omissions  unclear and/or misleading	several minor omissions  sometimes uncertain	many major points covered  key content identified  seldom uncertain	most major points covered  key content identified and reviewed  exceptional knowledge of subject
<b>Presentation skills (3x)</b>	uncoordinated  no visual aids or concrete materials  most of the audience uninterested  ineffective use of time (too short or too long)	lacking in coordination  few, inappropriate concrete materials  some of the audience interested  satisfactory use of time	well coordinated  use of concrete material  animated presenters  most of the audience interested and involved  appropriate use of time	effective use of concrete material  animated and enthusiastic presenters  entire audience extremely interested and involved  efficient use of available time
<b>Summary and Check for understanding (1x)</b>	inadequate summary	incomplete summary	complete summary	creative review, extraordinary summary
<b>Participation of members discussed during debriefing (2x)</b>	ineffective distribution of workload	inequitable distribution of workload	members made an equitable contribution in planning and presenting	members made an equitable contribution in both planning and presenting  obvious shared leadership  learning partnership worked extraordinarily well for all
<b>Lesson Plan exemplar (3x)</b>	incomplete lesson plan  ineffective book talk  little connection between literature and classroom	somewhat useful lesson plan  basic book talk  unclear connection of literature and classroom use	effective book talk  useful lesson plan  clear outline of how to utilize the Literature with children  deals with content in an age appropriate manner	transferable lesson plan  outstanding/motivating book talk  extraordinary outline of how to utilize the Literature with children  sensitively deals with content in an age appropriate manner

## 2. LANGUAGE ARTS LESSON PLANS (Reading 10%/Writing 15%)

- Students will prepare a lesson plan based on information provided by the instructor.
- Lesson plans will follow the provided format.
- Lesson plans will thoroughly demonstrate an understanding of effective assessment and instruction.
- Lesson plans will be hand written.

- Sixty minutes will be allowed for this exercise.
- Any required resource information will be provided.

CRITERIA	LEVEL 0 - 1	LEVEL 2	LEVEL 3	LEVEL 4/5
<b>Expectations, Learning Goals (1x)</b>	Inappropriate or incomplete for the purpose of the lesson	Appropriate for the purpose of the lesson	Stated clearly  Appropriate for the purpose of the lesson	Clearly establishes learning goals, the lesson purposes  Success criteria clearly connected to lesson expectations
<b>Introduction (3x)</b>	Inadequate and/or inappropriate	Appropriate	Establishes lesson purposes  Engages students	Engages students, prepares for learning  Highly motivating
<b>Instructional Strategy, Teaching Steps (3x)</b>	Limited effectiveness in lesson design	Moderate effectiveness in lesson design	Logical development of teaching steps  Includes thinking skills; multiple intelligences; learning styles; active learning	Creative integration of appropriate subjects  Logical development of teaching steps  Excellent use of thinking skills; multiple intelligences; learning styles; active learning; effective questioning  unique, original and effective teaching strategies  differentiated instructional information included
<b>Assessment Strategies, Success criteria (2x)</b>	Inappropriate or incomplete	Appropriate but limited	Connected to lesson expectations  Interesting  Varied	effective assessment of learning  thorough and extraordinary recording/ tracking methods
<b>Communication and Organization (1x)</b>	Limited clarity  Unorganized	Minimal organization  Some sections clear	Good organization  Information and ideas clearly written	exceptional detail and organization
<b>Time (1x)</b>	Inappropriate	Unrealistic content for one lesson	Adequate content for one lesson	extraordinarily efficient use of learning time

### 3. LANGUAGE MICRO-TEACHING LEARNING CENTRES (20%) + 5% for development of Media Presentation

- In groups of ten to fourteen, organize six to seven centres, which reinforce language skill development.
- Develop centres in pairs. Include instructions for students, manipulatives, accommodations, and assessment.
- Centres will be set up in the classroom **prior to class** on the appointed presentation day.
- A spokesperson for the large group will introduce the overall centres to the PPOD class and explain the method of grouping and rotation plan.
- Students will present their centre as groups of PPOD students visit their venue. Each presentation will include an explanation of prior instruction; centre learning activities and tracking process.
- After each centre has been presented to the PPOD students, the support team will go to the guest class and collect the students and return them to the PPOD class. There may be an exception to this where the guest teacher wishes the centres to be delivered in the home classroom instead.
- The class will be grouped and will visit each centre for a professional presentation of the centre. Participants will examine the potential learning inherent in the centre and possible modifications or adaptations. Participants should have the opportunity to experience the application of the centre and its resources.
- Students will be assessed on the effectiveness of their centre, the grade level appropriateness, the curriculum application and the cohesiveness of the centres presented by the whole group.
- The team that is not presenting or that is not involved in the media presentation will be support workers to assist the children through the centres. The presenting team will organize the duties of the support team.
- For example: When Team 1 is presenting their centres, Team 2 will adopt a support role while Team 3 will be involved in the media collection.

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
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CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4/5
<b>Instructions for children</b>	Labeling and instructions unclear or absent	Some labels/ instructions clear	Most labels/ instructions clear	All labels/ instructions clear for students  Provisions included for special needs students
<b>Materials</b>	Concrete materials and manipulatives unavailable or difficult to apply	Some appropriate concrete materials accessible	Appropriate concrete materials, organized for efficient use, accessible	Outstanding use of concrete materials and manipulatives to support learning at the centre
<b>Assessment</b>	Monitoring systems unavailable or awkward to use by teacher  Monitoring systems cumbersome for students  Assessment unclear	Some useful monitoring systems available to teacher  Some student-friendly monitoring systems  Some assessment methods established	Monitoring systems useful to teacher  Monitoring systems are student-friendly  Assessment methods established	Outstanding monitoring and assessment systems in place for both teachers and students
<b>Student Activities</b>	Inappropriate to the purpose of the curriculum and grade	Somewhat appropriate to the purpose of the curriculum and grade  Somewhat interesting for the student	Appropriate to the purpose of the curriculum and grade  Some evidence of thinking or multiple intelligences  Interesting for the student	Outstanding activities that support both the curriculum expectations and levels  Outstanding application of thinking and multiple intelligences  Highly motivating for the student.  Creative learning activities that apply sound learning theory
<b>Cohesion</b>	Lacks connection with the group theme and curriculum	Some connection with the group theme and curriculum	Centre connected with the group theme and curriculum	Centre clearly connected to the group theme and curriculum  Outstanding cohesiveness with group

#### 4. MEDIA LITERACY DEVELOPMENT, PRODUCTION AND PRESENTATION (10% for 4012/4013)

- An alternate group will develop a media presentation.
- This will include appropriate signed official permissions for future use as an exemplar for the host school, the faculty or OCT artifact. The forms should be organized for filing. Non-participants should be flagged for the recording team and the editors. It is the responsibility of the team to determine if there are children among the host class that cannot be photographed and included in the presentation.
- Media presentation must clarify learning goals of centres for communicating to parents and guardians through school communications
- Media presentations will be assessed from the learning centres.
- Roles of each member of the media team should be delineated in writing.
- The team should strive to be non-obtrusive while recording the assigned event but visibly distinct from their classmates (such as badges etc.)
- Once the recordings are completed and gathered together, the production should be edited into a useful video presentation of no less than 4 minutes and no more than 6.
- Editing will be accomplished through a program such as Animoto (<http://animoto.com/>)
- The finished product must be easily transferrable from one platform to another using a flash drive or e-mail.

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<b>Content, Message and Audience</b>	The media presentation is lacking in elements required. There are many gaps in information presented. Information fails to meet the needs of the target audience.	Does not have all of the relevant information needed. There is not enough information presented. Information meets some of the needs of the target audience	The media presentation includes all relevant information. Length of presentation is adequate. Information meets the needs of the target audience.	The media presentation includes all information relevant to the topic. Length is appropriate. Information meets the needs of many audiences.	The media presentation includes all information relevant to the topic. Length is correct. Information meets the needs of many varied audiences.
<b>Quality and Design</b>	Little effort evident, lacks expected quality. Work seems rushed Lacks attention to detail Work is incomplete. Little or no evidence of control over chosen media layout. Elements of sound, text, colour, graphics, contrast, neatness are poor and detract from the presentation.	Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the media presentation was rushed. Some evidence of control over the chosen media layout. Elements of sound, text, colour, graphics, contrast, neatness are minimally effective.	The work was done with good effort. Time put into this media presentation is appropriate. Purpose is evident through control of chosen media layout. Elements of sound, text, colour, graphics, contrast, neatness are used to give the presentation meaning.	The work done demonstrates that the learner is proud of his/her work with the media used. Effort exceeds expectation. Purpose is evident through consistent control of chosen media layout. Elements of sound, text, colour, graphics, contrast, neatness contribute to the creative expression of the presentation.	The work done demonstrates that the learner is proud of his/her work with the media used. Effort is extraordinary. Purpose is effectively and efficiently demonstrated through consistent control over chosen media layout. Elements of sound, text, colour, graphics, contrast, neatness are combined to provide creative expression to the presentation.
<b>Style</b>	The presentation lacks a style, organization, and there are many errors. Presentation is not creative.	The presentation lacks style and reads more like a list of facts than an oral presentation. The presentation lacks neatness and clarity.	The presentation is clear and logical. Contains facts as well as very few mistakes. Good clear presentation.	The presentation has an element of creativity and style, and is not just a list of facts/events.	The presentation is very creative and stays on message throughout the presentation.
<b>Presentation</b>	The information that is presented lacks many elements of what is expected. Content is not presented on the student's own words.	There are several confusing moments The information presented seemed incomplete. Content is somewhat organized	The student provides a clear presentation of the information Most time in his/her own words.	The presentation demonstrates a level of understanding that exceeds the expectation of this assignment. Content is presented in a well-organized fashion and using the student's own words.	The presentation demonstrates a high level of understanding that far exceeds the expectation of this assignment. Content is presented in an extraordinarily well-organized fashion.
<b>Documentation and Team Work</b>	Permission forms absent or incorrect in such a way that the media is not useful. Team member roles and participation unclear.	Most permission forms complete and correct. Some roles of team members seem clear but some participation by team members is not apparent.	Permission forms complete and correct. Roles of team members established.	Permission forms complete and organized for filing. Written strategies established to maintain the integrity of non-participants. Roles of team members established and described.	Permission forms complete and organized for filing and retrieval. Written strategies established to maintain the integrity of non-participants. Strategies established for inclusive for non-participants. Team clearly delineated.

##### 5. LITERACY BLOCK PLANNING (20% for 4012/4013 and 20% for 4490)

Students will be given language arts materials at the Junior level to be used for planning a two hour Balanced Literacy block of instruction. Students need to be aware of the topics required in a literacy block and opportunities for cross-curricular instruction. Students will examine the given resources and determine the learning opportunities. This will be an individual task and will be completed in class. Assessment will be based on the details in planning, the aspects of Balanced Literacy that are included and subject integration.

<b>CRITERIA</b>	<b>LEVEL 0 - 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4/5</b>
<b>Expectations</b>	inappropriate or incomplete for Literacy Block purposes	adequate selection for Literacy Block purposes	appropriate selection for Literacy Block purposes  some L.A. strands addressed effectively	essential components of Literacy Block included  expectations stated concisely  several L.A. strands addressed effectively  appropriate/creative cross-curricular links  extraordinary statements of expectations
<b>Lesson Introductions</b>	inadequate and/or inappropriate	lesson introductions included for some lessons	establishes all lesson purposes for students  engages students	establishes all lesson purposes for students  engages and motivates students  authentic and motivating for students
<b>Instructional approaches, Skills and Strategies</b>	limited instructional approaches outlined	some varied instructional approaches	appropriate instructional approaches  includes balance of direct, and guided instruction, and independent learning  effective word study included  differentiated instructional information included	extraordinary application of instructional approaches, skills and strategies  balanced instructional approaches  includes accommodations and modifications  solidly effective word study included  excellent use of thinking skills; critical literacy  differentiated instructional information included and explained
<b>Assessment Strategies</b>	inappropriate or incomplete	appropriate but limited	connected to expectations  connected to pre-assessment information  interesting  varied	clearly/seamlessly applies or assesses all of the expectations  thorough and extraordinary recording methods  allows for higher order thinking
<b>Communication and Organization</b>	limited clarity unorganized	minimal organization some sections clear	good organization information and ideas clearly written  useful navigation chart included	exceptional detail and organization  information and ideas effectively written  useful navigation tools (i.e. charts) included
<b>Time</b>	inappropriate	unrealistic content for time block	adequate content for time block	realistic content for time block  extraordinarily efficient use of learning time

## Summary of Assignments PPOD #2 & 5 2013 – 2014

Date PPOD#2/#5	Language Arts/Early Literacy 4012/4013 .75	Planning, Evaluation and Classroom Management 4490 .5	Early Reading 3013 .25
On-going	Presentations with literacy connection and lesson plan 20%		
	In class application tasks 5%		
Sept. 2/3			*Daily reflection reading/writing task log with children's literature 50% (10 at 5% each)
Sept. 9/10			*
Sept. 16/17			*
Sept. 23/24			*
Sept. 30/ Oct. 1	Reading Lesson Plan developed in class 10%		*Literacy Coaching Field Log 10%
Oct. 7/8		Running Record planning and reflection task 10%	
Oct. 14/15		Classroom Management Content test 10%	*
Oct. 21/22			*
Oct28/29			Literacy Coaching Field Log 10%
<b>Nov. 10 – Dec. 12 Practicum #1</b>			
On-going	Presentations with literacy connection and lesson plan ongoing (continued)		
Jan. 6/7			*
Jan. 13/14			*
Jan. 20/21			*
Jan. 27/28	Writing Lesson Plan developed in class 15%		Literacy Coaching Field Log 10%
Feb. 3/4	Literacy Centres Group 1, Gr. 1 20%		
	Media Presentation Development Group 3 10%		
Feb. 10/11	Literacy Centres group 2, Gr. 2 20%		Literacy Coaching Field Log 10%
	Media Presentation Development Group 1 10%		
<b>Feb. 18/19 Reading Week</b>			
Feb. 24/25	Literacy Centres group 3, Gr. 3 20%		
	Media Presentation Development Group 2 10%		
Mar. 3/4		Classroom Management Content Test 15%	
Mar10/11	Literacy Block Plan in class 20%		
<b>Mar. 23 – Apr. 28 Practicum #2</b>			

**RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES**

**INCOMPLETE STANDING** (University Regulation, V Standing)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9348&loaduserredits=False>

**ACADEMIC MISCONDUCT** (University Regulation, IX Academic Misconduct)

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=3080&topicgroupid=9352&loaduserredits=False>

**THE FACULTY OF EDUCATION ASSESSMENT RUBRIC**

<http://education.lakeheadu.ca/undergraduate/uploads/Microsoft%20Word%20-%20Professional%20Grading%20Policy-1.pdf>

**EDUCATION ACADEMIC REGULATIONS**

<http://navigator.lakeheadu.ca/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=19&chapterid=2898&loaduserredits=False>