

Literacy at the Secondary Level:
Pre-service Teachers' Perceptions of
Characteristics and Effective Practices of Exceptional Educators

A Thesis Completed in Partial Fulfillment
for the Degree of Master of Education

by Natalie Watkins

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Your file *Votre référence*
ISBN: 978-0-494-33584-0
Our file *Notre référence*
ISBN: 978-0-494-33584-0

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Acknowledgments

I wish to express my sincere appreciation to my supervisor, Dr. Philip V. Allingham, and to my committee members, Dr. Patrick Brady and Dr. Mary Clare Courtland, for all of their support, guidance, positive comments, and prompt feedback, without which the timely completion of this thesis would not have been possible.

I would also like to thank my friends and colleagues at the Faculty of Education collectively for being both a sounding board and a light through the dark times of analysis, editing, and formatting! A special thanks to Yvonne DeBruyne and John MacKenzie for all those frustrating times in front of the computer and phone calls at all hours of the day and night!

A very special thank you goes to my family and friends for supporting and believing in me, and of course for the encouragement to keep going. Mom, warm and heartfelt thanks for all of the loving and supportive long-distance pep-talks we experienced. Brad and Jen, thanks to you both for the loving and never ending support. Carol, for all of your early encouragement and the scholarly chats letting me know that my fears and insecurities were normal and just part of the 'process'. And lastly to Nicole, thanks for putting up with me for two moody, hair-rippingly frustrating and confusing years; you truly are a life-saver! Seriously, thanks for not letting me starve.

Finally, thank you for the feathers; the confirmation is forever welcome!

Table of Contents

Acknowledgments.....	i
Table of Contents.....	ii
List of Tables.....	vii
Abstract.....	viii
Chapter One.....	1
<i>Statement of the Problem</i>	1
<i>Purpose of the Study</i>	4
<i>Research Question</i>	5
<i>Method</i>	5
<i>Definition of Terms</i>	5
<i>Limitations</i>	8
<i>Significance of the Study</i>	9
<i>Glossary of Terms</i>	10
Chapter Two.....	14
<i>Review of the Literature</i>	14
<i>Types of Literacy</i>	14
<i>Print literacy</i>	15
<i>Visual literacy</i>	15
<i>Oracy</i>	16
<i>Other forms of literacy</i>	16
<i>The Impact of Standardized Testing on Students and Curriculum</i>	17
<i>Principles for Supporting Adolescent Literacy Growth</i>	19

<i>Strategies to Promote Adolescent Literacy Learning</i>	22
<i>Literacy Beyond the Classroom</i>	24
<i>Increasing Teacher Literacy Education</i>	28
Chapter Three.....	29
<i>Research Design and Methodology</i>	29
<i>Procedures of the Design</i>	29
<i>The Sample</i>	30
<i>Research Instrument</i>	30
<i>Data Analysis</i>	32
<i>Role of the Researcher</i>	34
<i>Ethics Considerations</i>	34
<i>Informed Consent</i>	34
<i>Harm and/or potential risks to participants</i>	34
<i>Benefits to subjects and/or society</i>	34
<i>Anonymity and confidentiality</i>	35
<i>Storage of Data</i>	35
<i>Dissemination of Research Results</i>	35
Chapter Four	36
<i>Presentation of Findings</i>	36
<i>Section A. Background Information</i>	36
<i>Gender of participants</i>	36
<i>Age of participants</i>	37
<i>Approximate years of experience of the participants' associate teachers</i>	37

<i>School board participants taught at during their first placement.</i>	38
<i>Grades taught.</i>	39
<i>Streams taught.</i>	40
<i>Section B. Teachable Subjects</i>	41
<i>Section C. Literacy Survey: Opinions and Practices</i>	43
<i>Response cluster A: Personal skill level and experience with literacy and schooling.</i>	45
<i>Response cluster B: Personal teaching practices.</i>	47
<i>Response cluster C: Professional observations and understandings of literacy practice.</i>	48
<i>Section D. Characteristics of an exceptional literacy teacher</i>	49
<i>Section E. Elaborating on Part D</i>	52
<i>Question 15: Briefly explain why you have chosen your top two [characteristics] in Part D.</i>	53
<i>Question 16: What other characteristics do you feel are important for a literacy educator to possess? Explain.</i>	56
<i>Question 17: Provide a one sentence definition of literacy that you would use in your teaching and communications with parents.</i>	58
<i>Question 18: During your Bachelor of Education program which methods were introduced to teach literacy?</i>	60
<i>Question 19: Which methods in terms of literacy instruction did you witness in practice by either your teacher or others around you? Please specify.</i>	62

<i>Question 20: How would you encourage ongoing literacy development within your future classrooms?</i>	63
<i>Themes</i>	65
<i>Dissatisfaction with the Faculty's Mode of Literacy Instruction</i>	66
<i>Uncertainty with Ministry Expectations through Curriculum Documents</i>	67
<i>What Resources are Available with Regards to Literacy Education</i>	68
<i>A Wide Range of Overall Comprehension of Literacy Issues</i>	69
<i>Summary</i>	70
Chapter Five.....	72
<i>Discussion, Recommendations, and Conclusions</i>	72
<i>Summary of the Study</i>	72
<i>Discussion of the Results</i>	73
<i>Implications for Future Research</i>	75
<i>Implications for Policy</i>	76
<i>Implications for Practice</i>	78
<i>Conclusions</i>	79
References.....	81
Appendices.....	87
<i>Appendix I</i>	87
Statement of Introduction	87
<i>Appendix II</i>	88
Letter for Informed Consent	88
<i>Appendix III</i>	89

Participant Consent Form	89
<i>Appendix IV</i>	90
Survey of Teacher-Candidates' Views on Adolescent Literacy Practices in Ontario	90
<i>Appendix V</i>	94
<i>Section E, Question 15 Transcript of Answers</i>	94
<i>Section E, Question 16 Transcript of Answers</i>	103
<i>Section E, Question 17 Transcript of Answers</i>	110
<i>Section E, Question 18 Transcript of Answers</i>	116
<i>Section E, Question 19 Transcript of Answers</i>	122
<i>Section E, Question 20 Transcript of Answers</i>	128
<i>Appendix VI</i>	135
<i>Literacy and Learning across the Curriculum Course Outline A</i>	135
<i>Literacy and Learning across the Curriculum Course Outline B</i>	153
<i>Literacy and Learning across the Curriculum Course Outline C</i>	160
<i>Curriculum and Instruction in Intermediate/Senior English Course Outline</i>	176

List of Tables

Table 1	36
<i>Gender Frequencies and Percentages</i>	36
Table 2	37
<i>Age Frequencies and Percentages</i>	37
Table 3	38
<i>Frequencies and Percentages of Associates' Years of Teaching Experience</i>	38
Table 4	38
<i>School Board of First Placement</i>	38
Table 5	40
<i>Frequencies and Percentages of Grades Taught</i>	40
Table 6	40
<i>Frequencies and Percentages of Streams Taught</i>	40
Table 7	42
<i>Frequencies and Percentages of Teachable Subjects</i>	42
<i>Personal and Professional Literacy Opinions</i>	44
Table 9	50
<i>Ranking Qualities and Characteristics of Exceptional Literacy Educators: The literacy teacher exhibits –</i>	50
Table 10	57
<i>Additional Qualities and Characteristic of Exceptional Educators of Adolescent Literacy ..</i>	57
Table 11	59
<i>The Component Parts of Literacy: A functional definition</i>	59
Table 12	61
<i>List of Literacy Methods Introduced by the Faculty of Education</i>	61
Table 13	63
<i>Observation of Different Literacy Methods During the First Placement</i>	63
Table 14	64
<i>Ideas to Encourage Future Literacy Development</i>	64

Abstract

This study, *Literacy at the Secondary Level: Characteristics and Effective Practices of Exceptional Educators*, uses a mixed methods (concurrent nested strategy) approach to data collection through the use of a survey instrument to address the research question: “What are intermediate / senior teacher-candidates’ current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional educator of adolescent literacy?” A survey was completed by 110 participants from a Faculty of Education of a mid-sized university in Northern Ontario.

Four major themes emerged from the data of this study. These themes were the teacher-candidates’ dissatisfaction with the Faculty’s mode of instruction/presentation of literacy information; their uncertainty with the Ontario Ministry of Education’s expectations through curriculum documents; their feelings of uncertainty with what resources were available to them with regards to literacy education; and the wide range of overall comprehension of literacy issues between their education at the Faculty and their practical teacher placement.

The findings reflect an overall agreement that the approach to future literacy education, both policy and practice, should be altered to better support not just the students but the educators themselves. Some of the teacher-candidates believed that their time at the Faculty was largely wasted, while others were able to accumulate and practically apply much of the information gathered during their two terms. Current literacy methods and strategies were discussed from a number of perspectives, but a deeper understanding of their value and practical use was desired, as the pre-service teachers were exceptional at providing activities and methods but were lacking an in-depth discussion of their practical use.

Chapter One

“‘It must be very hard to make yourself understood when there’s only one word in the language,’ she told herself. ‘Still, it must make spelling ever so much easier.’” (Berton, 2002, p. 68)

Statement of the Problem

Grammar supports formal use of language and provides a guide for people to speak and communicate succinctly their manipulations of the written and oral language. Some people confuse grammar’s importance; they erroneously think that, if they understand this special feature of language, then miraculously their language, and in fact, their literacy abilities will improve greatly (Tabbert, 1984). However, if students are not reading and avoid writing, their literacy and language skills will be lacking. According to the *Gage Canadian Dictionary* (1983), literacy, in the simplest sense, is the ability to read and write at a deeper level. It is the ability to understand and manipulate language effectively following the given practices and rules of a particular language. In contrast to this common definition of literacy, the study narrows its focus and places literacy in the context of adolescent education in Ontario.

In contrast to Pierre Berton’s (2002) fictional world of Og with its one-word language, today’s adolescents are inundated with different methods of communication. With the rise of technology many adolescents are well acquainted with text messaging, on-line chats, messenger talk, and e-mail writing. Have adolescents never developed the ability to effectively write formally with this increase in quick-type communication where every letter, space, and punctuation uses up precious space? This is not to say that all technological advances are detrimental to an adolescent’s literacy development. In fact, technology plays a

double role in adolescent literacy. Not only can it hinder, but it can also encourage and support students with language usage problems. Certain computer programs can be tailored for individual students – for example, speaking / sound out words and typing in the first few letters then providing possible word choices in addition to suggesting conjunctions or following words.

The teaching of grammar has evolved in the classroom over the past century from learning parts of speech at the turn of the century, through the whole language development approach (Weaver, 1990) to the process writing (Dornan et al., 2003) approach with similar results: the vast majority of people are still uncomfortable and uncertain about grammar and language usage (Tabbert, 1984). There is a difference between the rules underpinning written language and the spoken in many cultures; some people conclude that, if one reads regularly, then this difference will be understood at a subconscious level. It is for this reason (among others) adolescent literacy has become an important focus of the Ontario Ministry of Education. If adolescents are unable to read beyond a basic level, how are they to infer the subtleties that comprise the structure of language itself?

If the brain is not properly stimulated, it will stop developing (Weston, 2002). Many adolescents who have difficulties with literacy have already acquired language through speech; yet, for them it is not a complete language. Susan Curtiss (2005 in Weston, 2002) stresses that language is not just the knowledge of words, but the knowledge of how we use them (grammar), how the words are strung together correctly. Tabbert (1984) takes a similar position, but cautions educators on how much emphasis should be placed on grammar beyond the 'basics' and that educators should view grammar instruction as a support, rather than something that should overshadow literacy development:

Almost all the support that exists for grammar instruction rests on the belief that knowing grammar contributes to improving language use, especially writing. However, much less clear, because seldom discussed, are the exact ways in which grammatical knowledge may aid writing improvement. (p. 39)

The problem then becomes how educators are best able to blend grammar instruction and literacy development in order to target and improve both the grammar and literacy skills of today's youth.

Since the Ontario secondary school curriculum changed in 1999, during the first few years of the implementation of the new Ontario Curriculum, many students experienced difficulty adapting to its greater academic expectations, produced in part by the elimination of Grade 13. For example, a study commissioned by the Ministry of Education concluded that "more Grade 9 students are failing or dropping courses under Ontario's rigorous new high school curriculum" (Rushowy, 2001, para. 1). Rushowy (2001) specifically looks at the failure rates between the academic and applied streams:

The failure rate was somewhat lower for advanced students taking 'academic' level courses. With the new curriculum, 16 per cent didn't pass eight courses, compared to only 9 per cent under the old system. The numbers are worse for general-level students taking 'applied' courses 44 per cent of them failed to get eight credits compared to 30 per cent in the past. (para. 5)

However, these numbers do not reflect the problem of student adjustment to the new standards, according to Scott Brownrigg (Rushowy, 2001, para. 12), as they do not include either summer school (a new full credit course) or remedial (students can re-take courses failed) marks.

The Ontario government has devised a way to assess the general level of adolescent literacy, but has yet to create an effective curriculum that encourages and consistently supports literacy skills. The following Ontario curriculum documents outline expectations about literacy and grammar, but leave the specifics of teaching to such expectations up to the individual teacher (for more information see *The Ontario Curriculum Grades 1-8: Language* (2006), *The Ontario Curriculum Grades 9 and 10: English* (1999), *The Ontario Curriculum Grades 11 and 12: English* (2000), and *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12* under ‘specific expectations’). This lack of specific curriculum support is unfortunate because, when teachers are uncomfortable with and unsure of how to approach literacy and grammar, the students lose.

Purpose of the Study

The purpose of this study was to determine intermediate/senior teacher-candidates’ current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional/exemplary educator of adolescent literacy. By accessing pre-service teachers’ own experiences and observations in the field the researcher was able to examine the perceptions of the latest generation of teachers’ standards of “best practice.” The design of the study was mixed methods which combined quantitative and qualitative data through a cross-sectional survey (Creswell, 2005) administered to a selection of intermediate/senior teacher-candidates enrolled in a medium-sized, comprehensive university in Northern Ontario.

A survey instrument was used in this study. Its purpose was to generalize from a sample of Education students in order to make inferences about which characteristics and qualities combine to make an exceptional educator of adolescent literacy in Ontario. The

survey was cross-sectional in that data are collected at one point in time. The survey design was chosen because of the economy of the design and the rapid turnaround in data collection. This survey used a sample of pre-service teachers, 110 participants from four separate curriculum and instruction courses, to determine the awareness of literacy best practice and support across Ontario.

Research Question

This study was guided by one research question: What are intermediate/senior teacher- candidates' current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional educator of adolescent literacy?

Method

The design of the study was mixed methods which combined quantitative and qualitative data through a survey which was administered to a selection of intermediate/senior teacher-candidates enrolled in a university in Northern Ontario's Professional Year Bachelor of Education program. The type of mixed method design that was used for this study was a concurrent nested strategy (Creswell, 2003, p. 218). This method was chosen to confirm findings of exceptional qualities and characteristics of educators of adolescent literacy and how to develop and improve such skills. This design method was straightforward and had only one data collection phase. The survey was piloted with a small sample of volunteers and the format was slightly revised before administration of the survey to the sample.

Definition of Terms

Following are the functional definitions for the key terms upon which this research study is focused: adolescence, literacy, and grammar. For the purpose of this study the term

“adolescence” will refer to the stage in human development between childhood and adulthood (Macionis & Gerber, 1999, 127). More specifically, adolescence will be restricted to ages of eleven through eighteen, the common age for intermediate and senior students in the Ontario public school system.

The study’s definition of literacy is slightly more detailed, and will be discussed in two parts. Bainbridge and Malicky (2000) describe three types of literacy:

basic literacy is the ability to read and write. Functional literacy is frequently defined as those reading and writing skills needed by people to do everyday tasks such as write cheques and read instructions on a medicine bottle. Critical literacy goes beyond conventional reading and writing to an awareness of how written language reflects power and inequalities in society. (p. 429)

The daily tasks described by the term “functional literacy” have changed dramatically in today’s high-tech society where computers, i-pods, mp3 players, and video games reign supreme.

It is important to recognize that there are many ways of defining literacy and that, for the purpose of this study, I used the Ontario Ministry of Education’s vision of literacy. The Ministry’s definition of literacy has shifted and developed following new literacy developments. One of the earliest perceptions of the Ministry’s understanding of literacy was in 1994, when an emphasis was made on what the Ministry “call[s] literacies, defined as the ability to read, write, reason, and think intelligently across a wide variety of subject areas” (Chapter 9, 1994, p. 1).

By 2002 this vision of literacy was further narrowed when the Ministry implemented the Ontario Secondary School Literacy Test (OSSLT) as a way to ensure that Ontario high

school graduates have the literacy skills necessary to function well in society; “The OSSLT, first administered in February 2002 assesses Grade 10 students’ skills in reading and writing. Successful completion of the test is one of 32 requirements for the Ontario Secondary School Diploma (OSSD)” (EQAQO, 2006, p. 2). Students who fail this test twice must successfully complete a special course in order to graduate. With this stipulation, it becomes clear that the OSSLT’s definition of literacy has become the Ontario Ministry of Education’s standard of literacy:

For the purpose of the OSSLT, literacy comprises the reading and writing skills required to understand reading selections and to communicate through a variety of written forms as expected in *The Ontario Curriculum* across all subjects up to the end of Grade 9. (EQAQO, 2006, p. 5)

The reading component of this definition includes a “variety of narrative, informational and graphic selections to construct an understanding of the meaning of the texts” (EQAQO, 2006, p. 5); while the writing component prompts students “to write two short responses ... expressing an opinion and a news report” (EQAQO, 2006, p. 5). These responses will demonstrate the student’s ability to “communicate ideas and information clearly and coherently” (EQAQO, 2006, p. 5). In addition, the test also assesses understanding of explicit and implicit meanings in addition to connecting the student’s own understanding to his/her life.

To define grammar, Maxwell and Meiser (2005) take a round-about approach; that is, they deconstruct the term and describe its meaning by explaining why students should study grammar: (a) a “set of rules native speakers know intuitively, the rules we acquired without lessons, as we acquired our native language between birth and age 6” (p. 242); (b) “the

ability to talk about the language system; it is our conscious knowledge about our native language” (p. 243); and (c) “rules of language etiquette or verbal manners” (p. 243). All three functional definitions demonstrate that a standard use of language that has nothing much to do with simple communication of information. This review adopts Maxwell and Mesier’s (2005) approach to the two terms, grammar and language usage, which will be used interchangeably, to indicate the mechanics and procedures of language development and improvement.

Limitations

One limitation of the study is the size of the sample vis a vis generalizability. A second is that a smaller sample may have resulted by administering the survey during class time, an alternative that would have compromised the generalizability of the study.

Since the province of Ontario has established a Literacy test, the Ontario curriculum has completely integrated the literacy tests, and so both the Ontario Faculties of Education and curriculum encourage teaching towards the test, making it necessary to educate teacher-candidates accordingly (Volante, 2005, “Pros and Cons with Standardized Testing” section, para. 3). For this reason, the pre-service teachers who graduate from Ontario faculties of education may have a higher and more focused perception of literacy than those from other provinces and/or territories.

Researcher bias may be present throughout the study as I am an educator at the intermediate and senior levels (grades 7-12) in Ontario, specializing in English and possessing a passion for improving adolescent literacy rates.

Similarly, because the sample was taken from intermediate and senior teacher-candidates, only one specific view of literacy emerged. The primary, junior, and intermediate

qualifications have a Language Arts program whereas the I/S pre-service teachers focus on subject-specific learning. However, since the majority of participants were from I/S English teachables, there is an inherent higher awareness of literacy represented in the data.

It would have been beneficial to the study to have had a number of informal interviews in order to further develop the participants' observations and opinions of the topic. However, time can be seen as another limitation: because of limited time available, the researcher was unable to further the study to triangulate (Creswell, 2003) the participants' answers as a validity procedure. Also, gender bias may be another limitation which the researcher could further have investigated if time had not been a limitation. Since there is a large gap between the number of male and female participants (30 to 80 respectively) the possibility of gender bias is great.

Also, the research design is limited somewhat by the need to transform the qualitative data "in some way so that they can be integrated within the analysis phase of the research" (Creswell, 2003, p. 218), a procedure which may lead to unequal evidence within the study.

Significance of the Study

But we should not allow the current enthusiasm for grammar to distort the curriculum. True literacy is more than the negative virtue of not making mistakes, and it cannot be attained primarily through analyzing sentences and memorizing rules. Reading and writing must remain the centre of the language arts curriculum, 'basics' which we must be prepared to explain and defend to colleagues, administrators, school boards, and the public. (Tabbert, 1984, p. 42)

The study provided insights into current pre-service teachers' attitudes and observations of specific qualities and characteristics of exceptional educators of adolescent

literacy. The results of this study were used to draw conclusions about specific tools, programs, and/or characteristics, that are deemed exceptional and of best practice by the pre-service teachers, a process which will help to improve and support the curriculum and instruction of adolescent literacy in Ontario.

Glossary of Terms

** All definitions were gathered as per the Ontario Ministry of Education's website (<http://www.edu.gov.on.ca/eng/>) and Lakehead University's Faculty of Education's website (<http://education.lakeheadu.ca/wp/?pg=30>) expectations.

Associate teacher – a mentor or peer coach of the teacher-candidate during each of his/her five-week teaching placements.

Best practice – a teacher's expertise with the principles of instruction; effective leadership and understanding of both the subject and students.

Cross-curricular – an integrated approach to learning which incorporates learning as a unit by making/drawing connections and applications between different subjects/classes.

Exceptional/exemplary – teacher performance that consistently exceeds the Ontario Ministry of Education's expectations.

Intermediate/Senior division – teachers who are both qualified and certified to teach grades 7 through 12 or teacher-candidates who are enrolled in a Bachelor of Education program to become qualified and certified to teach grades 7 through 12.

Literacy methods/strategies – instructional approaches which encourage enjoyable and engaging literacy development (individual and group work tasks from silent reading and individual reading and/or writing assignments to group presentations and research activities).

OSSLT – Ontario Secondary School Literacy Test; a standardized test administered in the fall to Grade 10 students as an indicator of the students' literacy skill level and development.

Pre-service teacher/Teacher-candidate – a student enrolled in a Bachelor of Education (B. Ed.) program and, for the purposes of this study, specifically the one-year Professional Year program (each one-year B. Ed. student has earned an arts or science degree or equivalent before entry into the program).

Placement/Practicum Experience – this term refers to two six-week periods of practical in-class instruction after each of the university terms that the teacher-candidates' attend at the Faculty of Education. During these six-week spans, the teacher-candidates are mentored in a classroom setting.

Private School – a secondary or elementary school run and supported by private individuals or a corporation rather than by a government or public agency.

Professional Year – a one-year B. Ed. degree which consists of two terms of courses supported by two five-week practical placements. Successful graduates are recommended for Ontario certification (for this study only those students enrolled at the Intermediate / Senior level were surveyed).

Public School – an elementary or secondary school supported by public funds and providing free education for children of a community or district.

Quality and/or Characteristic – a distinguishing property that defines the apparent individual nature of something.

Separate School – a publicly funded school which includes religious education in its curriculum.

Stream – each Ontario Secondary School course is offered at three levels (streams) as a way to incorporate different levels of learning (academic, applied, and open). This division allows the secondary school system to organize students by skill level as a way to better meet their individual educational goals.

- In Grades 9 and 10, three types of courses are offered: *academic courses*, *applied courses*, and *open courses*. *Academic courses* emphasize theory and abstract problems. *Applied courses* focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. (Ministry of Education and Training, 1999, p. 13)
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. (Ministry of Education and Training, 1999, p.13)
- *Open courses*, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements. (Ministry of Education and Training, 1999, p. 14)

Teachable subject – either one or two subjects that the teacher-candidate is taking methods courses to become certified by the Ontario Ministry of Education. Intermediate / Senior teacher-candidates have two teachable subjects about which they are considered to be highly informed.

Chapter Two

Review of the Literature

Mastering the written word enables us to think, communicate, acquire new knowledge, solve problems, share our thoughts about our existence, entertain ourselves, and identify ourselves as a culture. (R. Pierre, 2003, qtd. in Leclerc, 2006)

The purpose of this literature review is to analyze the current body of knowledge relevant to educators' approaches to the teaching of literacy and language usage at the secondary level. An exploration of the literature will describe current and past educational practices beginning with a distinction between *Types of Literacy*, followed by the following sections: *The Impact of Standardized Testing on Students and Curriculum*; *Principles for Supporting Adolescent Literacy Growth*; *Strategies Promoting Adolescent Literacy Learning*; and *Literacy Beyond the Classroom*. The last section discusses *Increasing Teacher Literacy Education*. When teachers are dealing with literacy at the intermediate and senior levels, a common misconception to be aware of and to understand is the difference between teaching literacy and teaching literature.

Types of Literacy

Literacy may be viewed from a variety of perspectives of which the educational approach is only one. According to Barton (2006), educational practice often views literacy as a skill or set of skills. This particular view has had a significant impact on the design of literacy programmes at all levels of education:

The acts of reading and writing are broken down into a set of skills and subskills.

These skills are ordered into a set of levels starting with pre-reading skills and they

are then taught in a particular order, each skill building upon the previous ... Learning to read and write becomes a technical problem and the successful reader and writer is a **skilled** reader and writer. As an educational definition of literacy, this view is very powerful, and it is one which spills over into the rest of society. (Barton, 2006, p.11-12)

Print literacy. In the educational arena the term literacy traditionally referred to print literacy, at its most basic: reading and writing. However, in today's growing age of information print literacy is sometimes set aside and a preference is found for new forms of literacy:

It is precisely these very educational institutions and linguistic monocultures [schools, churches, families and industries] built around practices with the written word that appear to be teetering on some kind of an historical brink. For according to discussions of Canadian and Australian, UK and US schooling in this edition of *JECL*, the teaching of initial print literacy is struggling to adapt to heteroglossic, multilingual student bodies, new communications technologies and modalities of representation, and the tenacious forms of social inequality that run with globalized economies. (Luke & Grieshaber, 2004, p. 5)

With the rapid global changes of the twenty-first century, it becomes evident that educational policies must adapt to reflect the new needs of its students.

Visual literacy. Visual literacy is "the ability to interpret images as well as to generate images for communicating ideas and concepts" (Stokes, 2001, abstract). Examples of visual literacy within the classroom are the use of paintings, prints, photographs, comic books, and graphic novels. By incorporating visual literacy into the classroom teachers are

better able to help their students succeed both within and outside of the classroom. Milner and Milner (2003) “have found visual print media to be instructionally powerful as enrichment, clarifier, clincher, and extender of literature” (p. 274).

Oracy. Oracy is the ability to transfer one’s knowledge and understanding of information and to communicate it verbally. Oracy is closely linked with print literacy, as an intrinsic component of print literacy is phonics (Hassett, 2006, abstract).

Other forms of literacy. As mentioned above with print literacy, the everyday literacy interaction of students is rapidly broadening, as the Ontario Ministry of Education is aware, but the gap between student literacy and educational supports is gradually closing. Rather than viewing literacy as a set of skills, perhaps educational practice should adopt another approach:

to view literacy in terms of access to knowledge and information. To be literate is to have access to the world of books and other written material. When viewed this way, the word literacy itself has become a metaphor which has been applied to other areas. This has happened with terms like **cultural literacy, computer literacy, information literacy, visual literacy and political literacy.** (Barton, 2006, p. 12)

Currently, in many developed countries, a strong understanding of “media literacy” has become one such avenue to access knowledge and information: “the ability to access, analyse, evaluate and create messages across a variety of contexts” (Livingstone, 2004, p. 3).

This broadened understanding of literacy now includes the ability to construct meaning in the experiences of everyday living involving numeracy, culture, film, computers, video games, and music to name a few. As Milner and Milner (2003) point out when discussing “Developing Film Literacy”: “Instructional attempts should be to enhance

students' viewing and to make it more selective, not, as sometimes happens, to spoil their viewing through tedious analysis and to make it overly self-conscious" (p. 276).

The Impact of Standardized Testing on Students and Curriculum

One initiative to improve literacy and place it as an educational priority was piloted in 2000-01 to gauge Ontario students' literacy and numeracy; this initiative was piloted in the form of the Ontario Secondary School Literacy Test (OSSLT) (EQAO, 2006). According to Allingham (2000), the OSSLT is an ineffective tool to determine the literacy skill development of adolescents. Trying to get the adolescents to take the test seriously or even to show up (10% did not even write the initial five-hour test) was difficult enough, such an attitude undoubtedly in part the result of the length of the assessment. In addition, the marking of the tests was undertaken not by professionals who knew how to interpret the adolescent writing style, but by largely non-teachers who marked on "non-compliant" bases rather than on what was actually produced – if the students did not follow directions precisely they lost precious marks (Allingham, 2000). Allingham (2000) concludes that the results do not reflect quality of teaching but differences of regional, linguistic, and socio-economic backgrounds of the students. This piloted OSSLT was largely an ineffective tool to determine adolescent literacy as the students did not take it seriously, nor were the evaluators professionals in the field of education. Those conditions have changed in the past seven years since students must pass their "high-stakes" test in order to graduate in Ontario.

Allingham (2000) suggests that, instead of spending money on developing standardized tests, the Ontario government should be focusing on ways to improve and support current programs, with particular attention to class size in order to allow more time for editing, revision, and giving and receiving feedback from both teacher and peers. As a

result of the Ontario government's implementing such standardized tests, money that could have been used elsewhere in the system has now been mismanaged, a sentiment which is supported by the Ontario Secondary School Teacher's Federation [OSSTF] (2003).

Eisner (2002) echoes Allingham's (2000) opinion that, although such tests "provide a deceptive sense of educational precision" (Eisner, 2002, p. 187), they are poor indicators of true literacy acquisition. Eisner (2002) discusses both the benefits of and the concerns raised by standardized testing. Although he maintains a balanced outlook, Eisner (2002) mentions the irony that state or provincial government rewards for high test scores in turn encourages an unwarranted parental emphasis on such tests. Eisner (2002) concludes that such tests are inaccurate and do not adequately measure what was intended, and that other, more effective measures of learning should be utilized to assess student strengths and weaknesses.

Santa (2006) argues that "adolescent literacy specialists [should] take a stand against current trends for improving adolescent literacy with simplistic solutions such as high-stakes assessments coupled with teacher bonuses for improved test scores" (abstract, para. 1). Santa (2006) believes that educators "need to create their own visions about ways to improve adolescent literacy – and make their visions public" in order to support adolescent literacy development. If educators create their own ways of improving adolescent literacy, then they develop a sense of ownership and will be more likely to continue to initiate literacy improvements within the schools.

The Ontario Secondary School Teacher's Federation (OSSTF) released a *Critical Issues Series*, one of which deals directly with standardized testing, specifically the OSSLT. The OSSTF (2003) articulates concern of such high stakes tests: "The marking is arbitrary, the passing standard obscure, and the test itself, as results indicate, discriminates against

students in the Applied Level, those with special needs, and English as a second language students” (p. 2). After much pressure from OSSTF and other education stake-holders, the Ontario government quickly established a Grade 12 remedial literacy course (OSSLC) in September 2003 for students who have failed the test at least once: “As usual, there was ‘just in time’ delivery of curriculum, no new resources, and teachers were already instructing the course before any training occurred” (OSSTF, 2003, p. 2).

As Allingham (personal communication, February 3, 2006) has pointed out, “If you test it the teachers will teach it!” The Ontario government of then Premier Harris decided to change the curriculum through administering these tests of literacy and numeracy, but are these effective as tools to assess students? One has only to look at the time that the tests are administered to see that they are more for government ranking than as a true help to students (Allingham, personal communication, February 3, 2006; OSSTF, 2003). An interesting point to consider is whether or not Ontario can adopt practices from other provinces or even other countries to make these tests more effective literacy tools (i.e., PISA and the Finnish results, in addition to the position of British Columbia and Alberta towards the administration of standardized tests).

Principles for Supporting Adolescent Literacy Growth

Lee (2002) points out that within the last fifteen years the global society has developed into a “knowledge society” in which access to information is power. The workplace has changed significantly in that even traditional “muscle” jobs (i.e., factory and warehouse work) have begun to incorporate computers more and more, creating a greater need for brain power (literacy skills) rather than mere physical strength. With the quality of life becoming increasingly dependent upon one’s literacy skills, it is important that society at

large recognize and become motivated to address the present literacy difficulties that many Canadian youths and young adults are facing. As a way of accomplishing this goal, in May 1999 the International Reading Association (IRA) acknowledged seven principles for supporting adolescents' literacy growth:

1. Access to a wide variety of reading material that appeals to their interests.
2. Instruction that builds the skill and desire to read increasingly complex material.
3. Assessment that shows their strengths as well as their needs.
4. Expert teachers who model and provide explicit instruction across the curriculum.
5. Reading specialists who assist students having difficulty learning how to read.
6. Teachers who understand the complexities of individual adolescent readers.
7. Homes and communities that support the needs of adolescent learners.

(Anonymous, 2000)

This position statement by the IRA openly acknowledges that adolescents have a *right* to support in the above areas, and with designated rights comes power (self-confidence) to demand improvement. Finally, it is important to note that in today's world it is a reality that "literacy attainment is the strongest determiner of economic security" (Lee, 2002, "A Rising Standard" section, para. 3). Both adolescents and educators need to be aware of this fact in order to improve the current literacy levels of Ontario's youth.

If adolescents' literacy deficits are to be effectively addressed, it is necessary to teach literacy skill in all subject areas at the secondary level rather than just in the English classroom. Similarly, the influence of learning English as a second language may influence the typical adolescent's understanding and grasp of literacy skills. It is for these reasons that a closer look at two of the points from the IRA's position statement follows.

The third point, “Assessment that shows their strengths as well as their needs” (Anonymous, 2000), discusses a need for constructive assessment. Allingham (personal communication, March 9, 2006) describes the concept of marking for salient characteristics as an effective tool to teach and assess student literacy. When assigning work, the teacher should provide students with no more than three items for which s/he will be grading the assignment. In this way, students are able to familiarize themselves contextually with particular items of language usage; however, the teacher must only grade on the specified language characteristics; which list, consequently, should be altered for each new assignment.

One way to effect change is to provide quick and accurate feedback to students; however, this strategy works best with certain types of testing more than others: experiential tests are preferred as they are active and allow students to manipulate the material in a practical fashion (Allingham, personal communication, April 3, 2006).

Belanger, Allingham, and Bechervaise (2004) describe the trend towards summative evaluation in the secondary English class while supporting the counter-move towards formative assessment. These and other researchers recommend that teachers move away from the summative approach to evaluation and encourage a move toward formative assessment as a way to foster healthier teacher-student communications. In doing so, the likelihood of students’ recognizing that writing is not a useless form of communication and that the teacher’s comments and suggestions for improvement are based on “general standards of editorial usage” rather than personal preference are greatly improved.

The fourth point, “Expert teachers who model and provide explicit instruction across the curriculum” (Anonymous, 2000), of the IRA position statement is also of particular

interest. What makes an “expert” teacher? Which characteristics and/or practices set him/her apart? Gardner’s (HSCDSB, n. d.) theory of multiple intelligences (HSCDSB) is an effective concept for educators to apply across the curriculum to encourage the continual development of literacy in each individual student. Each subject specific class uses specialized language that students will need to learn both the meanings of the words and how to properly use them in written and oral language.

Strategies to Promote Adolescent Literacy Learning

Literacy skill cannot be segregated, and literacy instruction should not be consigned exclusively to the English classroom; rather, it is present at all levels and in all courses. At present, there are two approaches to improving adolescent literacy: a “quick-fix,” material-based perspective, and a longer-term perspective which advocates teacher knowledge (Asselin, 2003b). The first approach “de-skills” teaching by “promising results from ‘foolproof’ packages and one-time workshops” (Asselin, 2003b); yet, research demonstrates that this approach has limited value. The second approach “views the teacher as the significant catalyst for students’ literacy development” (Asselin, 2003b). The focus then becomes how to facilitate teacher knowledge.

Yates and Kenkel (1999) argue that grammar must be taught in context. Students need to understand how language fits together in order for them to use it properly, develop a skillful use of it, and to give them ownership of appropriate usage: “More importantly, this rationale for knowing the standard does not help students recognize that sometimes it is appropriate to be inappropriate” (para. 5). They note that the standard is always being contested and that educators need to “teach the standard language with a view toward increasing student linguistic security” (para. 8). They suggest that through the contextual

approach of learning, rather than through meaningless rote memorization, students are able to develop the skills and confidence in their literacy abilities:

We propose that the goal of teachers of English grammar should be that all students consciously know the most important principles of Standard English (which, of course, need to be identified) so that they can have the needed linguistic security to decide for themselves when their language use generally, and their writing particularly, should conform to the norms of Standard English, when the norms have no relevance, and when they can consciously decide to violate them. (“Paradoxical Response to Language Variation” section, para. 6)

Funk (1994) also discusses the sometimes strained relationship between teaching writing and teaching grammar. The tension between the two forms of instruction stems from whether or not grammar should be taught as an academic subject or as a tool for writing: “Both sides agree that students can and should become more effective and flexible users of their language. The debate is over the best methods by which to achieve this goal” (para. 5). Funk notes that the most “sensible and productive” resolution to this debate is “to integrate grammar instruction with student reading and writing, to take the emphasis off **formal grammar** and put it on **functional grammar**. But that approach, simple and clear as it may seem, has not brought the two sides together” (Funk, 1994, para. 5).

A partnership that supports adolescent literacy development is between educators and teacher-librarians. Through this collaboration a new approach and perspective can be gained towards literacy by tapping into the teacher-librarian’s plethora of knowledge and resources. The first step is to re-conceptualize the approach taken to functional literacy. In today’s ever-changing, technologically-laden society, it is important to reevaluate one’s perspective and

be open and willing to change with the times. This sentiment is echoed by Asselin (1999): “Given the evolutionary nature of literacy, educators who work with adolescents must view literacy development as an ongoing process rather than one completed in the early grades” (para. 5). Instead of viewing literacy development as having been already attained by the time students reach the secondary level of education, teachers should constantly promote the development of new literacies, which include “word identification, vocabulary, comprehension and literature study” (Asselin, 2003a, “Taking the lead” section, para. 2). The teacher-librarian can help teachers by providing appropriate resources and by working with teachers to create lessons and activities in the specified area: “Put simply, teacher-librarians need to ‘re-present’ their expertise in resources to teachers in light of new research emphasizing the role of resources in literacy” (Asselin, 2003a, “Taking the lead” section, para. 1).

Literacy Beyond the Classroom

Glaze (2005) affirms the importance of literacy to the individual, society, and global community: “Literacy is the most important outcome of schooling. It is the key to success in school and beyond and to an individual’s ability to participate fully in society. It contributes to one’s life chances, sense of personal fulfillment, and employability” (para. 1). As an educator one must ask oneself how one fits into the process of lifelong learning and development of literacy. A reminder from a teacher-librarian can be used as a starting point to answering the above question:

Nobody argues when I tell classroom teachers that we both have the same ultimate goals: the development of informed citizens who are independent and socially responsible learners. We need to work with our teachers to help our students develop

the skills and abilities that they will need to function in the global information marketplace. (Yucht, 1999, para. 7)

At the adolescent level, a tension is created by the social aspect of learning. The more students talk the more brain activity occurs which leads to more learning – but the problem is whether or not the fear of social ridicule overpowers the ability to communicate verbally (Anonymous, 2000). It is a difficult process both to present and accept constructive criticism, a new experience for adolescents who are now being evaluated mainly on their formal writing (Anonymous, 2000). For this reason, teachers should create cooperative, positive, and safe environments of learning where students are encouraged to take chances in expressing their views orally and through their formal and informal writing. To develop a successful literacy program the teachers and support staff need an innovative principal who supports teamwork and stays abreast of current studies and emerging programs that focus on literacy development and improvement.

Asselin (2003b) reports that in the last five years “innovative and meaningful professional development models have emerged” (“Stakeholder responses” section, para. 3) to improve teacher knowledge in order to promote and develop adolescent literacy. These programs interact with the school culture on two levels: intellectual and social. Intellectually, the aim is to increase the teacher’s understanding, knowledge, and range of instructional practices in order to increase his/her effectiveness with all students, resulting in an increase of student literacy achievement. Socially, these programs aim at encouraging professionalism and empowerment, creating bonds between staff members, and promoting mutual respect, “all of which translate to a better learning community for children’ (IRA, Literacy Study Groups)” (Asselin, 2003b). Some programs that advocate professional development around

literacy include the National Council of Teachers of English (NCTE) Reading Initiative, the Center for Inquiry, IRA Study Groups, and CASE Technologies to Enhance Literacy Learning (CTELL). Asselin (2003b) states six principles to the change process which form the foundation of these models:

- * Professional collaboration, at the base of which is collegiality;
- * Learning as inquiry, which is relevant to actual students in the school;
- * Teacher choice of level of involvement;
- * Development of substantive teacher knowledge;
- * Use of predictable yet flexible structures in pursuing one's inquiry; and
- * Inclusion of teachers and administrators in the learning community.

(“Stakeholder responses” section, para. 4)

Asselin (2003b) notes that in terms of several of the above principles, teacher-librarians are already proficient. However, she suggests that the teacher-librarian and the school literacy mentor (a new position that many schools in Ontario are now adopting) work together to facilitate professional development initiatives in their schools.

One program that demonstrates this collaborative approach to literacy is the Language Arts Workshops for Students (LAWS for literacy). Houff (2002) describes LAWS as a program that “enables teachers and librarians of adolescents to incorporate language arts skill development with a literature study and research skills while at the same time working collaboratively with the knowledge of each other’s instructional role” (para. 4) Throughout these workshops adolescents develop proficiency in listening, visual, and oral skills; extending basic literacy into the realm of media literacy and critical thinking. Students gain support through group learning, are introduced to a variety of resources, and are provided

with opportunities to connect their research material and develop critical thinking abilities. Through such programs the teacher-librarian may assume a leadership role in including new literacies in the school literacy curriculum. The term “new literacies” refers to the growing need to extend traditional literacy of reading and writing to being media literate: “the unique ways of reading and writing with the new technologies of information, communication and multimedia” (Asselin, 2004).

Sound Readers is a program geared towards the elementary level that was founded in 1997 by Martha Petrie, whose philosophy is to make reading fun, easy, and effective. This program focuses mainly on reading, and provides resources for families and teachers. The program may also be used to instruct adolescent students who are in the process of developing lower level literacy skills; however, if this approach were to be taken, the teacher would first need to create a safe and comfortable learning environment. The program’s background, founders, workshops, products, and contact information are all provided to create a legitimate and sound web tool for teachers and parents alike dedicated to improving literacy skills.

Correspondingly, there are also programs in place to aid adults with low level literacy skills. The Thunder Bay Literacy Group, organized in conjunction with the Thunder Bay Adult Learning Centre, discusses the many different opportunities for adults who are interested in being tutored in reading, writing, computers, and mathematics. The association provides tutoring services and Clear Language editing for businesses in the community, a service which enables local businesses to present written material and advertising for a public in which a large number of adults have low literacy levels.

Increasing Teacher Literacy Education

As mentioned above, Ontario literacy standards have been steadily increasing over the past decade and with this new focus in Ontario curriculum teacher education has also been affected. Current teacher education has a focus on literacy specifics; in fact, there is a whole course dedicated to literacy: *Literacy and Language across the Curriculum*. Not only have new courses, specifically geared towards teaching literacy, been implemented but the traditional courses have also adopted a literacy component. Appendix VI provides partial copies of course outlines of two such courses: *Literacy and Language across the Curriculum* and *Curriculum and Instruction in Intermediate / Senior English*. It becomes clear that English courses incorporate literacy strategies and that instructors of the *Literacy and Learning across the Curriculum* course use literacy strategies in their teaching and make explicit what the strategies are and how they support literacy learning. Supportive courses provided by Faculties of Education inform and prepare teacher-candidates of the complexities of teaching and learning and of literacy teaching and learning.

Chapter Three

Research Design and Methodology

The purpose of this study was to determine intermediate/senior teacher-candidates' current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional/exemplary educator of adolescent literacy. By accessing pre-service teachers' own experiences and observations in the field the researcher discovered the perceptions of the latest generation of teachers' standards of "best practice."

Procedures of the Design

The type of mixed methods design that was used for this study is a concurrent nested strategy (Creswell, 2003, p. 218). This method was chosen to investigate findings of exceptional qualities and characteristics of educators of adolescent literacy and how to develop and improve such skills. Typically, this method uses one data collection phase; in this study this phase was accomplished through the use of a survey (see Appendix IV). There are a number of ways in which this strategy may function; for the purposes of this study, the predominant method that guides the research was quantitative, embedding the qualitative. The survey was comprised of four quantitative sections, the last of which nested the fifth and only qualitative section. The qualitative section presented six open-ended questions specifically responding to the fourth quantitative section. In this way, the qualitative results are given less priority and assisted in explaining and interpreting the quantitative findings, thus allowing for a broader perspective of the data to be gained. This design was chosen because it allows the researcher to seek the same information from different levels.

The Sample

The sample included participants who were enrolled in the Professional Year Bachelor of Education program at a mid-sized university in Northern Ontario; were in the intermediate/senior division of the above program; and chose to complete the questionnaire. This specific group of students was chosen because they will be working with adolescents and already has a focus and knowledge of literacy methods and strategies.

This survey used a small group of pre-service teachers, 110 participants, to determine the awareness of literacy best practice and support across Ontario. The data collection occurred with a convenience sample of an already established group: intermediate/senior students enrolled in the Professional Year Bachelor of Education program from four different subject specific curriculum and instruction courses. This sample had already completed the first university term and the first (of two) six-week placements and was nearing the end of the second university term when the survey was administered. The researcher was the graduate assistant for two of the four classes, and, therefore had access to two classes during class time. Before the researcher administered the survey, she explained verbally the purpose of the study with the sample group (see Appendix I). A total of 110 students from varying educational backgrounds and specialized fields chose to participate in the study, a large enough group to lend significance to the study.

Research Instrument

The survey instrument used in this study, *Survey of Teacher-Candidates' Views on Adolescent Literacy Practices in Ontario*, was designed specifically for this research study by the researcher. A copy of the survey may be found in Appendix IV. According to Creswell (2005), one can use a survey “in order to describe the attitudes, opinions, behaviors

or characteristics of the population ... and statistically analyze the data to describe trends about responses to questions” (p. 354). This survey was developed as a way to articulate teacher-candidates’ own experiences and observations of literacy teaching, policy, and practice both within the Faculty of Education and in the field. The questionnaire was divided into five sections as a way to block the type of information and facilitate data analysis. The first four sections were quantitative and the final was a series of open-ended qualitative questions.

The first section, *A. Background Information*, determined the participants’ gender, age, and details of his/her first practicum experience (associate’s approximate years of teaching experience, which school board s/he taught at, and which grades and streams s/he taught). The second section, *B. Teachable Subjects*, elicited further background information about the participants’ professional expertise. Both first and second teachable subjects are recorded. The third section, *C. Literacy Survey: Opinions and Practices*, consisted of thirteen statements using a five-point Likert scale ranging from “Strongly Disagree,” “Disagree,” “Neutral,” “Agree,” to “Strongly Agree.” These statements attempted to gauge the participants’ personal and professional opinions, experiences, and practices with literacy in Ontario.

The fourth section, *D. Characteristics of an exceptional literacy teacher*, contains fourteen parallel statements, all of which describe positive qualities and characteristics that an exceptional teacher of adolescent literacy may possess. The participants were asked to choose five of the statements and “Of these five, rate [their] choices in level of importance, 1 being the most and 5 being the least important” as a way to determine what current Ontario

pre-service teachers consider to be the best qualities and characteristics of teachers of adolescent literacy.

The last section was qualitative, *E. Elaborating on Part D responses*, and included six open-ended items. These six questions were based on the participants' previous responses in Section D, allowing the space to record their own observations and literacy experiences. The questions were these:

15. Briefly explain why you have chosen your top two in Part D.
16. What **other** characteristics do you feel are important for a literacy educator to possess? Explain.
17. Provide a one sentence definition of literacy that you would use in your teaching and communications with parents.
18. During your Bachelor of Education program which methods were introduced to teach literacy?
19. Which methods in terms of literacy instruction did you witness in practice by either your teacher or others around you? Please specify.
20. How would you encourage ongoing literacy development within your future classrooms?

Data Analysis

The quantitative data analysis phase (sections A through D) of the study used the Statistical Package for Social Sciences (SPSS, version 13.0). Descriptive statistics were computed for the sample and reported in terms of percentages and frequencies. Tables were created to exhibit the relationship between the data; they were organized with the highest frequencies at the top of the table, as they were the most common responses, with the lowest

frequencies at the bottom, as they were the least chosen items, in order to clearly demonstrate which responses were more prevalent.

The analysis of the qualitative data of the survey (Section E) followed Creswell's (2003) discussion of data transformation. In this instance the qualitative data were quantified by "creating codes and themes qualitatively, and then counting the number of times they occur in the text data" (p. 220-1). In this way the two sections of the survey will be more easily compared.

According to Johnson and Onwuegbuzie (2004), a mixed methods approach "is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research" (p. 17). Combining the quantitative and qualitative research techniques in this study was "an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices" (p. 17). The anticipated result was to "collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complimentary strengths and nonoverlapping weaknesses" (p. 18).

In Chapter 4, the quantitative and qualitative data are presented separately, while the analysis and interpretation are coupled in a separate section that combines the two forms of data in order to direct the study towards a solution to improve adolescent literacy as conceptualized by the future educators themselves. This stage is followed by a section that uses the data from both the qualitative and quantitative phases to conclude specific tools,

programs, and/or characteristics that will help to improve and support the curriculum and instruction of adolescent literacy in Ontario.

Role of the Researcher

The role of the researcher in this study was to organize, structure, and implement all levels of the study: data collection, analysis, interpretation, and dissemination. The researcher applied to the university's ethics board and received approval for the study, attended all four classes which participated in the study, and administered the survey, in addition to collecting and analyzing the data and presenting the findings.

Ethics Considerations

Informed Consent

A number of measures were taken to ensure the informed consent of all research participants. The first of these was presented through a statement of introduction of which the researcher presented before she passed out the surveys (see Appendix I). Secondly, attached in a cover letter to the survey was a letter for informed consent (see Appendix II) which outlines the study in detail. Next was a participant consent form which the participant had to sign before the researcher was able to collect the data (see Appendix III). All three of these methods stressed the participant's right to withdraw from the study at any time without penalty of any kind.

Harm and/or potential risks to participants. At no time during the course of the data collection phase were participants in any harm or put at risk, neither physical nor psychological. The participants' identities will be kept confidential at all times.

Benefits to subjects and/or society. Potential benefits of the research to the participants will be that they were able to reflect on their own literacy experiences and to aid

further research on the subject. By subjectively rating characteristics and qualities of exceptional educators, the participants may have been able to identify or realize which characteristics and qualities they themselves would like to develop and/or strengthen.

Anonymity and confidentiality. Participant confidentiality was maintained throughout the study; as a way to ensure this anonymity, all surveys were referred to numerically. Each page of the survey package had a three or four digit number in the top right-hand corner (see Appendix III & IV). The researcher asked the participants to detach the *Participant Consent Form* from the survey package and kept it separate from the survey tool to ensure participant anonymity, as this page contains both the three or four digit number and the participant's signature.

Storage of Data

The data will be securely stored in a sealed envelope in a file cabinet with a lock on the drawer. The research supervisor, Dr. Philip Allingham, will store the data in this location for seven years, as per the university's research policy.

Dissemination of Research Results

The research will be disseminated in the academic community through the completion of the thesis paper of the researcher. The researcher will also disseminate the findings at academic conferences and in professional journals.

Chapter Four

Presentation of Findings

The data collected for this study, *Literacy at the Secondary Level: Characteristics and Effective Practices of Exceptional Educators*, are presented in this chapter. A mixed methods (concurrent nested strategy) approach to data collection was used to address the research question: “What are intermediate / senior teacher-candidates’ current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional educator of adolescent literacy?” A survey was completed by 110 participants from a Faculty of Education of a mid-sized university in Northern Ontario. The survey findings which are presented below have been organized according to the five sections of the survey.

Section A. Background Information

Gender of participants. Table 1 summarizes the data pertaining to the gender of the participants.

Table 1
Gender Frequencies and Percentages

	CLASS I SCIENCE	CLASS II ENGLISH	CLASS III SCIENCE	CLASS IV ENGLISH	TOTAL PARTICIPANTS
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)
Male	3 (2.7%)	12 (10.9%)	4 (3.6%)	11 (10%)	30 (27.3%)
Female	2 (1.8%)	28 (25.5%)	19 (17.3%)	31 (28.2%)	80 (72.7%)

The gender breakdown of the sample shows a majority of women by almost 45%. Despite the participants’ teachable subject, as the participants came from two separate subject backgrounds, it is clear that women are more likely to become teachers, especially of secondary English. However, the predominance of women may create a gender bias with the findings.

Age of participants. Table 2 summarizes the age ranges of the participants.

Table 2
Age Frequencies and Percentages

	FREQUENCY (PERCENTAGE)
21-23 years	58 (52.7%)
24-27 years	40 (36.4%)
28+ years	12 (10.9%)

This question was included on the questionnaire to provide the researcher with an understanding of educational background versus lived experience of the participants. Since the youngest group, 21-23 years of age, is the largest (52.7%), the data suggest that the majority of teacher-candidates enrolled directly after finishing their first Bachelor degree or shortly thereafter.

Approximate years of experience of the participants' associate teachers. Table 3 summarizes the approximate years of teaching experience of each teacher-candidate's associate (classroom mentor-teacher on practicum). This question was included as a way of determining how long the associate (certified teacher, see definition on p. 9) had been a graduate of a Bachelor of Education program, and therefore away from the Faculty's dissemination of current Ontario Ministry of Education updates about teaching practice. The majority of teacher associates had between six to ten years of approximate teaching experience (28.2%), followed closely by the eleven to fifteen years of experience category (25.5%). It is interesting to note, however, that the smallest number of associates had experience of 36 years or more (0.9%).

Table 3
Frequencies and Percentages of Associates' Years of Teaching Experience

	FREQUENCY (PERCENTAGE)
1-5 years	15 (13.6%)
6-10 years	31 (28.2%)
11-15 years	28 (25.5%)
16-20 years	7 (6.4%)
21-25 years	14 (12.7%)
26-30 years	7 (6.4%)
31-35 years	6 (5.5%)
36+	1 (0.9%)
No answer	1 (0.9%)

School board participants taught at during their first placement. Table 4 summarizes the type of school boards, public, separate, or private, in which each participant's first placement was scheduled. Despite the fact that all Ontario schools have to

Table 4
School Board of First Placement

	FREQUENCY (PERCENTAGE)	ACTUAL STUDENT ENROLLMENT IN ONTARIO
Public	80 (72.7%)	69.2%
Catholic	27 (24.5%)	28.5%
Private	2 (1.8%)	2.3%
No answer	1 (0.9%)	

follow Ministry of Education expectations and guidelines in curriculum delivery, each school board has its own unique approach to education; consequently, the participants were asked to identify by name the school board of their first placement.

A minority of the study's participants had had the opportunity to teach in a private school setting (1.8%), while a majority (72.7%) had taught within the Ontario public school system. Although both the Catholic and Private education systems have a small representation in this study, almost 70% of all Ontario students are in the public system; therefore, the study's sample coincides with actual Catholic versus public enrollment. This apparent discrepancy can also be explained as the Ontario separate school systems are selective and are willing to take teacher-candidates who are practicing Catholics.

Grades taught. Table 5 summarizes the grades taught by the participants during their first placement. Despite the fact that all participants answered this question, there is some overlap with the total number of grades taught because, at the secondary level, teachers are able to teach up to three separate grades and classes in a single semester. Of the six possible grades that the pre-service teacher could have taught, each grade has roughly the same representation, with a gap of approximately fifteen per cent between the lowest grade taught (Grade 7 – 30.9%) and the highest frequency of grade taught (Grade 12 – 44.5%). The balanced spread of teaching experience allows for a stronger and more solid foundation for the later responses dealing with adolescents; as previously mentioned, for this study teacher-candidate experience spans grades 7 through 12.

Table 5
Frequencies and Percentages of Grades Taught

	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)
Yes	34 (30.9%)	41 (37.3%)	39 (35.5%)	46 (41.8%)	47 (42.7%)	49 (44.5%)
No	76 (69.1%)	69 (62.7%)	71 (64.5%)	64 (58.2%)	63 (57.3%)	61 (55.5%)

Streams taught. The Ontario Ministry of Education and Training (1999) rationalizes the division of courses into streams as follows:

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations. (p. 13)

Table 6
Frequencies and Percentages of Streams Taught

	ACADEMIC	APPLIED	UNIVERSITY	COLLEGE	WORKPLACE	OPEN
	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)	Frequency (Percentage)
Yes	50 (45.5%)	41 (37.3%)	29 (26.4%)	15 (13.6%)	7 (6.4%)	7 (6.4%)
No	21 (19.1%)	30 (27.3%)	42 (38.2%)	56 (50.9%)	64 (58.2%)	64 (58.2%)

This two-tiered program offered to students and teachers alike the ability to approach education from a number of perspectives of which the participants in this study were able to experience. Table 6 summarizes the different streams which were taught by the participants during their first placement. As with the discussion of grades in the previous section, the findings for streams taught are also affected by the fact that secondary teachers are able to teach more than one grade or level of class during a single semester. It is also important to note that the pre-service teachers (35.5%) who taught a Grade 7 or Grade 8 class have been

exempted from this particular question as stream designation does not appear until Grade 9 in Ontario.

The majority of pre-service teachers had some experience with the academic stream (45.5%), a stream which this research deems to be easier to work with as the Ontario Ministry of Education expects such students to have an advanced theoretical understanding and skill level; on the other hand, the applied stream deals mainly with basic comprehension and skill development. Fewer teacher-candidates had the opportunity to work with the diversity of a class with an “open” designation (6.4%), a class which is available to all students and is not separated by skill level. Such classes, however, are not common in standard academic subjects in Ontario.

Section B. Teachable Subjects

Table 7 summarizes the diversity of teachable subjects represented by the participants’ own educational backgrounds. The “teachable” subjects as given by respondents indicate both the area with which a teacher-candidate is most comfortable in terms of content or subject knowledge, and the subject which he or she will be certified to teach as an expert. The researcher felt that it was important to have the teacher-candidates declare their individual teachable subjects to determine (1) which subjects are dominant, (2) what perspectives and professional theories are represented, and (3) if there are any advantages with literacy knowledge, i.e. with language courses. Teachers of French and English language arts, for example, could reasonably be expected to have greater knowledge of literacy practices than mathematics or science teachers.

It is important to note that nine of the possible subject areas have no representation at all among this study’s participants, and so the discussion will be limited in scope. Overall,

Table 7
Frequencies and Percentages of Teachable Subjects

SUBJECT	1 ST	2 ND	SUBJECT	1 ST	2 ND
English (1 st language)	56 (50.9%)	24 (21.8%)	History	23 (20.9%)	27 (24.5%)
French (2 nd language)	3 (2.7%)	3 (2.7%)	Geography	5 (4.5%)	8 (7.3%)
International language	0 (0%)	0 (0%)	Family Studies	0 (0%)	0 (0%)
Mathematics	3 (2.7%)	1 (0.9%)	Individual and Society	1 (0.9%)	8 (7.3%)
Science General	3 (2.7%)	14 (12.7%)	Religious Studies	0 (0%)	0 (0%)
Biology	8 (7.3%)	7 (6.4%)	Physical Education	5 (4.5%)	2 (1.8%)
Chemistry	1 (0.9%)	2 (1.8%)	Visual Arts	2 (1.8%)	0 (0%)
Physics	0 (0%)	0 (0%)	Music (Instrumental)	1 (0.9%)	0 (0%)
Computer Sciences	0 (%)	0 (%)	Music (Vocal)	0 (0%)	0 (0%)
Business Studies (Marketing)	0 (0%)	0 (0%)	Drama	0 (0%)	0 (0%)
Business Studies (Accounting)	0 (0%)	0 (0%)	Other	8 (7.3%)	6 (5.5%)

since English has the highest representation (a combined 72.7%), this large number of English as first or second teachable indicates that the teacher-candidates surveyed should possess a substantial pool of literacy knowledge. History is a close second to English in regards to popular teachable subject, with a combined amount of 45.4%. The majority representation of English allows for a slight advantage of literacy knowledge over the other subjects simply because it deals at times, but not exclusively, with the structure of language and the written interpretation of various forms of texts. Similarly, the French as a second-language teachable (represented by 5.4% of the participants) will have comparable advantages of literacy knowledge and understanding over the pre-service teachers

representing other subject areas, as it also regularly deals with the interpretation and comprehension of language orally and in various types of text.

Of the fourteen “other” subjects, twelve respondents were qualifying in Outdoor, Ecological and Experimental Education (OE3) (10.9%), one in Environmental Science (0.9%), and the last in an unspecified subject (0.9%). Instrumental Music (0.9%) and Visual Arts (1.8%) are the lowest represented subject areas, yet, both are represented as first teachables, and so provide a stronger voice in this study since the three participants majored in these specific subject areas.

Section C. Literacy Survey: Opinions and Practices

Table 8 summarizes the findings with regard to the teacher-candidates’ opinions and views of personal and professional literacy practice. For the purpose of making discussion more straightforward, the presentation of the data from Section C follows Kunnas’ (2000) approach to analyzing Likert scale responses; the Strongly Agree / Agree and the Disagree / Strongly Disagree responses have been collapsed, and are referred to as “agree” and “disagree” respectively.

Statements 2, 3, 5, 11, and 4, *Response Cluster A: Skill level and experience with literacy*, will be discussed first as they all focus on the participants’ personal skill level and experiences with literacy and schooling. This section will be followed by a discussion of statements 6, 7, 10, 8, and 9, *Response Cluster B: Personal teaching practices*, all of which focus on the participants’ personal teaching practices, while the remainder of the statements, 12, 13, and 1, *Response Cluster C: Professional observations and understandings of literacy practice*, explore the participants’ professional observations and understandings of literacy practices.

Table 8
Personal and Professional Literacy Opinions

	STATEMENT	S D	D	N	A	S A	N A
1	Literacy is not only reading and writing, it also includes oral language.	0 (0%)	4 (3.6%)	0 (0%)	26 (23.6%)	78 (70.9%)	2 (1.8%)
2	I am comfortable with my current literacy skills.	0 (0%)	2 (1.8%)	10 (9.1%)	52 (47.3%)	45 (40.9%)	1 (0.9%)
3	I read in my spare time and am an avid reader.	3 (2.7%)	7 (6.4%)	12 (10.9%)	29 (26.4%)	57 (51.8%)	2 (1.8%)
4	My university courses prepared me to adequately teach literacy across the curriculum, in any classroom.	5 (4.5%)	33 (30%)	33 (30%)	32 (29.1%)	6 (5.5%)	1 (0.9%)
5	I remember specific grammar lessons from my own adolescence and am able to use the information correctly.	18 (16.4%)	46 (41.8%)	22 (20%)	19 (17.3%)	4 (3.6%)	1 (0.9%)
6	I am comfortable and confident in teaching literacy.	1 (0.9%)	15 (13.6%)	27 (24.5%)	55 (50%)	11 (10%)	1 (0.9%)
7	While developing my lesson plans, I specifically targeted literacy as a key area.	3 (2.7%)	18 (16.4%)	35 (31.8%)	47 (42.7%)	6 (5.5%)	1 (0.9%)
8	I encouraged reading in the classroom and provided silent reading time as well as read to the class.	0 (0%)	14 (12.7%)	13 (11.8%)	44 (40%)	38 (34.5%)	1 (0.9%)
9	During my placement the students had in-class access to dictionaries and thesauruses.	6 (5.5%)	12 (10.9%)	11 (10%)	22 (20%)	58 (52.7%)	1 (0.9%)
10	I am familiar with multiple literacy strategies, and use them frequently while planning lessons.	3 (2.7%)	15 (13.6%)	28 (25.5%)	46 (41.8%)	17 (15.5%)	1 (0.9%)
11	Editing and reviewing my work positively affects my skill development.	1 (0.9%)	9 (8.2%)	17 (15.5%)	51 (46.4%)	29 (26.4%)	3 (2.7%)
12	Applied students should receive more class time dedicated to developing and strengthening literacy than academic students (this is not to say that academic students should be exempted from formal literacy instruction).	4 (3.6%)	9 (8.2%)	16 (14.5%)	51 (46.4%)	29 (26.4%)	1 (0.9%)
13	Adolescent literacy is a major issue for the Ministry, and I have heard much about this topic.	2 (1.8%)	9 (8.2%)	13 (11.8%)	43 (39.1%)	42 (38.2%)	1 (0.9%)

** S D = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; S A = Strongly Agree; and N A = No Answer

Response cluster A: Personal skill level and experience with literacy and schooling.

Participants were asked to share their own experiences of and skill level with literacy and schooling. When comparing the responses of statement 2, please note that the twelve participants (10.9%) who are not comfortable with or are indifferent towards their own literacy abilities are considerably overshadowed by the 88.2% of participants who agree that they are comfortable with their current level of literacy knowledge. This contrast strongly establishes that literacy at a personal level is not a concern for the 2006-07 teacher-candidates surveyed, but does not negate the concern that a handful of pre-service teachers are unsure and, therefore, will probably experience difficulty in supporting literacy in their future classrooms. As one participant responded when reflecting on her first placement experience; "I taught math on my first placement so literacy was not really part of what I was teaching" (Participant 1-14). This was a common response from the teacher-candidates in that it demonstrates that they feel they are unable to transfer their literacy knowledge from the English classroom to other teachable subjects, such as math or science; they are not fully comfortable with the methods and strategies to support literacy development across the curriculum, despite the fact the Ministry expects all teachers to play a role in supporting student literacy.

Statement 3 asked the participants to comment on their own level of reading enjoyment; however, it is important to note that a love of reading is not a direct requirement of being an effective teacher of literacy, as can be seen with the twenty-two participants (20%) who disagree or are neutral towards statement three. Given the large number of French and English pre-service candidates surveyed (and the relatively small number of teachers of other subjects represented), this finding of 80% is consistent with the profiles of teacher-

candidates surveyed. Intending English and French teachers are likely to be readers. The remaining ninety per cent share a similar perspective: “I think it is useful to illustrate your own love of the subject and show students how good literacy skills will assist them throughout their entire lives” (Participant 1-88).

Statement 5 has the greatest number of “disagree” responses. As discussed above, a common misconception for many people is to link literacy directly with grammar instruction. In fact, eleven respondents chose “grammar activities” as additional literacy methods and strategies observed and/or used during the first two terms of their B. Ed. program. A major contrast is found when one compares the data from this statement and the results of statement 2 regarding the confidence levels of the participants. In this question 86 participants (77.7%) rather than the 12 (10.9%) from statement 2 are uncomfortable with their current skill level. If respondents were equating literacy with grammar, this finding would suggest that a majority of respondents are uncomfortable with the notion of teaching grammar or that many teacher-candidates feel they lack a thorough knowledge of grammar and therefore could not teach it.

When asked about their own editing habits in statement 11, the majority of participants agree to a point that editing helps to improve and develop their literacy skills (80 participants, 72.8%). A few participants acknowledge and advocate peer- and self-editing as a way to better support literacy development in the classroom. Presumably nearly a quarter of respondents believe their own editing skills are weak.

The majority of respondents disagree with or are neutral about statement 4. Only 34.6% of participants felt to some degree that their university courses had prepared them adequately to teach literacy across the curriculum, in any classroom. Many of the students

who felt better prepared to teach literacy had had the opportunity to register in the literacy course provided. One such student responded that during the B. Ed. program's "Literacy class I was taught many ways to teach literacy. Many methods were taught! (word walling, etc.)" (Participant 1-02).

Response cluster B: Personal teaching practices. The following responses to the five statements explore the responses to the teacher-candidates' personal teaching practice: 16 participants are outright uncomfortable with teaching literacy as asked in statement 6. An additional 27 fell into the neutral category in that only 12 participants stated that they were uncomfortable with their literacy skills with respect to statement 2.

The responses to the study's seventh statement evidenced the highest number of neutral selections of all thirteen statements, 35 participants (31.8%, approximately one-third). The majority of respondents, however, did specifically target literacy development during lesson-planning, a task which does not have to be complex and require a lot of extra planning time: as one participant observed, it can be as simple as "reading at the beginning of each class" (Participant 1-82). Whereas with statement 10 only one-quarter of the responses fell into the neutral category, 41.8% (25.5% of which are neutral) disagree to a certain extent or do not perceive that they possess a familiarity with multiple literacy strategies and use them while planning lessons. In other words, four out of ten respondents are either unfamiliar with or indifferent about using multiple literacy teaching strategies.

However, the results of statement 8 show that a majority of participants did allow for some form of reading activities during their first five-week placement (74.5% of participants). When asked about placement activities, one pre-service teacher responded that "there wasn't much literacy teaching during my placement. What was done was occasional

literary terms and writing activities once and a while. Occasional reading sessions were also done” (Participant 1-85). Almost three-quarters (72.7%) of the respondents to statement 9 agreed to a certain extent that during their five-week placement their students did have access to dictionaries and thesauruses. The remaining respondents (27.3%) may have been at outdoor recreation centres (at least two were) or not in language arts classrooms where dictionaries are most commonly found in schools. The availability of such standard learning aids requires further investigation.

Response cluster C: Professional observations and understandings of literacy practice. The final grouping of statements is related to the teacher-candidates’ professional observations of literacy practice. A majority (that is, 51 participants or 46.4%) agree with statement 12, namely that students in applied level courses should receive more class time dedicated to developing and strengthening literacy than should academic students, presumably because pre-service teachers assume that most academic students already possess adequate literacy skills.

All but six participants (5.4%) agree with the first statement, that literacy is “not only reading and writing, [but] also includes oral language.” One teacher-candidate captured this concept in her answer to question 17 (which asked respondents to write a personal functional definition of literacy): “the ability to read, write and speak a language with confidence and fluency” (Participant 1-16). With regards to recognizing whether or not adolescent literacy is an issue for the Ontario Ministry of Education (statement 13), 11 participants disagreed while another 13 remained neutral. Why have these 24 participants heard nothing about the Ministry’s push for cross-curricular literacy at the secondary level? This finding is especially surprising in light of the Ministry’s wholesale distribution of the massive *Think Literacy*

(2003) document to Professional Year students in 2006-07 and the fact that all students either had to take the *Curriculum and Instruction in English* or the *Literacy and Learning across the Curriculum* courses.

Section D. Characteristics of an exceptional literacy teacher

Table 9 summarizes the ranking of exceptional qualities and characteristics which the pre-service teachers deem necessary for an effective teacher of adolescent literacy. In this section only the most and least chosen statements will be discussed as a way to see the sharp dichotomy created by the two extremes and to delineate clearly the participants' views.

Of the 110 participants, 3 (2.7%) did not clearly indicate their ranking scale for their top five choices in Section D. The top choice by a landslide is the second statement: "true caring about student progress"; 40% chose this characteristic as the most important. As one pre-service teacher states, "Students know if the teacher really cares. They will work much better if they know that someone cares" (Participant 1-53). Only 0.9% chose "support for autonomous thinking" as the most important characteristic. Although pre-service teachers are aware that the ultimate goal is to have students monitor their own literacy requirements, the overwhelming majority of respondents recognized that students must be first exposed to teachers who care about their literacy.

As the third overall top-ranking statement, "love and enthusiasm for the subject" is the most popular with 16.4% for the rank of number two, a sometimes important characteristic. One explanation for this statement exhibiting such popularity is from a teacher candidate's response to question 15: "To be an exceptional teacher you need to express enthusiasm of the subject to motivate the students" (Participant 1-57). The least chosen for

Table 9

Ranking Qualities and Characteristics of Exceptional Literacy Educators: The literacy teacher exhibits –

STATEMENT	1	2	3	4	5
flexibility of planning (modifies/individualizes lessons).	12 (10.9%)	4 (3.6%)	12 (10.9%)	10 (9.1%)	14 (12.7%)
true caring about student progress.	44 (40%)	16 (14.5%)	8 (7.3%)	7 (6.4%)	4 (3.6%)
love and enthusiasm for the subject.	13 (11.8%)	18 (16.4%)	9 (8.2%)	5 (4.5%)	9 (8.2%)
the notion that literacy transcends subject barriers.	5 (4.5%)	10 (9.1%)	7 (6.4%)	5 (4.5%)	7 (6.4%)
the ability to admit not knowing an answer and being willing to search it out.	3 (2.7%)	6 (5.5%)	3 (2.7%)	10 (9.1%)	9 (8.2%)
accommodation of different levels of intelligences through lesson planning.	4 (3.6%)	13 (11.8%)	22 (20%)	14 (12.7%)	12 (10.9%)
enthusiasm about literacy, both print and visual.	4 (3.6%)	9 (8.2%)	8 (7.3%)	9 (8.2%)	5 (4.5%)
A high level of motivation.	2 (1.8%)	5 (4.5%)	10 (9.1%)	15 (13.6%)	9 (8.2%)
intellectual curiosity.	2 (1.8%)	0 (0%)	2 (1.8%)	4 (3.6%)	4 (3.6%)
enjoyment of reading and writing.	6 (5.5%)	8 (7.3%)	5 (4.5%)	6 (5.5%)	8 (7.3%)
Support of autonomous thinking.	1 (0.9%)	1 (0.9%)	2 (1.8%)	3 (2.7%)	5 (4.5%)
facilitating learning.	4 (3.6%)	4 (3.6%)	6 (5.5%)	3 (2.7%)	7 (6.4%)
providing constructive criticism.	2 (1.8%)	1 (0.9%)	6 (5.5%)	2 (1.8%)	5 (4.5%)
thinking positively about student achievement.	5 (4.5%)	12 (10.9%)	8 (7.3%)	13 (11.8%)	9 (8.2%)

** 1 = Most Important; 2 = Sometimes Important; 3 = Important; 4 = Rarely Important; and 5 = Least Important

the second ranking statement was “intellectual curiosity” with no votes at all, the only characteristic that received no votes. Yet this finding is inconsistent when this item is cross-referenced with the code “literacy knowledge,” which developed from the respondents’ answers to question 16: “Which additional characteristics are important for a literacy educator to possess?” (supported by 25 participants). As one participant stated, “Knowledge

– about literacy, its components and how to adapt those components to subject material/lessons (specific)” (Participant 1-01). Here the question emerges: Are these terms similar enough to question the discrepancy?

Just 22 participants (20%) chose “accommodation of different levels of intelligences through lesson planning” as the top ranking statement for number three; this is, however, the second highest choice overall. The least chosen statements for this category were a tie between “intellectual curiosity” and “support of autonomous thinking,” both with 1.8%. Apparently pre-service secondary teachers are reluctant to provide accommodations for individuals with weak literacy skills.

The final remaining categories, rarely important and least important, had a fairly balanced spread of choices. The top choice for the fourth category, “a high level of motivation,” was 13.6% and closely followed by the top choice of the fifth and final category, “flexibility of planning (modifies/individualizes lessons),” with 12.7%.

The least chosen characteristic for the fourth category was tied with the previous at 1.8% for “providing constructive criticism.” The fifth category’s least chosen characteristic was the most popular of the least important characteristics and a tie also at 3.6% for the characteristics of “true caring about student progress” and “intellectual curiosity.”

Overall, not surprisingly the most chosen characteristic to be included in the top five was “true caring about student progress” with a total of 79 participants choosing it to fall somewhere in their list of top five important characteristics. The least chosen characteristic overall was a tie between “intellectual curiosity” and “support for autonomous thinking,” each with only 12 participants choosing them to be in the top five characteristics; this finding is a direct contrast to the responses to the open-ended questions discussed below.

Section E. Elaborating on Part D

There were two phases of the qualitative data analysis, the first of which was open coding: “initial categories of information about the phenomenon being studied by segmenting information” (Creswell, 2005, p. 397). In this initial phase of the qualitative analysis a combined 226 codes were formed. The second phase of qualitative data analysis was creating open-coding categories from the open codes of the first phase. Since the responses from Section E are in support of Section D, the analysis continued, and four themes were formed from the combined quantitative and qualitative analysis (see *Themes* section below for further discussion).

The results from this section have been used to substantiate the previous section’s ranking of qualities and characteristics of exceptional literacy educators. For this reason the analysis of question 15 will follow Section D’s approach of focusing on the most and least chosen items in order to clearly identify the teacher-candidates’ reasons for selecting the two most important qualities and characteristics they felt “are an inherent part of being an exceptional teacher of literacy.” Question 16 asked the respondents to expand on the list of qualities and characteristics of exceptional educators provided in Section D. Question 17 will be discussed separately as it defines the term “literacy” itself. A different approach will be taken when analyzing questions 18 and 19; here, responses will be closely compared because both discuss different aspects of the teacher-candidates’ experiences with literacy methods and strategies. Finally, question 20 stands alone as it asks the participants: “How would you encourage ongoing literacy development within your future classrooms?”

Question 15: Briefly explain why you have chosen your top two [characteristics] in

Part D. This question asked participants to explain why they chose their top two answers from Section D. Following the analysis approach of Section D, the analysis for this question only looks at the responses of the most and least chosen items; they are the answers in bold faced text in columns 1 and 2 of Table 9. Only three participants (2.7%) did not respond or had unclear answers, a small figure not significant enough to weaken the results of this individual question.

The characteristic that most of the participants chose as being the “most important” for an exceptional educator of literacy to possess was “true caring about student progress.” Many of the comments for this reasoning stemmed from a cause-and-effect relationship between teacher caring and student success. The following are the main ideas taken from 40% (44) of the participants’ statements:

- Teacher caring positively influences student motivation because a caring teacher models the desired approach to literacy: “True caring about student progress shows students you care, they feel special, will try to succeed” (Participant 1-08); “You must care about your students and the subject or else you won’t be motivated to teach your students. Many teachers give up on students because they either do not care or are not motivated themselves. Passion breeds passion” (Participant 1-23).
- Teacher caring leads to a personal connection with the students which leads to student motivation: “Students won’t learn if you don’t care about them” (Participant 1-19).

- The teacher must care in order to modify lessons to allow for student progress: “I believe that in order to be able to teach students you must care about their progress and be willing to make modifications/adjustments to your lessons to help every student progress” (Participant 1-14).
- Teacher caring means the teacher has the ability to set realistic goals; there is a want to help students improve and develop: “Caring to me, is the most important in order to strive for student achievement. The teacher must have goals for his/her students in order to foster progress” (Participant 1-15).
- Caring is the foundation of teaching, all other characteristics stem from this: “I believe that if a teacher does not care about the students’ progress, everything will fall apart!” (Participant 1-04); “Once you care, the rest follows” (Participant 1-67).
- Teacher caring creates a better, safe, and positive environment for learning to occur: “Caring about students and thinking positively creates a climate where success is possible” (Participant 1-38); “If the teacher is caring, supportive of her students students will feel safe – be motivated to learn” (Participant 1-52).
- Teacher caring supports a belief in student ability: “???” (Participant 1-).

The least chosen characteristic for the first choice was “support of autonomous thinking” with only one vote (0.9%). The respondent’s reason for this choice was that “student achievement is the top priority” (Participant 1-87). The respondents may feel that, although autonomous thinking is the ultimate goal, it cannot be attained unless teachers care about student progress.

The most chosen “sometimes important” characteristic was “love and enthusiasm for the subject” with 18 responses (16.4%). Similar to the responses for the “most important” characteristic, the responses explaining this choice seemed to touch upon a cause-and-effect relationship between the teacher’s approach and the students’ success and literacy progress. According to the respondents, a teacher’s caring about student progress in literacy is the key to success:

- Students will pick-up and adopt the teacher’s passion which leads to student motivation: “why would [students] want to learn if you don’t care about the subject?” (Participant 1-19); “love and enthusiasm that is genuine transcends the lessons and inevitably affects the students” (Participant 1-110).
- This characteristic is key, all other qualities and characteristics stem from it “I believe that if the teacher ... is passionate about the subject, all the other criteria on the list will be met as a natural consequence” (Participant 1-11).
- The teacher needs to have a belief in his/her own subject, allowing for the ability to defend its importance to students, administration, and parents: “individuals need to be able to say why their subject is important and be able to keep a straight face” (Participant 1-17).
- Fuels teacher’s own professional motivation “You must care about your students and the subject or else you won’t be motivated to teach your students. Many teachers give up on students because they either do not care or are not motivated themselves. Passion breeds passion” (Participant 1-23); “[this] teacher [quality] will be readily apparent to students, and will ensure that the teacher remains engaged and energized about the learning at hand” (Participant 1-70).

- Makes the subject exciting and interesting for students: “A teacher should make lessons interesting enough to captivate the students’ attention” (Participant 1-94).
- Creates a positive classroom atmosphere: “Because if you like what you do, you and your students will have a more positive class atmosphere” (Participant 1-96).

Finally, the least chosen “sometimes important” characteristic was “intellectual curiosity,” which had no votes at all, the only statement in fact that received no votes. However, cross-referencing this with other characteristics suggested in question 16, we note that a number of pre-service teachers chose “literacy knowledge” and “professional development,” both of which are aspects of “intellectual curiosity” (see Table 10). Is this finding the result of an oversight and/or misunderstanding by the participants?

An interesting phenomenon that emerged with this question was that a number of the participants (11, or 10%) chose the second sentence, “true caring about student progress,” for their “most important” and the third sentence, “love and enthusiasm for the subject,” for their “sometimes important” characteristic; both of these statements were the top picks of each heading: “Those two teacher qualities will be readily apparent to students, and will ensure that the teacher remains engaged and energized about the learning at hand” (Participant 1-70). This phenomenon solidifies the importance of these two characteristics in the eyes of the teacher-candidates.

Question 16: What other characteristics do you feel are important for a literacy educator to possess? Explain. When responding to this question, participants offered some repetition of qualities and characteristics from the previous section by the pre-service teachers. This repetition shows that the participants either were not concentrating on the questions or they did not fully understand the terms used in the statements of Section D. The

Table 10
Additional Qualities and Characteristic of Exceptional Educators of Adolescent Literacy

QUALITY / CHARACTERISTIC	FREQUENCY/ PERCENTAGE
Literacy knowledge	25 / 22.7%
Patience	14 / 12.7%
No response / unclear	13 / 11.8%
Creativity	9 / 8.2%
Ability to relate material to students	7 / 6.4%
Access to resources	6 / 5.5%
Have a dynamic, positive, and fun attitude	5 / 4.5%
Dedication	4 / 3.5%
Openness	4 / 3.6%
Use of a variety of strategies	4 / 3.6%
Allow students time to practice new materials	3 / 2.7%
Sense of humour	3 / 2.7%
Passion / love of teaching	3 / 2.7%
Ability to recognize students at risk	3 / 2.7%
Knowledge of another language	3 / 2.7%
Approachable	2 / 1.8%
Clarity	2 / 1.8%
Passion / love of learning	2 / 1.8%
Respectful	2 / 1.8%
Utilizes teacher modeling	2 / 1.8%
Uses a variety of material	2 / 1.8%
Perseverance	2 / 1.8%
Empathy	1 / 0.9%
Frequent assessment	1 / 0.9%
Compassion	1 / 0.9%
Consistent	1 / 0.9%
Being fair	1 / 0.9%
Insight	1 / 0.9%
Genuine	1 / 0.9%
Kind	1 / 0.9%
Willingness to go the extra mile	1 / 0.9%
Desire to do well	1 / 0.9%
Willingness to try new things	1 / 0.9%
Embrace cultural knowledge	1 / 0.9%
Interactive lessons	1 / 0.9%
Responsibility	1 / 0.9%

major quality that was repeated was “literacy knowledge” with 22.7% of participants supporting it as a key component of becoming an exceptional educator of adolescent literacy:

“A literacy educator needs knowledge of teaching strategies for teaching literacy” (Participant 1-21). “Patience” was a second popular quality with 12.7% of participants’ support: “Literacy is a trying subject and a growing concern a teacher needs to have strong patience and a willingness to keep encouraging and supporting” (Participant 1-105). However, 11.8% of participants chose not to answer or their response was unclear. Nevertheless, in dealing with so diverse a group of secondary pre-service teachers, the failure of the survey to elicit a response from roughly one in ten of the respondents is probably not significant.

Creativity and the ability to relate material to students were also popular suggestions by the pre-service teachers, with 8.2% and 6.4% support respectively. These final two characteristics are frequently mentioned throughout the remainder of the responses, not always with large numbers backing them, but they are present nonetheless. As one teacher-candidate articulates; “Creativity to teach the students and make graphic representations or word walls, etc. also, dedication, which intertwines with true caring” (Participant 1-76). However, the creative quality is seen more as a varied approach to material, texts, methods of instruction, activities, and assignments.

Question 17: Provide a one sentence definition of literacy that you would use in your teaching and communications with parents. Many of the participants targeted these key terms and/or words in their definition of literacy, and so the responses were coded to reflect this breakdown. Some of the key components of literacy, as seen by the teacher-candidates, are as follows: communication, understanding, ability, writing, oral/verbal, reading, and visual/symbol. Still, some respondents did not adequately define any of these terms. In fact, this question had the most “no response/unclear” responses of all the questions

Table 11
The Component Parts of Literacy: A functional definition

COMPONENTS OF LITERACY	FREQUENCY / PERCENTAGE
Written	70 / 63.3%
An ability to –	60 / 54.6%
Reading	55 / 50.0%
Communication of information	50 / 45.5%
Oral	48 / 43.6%
Comprehension of language	30 / 27.3%
No response / unclear	20 / 18.2%
Different media	12 / 10.9%
Essential for daily living	10 / 9.1%
Cross-curricular	9 / 8.2%
Analyse and interpret information	4 / 3.6%
Desire	1 / 0.9%

in Section E, with almost one in five (18.2%) of the participants opting out of articulating their own personal definition of literacy as they would use the term in their own teaching and communications with their students, administrators, and parents.

Consequently, respondents tended to focus on basic or rudimentary and functional definitions of literacy. Of the ninety respondents who chose to answer, 60 (54.6% of the total respondents) referred to literacy as being “an ability to –” do something: for example, one respondent defined literacy as the “ability to read and write for comprehension as well as oral communication for both interpersonal and business / professional purposes” (Participant 1-15). Almost half of the participants (45.5% of the total respondents) that chose to answer this question saw literacy as being a communication of information: “The ability to adequately and maturely communicate thoughts, feelings, and ideas, as well as the ability to understand written and spoken language” (Participant 1-46). Both of the above components are functions of literacy; the topic of their focus, according to the teacher-candidates surveyed, is writing

(63.3%), reading (50%), and oral skills (43.6%). However, according to one participant, additional elements of literacy should not be overlooked: “Literacy involves the comprehension and understanding of reading, writing, numbers, and many other important aspects of your child’s education program” (Participant 1-23).

An interesting point that only some of the pre-service teachers surveyed touched on was that literacy is an ability to communicate which is “essential for daily living” (9.1%); as one respondent commented, “Literacy is everything we use to understand the world around us” (Participant 1-31). It seems that only a fraction of the respondents made the literacy leap from the schoolroom to the real world. Since only ten participants made this point, the researcher concludes that many pre-service teachers think of literacy only in terms of schooling, and fail to appreciate that literacy skills significantly affect a student’s success in the world outside of the classroom.

Question 18: During your Bachelor of Education program which methods were introduced to teach literacy? When asked which methods were introduced to teach literacy during their B. Ed., the pre-service teachers usually responded with two or more examples, with the exception of the 15 (13.6%) respondents who chose not to respond or whose response was unclear. There was a trend with the responses to overlook simple and straightforward examples.

The fourth most popular response to this question was that there were no literacy methods introduced during their time at the Faculty of Education (17.3%). This finding causes a discrepancy in data as all students, with the exception of students with English as a teachable subject, had to take a language arts course with a focus on literacy. One I/S English

Table 12
List of Literacy Methods Introduced by the Faculty of Education

LITERACY METHODS INTRODUCED	FREQUENCY / PERCENTAGE
Teacher's use of various literacy texts	23 / 20.9%
Reading	20 / 18.2%
Use of different texts	20 / 18.2%
None were given	19 / 17.3%
Co-operative learning strategies / Group work	16 / 14.5%
Writing activities	16 / 14.5%
Reading activities	15 / 13.6%
No response / unclear	15 / 13.6%
Drama	14 / 12.7%
Audio / visual materials	12 / 10.9%
Graphic organizer	11 / 10.0%
Use interesting and relevant topics and texts	8 / 7.3%
Oral presentations	7 / 6.4%
Media application	7 / 6.4%
Varied instruction	7 / 6.4%
Grammar activities	6 / 5.5%
Pre-reading activities	5 / 4.5%
Planning for multiple intelligences	5 / 4.5%
Allow for student choice with texts	3 / 2.7%
Comprehension exercises	2 / 1.8%
Instruction on how to select texts	2 / 1.8%
Student reflections	2 / 1.8%
Pre-writing activities	1 / 0.9%
Games	1 / 0.9%
Quizzes	1 / 0.9%
Timed retell	1 / 0.9%

respondent stated: "None—as English majors we didn't take the literacy class which actually puts us at a disadvantage. What I've learned, I acquired through placement and my own research" (Participant 1-25). However, the researcher took part in the two English Instruction and Curriculum courses and so was aware of all of the literacy strategies and methods discussed in that course. One pre-service teacher was very clear about literacy at the Faculty of Education: "We discussed various strategies to develop literacy such as read aloud, buddy reading, storytelling, journaling, responding to stories read to the class" (Participant 1-03).

The answers to this question exhibit a definite lack of faith in the capacity of the B. Ed. program to support literacy as some participants expressed the opinion that being exempted from the *Literacy and Learning across the Curriculum* course, because they had an English teachable, put them at a disadvantage: "I honestly don't feel I was introduced to anything about literacy at all. I was exempted from the 'literacy' course because I am an English major, but this issue was not introduced anywhere else" (Participant 1-95).

Question 19: Which methods in terms of literacy instruction did you witness in practice by either your teacher or others around you? Please specify. A number of respondents chose to repeat their answer, either in full or in part, from question 18 to respond to this question. It is for this reason that the two results will later be briefly compared. As with the responses to the previous questions, teacher-candidates recognize that reading and writing are major components of literacy. However, this is not to say that the visual and media aspects of literacy have been forgotten; rather, they are simply less in the forefront.

When the responses to questions 18 and 19 are compared, there are only a handful of methods and strategies that differ and, for the most part, they are the ones at the bottom of the list already. "Reviewing," "allowing for student choice," "special literacy program," "research skills," and "independent study" were all of the items from question 19 that did not fit in with those of question 18, all of which had no more than those respondents (1.8%) per item. In contrast, the teacher-candidates' list of literacy methods and strategies learnt at the Faculty of Education surpasses that of the field observations by two, a number of which have more than two respondents supporting it. These include the following: "teacher's use of various literacy texts," "oral presentations," "varied instruction," "allow for student choice with texts," "pre-writing activities," "games," and "timed retell." Despite the 19 (17.3%)

Table 13
Observation of Different Literacy Methods During the First Placement

LITERACY METHODS OBSERVED	FREQUENCY / PERCENTAGE
Reading	46 / 41.8%
Writing activities	34 / 30.9%
Co-operative learning strategies / Group work	27 / 24.5%
Reading activities	17 / 15.5%
No response / unclear	16 / 14.5%
None were observed	16 / 14.5%
Drama	12 / 10.9%
Audio / visual media	8 / 7.3%
Pre-reading activities	7 / 6.4%
Use of different texts	6 / 5.5%
Grammar	5 / 4.5%
Testing (spelling, quizzes, short answer)	5 / 4.5%
Graphic organizers	3 / 2.7%
Reflection	2 / 1.8%
Reviewing	2 / 1.8%
Allowing for student choice	2 / 1.8%
Relevant material used	2 / 1.8%
Planning for multiple intelligences	2 / 1.8%
Media application	2 / 1.8%
Special literacy program	2 / 1.8%
Comprehension exercises	1 / 0.9%
Information on how to select texts	1 / 0.9%
Research skills	1 / 0.9%
Independent study	1 / 0.9%

respondents who stated that “none were given” when asked about literacy methods and strategies taught at the Faculty, there were two more listed than those observed during the participants’ first placement.

Question 20: How would you encourage ongoing literacy development within your future classrooms? When asked how they will continue to support and develop adolescent literacy within their own classrooms, the respondents were consistent in their responses with the previous questions 18 and 19. However, a general tone of vagueness permeated their answers; for example, one respondent commented: “encourage reading and writing and social

skills” (Participant 1-04). The pre-service teachers spoke of literacy strategies and methods that they would use in their future classrooms, but gave very few specific examples.

Table 14
Ideas to Encourage Future Literacy Development

FUTURE LITEACY DEVELOPMENT	FREQUENCY / PERCENTAGE
Varied approach / strategies	20 / 18.2%
Provide interesting and relevant material	18 / 16.4%
Encourage reading	17 / 15.5%
Writing assignments	17 / 15.5%
Allow time for silent reading	14 / 12.7%
Incorporate literacy into the daily routine	12 / 10.9%
No response / unclear	12 / 10.9%
Oral / social skills	12 / 10.9%
Professional development	11 / 10.0%
Use multimedia	10 / 9.1%
Allow choice when interacting with text	6 / 5.5%
Teacher’s use of professional literacy documents	4 / 3.6%
Read alouds	3 / 2.7%
Cater to multiple intelligences	2 / 1.8%
Reading club	2 / 1.8%
Pre / post reading activities	2 / 1.8%
School wide plans to support literacy	2 / 1.8%
Independent research	1 / 0.9%
Teacher flexibility	1 / 0.9%
Word games	1 / 0.9%
Get to know your students	1 / 0.9%
Be positive	1 / 0.9%
Be enthusiastic	1 / 0.9%
Constructive criticism	1 / 0.9%
Encouragement	1 / 0.9%
Provide both written and oral instruction	1 / 0.9%
Encourage questions from students	1 / 0.9%
Peer help	1 / 0.9%

It seems as if too few I/S teacher-candidates are comfortable with basic literacy skills and methods of instruction to adequately discuss future practices. It is important that the pre-service teachers realize that they need to incorporate multiple intelligences in their lessons and broaden their understanding of literacy. If the new teachers begin to cater only to visual

and/or media literacy, they will have failed to implement many literacy strategies. A strong and solid foundation in the literacy “basics” (print and oral communication) must be gained and continually nurtured before the scope is expanded.

Themes

Four major themes emerged from the combined analysis of the qualitative and quantitative data. The themes will be presented in chronological order following the teacher-candidates’ Bachelor of Education experiences from classroom instruction at the Faculty, to their first placement experience, and then back to the Faculty of Education for a second term. The surveys were administered near the end of the second term as a way to incorporate and compare teacher-candidates’ experiences with literacy both at the Faculty as students and during placement in a practical and professional setting as teachers.

The first theme that will be discussed is the teacher-candidates’ dissatisfaction with the Faculty’s mode of instruction and presentation of literacy information, a theme which is based upon the policy of the Faculty of Education itself. The second theme that emerged was the teacher-candidates’ uncertainty about Ministry expectations as expressed in curriculum documents. Again, this second theme focuses on the policy surrounding literacy rather than the practice of it. This theme incorporates both the teacher-candidates’ experiences at the Faculty of Education and while out on placement. The third theme of this study is that teacher-candidates felt uncertain about what resources are available to them with regards to literacy education. This theme deals specifically with their placement experience, and is considered a focus on teacher practice rather than Ministry policy. The final theme to be discussed is that the respondents show a wide range of overall comprehension of literacy

issues between their education at the Faculty and their practical teacher placement. This fourth theme deals again with teacher practice rather than Ministry policy.

Dissatisfaction with the Faculty's Mode of Literacy Instruction

As previously mentioned in the *Literature Review*, there are a number of types of literacy for which teacher-candidates must be aware and able to teach across the curriculum. Despite the current Ontario Ministry of Education's drive to strengthen literacy education across the province, developing and strengthening effective literacy practices is not the sole function of the faculties of Education. It is common for educational practice to often view literacy as a skill or set of skills (Barton, 2006) and so the Faculty's approach is similar and breaks down the pre-service teachers' literacy instruction accordingly. However, with the seemingly endless forms of literacy (print, visual, oracy, media, cultural, and computer to name just a few) for which the teacher-candidates will soon be accountable for and the piecemeal instructional approach to literacy education by the Faculty seem to have caused some dissatisfaction for the pre-service teachers who participated in this study. This dissatisfaction is unfortunate as, according to Asslin (2003b), the current literacy focus should become how to facilitate teacher knowledge and encourage the role of the teacher as "catalyst for students' literacy development."

A number of participants expressed that they felt their time at the Faculty was full of information, but it was not always presented in a helpful or useful manner. When asked "which methods were introduced to teach literacy" during the B. Ed. program one pre-service teacher responded as follows: "I don't know. I've been bombarded with too much" (Participant 1-19). Similarly, others took their response one step further by noting that "There were many [literacy methods] introduced but that is not to say they were effective"

(Participant 1-39). Yet others responded in a positive light where they were able to outline a number of useful literacy methods presented: “Literacy Course – small amounts of information in our methods class as well as professional seminars from the Ministry” (Participant 1-01). Such a wide discrepancy in responses indicates that the Faculty of Education must revisit their program to improve and support student satisfaction and comfort with literacy knowledge and techniques.

Uncertainty with Ministry Expectations through Curriculum Documents

This theme incorporates both the teacher-candidates’ experiences at the Faculty of Education and while out on placement. In fact, some teacher-candidates expressed an interest in searching out the answers to their own questions; as one participant shared that she “would like to learn more about literacy development for [herself]. Attend workshops or take more courses related to teaching literacy” (Participant 1-05). Another participant echoes this approach and stated that in order to “encourage ongoing literacy development within [his/her] future classroom” s/he would use “the many techniques made available in Ministry documents, from this course, and in [his/her] own imagination, once [s/he] discover[s] [his/her] students’ interests and properly tailor lessons for them to engage with” (Participant 1-70). However, this particular teacher-candidate did not expand on which Ministry documents would be consulted or how, leaving the response a bit vague.

The above teacher-candidates expressed that they would attend workshops and actively search out Ministry developed programs and materials to support developing literacy awareness within their own classrooms. This approach to literacy development is a material-based perspective which is seen as a way to “de-skill” teaching and leaves the teacher’s role in providing teaching as less significant than the promise of effective results from such

literacy material (Asslin, 2003b). A compromise between Ministry expectations, documents, and teacher objectivity is needed to provide a well-balanced literacy education. This is not to say that teacher-candidates should be exempt from following such Ministry approved programs and materials. Pre-service teachers need to be aware of the current Ministry of Education's expectations but the focus should not be on the material itself, rather the teacher-candidate's position and influence in delivering such material. It is also important to note that the Ontario Ministry of Education advocates literacy across the curriculum which encourages all teachers, no matter their teachable subject, to infuse their lessons with effective literacy instruction.

What Resources are Available with Regards to Literacy Education

A large part of teaching is supporting and observing other educators' teaching practices; such observation is one reason why the six-week placement is such a practical and useful tool. However, this practical experience is not always a positive one for some pre-service teachers. Instead of learning positive teaching practices from a mentor, the teacher-candidate may end up learning what educational practices should *not* be used: "I witnessed a lot of poor, teacher-directed approaches [to literacy]. Lecturing and poor questioning methods ... un-engaging culminating tasks" (Participant 1-86). Still others were unsure of how literacy was relevant to their placement, especially if they were teaching in alternate classroom environments (two respondents, for example, were at outdoor centers and another in a gym class).

It should be noted that, despite the fact some respondents were teaching outside of an English classroom, literacy is still a relevant and significant portion of any educational setting: "My associate would occasionally read to his applied 10 math class" (Participant 1-

24). A growing concern which developed from this study is that not only were the teacher-candidates unsure of available literacy resources but so were their associates, a direct contrast to the fourth point, “Expert teachers who model and provide explicit instruction across the curriculum” (Anonymous, 2000), of the IRA’s seven principles for supporting adolescents’ literacy growth. If the associate teachers are unaware or unsure of current and effective methods of literacy instruction how will the teacher-candidates be expected to leave their Professional Year with a comprehensive understanding of literacy education across the curriculum?

A Wide Range of Overall Comprehension of Literacy Issues

When responding to question 18 (During your Bachelor of Education program which methods were introduced to teach literacy?), the teacher-candidates covered a broad spectrum with their answers; some expressed the idea that few literacy methods were provided at the Faculty of Education: “none—all my experiences with literacy occurred while on placement” (Participant 1-49); while a majority were able to list more than one method or strategy, with some listing still more: “novel study, how to select books, teaching reluctant readers, independent study, short stories as an intro to longer works, silent reading, and graphic novels” (Participant 1-43). In part, this discrepancy in response is due to different teacher placement experiences, but also it can be rationalized as the result of pre-service teachers’ compartmentalizing information rather than viewing literacy holistically. Rather than think about literacy in broad terms, they would see activities and assignments in connection with certain texts or subjects only, and were therefore unable to complete the generalizability of the strategy or method.

Summary

During the second phase of qualitative data analysis the open codes were organized into categories and some of the specific strategies and methods to which the pre-service teachers referred were not mentioned. Some of these additional strategies and methods the teacher-candidates identified from each of the following categories: reading, writing, cooperative group strategies/oral communication. Specific literacy methodologies mentioned in responses to questions 16, 18, 19, and 20 are as follows: scaffold learning, word wall, music, movies, computers and their various programs, think-pair-share, the scan-skim-sort method of information gathering, word maps/discussion webs and brainstorming, graffiti, varied debate styles, sentence combining, sentence of the day, free writing, rapid writing, compare and contrast information tables, jigsaw, peer help, and last but certainly not least, implement a reading club. Overall, the teacher-candidates had a general knowledge and understanding of methods and strategies for literacy instruction. However, when they were answering the qualitative questions there seemed to be a trend to skim surface of the topic rather than to discuss it deeply or comprehensively.

Blending the quantitative and qualitative data in the analysis phase of the study allows for the quantitative data to be supported and strengthened by the qualitative responses. The opinions and perspectives of the teacher-candidates are reiterated by having them choose an answer (quantitative response), and then explain their choice through their qualitative responses. This strategy also allows the participants to expand in greater detail and to share their own voice on which qualities and characteristics they believe an exceptional educator of adolescent literacy should possess. These data derived from the survey made it possible to identify four themes which integrate the teacher-candidates' personal practice as well as

professional policy with regards to literacy: dissatisfaction with faculty's mode of instruction/presentation of literacy material; an uncertainty about Ministry expectations; more uncertainty about available literacy resources and supports; and finally, a wide range of overall comprehension of literacy issues.

Chapter Five

Discussion, Recommendations, and Conclusions

This last chapter is divided into four sections. The first section provides a summary of the study. The second section contains a discussion of the results. The third part details the study's implications for future research, policy, and practice, while the chapter ends with conclusions in the fourth section.

Summary of the Study

This study, *Literacy at the Secondary Level: Characteristics and Effective Practices of Exceptional Educators*, uses a mixed methods (concurrent nested strategy) approach to data collection through the use of a survey instrument to address the research question: "What are intermediate / senior teacher-candidates' current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional educator of adolescent literacy?" A survey was completed by 110 participants from a Faculty of Education of a mid-sized university in Northern Ontario. The teacher-candidates who participated in this study situated themselves in relation to literacy, their own personal and professional interactions, in addition to identifying which qualities and characteristics should be adopted and fostered by all educators as a means to improve every student's literacy success, with a focus at the intermediate/senior levels of education.

Four major themes emerged from the data of this study. These themes were the teacher-candidates' dissatisfaction with the Faculty's mode of instruction/presentation of literacy information; their uncertainty with the Ontario Ministry of Education's expectations through curriculum documents; their feelings of uncertainty with what resources were available to them with regards to literacy education; and the wide range of overall

comprehension of literacy issues between their education at the Faculty and their practical teacher placement.

The findings reflect an overall agreement that the approach to future literacy education, both policy and practice, should be altered to better support not just the students but the educators themselves. Some of the teacher-candidates believed that their time at the Faculty was largely wasted, while others were able to accumulate and practically apply much of the information gathered during their two terms. Current literacy methods and strategies were discussed from a number of perspectives, but a deeper understanding of their value and practical use was desired, as the pre-service teachers were exceptional at providing activities and methods but were lacking an in-depth discussion of their practical use.

Discussion of the Results

An important characteristic in the eyes of the pre-service teachers who participated in the study was the focus on a teacher's truly caring about a student's literacy; this characteristic reappeared throughout both the quantitative and qualitative sections of the survey, and in fact dominates the latter. A recurring idea throughout Section E was a cause-and-effect relationship between the teacher's attitude, behaviour, and approach and the students' motivation and development; as one participant observed while responding to question 15 (Briefly explain why you have chosen your top two in Part D), "I believe that if the teacher truly cares about his/her students' progress and is passionate about the subject, all the other criteria on the list will be met as a natural consequence" (Participant 1-11). It is important to recognize that caring is a significant factor in supporting adolescent literacy development as perceived by a number of the participants, but caring is not able to stand alone as good pedagogical practice; it needs the support of other qualities and characteristics,

such as teacher motivation and useful and accessible literacy resources. It stands to reason that “motivated teachers want their students to learn and will work to facilitate this” (Participant 1-02), as one participant stated.

Another key point which the pre-service teachers made concerns allowing students “to take ownership of their learning” (Participant 1-87). This goal can be achieved by allowing students time for making choices about reading materials, group partners, and even specific assignments. In addition to allowing choice, teachers should provide interesting and relevant materials for the students to work with: “Reading is key! I will do my best to find entertaining materials for students. You just need to capture their interest” (Participant 1-25), as one participant stated. Yet another suggested: “to use texts that come from the students’ lives (cheques, driver’s manuals, internet sites, etc.) to encourage students to recognize that literacy is important” (Participant 1-24).

As mentioned earlier, there was a general sense of vagueness throughout the qualitative responses, especially in the responses to question 20 (How would you encourage ongoing literacy development within your future classrooms?). A number of pre-service teachers used the word “encourage” to describe their future classroom support of literacy, but would rarely explain how or what the act of encouraging would entail: “encourage my students to write!” (Participant 1-20); “encourage students to read on their own” (Participant 1-40); and even “encourage students to read often. The more reading they do the more they will be exposed to literature. Their vocabulary, grammar and oracy skills will improve” (Participant 1-39). Although some of the teacher-candidates supply why the particular activity that is being encouraged is beneficial to literacy development, they rarely share how they plan to implement the activity.

Similarly, this general sense of vagueness is also seen when the pre-service teachers discussed their literacy experiences within their courses at the Faculty of Education. The division between students who were aware and supportive of the material provided by the Faculty and the students who were unaware of the literacy methods, strategies, and supports that were provided is very noticeable when reviewing their qualitative responses (questions 15 through 20, see Appendix V). Clearly some teacher-candidates did not connect with the literacy methods, tools, and policies presented during these courses, as a number of them did not understand the centrality of the literacy focus.

Implications for Future Research

Just as the Ontario Ministry of Education has expectations and standards to be met by administrators, educators, and the students themselves, so do Faculties of Education. Myers (2004) summarizes what is expected of teacher-candidates at the end of their teacher education program:

At the end of a teacher education program we expect new classroom teachers to have a competent knowledge of subject matter, a desire to find out about their students and their school, a solid grasp of instructional methods, a knowledge of the factors influencing how they will teach and a firm intention to reflect on their actions and on those of their students. (para. 7)

However, when the above expectations are applied with a literacy focus, a comprehensive understanding of literacy in the context of adolescent education is not the overall result gained from this study. The pre-service teachers who participated in this study expressed the feeling that they did not feel comfortable or fully competent with the material and methods of instruction with regards to adolescent literacy, which raises the question: where is the

problem? Does it lie with the instructors at the faculty, the Bachelor of Education program, or the pre-service teachers themselves?

With regards to future research in the field of adolescent literacy it would be advantageous to see where the teacher-candidates' attention is drawn to most during their two terms at the Faculty of Education as a way to determine why there are a number of pre-service teachers unaware of literacy strategies and supports and where the breakdown in communication of significant information has occurred and how can it be reestablished and/or addressed.

Implications for Policy

Over the past two decades, government policies about literacy have focused on testing and remediation, and have only recently begun to consider in-service and pre-service teachers: "teachers in education faculties need to be current on the latest research in and about schools, teachers and student learning in Ontario while keeping a critical perspective about the power and limits of such research" (Myers, 2004, para. 5). To ensure that all teacher-candidates are exposed to similar literacy education, they should all have to attend such a literacy course, rather than have English majors exempted from the course and miss out on specific literacy focused methods of instruction.

Another positive change for policy may be for the Ontario Ministry of Education to implement mandatory literacy development seminars and/or courses for all certified teachers to attend (not just English teachers) as a means to keep the teachers informed and up-to-date with current and relevant material. These seminars and/or courses should be offered simultaneously while the Ministry provides easy access to literacy materials and classroom support. If the teachers do not have to spend excessive amounts of pre-planning time to

search out materials and then sort through the relevant material, they will readily use such instruction methods and strategies. Also, such materials and information should not only be easily accessible, they should be available to any and all education professionals, not just teachers.

Along another path of policy change, the structure of curriculum delivery should also be discussed. Beginning in September 1999, the Ontario Ministry of Education restructured their approach to curriculum and implemented the current three-tiered stream classification (see Chapter One's *Glossary of Terms*). In the past, academic students have had some difficulty with the material and new system, but with the added benefit of first having the current students progress through the elementary program the additional supports for students are improving. However, the distinction between applied and academic student difficulty is still a concern, especially since they no longer have an option of dropping out of high school. Pam Constable, a special education teacher and Vice-president of the Ontario Secondary School Teachers' Federation (2001), states that there is a need to investigate the new curriculum options:

Such a major change for those students 'flies in the face of the whole idea that we are supposed to, according to the government, be teaching students for different paths ... There's a path for university, a path for college, but the path for anything else runs very quickly into a dead end.' (Rushowy, 2001, para. 15)

The real difficulty happens because of the structure of the courses themselves:

Under the new system, 'applied courses' and 'academic courses' cover the same material, but applied courses are taught in a practical, less theoretical way. Under the

old system, curriculum for general and advanced level courses was different. (Rushowy, 2001, para. 16)

The courses should begin the specific division not in Grade 11, but right away in Grade 9:

But for basic level students, there is a need to create a separate curriculum for them in Grades 9 and 10, as courses for the ‘workplace’ path begin in Grade 11. [Liz] Sandals [who heads the Ontario Public School Boards’ Association] said those students would likely have dropped out before. (Rushowy, 2001, para. 27)

A more recent study sponsored by OSSTF in 2004 concluded that, as OSSTF president Rhonda Kimberly-Young stated, “applied level students are struggling but there are solutions to help them” (*Educational Research*, 2004). This fifteen-month study, although lacking a literacy focus, reached conclusions that should still be consulted and applied to all secondary subjects. In examining general failure rates, the writers of the study concluded that having smaller class sizes of applied students and up-to-date resources would both support such students and equip them to succeed, resulting in increases in their literacy rates. Kimberley-Young (2004) states that

The government needs to reduce class sizes in Grade 9 and 10 Applied level courses to below 20. The government needs to review and rewrite the curriculum for Applied level courses immediately. It also needs to target more funding for in-class support, textbooks and other tools to ensure student success. (*Educational Research*, 2004, para. 10)

Implications for Practice

Teacher-candidates should remain up-to-date with literacy material through professional development courses and being aware of new materials offered by the Ontario

Ministry of Education. There should be additional motivation on the teacher's part to search out which materials are offered by the Ministry as a means of support. Also, teachers should be willing to advocate for their students' right to literacy improvement and so demand smaller class sizes, significant classroom materials and support, in addition to professional development days/sessions.

It would be beneficial for all educators to begin such literacy professional days/sessions with the Ontario Ministry of Education's *Think Literacy* documents. The distribution of the main *Think Literacy* and the various subject-specific *Think Literacy* texts. These should be reprinted and distributed broadly by the Ministry to school districts and faculties of education in Ontario (and, indeed, to faculties of education across the entire country). The literacy strategies contained therein should be integrated into all intermediate/senior curriculum and instruction courses at the faculties of education and workshopped in "teachable" classrooms.

Conclusions

In conclusion, some of the information that the pre-service teachers provided is quite useful and encouraging to hear while others indicate that future improvements must be made both to the practice and policy of literacy education. A number of teacher-candidates mentioned school-wide literacy support programs which they witnessed during their first five-week placement experience: the "school instituted a mandatory 15 minute 'All School Read' every Friday morning" (Participant 1-49); while yet another shared that "there was a program at [the] school (not yet in operation when [s/he] was there) that pulls students out of class one period a week [this rotation would alternate which class the student missed so that s/he would not consistently neglect only one course] to do a special literacy class to prepare

for the OSSLT” (Participant 1-24). Such school-wide support is a practice that Ontario schools should adopt as a way to support the ongoing literacy development of Ontario’s youth.

Another step in ensuring adolescent literacy development across Ontario would be to provide more time for professional development days and the courses themselves so that educators will be able to keep abreast of current literacy knowledge. One respondent recognized a significant point when answering question 16:

I think literacy educators should have the same characteristics as any other teacher. That is they should love the act of teaching and learning and be prepared to recognize that to be a good teacher you must be a good learner and willing to adapt your teaching style. (Participant 1-14)

In short, literacy education is not only for the students but also for each and every educator, without respect to that person’s teachable subject or position within the school. Every adult with whom students come in contact in a secondary school should somehow be actively supporting the development and maintenance of good literacy skills. Improving a school’s collective literacy skill should not depend upon the efforts of language teachers alone; rather, it should be a commitment on the part of the entire teaching staff, a “team effort.”

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Appendices

Appendix I

Statement of Introduction

My name is Natalie Watkins. I am a student at Lakehead University in the Master of Education program, and I am conducting a study on the qualities and characteristics of exceptional educators of adolescent literacy. I invite your participation in this study.

The purpose of the research is to determine intermediate/senior teacher-candidates' current views and perceptions of what qualities, characteristics, and strategies combine to make an exceptional/exemplary educator of adolescent literacy. The survey will only take approximately twenty minutes to complete.

Participants' real names will not be used during data analysis or in the written portion of the thesis. In order to ensure confidentiality of information obtained, please remove the consent form from the survey and place them in separate piles. All original data collected will be kept in a locked file cabinet by my supervisor, Dr. Allingham, and held in confidence for a period of seven years and then destroyed, as per Lakehead University's research policy.

The research will be disseminated in the academic community through the completion of the thesis paper of the researcher. The researcher will also disseminate the findings at academic conferences and professional journals.

If you are willing to participate in this study, please sign the consent form attached to the survey. Participation at all stages of this study is voluntary and you may withdraw at any time if you wish to do so without risk of any kind. Thank you for your cooperation.

*Appendix II***Letter for Informed Consent**

Title: Literacy at the Secondary Level: Characteristics and Effective Practices of

Exceptional Educators

Dear teacher-candidate,

I am inviting you to participate in a research project studying the qualities and characteristics of exceptional educators of adolescent literacy. Along with this letter is a short questionnaire that asks a variety of questions about your own teaching experiences and opinions. I am asking you to look over the questionnaire, of which you may decline to answer any question. If you choose to participate, complete the survey and give it back to me. It should take you about 15 minutes to complete.

The results of this project will be for my Master's of Education thesis. Through your participation I hope to understand how to improve educators' approaches to adolescent literacy. I hope to share my results by publishing them in academic journals and discussing them at academic conferences.

I do not know of any risks to you if you decide to participate in this survey and I guarantee that your responses will not be identified with you personally. I promise not to share any information that identifies you with anyone outside my research group which consists of me, my supervisor, Dr. Allingham, and my committee members, Dr. Courtland and Dr. Brady. Dr. Allingham will store the data in a locked drawer for seven years, as per Lakehead University's policy, and may be contacted at (807) 343-8897. Also, if for any reason you wish to contact the Lakehead University Research Ethics Board they may be reached at (807) 343-8283.

I hope you will take the time to complete this questionnaire and return it. Your participation is voluntary and there is no penalty if you do not participate. If you do decide to participate, you may choose not to answer any question in the following consent form.

If you have any questions or concerns about completing the questionnaire or about being in this study, you may contact me at (807) 768-1146 or nbwatkin@lakeheadu.ca. This project has been approved by the Research Ethics Board at Lakehead University.

Sincerely,

Natalie Watkins

Appendix III

Participant 1-00

Participant Consent Form

My signature on this sheet indicates that I have read the letter explaining the study and agree to participate in a mixed-methods research study being completed by Natalie Watkins, a Master of Education candidate, on the qualities and characteristics of exceptional educators of adolescent literacy.

It also indicates that I understand the following:

- I am a volunteer and can withdraw my participation at any time.
- There is no risk of physical or psychological harm to me as a result of my participation.
- The data I provide will be included in the report under a number/pseudonym and will remain confidential. This information will/may be shared with Dr. P. V. Allingham, as my thesis supervisor, and members of my supervisory committee.
- I understand that all primary data will be held in confidential storage for a period of seven years and then destroyed as required by the Lakehead University Research Guidelines.
- I understand that I remain anonymous in the written report.

 Signature of Participant

 Date

 Signature of Researcher

 Date

Appendix IV

Participant 1-00

Survey of Teacher-Candidates' Views on Adolescent Literacy Practices in Ontario**A. Background Information****Circle** the answer that reflects best your own teaching experience.

- Sex: M F
- Your age: 21-23 24-27 28 and above
- Your associate's approximate years of teaching experience:
1-5 6-10 11-15 16-20 21-25 26-30 31-35 36 and above
- Public or Catholic Board
- Grades and streams I have taught (circle as many as are applicable):
7 // 8 9 10 // 11 12

Academic / Applied and/or University Prep / College Prep / Workplace Destination

B. Teachable Subjects

Indicate with a mark on the below table which are your first and second teachable topics.

Subject	1 st	2 nd	Subject	1 st	2 nd
English (1 st language)			History		
French (2 nd language)			Geography		
International Language (please specify)			Family Studies		
Mathematics			Individual and Society		
Science General			Religious Studies		
Biology			Physical Education		
Chemistry			Visual Arts		
Physics			Music (Instrumental)		
Computer Science			Music (Vocal)		
Business Studies (Marketing)			Drama		
Business Studies (Accounting)			Other (explain)		

C. Literacy Survey: Opinions and Practices

Participant 1-00

For the statements below circle the number that best reflects your answer.

SD = strongly disagree; D = disagree;

N = neutral; A = agree; and SA = strongly agree

	S D	D	N	A	S A
1) Literacy is not only reading and writing, it also includes oral language.	1	2	3	4	5
2) I am comfortable with my current literacy skills.	1	2	3	4	5
3) I read in my spare time and am an avid reader.	1	2	3	4	5
4) My university courses prepared me to adequately teach literacy across the curriculum, in any classroom.	1	2	3	4	5
5) I remember specific grammar lessons from my own adolescence and am able to use the information correctly.	1	2	3	4	5
6) I am comfortable and confident in teaching literacy.	1	2	3	4	5
7) While developing my lesson plans, I specifically targeted literacy as a key area.	1	2	3	4	5
8) I encouraged reading in the classroom and provided silent reading time as well as read to the class.	1	2	3	4	5
9) During my placement the students had in-class access to dictionaries and thesauruses.	1	2	3	4	5
10) I am familiar with multiple literacy strategies, and use them frequently while planning lessons.	1	2	3	4	5
11) Editing and reviewing my work positively affects my skill development.	1	2	3	4	5
12) Applied students should receive more class time dedicated to developing and strengthening literacy than academic students (this is not to say that academic students should be exempted from formal literacy instruction).	1	2	3	4	5
13) Adolescent literacy is a major issue for the Ministry, and I have heard much about this topic.	1	2	3	4	5

Participant 1-00

D. Characteristics of an exceptional literacy teacher

14. Chose **five (5)** of the qualities and characteristics below that you feel are an inherent part of being an exceptional teacher of literacy. Of these five, rate your choices in level of importance, 1 being the most and 5 being the least important. **The literacy teacher exhibits**

flexibility of planning (modifies/individualizes lessons).	
true caring about student progress.	
love and enthusiasm for the subject.	
the notion that literacy transcends subject barriers.	
the ability to admit not knowing an answer and being willing to search it out.	
accommodation of different levels of intelligences through lesson-planning.	
enthusiasm about literacy, both print and visual.	
a high level of motivation.	
intellectual curiosity.	
enjoyment of reading and writing.	
support of autonomous thinking.	
facilitating learning.	
providing constructive criticism.	
thinking positively about student achievement.	

E. Elaborating on Part D responses

15. Briefly explain why you have chosen your top two in Part D.

16. What **other** characteristics do you feel are important for a literacy educator to possess?

Explain.

Participant 1-00

17. Provide a one sentence definition of literacy that you would use in your teaching and communications with parents.

18. During your Bachelor of Education program which methods were introduced to teach literacy?

19. Which methods in terms of literacy instruction did you witness in practice by either your teacher or others around you? Please specify.

20. How would you encourage ongoing literacy development within your future classrooms?

Appendix V

Section E, Question 15 Transcript of Answers

Briefly explain why you have chosen your top two in Part D.

1-01

[B] #1 – “People don’t care how much you know, until they know how much you care!”

Unknown

[F] #2 – It is very important to recognize a variety of intelligences within your classrooms to accommodate those learners

1-02

[H] #5 – Motivated teachers want their students to learn and will work to facilitate this.

[F] #4 – Every student is different. Each one may need to be taught or assessed differently.

1-03

[F, G] Regardless of the subject I think all teachers need to see the potential in the achievement of every student and truly care about progress. That exhibits passion for teaching and the rest should naturally follow.

1-04

[B, L] I believe that if a teacher does not care about the students’ progress, everything will fall apart! Also a teacher who does not actively facilitate learning sets himself/herself up for failure

1-05

[L, F] Good teachers in general must facilitate student learning in order to guide them toward success. Teachers must also attempt to accommodate to all styles of student learning, as to NOT leave any student out. Both attributes promote student learning and give students some accountability for their own learning.

1-06

[C, B] In order to be an exceptional literacy teacher you first must have love and enthusiasm and have true care for students’ progress.

1-07

[G, D] You have to be enthusiastic about literacy or anything else for that matter to truly understand and convey it to others

1-08

[B, H] You need to love what you are doing, students will see that, and respect you for it. True caring about student progress shows students you care, they feel special, will try to succeed. When motivating students, shows teacher excitement and enthusiasm. Students today are lazy and do bare minimum.

1-09

[B, C] I think that any teacher, literacy or not, needs to care and love what they are teaching before they even begin to teach. Students will feel compelled to learn and will pick up on the teacher’s passion; hopefully motivating them and yourself in teaching and success for students as individuals.

1-10

[L, B] showing a student you really care is an important ??? for the teacher and the student. Our job is to teach and help students learn. Whatever we do, we must help students learn.

1-11

[B, C] I believe that if the teacher truly cares about his/her students' progress and is passionate about the subject, all the other criteria on the list will be met as a natural consequence.

1-12

[C, N] in order to teach literacy, one must be enthusiastic and passionate about the subject. Sometimes literacy can be a struggle for some, so encouraging and providing motivation for students is crucial.

1-13

[N, G] #1 – I believe that if a teacher believes that a student can achieve the student will achieve.

#2 –A “literacy teacher” should exhibit enthusiasm about literacy. Also, that teacher should recognize print and visual literacy as equal.

1-14

[B, J] – I believe that in order to be able to teach students you must care about their progress and be willing to make modifications/adjustments to your lessons to help every student progress. - Promoting the enjoyment of reading makes all English seem not so much like “work” to students. If students enjoy reading they will practice their skills and become better readers.

1-15

[B, L] Caring to me, is the most important in order to strive for student achievement. The teacher must have goals for his/her students in order to foster progress. - Teacher must facilitate learning – i.e. strive to foster higher level thinking and mastery learning and assess for these.

1-16

[N, L] Because they exhibit a need for literacy skills that are not only “book reading.”

1-17

[B, C] Because if you don't care about students you are in the wrong profession and individuals need to be able to say why their subject is important and be able to keep a straight face.

1-18

[J, C] For a teacher to effectively teach literacy, they have to like reading and writing. This goes along with a love and enthusiasm for the subject that the students will see.

1-19

[B, C] I have chosen these because care for students and enthusiasm for the subject are the key ingredients to getting students interested in a subject. Students won't learn if you don't care about them and why would they want to learn if you don't care about the subject?

1-20

[G, D] As an English teacher I firmly believe that students should be learning literacy in all subject areas. Literacy can not be relegated to the Language Arts – but rather must be a part of all courses. Naturally, to better encourage literacy in students the teacher must be enthusiastic.

1-21

[B, G] Students will learn better from a teacher who genuinely cares about them. I feel this is the most important characteristic for any teacher. The teacher's enthusiasm for literacy will affect every aspect of their teaching and therefore every aspect of student leaning.

1-22

[B, N] If the teacher does not have a general or above level of care and concern for the students' progress then the students will sense this. Whatever follows afterwards does not matter; the care and positivity need to be there first.

1-23

[B, C] You must care about your students and the subject or else you won't be motivated to teach your students. Many teachers give up on students because they either do not care or are not motivated themselves. Passion breeds passion.

1-24

[B, N] I believe that if teachers do not believe that their students can succeed, they will have very little effect on them.

1-25

[M, F] Your own enthusiasm greatly affects students' perception of a subject (and they can tell if you don't believe what you tell them). - If you truly care about students you will modify lessons according to their needs, etc. and they will succeed.

1-26

[B, F] Students should be able to demonstrate understanding in a variety of ways. - Every individual student has certain needs to be addressed - True caring about students reflects the aims and principles of education.

1-27

[B, D] A teacher must truly care about the students to care about literacy – we have to want to improve all students' lives and progress to teach it properly. Literacy is not just English and literacy skills need to be applied and stressed across the curriculum.

1-28

[A, N] I think that a flexible teacher is more able to recognize how and when a student is in need of an alternate learning strategy. By being flexible enough to adapt to different learning strategies, teachers can help students to be confident in their knowledge.

1-29

[A, E] I always had a high level of respect for my teachers and professors if they could adapt and change their plans for the day. By admitting that they do not know something it makes them human.

1-30

[J, G] #1 – In my observation students model the habits of their teachers, and therefore, exhibiting a love of reading and writing is pivotal to the learning process. #2 – By showing enthusiasm, students will better see how literacy can make their own experiences more enjoyable.

1-31

[E, M] #1 – not knowing an answer shouldn't necessarily take away from a student's learning if they can admit it and are willing/able to look it up that almost always shows increased literacy skills #2 – positive constructive feedback is key to any learning process

1-32

[B, C] I feel that teachers need to care about their students and about the subject in order to make students care.

1-33

[E, D] Because a teacher needs to be able to admit that they are wrong and that it is okay to make mistakes. Literacy applies itself in every subject and students need to know its importance.

1-34

[B, H] I believe that if a teacher truly cares about a student and the student knows this they will feel better about their progress and achievements and try harder to do better. Also, the teacher must motivate students to try their best to learn. If there is no enthusiasm and motivation in the classroom, lessons will just become dull, boring which will result in no desire for students to learn or become interested in the subject.

1-35

[F, J] I think it's incredibly important for a teacher to recognize the different learning needs of his/her students and try to find as many ways as possible to accommodate them. I also think that in order to make your students to want to read and write, you must possess an enjoyment of it yourself.

1-36

[A, D] I believe if you do not possess a love for reading and/or writing, it is unlikely that you will possess the capability to teach these subject well. I believe that if you are not motivated, your work/lessons will be weak.

1-37

[E, F] B/c admitting you do not know something implies a motivation to constantly stay current in education. Realizing there are different intelligences and accommodating them is the best way to facilitate learning.

1-38

[B, N] Caring about students and thinking positively creates a climate where success is possible.

1-39

[B, G] I think that for a teacher to make any progress with students they have to care about them. I also think that if enthusiasm is shown people are more willing to learn.

1-40

[N, B] Because they are student-centered.

1-41

[C, B] I took true caring about student progress to mean that you genuinely care about your students and want to help them learn and have fun while doing literacy exercises. It's important that the teacher is passionate about English because if they don't like what they are teaching that comes across to the students.

1-42

[B, D] I think it is important for teachers to genuinely care about their students progress because students will do better if they feel motivated.

1-43

[A, B] Flexibility is necessary for accommodating a range of students and a teacher should focus on student success rather than their own personal goals.

1-44

[J, F] I think that positive role models are contagious → walk the talk. Accommodation is important because everyone learns in different ways

1-45

[H, G] Motivation and enthusiasm will rub off on the student

1-46

[B, D] Because I believe teachers who have students' best interests at heart will employ the strategies needed and put the work in that is required to assist children and adolescents in working on literacy and will emphasize the idea that literate skills are useful through life.

1-47

No answer

1-48

[A, C] Because students need different things on different days

1-49

[B, J] A teacher should be most concerned about their students

1-50

[C, B] – love and enthusiasm can foster interest in student + help to motivate students initiatives with literacy - caring is important to get through a process

1-51

[C, G] – should love your subject that you're teaching. This will show and will encourage your students ? to read more about your area. - should show your enthusiasm about literacy because if you don't display it, kids won't think it's important

1-52

[B, H] If the teacher is caring, supportive of her students students will feel safe – be motivated to learn.

1-53

[B, F] Students know if the teacher really cares. They will work much better if they know that someone cares. I find that many teachers focus too much on just lectures and notes so I believe that variety helps out many, if not all of the students.

1-54

[B, J] A teacher must care about student progress in order for students to learn. Want to learn. It is important that the teacher loves reading/writing in order to motivate students.

1-55

[not distinguished] They all suit it however I chose the above because they narrow things down.

1-56

[B, C] You have to care about your students first. And you must enjoy what you are teaching.

1-57

[G, C] To be an exceptional teacher you need to express enthusiasm of the subject to motivate the students.

1-58

[B, C] True caring is key if you don't care, don't teach

1-59

[F, D] Because in order to incorporate literacy into your lesson, you must prepare adequately for you

1-60

[D, L] The fact that literacy transcends subject barriers makes motivating the students a lot easier. Knowing how to facilitate learning is key to getting students involved in their own education.

1-61

[A, F] #1 – need to be able to accommodate students and roll with the punches. #2 – variety of styles will help all students some of the time

1-62

No answer

1-63

[B, E] By caring for your students and showing them you don't know everything it will encourage them that it's okay to be wrong and to keep working hard

1-64

[D, A] This year I have learned how important literacy is in all subject areas, and I know that many people do not agree. I think that students need to gain an appreciation of this. Many students have trouble with literacy, and accommodations are important to help students.

1-65

[B, E] Caring is the foundation of effective teaching. If you don't know ... don't fake it

1-66

[B, D] – if you don't care, you won't do it - if you don't think it's important, you won't do it

1-67

[B, E] – Once you care, the rest follows. - To properly reflect and improve, you need to recognize when you are right and wrong and be willing to fix it.

1-68

[L, N] – Multiple ways of understanding/perspectives must be valued on learning - Teachers as a learning facilitator; setting up opportunities not telling all the time

1-69

[B, F] no answer

1-70

[B, C] Those two teacher qualities will be readily apparent to students, and will ensure that the teacher remains engaged and energized about the learning at hand

1-71

[I, F] Because I think it's important to genuinely like what you teach if you expect others to want to follow (you have to care to learn). It is my job as a teacher to figure out how to reach and motivate ALL my students.

1-72

[C, F] – In my experiences if I show enthusiasm for the subject the students are most likely to care about the subject and are motivated to learn - accommodating lessons = student success, facilitates learning, demonstrates care for student progress, supports all levels of intelligences

1-73

[B, N] Students are the most important factor in education. It is important to make them and their achievement the teacher's main priority. Monitoring and caring about student progress will make one a better teacher and help to develop different strategies of assessment.

1-74

[B, N] I feel that as a teacher I need to care whether or not my students are successful before I can teach them. I think that in order for students to like literacy, I have to show them that I have enthusiasm for it.

1-75

[A, B] I feel it extremely important to have lessons that are flexible and modified to the learner. If a teacher truly cares about student progress the teacher will try anything to ensure success.

1-76

[B, A] A teacher needs to genuinely care about the progress of their students before they'll improve. Therefore, they will be flexible in planning their lessons with individualized needs in mind.

1-77

[B, H] Because of Seth Agbo's class. Foundation and Issues. He says caring and motivation are the most important factors you can bring as a teacher to make a difference

1-78

[F, B] There are so many different levels in a classroom already that it is so important that all learning levels and styles are recognized for maximum success of each individual. All students must have same opportunity to succeed.

1-79

[D, C] If there are problems with literacy students will struggle in all subjects and if a teacher does not like what they are teaching students have less success.

1-80

[J, B] If one does not care about student progress and enjoy the practice of reading and writing, one will not likely help a great many students develop the tangibles (and intangibles) involved with literacy. Literacy has a lot to do with mindset – both for the student and teacher.

1-81

[C, F] – love and enthusiasm for the subject → makes it fun for the teacher to teach and this will come across to students; teacher will be more capable of motivating students - levels of intelligences → students learn differently and teachers have to be aware of this in order to provide the best learning experiences to every student

1-82

[C, J] They are the foundation of teaching

1-83

[C, B] love, enthusiasm, and caring is all that matters to students

1-84

[B, E] Teachers must care about students learning and progress if they expect to develop successful learning.

1-85

[A, B] A teacher needs to be flexible and caring in order for all students to participate and be adapted to

1-86

[G, A] To be enthused about literature is key. As is being flexible.

1-87

[K, B] Because student achievement is the top priority

1-88

[B, N] We are first teachers of students and secondly teachers of English; therefore we need to ensure that students are learning and being taught in a manner which helps them the most

1-89

I think that if a teacher is more apt to be enthusiastic about literacy, then the students will be more inclined to learn about literacy. As well, it is crucial for the teacher and students to be aware of the fact that literacy is applicable to every subject and goes beyond English class.

1-90

[N, F] I choose “think positively about student achievement” for #1 because a teacher has to believe that every student can be successful and will be successful if they choose to be. I chose my #2 answer because each student might need a different avenue to success and they should be able to provide that for them.

1-91

[B, N] I think these choices are most important to all teaching – whether it is literacy or another subject/skill. If a teacher cares about student progress and achievement, they will put the energy into learning effective teaching methods. Furthermore, students need to feel their efforts are appreciated to work hard.

1-92

[I, G] intellectual curiosity is an important part of learning both on the part of the student and the teacher. - enthusiasm about literacy allows students to feed off the teachers enthusiasm and motivates the students to learn

1-93

[B, J] because it is hard to instill a love for reading in your students if you don't have one as well

1-94

[B, C] – All students do not learn the same - A teacher should make lessons interesting enough to captivate the students' attention - Teachers should teach to the students – make it interesting, fun and easy for the students to achieve success

1-95

[D, B] Literacy is not only important in relation to school. Teachers need to believe in their students and show they care about students success

1-96

[N, C] Because if you like what you do, you and your students will have a more positive class atmosphere

1-98

[L, H] I think that the most important part of being a teacher is to facilitate learning and encourage motivation because it places the emphasis on the student. I think that the teacher can only do so much and that it is up to the student to take it as far as they choose to.

1-99

[A, N] I chose flexibility of planning because a teacher needs to plan for accommodating those students that are on IEP's or at a lower level. You cannot bring it when it comes to accommodating these students. I chose thinking positively about student achievement because I do believe that when you show students you believe in their ability they tend to have more confidence in themselves and put forth extra effort and thereby achieve stronger results

1-100

[C, A] loving the subject can encourage students to also love the subject

1-101

[B, C] Because in my experience as a student, these two qualities in a teacher most helped me learn

1-102

[L, B] Teachers are first and foremost educators. They're vehicles of knowledge. Teachers also need to care about student progress and help each and every student achieve their full capability.

1-103

[C, N] Basically, students come first however to be positive about student achievement you must be the best teacher you can be and have enthusiasm which will trickle down to the students to they can do the best they can

1-104

[B, N] I chose my top 2 because the best way to facilitate the learning of literacy skills is to first have a belief in the student and his/her abilities

1-105

[D, G] – being aware that literacy is not confined to “English” is important in helping students aim higher. Making literacy known as important in life not just English - any good teacher needs enthusiasm and passion for their subject this helps the students be more motivated and excited about literacy

1-106

[C, E] if a teacher is passionate about a subject and knows how to make it fun then it will have a positive effect on students and make them realize that there is always room for improvement

1-107

[H, J] students must be happy when they learn and should be encouraged to read

1-108

[M, J] students need to re-learn the love of reading and writing

1-109

[C, B] – enthusiasm for the subject is important because students can sense it - caring about students is important because it will encourage them to learn

1-110

[A, C] A teacher must be flexible with planning, or they would not be able to contend with the daily issues that come up (“crash and burn”). Also, love and enthusiasm that is genuine transcends the lessons and inevitably affects the students

1-111

[A, D] – individuals learn at different rates, certain topics may need additional instruction time

- literacy is needed in everyday out of school experiences – no matter what the student's future path

Section E, Question 16 Transcript of Answers

What *other* characteristics do you feel are important for a literacy educator to possess? Explain.

1-01

Knowledge – about literacy, its components and how to adapt those components to subject material/lessons (specific)

1-02

Empathy: Important for understanding the students' point of views and where their behaviour could be coming from

1-03

Need ability to distinguish a struggling reader/writer as early as possible before a student gets discouraged and loses ambition to succeed.

1-04

A knowledge of the material

1-05

No response

1-06

Most definitely the teacher must have a high level of motivation and enjoy reading and writing

1-07

Well-read, outgoing, approachable

1-08

- clarity - openness - creativity - sense of humour

1-09

- creative: literacy can be very boring if taught in 'chalk and talk,' read and respond ... it can be very redundant and students are turned off from literacy because of it.

1-10

An open mind to new ways of learning. An open mind to the positive aspects of a student's work.

1-11

I feel that a literacy educator must be very open to alternate forms of literacy and not stick to his/her comfort zone, or whatever's easiest.

1-12

Flexibility and patience (which was already mentioned in the above chart). Because literacy may be something teachers overlook, it must be implemented for students. literacy is an important component for all subjects.

1-13

Not all students learn in the same way, therefore teachers should try and accommodate most of the different intelligences, if not all. This way, students will be more likely to achieve success.

1-14

I think literacy educators should have the same characteristics as any other teacher. That is they should love the act of teaching and learning and be prepared to recognize that to be a good teacher you must be a good learner and willing to adapt your teaching style.

1-15

Constant assessment of individual progress and documentation of this. In order to track progress there must be frequent and thorough assessment.

1-16

A firm grasp on the English language, and an ability to teach the subtle nuances that litter the English language landscape.

1-17

They need to literate themselves. It's difficult to teach literacy when the teacher struggles with the concept.

1-18

The ability to convey the importance of literacy in the students' lives – have it be something they can relate to.

1-19

A basic understanding of the rules of language. Interesting ways to make literacy enjoyable.

1-20

I think to effectively teach our students about literacy we must be fully knowledgeable about our subject area. Also teachers need to be excited about literacy to convey that to their students.

1-21

A literacy education needs knowledge of teaching strategies for teaching literacy.

1-22

Ability to identify at-risk students: the teacher also needs to have good interpersonal skills within the school or environment that s/he is teaching in. By building a network with other teachers, the teacher can better help at-risk students because the support will be there.

1-23

- Passion to teach - Fair, consistent, and patient - understanding and compassionate

1-24

Some of the others in your list (not top 5) that I think are important are the “notion that literacy transcends subject barriers” and a “high level of motivation.” I also think teachers need to link literacy to the students' lives – make it relevant!

1-25

Insight is very important – students hide poor literacy skills behind assorted veneers and an ability to truly see the real problem is essential.

1-26

Awareness of a range of strategies to encourage and help reluctant readers and struggling students. Teachers should also be approachable and willing to offer help outside of class time.

1-27

They need the skills and resources to make literacy interesting, relevant and accessible to students. They need to have a passion for reading, writing, speaking and expression to instill it in their students.

1-28

I think the use of supplementary resources is important. It can help students make connections between texts and their own lives.

1-29

I think that if you show that you care and truly care about the well-being of the students, you will gain their respect and the students will try their best to achieve your expectations and their own.

1-30

I think that although the teachers own learning is a lifetime process, that teachers should be fairly knowledgeable about subject material themselves (whether that knowledge by about their core subject or literacy strategies and how to integrate them).

1-31

Thinking positively about student achievement is extremely important – if you don't believe in them, they won't either.

1-32

Dedication and patience

1-33

I like the ones posted above.

1-34

Teachers must be kind, respectful, and just genuine. These are important because students pick up on these things right away. They will know if you are there for them or not.

1-35

No answer.

1-36

The ability to think/conceptualize of successful solutions to literacy barriers among students. The ability to telepathically increase a student's knowledge or IR is also an important ability for an educator to possess. JK (Hey, you didn't say it had to be real).

1-37

Training literacy. Being aware of literacy in their own lives and constantly participating in development of these skills.

1-38

Understanding students' individual needs.

1-39

I think a literacy educator should also be well read. The more sources you can pull from the more you will appear like you know what you're doing. This will help you command respect.

1-40

I think you need to be dedicated to students instead of just teaching.

1-41

A passion for teaching their students the life lessons they can learn from fiction, poetry, etc.

1-42

Ability to find different resources that are applicable to the subject area and grade level. This will enable learners to take in information in different ways.

1-43

A wide range of literary knowledge so that they can easily link texts, etc.

1-44

- access to book - oral reading abilities (to model for the class)

1-45

The key is ensuring students enjoy the activities their participating in. A way to encourage literacy is by having students read and write about things which interest them.

1-46

An understanding of the many benefits of possessing advanced literacy skills

1-47

No answer

1-48

None

1-49

No answer

1-50

- good clear reading language - interesting approaches to reading and writing and

1-51

- a general love of learning. People who have a love of learning, generally read up on all kinds of subjects - should feel that communication is an essential skill. You must be able to communicate effectively

1-52

An ability to detect literacy difficulties in students

1-53

They need to use a variety of styles of literature (text books, stories, and even subject appropriate comic books) to encourage and reach students.

1-54

- incorporates many different literacy strategies in lessons to meet different learning needs of students. - scaffold learning

1-55

- patients, perseverance, practice - time to develop skills and interesting reading material

1-56

Must be very patient because they will be dealing with slow learners.

1-57

- motivation - knowledge

1-58

No answer

1-59

- positive attitude - willingness to incorporate literacy strategies

1-60

Flexibility. Knowledge of another language to increase understanding of the student's struggles. Caring about student progress.

1-61

- willingness to go the extra mile, eg. extra help outside of class, providing guidance to parents and students - going to bat for the students is administration

1-62

No answer

1-63

To be knowledgeable in a variety of strategies

1-64

No answer

1-65

Literacy skills

1-66

- desire to do well - willingness to try new things and to improve it - willingness to admit you are wrong

1-67

No answer

1-68

Knowledge and appreciation for x cultural forms and media - validate students, indie, all peoples contributors to culture (written, spoken, novels, newspapers)

1-69

No answer

1-70

All of the options listed above are worthy qualities, but I would add a sense of humour, to keep potentially frustrating work light and enjoyable for the student and teacher

1-71

I think a literacy educator has to be aware of lots of strategies, which you've covered – yeah, I can't think of additional requirements/characteristics

1-72

No answer

1-73

It is important that a literacy educator focus on the variety of forms literacy entails. This will help students strive in their stronger areas such as (oral or written) literacy while helping those who struggle work towards bettering their weakness

1-74

- accommodation of different levels of intelligences through lesson planning - providing constructive criticism - facilitating learning

1-75

I feel educators should use materials which are important and interesting to the students. By doing so the students will be excited about the lesson and stay on task.

1-76

Creativity to teach the students and make graphic representations or word walls, etc. Also, dedication, which intertwines with true caring.

1-77

Excitement and knowledge

1-78

FSL experience since a teacher will have a better understanding of how students do not comprehend.

1-79

Speaking through FSL experience students need a lot of practice in oral, written and reading. Lessons need to be interactive. Discussion is a must (teacher must encourage this) * student-centered setting gives better results

1-80

They ought to be motivated, intellectually curious, and supportive of autonomous thinking. After all, reading is most often a solitary act.

1-81

Relating subject matter to students' lives in order to make it more interesting and relevant to them

1-82

- flexibility of planning - true caring about student progress - every student is different

1-83

Entertaining

1-84

Respect for your students and their learning availability

1-85

- patience - enthusiasm - humour

1-86

Good posture, well dressed. Well spoken, that is to say that the teacher “takes the marbles out of their mouth” when he/she speak.

1-87

Patience

1-88

I think it is useful to illustrate your own love of the subject and show students how good literacy skills will assist them throughout their entire lives.

1-89

I think a literacy education needs to be patient because literacy is hard to teach, but even harder for students to learn due to the fact it is intimidating

1-90

I think that a literacy educator should be willing to admit that students who are, for example video-game literate, do have literacy skills, just different ones.

1-91

Patience is required to help students; especially since students are likely struggling behind others if they have difficulties. Creativity is required to make the subject appealing and significant to the students.

1-92

- flexibility - interest in students - interest in subject topic

1-93

- love of reading - access to different reading materials - if students enjoy reading they are more intrinsically motivated to seek out different materials

1-94

Knowledge, resources, fun attitude, energy to make learning fun. Grammar sucks! Find a better way to teach it.

1-95

Knowledge of current literacy works and techniques

1-96

The ability to actually teach literacy in an interesting way: interactive much better over, say, writing grammar quizzes

1-98

- creativity - persistence - patience - enthusiasm

1-99

- facilitating learning: allowing students to discover/work on their own and guiding them to the answer – this kind of learning is more authentic - by modeling a passion for reading or

writing will help students develop that same enthusiasm – if students read and write more they will improve their literacy level

1-100

Literacy education needs to be open to new ideas

1-101

Patience – because teaching literacy is hard and stressful for students

1-102

- creativity - patience

1-103

I feel that literacy educators need to be creative because there is so much distraction in the world for students in terms of stimuli like video games and movies that literature seems dull, therefore creative teachers need to pump up their methods to make them more pleasing

1-104

Patience

1-105

Patience. Literacy is a trying subject and a growing concern a teacher needs to have strong patience and a willingness to keep encouraging and supporting

1-106

Remind teachers that literacy can be implemented in all subject areas and not just English. Each school should try to develop a “plan” or “steps” to improve literacy across the curriculum

1-107

- understanding - responsibility

1-108

Picking literature that students care about learning

1-109

Knowledge of the subject

1-110

Dedication and knowledge of the subject can make a teacher a valuable resource

1-111

Grammar 😊 / knowledge of the subject – “kinda” crucial

Section E, Question 17 Transcript of Answers

Provide a one sentence definition of literacy that you would use in your teaching and communications with parents.

1-01

Literacy – the process by which communication of information may occur

1-02

The ability to comprehend language – Either written or oral

1-03

Literacy is any form of communication either written or spoken and is an essential element of every day life.

1-04

Literacy is the ability to read, write and communicate with others effectively.

1-05

Literacy is the ability to use language to communicate ideas either orally or written.

1-06

Literacy includes the students' understanding to read, write, comprehend and also to communicate orally.

1-07

Literacy – being able to use language in everyday mediums; reading, writing and orally communicating

1-08

Literacy is an essential life-long skill that is beneficial in all aspects of life.

1-09

Literacy – ability to effectively communicate verbally as well as written skills.

1-10

No answer

1-11

Literacy is the ability to read, understand, and evaluate different mediums of text: print, electronic, audio/visual.

1-12

Literacy is oral, visual, and a written aspect that caters to every course and every lesson.

1-13

Literacy is oral, written and visual communication.

1-14

Literacy is all forms of communication – both oral and written.

1-15

Ability to read and write for comprehension as well as oral communication for both interpersonal and business/professional purposes.

1-16

The ability to read, write and speak a language with confidence and fluency.

1-17

Being able to function with language at such a level that is required in today's society.

1-18

Literacy is the study of reading and writing which enables the student to correctly use the conventions of writing communicate and reflect their experiences and findings.

1-19

I think that literacy is an objective understanding of the way language works.

1-20

Students must be literate in all areas from science to English in order to succeed in life.

1-21

Reading and writing skills required to function in the world and enjoy life.

1-22

Building a life-long commitment to literacy that will empower the student to succeed and grow after school.

1-23

Literacy involves the comprehension and understanding of reading, writing, numbers, and many other important aspects of your child's education program.

1-24

Literacy is the ability to communicate (interpret and express) using language at different levels of formality and knowing when each is appropriate.

1-25

The ability to comprehend/absorb/orally relate a variety of information: be it textual, visual, mathematical, social or other.

1-26

Communicating information and understanding through reading, writing, and oracy.

1-27

Literacy is the implementation and stressing of written, reading, and oral communication skills across the curriculum.

1-28

Literacy is the ability to functionally read, write and communicate through oral language.

1-29

Literacy is an important form of communication.

1-30

Literacy is the combined skills that a student needs to effectively communicate in the social environment.

1-31

Literacy is everything we use to understand the world around us.

1-32

Literacy is the ability to communicate and understand in the English language orally and through writing and reading.

1-33

Literacy is a fundamental part of the learning process that incorporates reading, writing and oral fluency used to communicate.

1-34

Literacy is the ability and knowledge of reading writing and oral communication skills and language.

1-35

Reading and writing well, and oral communication.

1-36

The ability to understand written language and to communicate effectively.

1-37

Your child struggles with literacy, I suggest you read together on a nightly basis.

1-38

The ability to communicate using established language norms.

1-39

Literacy is the study of written works and the processes through which they are created.

1-40

The ability to read and understand what I s read, is literacy.

1-41

The development of speech, reading, writing and overall communication.

1-42

The ability to find meaning in various forms of text.

1-43

Literacy is ability and desire to read and write in a particular language.

1-44

An efficient management of the oral and written language

1-45

The ability to communicate through writing, reading and speaking.

1-46

The ability to adequately and maturely communicate thoughts, feelings, and ideas, as well as the ability to understand written and spoken language.

1-47

Ability to communicate in writing and orally with others

1-48

No answer

1-49

No answer

1-50

Improving language skills including reading, writing, communication, creativity and expression and self confidence.

1-51

Ability to communicate effectively, in writing, reading, numeracy, interpreting data, etc.

1-52

Literacy is written, reading, oral communication

1-53

The ability to effectively communicate through both oral and written methods.

1-54

Read/write and communicate in a language

1-55

The ability to comprehend written language and to express oneself fluently in writing.

1-56

The ability to comprehend and articulate language in everyday activities.

1-57

Ability to analyze texts or visuals

1-58

You can read and you can write

1-59

Literacy is more than just reading and writing, it has how we communicate information

1-60

Literacy is the ability to read, write and express oneself effectively

1-61

Is the ability to read, write and communicate at a level which will not limit the student in future endeavors.

1-62

No answer

1-63

No answer

1-64

Literacy means being able to effectively communicate in a particular subject area.

1-65

Competence in reading, writing, numeracy, oral communication and other areas.

1-66

- communication → verbal and written

1-67

The ability to communicate orally, literally, visually, numeracy, and in your field (e.x.: music, illustration, math, science, etc.)

1-68

Ability to express oneself through language and enjoyment of? And to understand various forms (in a useful way) be able to use)

1-69

Ability to use and understand language both articulately and correctly when reading, writing, and conversing

1-70

Literacy is the ability to read and interpret the written and visual information all around us

1-71

The ability to get by in all senses of the world (cultural, literarily, social, mathematical, etc.)

1-72

Literacy is the ability for students to understand and demonstrate concepts presented in all subjects through different mediums

1-73

Literacy is reading, writing, and oral language

1-74

Literacy is reading, writing, and oral language

1-75

Literacy is the ability to communicate your thoughts and thoughts of others clearly, concisely and in an orderly fashion, this includes oral, written and visual communication.

1-76

Literacy is the ability to understand what you read (or see – pictures, diagrams, etc.)

1-77

The degree in which the student can read/or what level

1-78

Literacy is reading, writing and oral language/comprehension

1-79

Literacy includes oral, written, reading and comprehension

1-80

Literacy involves the ability to read competently and understand texts of all kinds, while also having the ability to write correctly and with purpose

1-81

Literacy provides students with skills that will help them succeed in school and even more importantly in future life

1-82

Literacy is the foundation of everything in life

1-83

A person who can read, write, and speak

1-84

Literacy is the familiarity, understanding, and application of reading, writing, and oral communications in the classroom

1-85

Literacy is the ability to read and write in a grammatically correct manner

1-86

Don't be a fool, stay in school.

1-87

Literacy is the ability to function with the power of words.

1-88

Literacy is the ability to communicate effectively through reading, writing, and oracy.

1-89

Literacy is the ability to be well versed in writing, reading, and speaking.

1-90

Literacy is the ability to interpret information from text, media and other sources

1-91

Literacy is the ability to comprehend and communicate via the written language; in concrete terms it is the ability to read and write.

1-92

No answer

1-93

Literacy incorporates the integration of reading, writing and oral communication skills which are imperative to understanding and communicating language

1-94

Literacy is reading, writing, oral language and comprehension as it applies/relates to the student (real world)

1-95

Literacy involves reading, writing, spelling, comprehension and speaking and is an important skill for everyday life

1-96

Literacy: the ability to comprehend and participate in oral and written language

1-98

Not only the ability to read, write, recognize symbols, numbers, visuals but rather the ability to comprehend, remember and translate into your own thinking

1-99

Literacy is a communication skill set: verbal, oral, and written.

1-100

Literacy consist of writing, reading, oral as well as numeracy and visual recognition

1-101

Literacy consists of reading, writing and oral communication, as well as numeracy and visual recognition while transferring it into your own meaning to enhance thinking skills

1-102

Ability to read, write and speak, as well as to comprehend

1-103

Literacy is important because it is part of everything we do

1-104

Literacy is the ability to read, write and communicate a specific language

1-105

Literacy is a skill that students need and will need to work hard at achieving

1-106

Literacy is a student's ability to read and write at a satisfactory level

1-107

Literacy is within all subjects not just the responsibility of English teachers

1-108

The act of understanding and loving literature

1-109

Literacy is the understanding of literature

1-110

Literacy refers to the ability of a person to effectively communicate using oral language and written words

1-111

Literacy is the competency to understand and express oneself through written and oral language

Section E, Question 18 Transcript of Answers

During your Bachelor of Education program which methods were introduced to teach literacy?

1-01

Literacy Course – small amounts of information in our methods classes as well as professional seminars from the ministry

1-02

Through the Literacy class I was taught many ways to teach literacy. Many methods were taught! (Word walling, etc.)

1-03

We discussed various strategies to develop literacy such as read aloud, buddy reading, storytelling, journaling, responding to stories read to the class

1-04

The whole idea was introduced and discussed, but we were given few actual instructional strategies.

1-05

I learned a few methods in Literacy class ... the teacher always talked about literacy in every subject but didn't teach specific methods.

1-06

The implementation and encouragement of readers theatre reflections, journals, etc. are methods in which were introduced.

1-07

Novel studies, role playing, creative writing

1-08

- audio-visual methods - print - ???

1-09

- audio-visual - co-operative learning strategies, etc - various styles of lecture - drama in classroom, humour - teach to the students' interests

1-10

Oral presentations, plays, music, novels, movies, etc.

1-11

Mostly scaffolding.

1-12

Media, visuals, audio, etc.

1-13

- silent reading - how to interest boys to read – use topics/texts that will interest them
- how to read different forms of text, pictures, graphs

1-14

- shared reading - think-pair-share - adapting texts - multiple intelligences

1-15

- shared reading - writing - technology teaching - use of multiple intelligences

1-16

- reading, both silently and aloud - writing - computer usage - using multiple intelligences

1-17

- reading appropriate materials (allowing time for silent reading of students choice)
- examining of language – identify works and discuss them with class → a good pre-reading activity

1-18

- incorporate relevant topics - have a variety of genres - include student choice

1-19

I don't know. I've been bombarded with too much.

1-20

- scan, skim, sort method - pre-writing/reading activities

1-21

No answer

1-22

Using thematic units in all teachables in order to include a variety of literacy, speaking, and reading skills. Bring a literary and oral speaking into my other teachables even though they don't require this.

1-23

- a whole book on literacy strategies (I took a course on teaching literacy)

1-24

Because English is one of my teachables, I did not take the literacy course. The limited information I received was from a presentation (through the English class) by Marcie Dolce Sutch on boys' literacy). Strategies like using different kinds of texts (mediums) and choosing relevant subject matter to engage students were presented.

1-25

None – as English majors we didn't take the literacy class which actually puts us at a disadvantage. What I've learned, I acquired through placement and my own research.

1-26

- word wall - K-W-L chart - varied instruction - higher order thinking skills

1-27

Pre-reading strategies, 6 trait model for writing. Boys literacy seminar, think literacy documents. I taught the OSSLC (literacy course) during my placement.

1-28

- incorporating a number of different texts - portray a number of different identities, not just one image of masculinity or femininity

1-29

- word walls - encourage students to read anything (magazines count)

1-30

- KWL charts - boy friendly material - brainstorming and word maps

1-31

- "Think Literacy" book - "Me Read? No Way!" book

1-32

- writing activities (journals) - group activities that encourage communication (jigsaw)

1-33

The Think Literacy book. Me Read? No Way!

1-34

- readers theatre - novels - plays - drama in the class - silent reading - reports
-essays - literacy activities

1-35

- reading circles - Shakespeare - thematic units - short stories

1-36

Many. See Literacy Instruction course.

1-37

Clearly, they were not that affective because I cannot remember them.

1-38

?

1-39

There were many introduced but that is not to say they were effective.

1-40

?

1-41

Different grammar techniques – making it interesting to students.

1-42

- silent reading - different forms of text (visual, literacy, etc.)

1-43

- novel study - how to select books - teaching reluctant readers - independent study - short stories as an intro to longer works - silent reading - graphic novels

1-44

⊖

1-45

We have been taught the importance of literacy in the classroom

1-46

- making written material relevant; making connections to students' lives - reading to students
- games, such as person A says a sentence, person B adds to it, etc.

1-47

Everything from the Literacy and Learning Book

1-48

No not really

1-49

None – all my experience with literacy occurred while on placement

1-50

0 – done in placement

1-51

- adapting textbooks to lower reading level - fast/rapid writing (used for brainstorming)
- selecting ? and least important ideas of text - graffiti

1-52

Word wall

1-53

The book "Teaching Literacy". That's it. No more in depth or subject specific than that.

1-54

- literacy skills/strategies for teaching

1-55

- word wall - think, pair, share

1-56

None

1-57

- photo interpretation - cartoon analysis - reading texts, visuals and statistics

1-58

None

1-59

We had to take a course called learning and literacy

1-60

The Teaching Literacy book. Rita Murphy's literacy course.

1-61

- word walls - think/pair/share - discussion webs - supporting the main idea - etc.

1-62

No answer

1-63

Pre-reading exercises

1-64

- rapid writing - graffiti - I think/I read/therefore - compare/contrast
- triangle debate - I know there are more, but I cannot remember what they are called.

1-65

The entire "Think Literacy" book!

1-66

See Think Literacy document

1-67

- rapid writing - A whole bunch ... I use reference books (Think Literacy – cross-curricular approaches to literacy for grades 9-12)

1-68

No answer

1-69

None

1-70

A full range, from sentence combining to stretch sentences, to editing technique sheets

1-71

- word walls - dictionaries/thesauri - me read? No way!

1-72

- word walls - use of dictionaries, thesauri - assessment through different forms of communication

1-73

Student centered activities i.e. drama games, games, music, group work

1-74

Student centered activities i.e. drama, games, videos, music, group work, etc.

1-75

I do not recall any literacy methods taught to me, aside from “sentence of the day”

1-76

A lot of strategies – guided reading - pre-reading - word walls - flow charts

1-77

- graph reading - relate to kids - plays - ?

1-78

- literature circles - silent reading - readers theater - group reading

1-79

- silent reading - use of dictionaries - circle discussion - oral presentations
- group work

1-80

I don't know of any

1-81

- boys literacy - different methods to engage students

1-82

Read lots of text books

1-83

The program was useless

1-84

Technology in the classroom, media application, and creative writing

1-85

- quizzes - short lessons - terms - reading and writing activities

1-86

Scaffolding sticks out in my mind. As does relating topic material to something students are interested in.

1-87

- power points (technology) - media

1-88

One activity I found useful was the ‘graffiti’ exercise from the ‘Think Literacy’ book. It was very well received when teaching an OSSLC.

1-89

Oral skills in the classroom through improve exercises

1-90

I took the “literacy and learning in the I/S classroom” which taught me many methods. If I had not taken that class I don't think I would have learned any

1-91

Some attention was given on ways to incorporate reading and writing into other subjects; for example, reading in math and science classes. Strategies also included using non-traditional different reading materials into units such as graphic novels and magazines

1-92

- journals - word walls

1-93

- novel studies - poetry studies - essay writing

1-94

Not sure ... jigsaw? I don't think I learned anything. I was exempt from the literacy course and my English class did not really teach me anything. Grammar is scary and I am not confident teaching it

1-95

I honestly don't feel I was introduced to anything about literacy at all. I was exempted from the "literacy" course because I am an English major, but this issue was not introduced anywhere else

1-96

None I found useful

1-98

- oral presentations - cooperative learning (jigsaw) - comic strips - visuals - graphics

1-99

- brainstorming - all the strategies in "Think Literacy"

1-100

It focused on oral presentations and it introduced the text "Think Literacy" which gave a number of strategies to teach literacy

1-101

I took a literacy course which included methods such as discussion web, timed retell, and oral presentations

1-102

Incorporate graphic novels, more popular culture materials → things that interest and engage students - oral presentations - comic strips

1-103

- readers theatre - grammar - reflections

1-104

- readers theatre - grammar - journal/response - comprehension exercises

1-105

- oral reading was everyday - and writing was used cross-subjects

1-106

-print literacy - performance based literacy

1-107

- graphic organizers - through thought processes

1-108

Process writing course

1-109

- readers theatre - grammar

1-110

- grammar worksheets - music/lyric analysis - readers theatre

1-111

- grammar exercises - readers theatre - short and long written responses - music - dramatic reenactments

Section E, Question 19 Transcript of Answers

Which methods in terms of literacy instruction did you witness in practice by either your teacher or others around you? Please specify.

1-01

- Circular reading – individual reading – grammar

1-02

Round Robin Reading in grade 9 Phys-ed.

1-03

We are always reviewing with overheads, writing responses on the board, reflect on activity

1-04

- reading to the students – silent reading time daily – work in small groups studying novels – spelling tests – writing definitions of specific terms

1-05

None in gym class. I had to teach literacy prep in my grade 10 class.

1-06

My associate teacher was part of the literacy program at school and was a big advocate of both reading and writing.

1-07

Oral comm. – seen in class with respect to group discussions and debates.

1-08

Writing creatively - essays - research skills

1-09

A lot of ‘chalk and talk’ when observing. lecture for senior grades is used too often.

1-10

Silent reading, literature circles.

1-11

Unfortunately, I only witnessed teacher-directed instruction and a lack of flexibility at Lakehead. On my practicum, my associate teacher catered very well to multiple intelligences.

1-12

- videos - graphic organizers - word walls, etc.

1-13

Silent reading/novel study

1-14

I taught math on my first placement so literacy was not really part of what I was teaching.

1-15

- shared reading/modeled reading - journal responses - oral presentations

1-16

- reading - writing - not a whole lot, in honesty

1-17

Both of the above

1-18

Reading out loud; subject material that students could relate to; giving choice on assignments.

1-19

The teacher that I was with used a grammar book with interesting lessons. Many activities also included writing which was always corrected.

1-20

No answer

1-21

- literature circles - four corner exercises - placemat activities - teacup (pre-reading activity)

1-22

My teacher (associate) would use quizzes and short answer tests frequently. All introductions for new units were always read aloud.

1-23

- think-pair-share - oral presentations - peer editing - group work - daily silent reading

1-24

My associate would occasionally read to his applied 10 math class. There was a program at my school (not yet in operation when I was there) that pulls students out of class one period a week (a rotation of which class ...) to do a special literacy class to prepare for the OSSLT.

1-25

Only on placement did I see literacy instruction.

1-26

Instruction was mostly teacher-directed ☹

1-27

- Dr. Allingham's use of presentations and readers theatre - drama class - boys literacy seminar

1-28

Videos, media, poetry, newspapers, etc.

1-29

I cannot think of any at the moment.

1-30

- KWL charts - addressing multiple intelligences

1-31

- DRA program (Diagnostic Reading Assessment) - Think-Write plan

1-32

Media presentations done by the students, which helped other students learn.

1-33

Lots of reading and writing activities.

1-34

- quizzes - written exams - silent reading - readers theatre
- reading circle - written reports - oral presentations

1-35

- silent reading - oral reading by the teacher - short story writing - reading circles

1-36

No time to answer this.

1-37

- reading aloud - round-robin reading - reading with visual aid and guided handouts

1-38

?

1-39

Lecture method – teacher instructs to the students

Group work – pairing students to examine literature works

1-40

I didn't.

1-41

All types – reading, writing (essay, grammar skills) oral communication through group work.

1-42

- silent reading

1-43

See above

1-44

No answer

1-45

- teachers and professors providing articles about importance of literacy in classroom

- grammar sheets

1-46

- reading to students - introducing current events into curriculum

1-47

Not too many

1-48

Word wall

1-49

School instituted a mandatory 15 minute “All School Read” every Friday morning

1-50

- read alouds - group writing – collective writing - hand, head, heart

1-51

- rapid writing for brainstorming - word wall

1-52

My associate used no direct literacy strategies

1-53

Jigsaw, four corners, graffiti

1-54

No answer

1-55

None

1-56

None

1-57

All of the above

1-58

None

1-59

Silent reading

1-60

By the time we get to university, teachers are no longer teaching literacy. We got very little feedback on our work.

1-61

See above

1-62

No answer

1-63

- pre-reading

1-64

All of the above

1-65

No answer

1-66

- pretty much none in placement - here → kinesthetic activities

1-67

- rapid writing and all others in book above as we did in class

1-68

- Read and respond - ideas from Think Literacy

1-69

My placement was at an outdoor centre, so there wasn't much focus on literacy

1-70

N/A my first practicum was at an outdoor education centre

1-71

- silent reading time - reading response journals - literature circles - book reports

- oral reports

1-72

- word wall - literacy test preparation - lessons that include dictionary usage

- definition charts/games - multiple assessment tools

1-73

Students were given the opportunity to present a project orally. This helped them to develop speaking skills

1-74

Oral presentations (students were given the opportunity to present a project orally (developing speaking skills)

1-75

I have witnessed the use of rough drafts being marked and handed back to be revised before given a final mark

1-76

Not sure if I witnessed any in use for us

1-77

Now = art

1-78

- readers theater - same as 18

1-79

Same as 18, plus literature circles, jigsaw, jeopardy, logs/journals, role play

1-80

My associate used to read texts orally with students who followed along as she read

1-81

No answer

1-82

Reading at the beginning of each class

1-83

We read, wrote, and spoke

1-84

Literature circles, silent reading, spirit reading

1-85

There wasn't much literacy teaching during my placement. What was done was occasional literary terms and writing activities once and a while. Occasional reading sessions were also done

1-86

I witnessed a lot of poor, teacher-directed approaches. Lecturing and poor questioning methods ... un-engaging culminating tasks.

1-87

Give the students the ability to take ownership of their learning

1-88

Reading the text out loud while having students follow along in their books; having students look up vocabulary words and answer questions about specific aspects of stories they've read.

1-89

Process-writing

1-90

Mostly, print literacy ... overwhelmingly print literacy

1-91

In practicum, I observed my associate using fill-in-the blank worksheets to encourage students complete their reading

1-92

- good reader qualities - literature circles - word walls - graffiti

1-93

- spirit reading (reading as a class as much as each student feels comfortable with)
- bold print (comic book studies)

1-94

Not sure ...

1-95

My associate had 10 minutes silent reading every day. Students could read magazines, newspapers, books, etc.

1-96

My associate had students do about 10 minutes of independent reading from their textbooks

1-98

- literature circles - spelling tests - written assignments - book reports

1-99

- free writing - brainstorming - fish bowl - readers theatre - debate

1-100

The teacher focused on class discussion and peer editing

1-101

Modeling the activity and repetition of instructions

1-102

Lectures done orally by my associate, and students were given a handout too so they could read it themselves and understand

1-103

As above

1-104

- readers theatre - grammar - journal/response - comprehension exercises

1-105

- readers theatre - set aside time for “quiet reading”

1-106

- readers theatre - word walls

1-107

- power point presentations - brochure creation

1-108

Picking literature that challenges readers but is enjoyable

1-109

- readers theatre

1-110

- music (songs) - readers theatre - paraphrasing

1-111

- reading aloud - paraphrasing/restating info/ideas - presenting info in various media forms – i.e. making magazines, movies

Section E, Question 20 Transcript of Answers

How would you encourage ongoing literacy development within your future classrooms?

1-01

- Professional Development i.e. Think Literacy documents for subject specific lessons

1-02

I will use the text as a resource with specific activities attached to it.

1-03

Allow opportunities for all students to reflect, journal, or read in class everyday.

1-04

Encourage reading and writing and social skills

1-05

I would like to learn more about literacy development for myself. Attend workshops or take more courses related to teaching literacy.

1-06

As a prospective teacher, you could include literacy development through many activities which encourage reading, writing and oral communication.

1-07

A lot of independent reading and research

1-08

Make it part of a daily routine in a fun and interesting way!

1-09

By approaching it with a variety of strategies – using creative methods and incorporating multi-media approaches

1-10

Provide interesting material, provide exposure and time to read at leisure.

1-11

I would always offer choice for engaging with a text (multiple intelligence theory). There are so many ways a student can interact with and respond to a text.

1-12

- cater to all the multiple intelligences - provide variety and flexibility

1-13

- motivate students to love reading and become life-long learners → silent reading every day!

1-14

- Writing assignments - journals, formal and informal papers, quizzes, etc.

- oral – speaking and communication

1-15

- choices in assignments - try to foster an interest and enthusiasm for reading and writing

- try to make lessons/assignments relevant to students' lives

1-16

- ample opportunities to read and write - reading many forms of print - subtitles

- word games

1-17

I would attempt to create a reading club where students are rewarded for additional reading outside of class.

1-18

Continue what I plan to do, and keep up to date with literature about techniques.

1-19

I would make it explicit why I am teaching what I am teaching and I would try and demonstrate the importance so students will get a passion for literacy.

1-20

- Provide silent reading time - Incorporate pre/post reading activities - Encourage small group discussion so students retain information - Provide a variety of material to learn from; including manuals to literature to poetry - Encourage my students to write!

1-21

By using all the above activities and encouraging reading.

1-22

Continue to use thematic units to develop a balanced literary program in all my teachables. Take P.D. courses to improve my own skills.

1-23

- ongoing practice - more time spent on reading and writing - encourage reading and writing on a daily basis

1-24

I would try to use texts that come from the students lives (cheques, driver's manuals, internet sites, etc.) to encourage students to recognize that literacy is important.

1-25

Reading is key! I will do my best to find entertaining materials for students. You just need to capture their interest.

1-26

- use variety of strategies - get to know your students and their interests - encourage students to read – magazines, books, anything - allow reading time in class

1-27

Lost of reading and writing, for direct purposes (assignments) and for development of skills. Incorporating literacy skills into every classroom.

1-28

This is a question that I could answer more thoroughly if I had more experience in the classroom.

1-29

- encourage students to read whatever they like. - have students share with one another what they really enjoyed reading

1-30

Try to provide students with class work and activities that utilize a variety of literacy strategies which have as their goal the learning of students through learned experiences.

1-31

Be positive and sow enthusiasm.

1-32

More peer help because I believe students learn best from other students.

1-33

Writing activities, silent reading.

1-34

I would encourage my students to read! I would bring in books that interest students. I will also create lessons that allow for students to speak in front of the class (oral skills) written assignments and fun, encouraging activities.

1-35

- "Book of the Month" - oral reading - reading circles

1-36

By stressing the importance of reading ability with more silent reading time.

1-37

Bring in a variety of mediums that require students to read.

1-38

Encourage students to engage in reading tasks that they enjoy.

1-39

Encourage students to read often. The more reading they do the more they will be exposed to literature. Their vocabulary, grammar and oracy skills will improve.

1-40

Encourage students to read on their own.

1-41

Allowing a lot of discussion by introducing different media and visual texts.

1-42

I would incorporate literacy strategies into my lessons that would help make the meanings in text more understandable.

1-43

- employ different methods - include literature in everyday classroom life

1-44

No answer

1-45

I will ensure students receive individual reading and writing. Have students read magazines, newspapers and novels

1-46

Make reading interesting and cool!

1-47

Adopt multiple literacy strategies

1-48

- encourage reading – any type - read aloud practice (especially applied)

1-49

Mark in free time for students to do reading that interests them

1-50

Making things interesting and tying topics into student interest

1-51

Doing more workshops

1-52

No answer

1-53

Interesting books and other forms of written text for the students – comic books and even tv guides. It's interesting and gets the kids to participate. Also, have them write a response to oral presentations.

1-54

No answer

1-55

- Through a silent reading period right after lunch (20 min.) - do many book reports and individual projects (independent work) - read and answer questions - creative story writing

1-56

Encourage reading

1-57

Through song and dance

1-58

Educate myself first

1-59

Include visuals, videos, stats and texts in any class I teach

1-60

Constructive criticism. Encouragement. Making use of interesting resources, attuned to students' interests.

1-61

Using strategies in 18

1-62

No answer

1-63

No answer

1-64

I plan on including literacy strategies within my lessons

1-65

By incorporating it into lessons and assignments

1-66

- use multiple intelligence strategies - hit up kinesthetic activities - provide written and oral instructions

1-67

Try to incorporate techniques outlined in book above into the classroom

1-68

No answer

1-69

No idea

1-70

Using the many techniques made available in Ministry documents, from this course, and in my own imagination, once I discover my students' interests and properly tailor lessons for them to engage with

1-71

Same as above, only broadened with cultural and music awareness and basic math. Move cross-disciplinary literacy, less LITERAL literacy

1-72

See above

1-73

Keep lessons student centered and focus on student progress and achievement as a main goal when developing lessons

1-74

Keep it student centered and focus on student achievement and success as my main goal

1-75

I would encourage ongoing literacy development through “sentence of the day” as well as introducing the lesson or class with a short reading.

1-76

Using the strategies – word walls, guided reading, pre-reading to engage

1-77

Creative writing and journals

1-78

Always have the students read, whenever there is a chance. Also, always give the students the opportunity to ask questions

1-79

Make sure to incorporate all the strands and use a variety of activities to make sure students practice, practice, practice!

1-80

I would do this by implementing methods such as the one mentioned above, as well as by providing a number of specific, reading-centered activities

1-81

- engage students through activities that relate to their lives - foster love for learning and reading

1-82

- reading time - homework comprehension questions

1-83

Have a diverse reading list

1-84

Allow students some choice in their reading and writing choices

1-85

Ongoing literacy practice and lessons should be given by the teacher. writing activities should also be used to increase literacy. Reading should also be central to English classes.

1-86

Finding new and innovative methods of transferring literacy and learning into different mediums other than books.

1-87

Use newspapers or other literature that they would encounter day to day

1-88

I think that ‘quiet reading’ for part of each class is a good way of instilling a love of reading in students

1-89

Silent reading and a piece of writing every day or every two days.

1-90

I would encourage students to explore a variety of media to expand their literacy skills

1-91

I would bring texts into the class that I felt students would find interesting. For instance, comics, magazines, graphic novels or novels and literature that was aimed towards young adults.

1-92

Research and employ literacy strategies students would enjoy

1-93

Give students choice! Use modern literature with wide appeal

1-94

Learn it – different methods and then make sure to keep some aspect of the techniques in every lesson

1-95

Find a way to get students interested in reading!

1-96

Find fun and creative ways to do it: let the students have a say in how they should learn literacy development

1-98

I think that literacy can be integrated into any lesson of any subject. I plan to integrate it as much as possible and I now have many lesson ideas in which I can do that.

1-99

- magazine rack for free time reading - oral presentations - media presentation -
 newspaper journaling - journaling in general - writing portfolios

1-100

I would employ literacy strategies and be aware of current trends of literacy education

1-101

I would encourage literacy development in my classroom by using a variety of literacy strategies

1-102

- watch films - give silent reading time – of anything – even if it's a magazine at least they're still reading

1-103

I would creatively create unique and fun ways to teach literacy so that other energetic teachers can use and adapt my lessons to their liking

1-104

School-wide plans – not focus on the literacy test

1-105

Make a school plan to work together as a whole, not just before the literacy test but throughout the year

1-106

Work with all department heads to develop a yearly plan to increase literacy in all disciplines

1-107

No answer

1-108

Picking literature kids like

1-109

Readers theatre only

1-110

I would make sure that there is always opportunity for students to read materials that interest them (variety)

1-111

Incorporating all of the ideas from questions 18 and 19

*Appendix VI**Literacy and Learning across the Curriculum Course Outline A*

Lakehead
UNIVERSITY
2005/2006

ED-4213(FB/WD)

LITERACY AND LEARNING IN I/S CURRICULUM

COURSE DESCRIPTION

This course is designed to prepare prospective teachers in the Intermediate/Senior divisions to understand the literacy demands of the subject disciplines and to integrate a variety of literacy approaches to support student learning. The course will examine the concepts of multiliteracies and critical literacy and will incorporate a broad range of instructional strategies and resources such as textbooks, trade books, visual representation, media, and digital texts as they apply to learning across the curriculum. Participants will have opportunities to consider the implications for planning, development, implementation, and evaluation in their subject discipline.

**STANDARDS OF PRACTICE FOR THE TEACHING PROFESSION AND
ETHICAL STANDARDS FOR THE TEACHING PROFESSION**

A commitment to a clear vision of what it means to be a teacher is at the core of teacher professionalism and is the foundation for this course. Foundations of Professional Practice have been embedded in the learning expectations for this course.

COURSE EXPECTATIONS

Teacher candidates will:

- demonstrate knowledge of the theoretical framework underlying literacy learning across the curriculum.
- explore a broad range of instructional strategies and resources for promoting student learning in subject disciplines.
- understand the nature of scaffolding to promote learners' development of concepts, content, and metacognitive awareness of strategies they can use to further their learning.
- acquire knowledge, skills, and strategies in the planning, development, implementation, and evaluation of conceptual units which recognize the literacy demands of the subject and integrate content teaching with appropriate literacy approaches to promote student learning.

- reflect on the implications for successful student learning of literacy learning across the curriculum, particularly as this relates to their subject discipline.

COURSE TOPICS

- Rationale for integrating literacy and learning in content areas
- Theoretical framework underlying literacy and learning across the curriculum
- Defining terms: multiliteracies, texts, literacy demands in subject disciplines, scaffolding student learning
- Instructional strategies
- Analysis of I/S curriculum documents
- Resources
- Curriculum planning development, implementation, and evaluation
- Professional development

REQUIRED TEXTS

Vacca, R.T., Vacca, J.L., & Begoray, D.L. (2005). *Content area reading: Literacy and learning across the curriculum*. Toronto: Pearson Education Canada.

Think literacy: Cross-curricular approaches grades 7-12. (2003). Ministry of Education, Ontario.

Getting started with integrating ICT: A guide for teachers. (2002). Ministry of Education, British Columbia. Available from: www.bced.gov.bc.ca/technology/6-9.html

I/S curriculum documents for subject disciplines

Textbook currently used in the subject discipline

Students are responsible for collecting trade books, visual representations, and digital texts as required for assignments.

COURSE REQUIREMENTS

Readings and Participation 35%

Purpose: To ensure teacher candidates meet the course expectations and receive sufficient theoretical and practical knowledge to understand, plan, implement and evaluate instructional strategies to meet the literacy demands in their subject discipline.

- Complete readings from the course texts and any related literature and BE PREPARED to discuss them in class. A variety of teaching strategies will be used to facilitate teacher candidates' comprehension of the texts.
- Contribute to in-class discussions.
- Collaborate with peers on the development and completion of tasks/projects.

- Arrive punctually for ALL classes. No student may miss more than ONE CLASS. Advise the instructor, in writing, of exceptional circumstances.

Portfolio (40%: 30% instructor, 10% self)

Purpose: To allow course participants to demonstrate understanding of theory and practice of integrating literacy into content areas. To assist participants in experiencing portfolios and rubrics, formative assessment and peer review. (See course schedule for due dates)

****ALL portfolio entries to be 1-3 pages typed, double-spaced.****

*****Teacher candidates are to include a self-evaluation using the rubric with the completed portfolio.*****

ASSIGNMENTS

Required Portfolio Assignments

➤ **Portfolio TASK #1 DUE: September 22/05; January 19/06**

Describe the literacies (print literacy/visual representation of images/performing arts/mathematical, algebraic, chemical symbols etc.) used/taught within your discipline. How are these literacies related/not related to lived experiences (i.e., connected to students' own lives)? How did you learn these literacies? What strategies were used to help you learn/practice these literacies? Which strategies were/were not effective in contributing to your learning? What might render these literacies accessible to your students? Describe one or two strategies you might employ to teach these literacies at this point in your understanding?

➤ **Portfolio TASK #4 DUE: November 3/05; March 2/06**

Reflect upon your understanding of literacy and learning across the curriculum. Explain how this course has altered/extended your thinking/knowledge regarding teaching/learning of literacy demands in your discipline? What are the implications for promoting student learning in your discipline? Provide specific examples of your learning.

➤ **Suggestions for assignments (#2 and #3) DUE: #2 October 6/05; February 2/06: #3 October 20/05; February 16/06**

(Remember to self-evaluate the completed portfolio using the Rubric posted in the section on Assessment of Course Requirements. A brief explanation of the self evaluation is to be included.)

- 1) Prepare an annotated bibliography (APA 5th edition format) of at least three to five examples of electronic text-trade books and explain how these might be used to scaffold learning of concept(s)/content related to your discipline.

- 2) Create an opening activity for a specific lesson/unit which integrates another subject area (music in science, science in English Language Arts, art in Math...). Articulate the expectations and explain your rationale for the activity.
- 3) Search for three professional articles (try subject journals or *Journal of Adolescent and Adult Literacy*), which describe literacy ideas appropriate for teaching in your content area. Summarize briefly and discuss the implications.
- 4) Do a visual representation as an overview/study guide for students on a specific topic. Describe and defend its use.
- 5) Create a lesson for your discipline. Explain how you would use the Research Quest Model Framework to scaffold learning.
- 6) Prepare an annotated bibliography (APA) format of 6-10 examples of excellent web quests for students grades 8 to 12. Describe each choice.
- 7) Your own idea – describe briefly and submit for approval before attempting.

➤ **Final Group Project: Mini-unit or Web Quest (choose ONE only)**

DUE: Oct.27- Nov. 3/05; Feb. 23-Mar. 2/06 25%

Teacher candidates will work in groups of three to five students in their subject disciplines to complete a group project. The project should be developed for **five** instructional hours. The intent of the project is to enable teacher candidates to consider ways in which to scaffold student learning of selected concepts and content in the discipline and to support learning with appropriate literacy strategies. Students will have a choice of projects.

A Mini-unit

- 1) Teacher candidates will identify 2-3 curriculum expectations related to the development of concepts in the subject discipline. Using the Research Quest model as a framework, they will work collaboratively to plan a unit to scaffold student learning which takes account of the literacy demands to support student learning.
- 2) Use the attached Group Project Organizer to complete the assignment.
- 3) Prepare a graphic overview of the unit for presentation to the class. The overview should include:
 - P expectations (concepts)
 - P grade level(s)
 - P analysis of literacy demands
 - P description of the unit
 - P organization
 - P resources (textbook/electronic texts/trade books)
 - P minimum of two literacy strategies (articulated in the Vacca et al. text)

- P indicate how you will promote metacognitive awareness
 - P one strategy for formative evaluation
 - P one strategy for summative evaluation (related to the expectations)
- 4) The presentation should be 15 minutes in length.
- 5) **Submission of Assignment**
 Each group must submit:
- P the completed Group Project Organizer to include the reflection component
 - P the completed unit overview (#3 above)

Please submit both components in a duotang. (no loose pages!)

B Web Quest

Purpose: To expose teacher candidates to multiliteracies and inquiry-based teaching/learning using the World Wide Web to provide support and practice in the planning and development of a language-based, content specific Web Quest and to facilitate the acquisition of various resources and activities for future use.

Tasks:

- 1) Student will use a modified Quest (see below) to explore the following:
 - Description of Web Quests
 - Format/Content of web Quests
 - Finding of usable information/links on the Web to facilitate focus of Web Quests
 - How to set up a Web Quest
- 2) Students will design and develop their own original, excellent and engaging Web Quest integrating two or more content areas.

Web Quests must be approximately 5 hours in length (time for students to complete your Web Quest) and must contain the following: Introduction, Task, Process, Evaluation, Conclusion, and Teacher Page (Visit <http://projects.edtech.sandi.net/staffdeve/buildingblocks/teacher.htm> for detailed descriptions of these components)

- 3) Students will post their Web Quest to the World Wide Web, ensuring the instructor is provided with the corresponding web address as well as a print/paper copy of the Web Quest.
- 4) Students will prepare a presentation to showcase and introduce their Web Quest to peers.

Modified Quest to Support Completion of Tasks (to be completed by teacher candidates)

- 1) What is a Web Quest?
<http://webquest.sdsu.edu/overview.htm>
<http://www.lesley.edu/faculty/myoder/webquest.pdf>
<http://discoveryschool.com/schrockguide/webquest/webquest.html> (not available)
<http://www.thirteen.org/wnetschool/concept2class/month8/>

- 2) What are the attributes/components of a Web Quest?
http://webquest.sdsu.edu/about_webquests.html
<http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm>

- 3) How and where do I find information on the Web to develop my Web Quest?
<http://edweb.sdsu.edu/courses/edtec596/FindingInfo.html> (general info)
www.eduref.org (Educators' reference Desk)
www.eric.ed.gov (ERIC Database)
<http://edweb.sdsu.edu/links/index.html> (catalogue of websites for teachers)

Search engines:
<http://altavista.com/>
<http://www.infoseek.com/>
<http://ericir.syr.edu/>
<http://www.yahoo.com/>
www.google.ca/

- 4) How do I set up a Web Quest? (support)
 - a) Effective vs less effective Web Quests (interactional site)
<http://webquest.sdsu.edu/webquestwebquest-hs.html>

 - b) Steps/downloadable templates, patterns, and rubrics for designing your Web Quest
<http://projects.edtech.sandi.net/staffdev/buildingblocks/p-index.htm> (steps, template)
<http://webquest.sdsu.edu/LessonTemplate.html> (lesson templates)
<http://webquest.sdsu.edu/designpatterns/all.htm> (design patterns/templates)
<http://projects.edtech.sandi.net/staffdev/tpss99/processguides/index.htm> (instruction templates for tasks)
<http://webquest.sdsu.edu/rubrics/weblessons.htm> (rubric templates)

- 5) How is the Web Quest being assessed?
 - a) <http://webquest.sdsu.edu/webquestrubric.html> (rubric to be used by group)
 - b) holistic assessment of web quest (including Group Project Organizer and presentation by instructor (see criteria below))

ASSIGNMENTS AND DUE DATES

Assignment	Due Date	% Final Grade	Evaluated By
Readings and Participation,	Ongoing	35%	Instructor
Portfolio	Ongoing (see schedule)	40%	Instructor (30%) Student (10%)
Final Group Project Mini-unit or Web Quest	Weeks 8 and 9	25%	Instructor (10%) Group (15%)

ATTENDANCE, ASSESSMENT, AND EVALUATION

Teacher candidates should note the following:

- 1) *Attendance is required* in the course. Students must arrive on time and must be present for the full class.
- 2) Assignments will be discussed in class.
- 3) *Course assignments must be typed*. A handwritten submission will automatically be penalized 5% of total weight of the assignment.
- 4) Teacher candidates are responsible for editing work submitted for grading. The submission of work which includes spelling, usage, or mechanical errors will be penalized.
- 5) *Late submission of assignments will be penalized 5%* of the total weight of the assignment per day. Any exceptional circumstance must be presented in a memo to the instructor **prior** to the due date.
- 6) In order to complete the course successfully, **every** assignment must be completed and submitted for grading.

INCOMPLETE STANDING

Incomplete Standing indicates that a student has not passed a course, but that the instructor is prepared to insert a grade upon the completion of required course work or the writing of an examination. The privilege of deferring part of the work in this way will be granted only when, in the opinion of the instructor and his/her department/school, the incomplete work is a separable part of the course. Where a grade of Incomplete is recommended by the instructor and approved by the chair/director of the department/school concerned and the Dean of the Faculty, the designation "Inc" shall be temporarily entered on the student's record by the Registrar. If a student wishes to clear a grade of Incomplete from his[her] record, he [she] must make application to the Registrar within one month after the publication of the grades for the course, and pay the required fee. (*Lakehead University Calendar 2005-2006*)

RUBRIC: READINGS AND PARTICIPATION
ED-4213: LITERACY and LEARNING IN THE I/S CURRICULUM

LEVEL 1(D/F)	LEVEL 2(C)	LEVEL 3(B)	LEVEL 4(A/A+)
P attendance is not regular	P attendance is not regular	P regular attendance	P regular attendance
P arrives late/leaves early	P arrives late	P arrives punctually	P arrives punctually
P does not complete assigned readings and so cannot make informed and thoughtful contributions to whole class/small group discussions	P does not complete assigned readings and so cannot make informed and thoughtful contributions to whole class/ small group discussions	P completes most assigned readings and contributes thoughtfully to class/small group discussions	P completes assigned readings and contributes thoughtfully to class/small group discussions
P fails to complete assigned tasks so that the group cannot complete its work	P fails to complete assigned tasks so that the group cannot complete its work	P completes most assigned tasks on time	P completes assigned tasks on time
P engages in off-task and/or disruptive behaviours	P experiences difficulty in working cooperatively with peers	P works cooperatively with peers	P works cooperatively with peers
P experiences difficulty in working cooperatively with peers	P treats others courteously	P uses constructive strategies in small group discussions (e.g. invites other group members to contribute; asks questions to clarify a point; negotiates to find a basis for agreement)	P uses constructive strategies in small group discussions (e.g. invites other group members to contribute; asks questions to clarify a point; negotiates to find a basis for agreement)
P treats others insensitively (with regard to gender, sexuality, race, age, or culture)		P follows up on others' ideas, and recognizes the validity of different points of view in group discussions or problem-solving activities	P follows up on others' ideas, and recognizes the validity of different points of view in group discussions or problem-solving activities
		P works with members of the group to establish clear purposes and procedures for solving problems and completing projects	P works with members of the group to establish clear purposes and procedures for solving problems and completing projects
		P treats others courteously	P treats others courteously

MINI-UNIT

Group Evaluation Report

Names _____

Unit _____

N.B. Please submit one copy with unit overview.

Group members demonstrated the following:

- P an ability to work cooperatively on the research process and development of the unit overview
- P knowledge of ways to shape instruction so that it integrates literacy and content learning to support student learning in the subject discipline ways
- P capacity to reflect on implications of the assignment for practice

Holistic Evaluation**□ 15**

MINI-UNIT

Assessment (Instructor)

Names _____

Unit _____

	1 5-6.5	2 7-8	3 8-8.5	4 9-10
Process (based on observation, conferencing, and completed GPO) P articulates expectations/content/critical questions and procedures for solving problems and completing the unit P uses Research Quest model effectively to consider appropriate resources and scaffolding to promote student learning of concepts/content/metacognitive awareness				
Presentation P provides overview of points in #3 of assignment in an interesting and informative format				
Package P demonstrates understanding of relations between theory and practice (literacy and content learning) to promote student learning P demonstrates capacity to reflect on and extend learning				
<input type="checkbox"/> 10				

Group assessment & instructor assessment 25

WEB QUEST

Assessment (Group Evaluation Report)

Names _____**Web Quest** _____*N.B. Please submit one copy with unit overview.*

Upon completion of your Web Quest, please meet with your group to complete the Web Quest Evaluation Rubric available at <http://webquest.sdsu.edu/webquestrubric.html>

Download and complete the evaluation as a group. Submit your completed evaluation along with your paper copy of your web quest on the day of your presentation.

Group Evaluation **10**

WEB QUEST

Assessment (Instructor)

Names _____

Web Quest _____

	1 5-6.5	2 7-8	3 8-8.5	4 9-10
Process (based on observation, conferencing, and completed GPO) P articulates expectations/content/critical questions and procedures for solving problems and completing the web quest P uses Web Quest model effectively to consider appropriate resources and scaffolding to promote student learning of concepts/content/metacognitive awareness				
Presentation P provides overview of web quest focusing on specific web quest components outlined in the web quest assignment in an interesting and informative format				
Package P demonstrates understanding of relations between theory and practice (literacy and content learning) to promote student learning P demonstrates capacity to reflect on and extend learning				
<input type="checkbox"/> 10				

Group assessment & instructor assessment 25

GROUP PROJECT ORGANIZER

Mini-unit
RESPONSE GROUP MEMBERS

Instructions: The purpose of the organizer is to assist the response group in planning the group project. Please complete each section as your work progresses.

1 Develop a plan for how you will articulate expectations/concepts and complete the unit overview.

2 Plan your research quest² using the procedure outlined below.

P group members decide what questions they need to research and assign group members to particular tasks

- *Focus*

- ▶ What is our research challenge? Purpose?
- ▶ What are the critical questions?
- ▶ For what grade level will we plan the unit?
- ▶ What are the literacy and content demands related to the expectations?
- ▶ How will we plan our use of time?

CRITICAL QUESTIONS

- ***Find and Filter***

- ▶ Assign tasks to group members.
- ▶ Locate different types of resources.
- ▶ Decide which resources might be suitable.
- ▶ Select most appropriate resources.
- ▶ Revise research questions if necessary.

- ***Sources***

- ***Group member assigned***

- P ***Work with the Information***

- ▶ Read, view, listen
- ▶ Interpret, record, and organize
- ▶ Look for patterns, make connections
- ▶ Check for understanding
- ▶ Review, revise, reorganize, edit
- ▶ Decide which ideas should be included in your unit overview.
- ▶ Draft the overview of unit (see #3)
- ▶ Meet with instructor to have the design approved.

P ***Communicate/Present***

- ▶ Prepare a 15-minute presentation.

P ***Reflect***

- ▶ How did the Research Quest Model facilitate your planning?
- ▶ What did you learn about curriculum planning, development, assessment, and evaluation in your discipline?
- ▶ What worked well?
- ▶ What would you do differently next time?

P ***Complete holistic assessment scale in Assessment of Course Requirements section***

APPROVAL OF PLAN

Signature of Teacher

Date

GROUP PROJECT ORGANIZER
Web Quest

RESPONSE GROUP MEMBERS

Instructions: The purpose of the organizer is to assist the response group in planning the group project. Please complete each section as your work progresses. This organizer will be submitted along with a hard copy of your web quest.

1 Develop a plan for how you will articulate expectations/concepts and complete the web quest.

2 Plan your web quest using the procedure outlined in points 1 through 5 of the web quest assignment.

- P group members decide what questions they need to research and assign group members to particular tasks
 - **Focus**
 - ▶ What is our web quest challenge? Purpose?
 - ▶ What are the critical areas of information students need to understand to complete the quest?
 - ▶ For what grade level will we plan the web quest?
 - ▶ What are the literacy and content demands related to the expectations?
 - ▶ How will we plan our use of time?

CRITICAL QUESTIONS / RELEVANT INFORMATION

- ***Find and Filter***

- ▶ Assign tasks to group members (all need to be familiar with web quest models).
- ▶ Locate electronic resources.
- ▶ Decide which resources might be suitable.
- ▶ Select most appropriate resources.
- ▶ Revise web quest focus if necessary.

- ***Sources***

- ***Group member assigned***

P ***Work with the Information***

- ▶ Search, read, view, listen
 - ▶ Interpret, record, and organize
 - ▶ Decide which ideas should be included in your web quest overview.
 - ▶ Draft the web quest (may necessitate learning of new computer skills)
 - ▶ Meet with instructor to have the design approved.
-

P ***Communicate/Present***

- ▶ Prepare a 15-minute presentation.
-

P ***Reflect***

- ▶ How did the Web Quest Model facilitate your planning?
 - ▶ What did you learn about curriculum planning, development, assessment, and evaluation in your discipline?
 - ▶ What worked well?
 - ▶ What would you do differently next time?
-

P ***Complete web quest rubric as explained in Assessment of Course Requirements section***

APPROVAL OF PLAN

Signature of Teacher

Date

*Literacy and Learning across the Curriculum Course Outline B***Lakehead**
UNIVERSITY

2006/2007

ED-4213(FA/FB)**LITERACY AND LEARNING IN I/S CURRICULUM****COURSE DESCRIPTION**

This course is designed to prepare prospective teachers in the Intermediate/Senior divisions to understand the literacy demands of the subject disciplines and to integrate a variety of literacy approaches to support student learning. The course will examine the concepts of multiliteracies and critical literacy and will incorporate a broad range of instructional strategies and resources such as textbooks, trade books, visual representation, media, and digital texts as they apply to learning across the curriculum. Participants will have opportunities to consider the implications for planning, development, implementation, and evaluation in their subject discipline.

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 and is the foundation for this course. The principles of the Ontario College of Teachers' (OCT) *Foundations of Professional Practice* have been embedded in the learning expectations for this course.

COURSE EXPECTATIONS

Teacher candidates will:

- 1) Demonstrate knowledge of the theoretical framework underlying literacy learning across the curriculum.
- 2) Explore a broad range of instructional strategies and resources for promoting student learning in subject disciplines.
- 3) Understand the nature of scaffolding to promote learners' development of concepts, content, and metacognitive awareness of strategies they can use to further their learning.
- 4) Acquire knowledge, skills, and strategies in the planning, development, implementation, and evaluation of conceptual units which recognize the literacy demands of the subject and integrate content teaching with appropriate literacy approaches to promote student learning.
- 5) Reflect on the implications for successful student learning of literacy learning across the curriculum, particularly as this relates to their subject discipline.

COURSE TOPICS

- Rationale for integrating literacy and learning in content areas
- Theoretical framework underlying literacy and learning across the curriculum
- Defining terms: multiliteracies, texts, literacy demands in subject disciplines, scaffolding student learning
- Assessing Literacy Skills
- Instructional strategies for oral communication, reading and writing
- The Ontario Secondary School Literacy Test (OSSLT)
- Computer Literacy
- Analysis of I/S curriculum documents
- Resources
- Curriculum planning development, implementation, and evaluation

REQUIRED TEXT

Ministry of Education and Training. (2003). *Curriculum Documents: Think Literacy, Cross Curricular Approaches, Grades 7-12*. ISBN 0-7794-5426-X

RESOURCES

Jones, Donald M. (1994). *Tutoring: One to One, Reading, Writing, and Relating*. Peterborough: Paedagogus.
ISBN0-9698010-0-9.

Ministry of Education and Training Curriculum Documents:

Specific subject documents and exemplars as they pertain to the teacher candidates' teaching subjects.

Rees, Diana, et al. (1994). *First Steps, Reading Resource Book*. Portsmouth, NH: Heinemann. ISBN 0-435-07255-2

----- (1994). *First Steps Reading Developmental Continuum*. Portsmouth, NH: Heinemann. ISBN 0-435-07253-6.

ASSESSMENT AND EVALUATION

Professionalism (10%)

This mark reflects the student's participation, attendance and deportment during the course. As a teacher candidate it is expected that the student models those behaviours which are respectful of all learners and the learning environment. This includes competency in oral and written expression and adherence to assignment due dates. The instructor reserves the right to refuse assignments which do not comply with assignment requirements.

(Refer to Professional Year Grading Policy, General Expectations.)

Exam (30%)

There will be a final exam based on the course lectures, readings, presentations and discussions. The exam will consist of two parts of equal value: multiple choice questions and one essay question. There will be a choice of topics for the essay question. Correctness of written expression will be evaluated in the essay question.

Group Lesson Plan Presentation (30%) Due: Schedule to be developed

As a group or with a partner (depending on class size), the teacher candidate will present a literacy lesson to the class. The lesson must model one of the strategies illustrated in *Think Literacy, Cross Curricular Approaches, Grades 7-12*, strategy to be drawn by lottery. The content of the lesson should reflect one of the group member's teaching subject and be directed at applied or college or essential/workplace level courses. The class will assist by role-playing high school students.

This assignment includes a written lesson plan and an individual reflection (one page or less) on teaching the lesson to the class. Each group member is responsible for his or her own reflection. The lesson plan and reflections are due the **next** class following each group's presentation. The lesson plan (the same for each group member) should be in two parts: the original lesson plan and the revised lesson plan which resulted from the feedback the group received from the class and the instructor. Further information will be provided in class.

Individual Assignment (30%) Due: October 31, 2006

Choose either *Assignment A* OR *Assignment B* but not both!

Assignment A:

This assignment requires the teacher candidate to determine a child's reading level using the *First Steps Reading Continuum* (provided). The reading experience must be documented in a written reflective report which includes observations about the reading experience and teaching strategies for assisting the child to further his or her reading skills. The teacher candidate is responsible for finding a child and obtaining parental consent to read with the child. The child may be of any age and could be a family member or an acquaintance. Details will be provided in class.

Assignment B:

This assignment requires the teacher candidate to develop a lesson plan that includes strategies for adapting a text book that is too difficult for grade 9 and 10 applied level students to read. The lesson should focus on one particular concept or chapter in the text book. The lesson must make use of a formal lesson plan template. It must also include modifications / accommodations a teacher would make for a beginning (grade 1-3 reading level) reader or a non-reader. The teacher candidate may adapt a reading strategy from the

Think Literacy text, but he / she may not duplicate the strategy from the Group Lesson Plan Presentations. Details will be provided in class.

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES

INCOMPLETE STANDING

Incomplete Standing indicates that a student has not passed a course, but that the instructor is prepared to insert a grade upon the completion of required course work or the writing of an examination. The privilege of deferring part of the work in this way will be granted only when, in the opinion of the instructor and his/her department/school, the incomplete work is a separable part of the course. Where a grade of Incomplete is recommended by the instructor and approved by the chair/director of the department/school concerned and the Dean of the Faculty, the designation "Inc" shall be temporarily entered on the student's record by the Registrar. If a student wishes to clear a grade of Incomplete from his[her] record, he [she] must make application to the Registrar within one month after the publication of the grades for the course, and pay the required fee. (*Lakehead University Calendar*, V Standing (g))

ASSESSMENT RUBRIC

The Professional Year at the Faculty of Education is the qualifying year associated with teacher certification in the Province of Ontario. As such, the standards are rigorous, and assessment is done in terms of professional competence as well as academic ability. Success in the program will require demonstration of a high level of independence, professionalism, competence, and critical thinking in integration of theory with practice.

Expectations

The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. To that end:

1. **Attendance is an expectation.** Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for *emergencies*. Students who do not attend regularly will be removed from the program.
2. **Requirements on the course outline will be used for assessment.** The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.
3. **Assessment is a reflection of academic rigour.** Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an assessment review committee re-examine a final assessment.

4. The Faculty of Education **Assessment Rubric** can be viewed below and on the education website.
(<http://education.lakeheadu.ca/wp/?pg=227>)
5. The Faculty of Education policy on **Plagiarism** can be found on the education website.
(<http://education.lakeheadu.ca/wp/?pg=185>)
6. The Faculty of Education policy on **recording student presentations** can be found on the education website.
(http://education.lakeheadu.ca/uploads/POLICY_Recording_Student_Presentations.doc)
7. The Faculty of Education policy on **Oral and Written Communication** can be found on the education website. (<http://education.lakeheadu.ca/wp/?pg=193>)
8. The Faculty of Education policy on **Exiting the Professional Year** can be found on the education website.
(http://education.lakeheadu.ca/uploads/POLICY_Exiting_Professional_Year.doc)

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete -- although not consistent in thoroughness and comprehensiveness, it is nonetheless satisfactory.	Is incomplete or inconsistent in thoroughness and comprehensiveness; only marginally satisfactory.	Is incomplete and, therefore, unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions.	Demonstrates a satisfactory understanding of content, literature and research -- shows occasional critical scrutiny re subject matter, texts, and discussions.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.

Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that it is achieved by the few students whose work goes well beyond expectations.	Is good or very good – of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable-attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

Literacy and Learning across the Curriculum Course Outline C

Lakehead
UNIVERSITY

Fall 2007

ED-4213(FA-FE)

LITERACY AND LEARNING IN THE I/S CURRICULUM

COURSE DESCRIPTION

Education 4213 (0.25 FCE) is designed to prepare prospective teachers in the Intermediate/Senior divisions to meet the literacy demands of the various subject disciplines and to integrate a variety of literacy and oracy approaches to support student learning. During the course, teacher-candidates will examine the concepts of multiliteracies and critical literacy, and will explore a broad range of instructional strategies and resources such as textbooks, trade books, visual representation, media, digital, and online texts as these are related to using language across the curriculum in the strands of viewing, representing, reading, writing, and speaking. Participants will have opportunities to consider the implications for planning, development, implementation, and evaluation in their particular subject disciplines.

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, and is the foundation for this course. The principles of the Ontario College of Teachers' (OCT) *Foundations of Professional Practice* have been embedded in the learning expectations for this course.

LITERACY – A SHARED RESPONSIBILITY (an answer to “Why do I have to take this course?”)

The key is teamwork – a whole-school, cross-curricular approach to literacy learning. When teachers of all subjects use the same proven strategies to help their students read and write in the language of their subject discipline, they build on the students' prior knowledge, and equip them to make connections that are essential for continued learning. When a math teacher demonstrates how to *skim* and *scan* for signal words to help students solve complex math problems, these skills also prepare them to read any subject text more effectively. (*Think literacy, cross-curricular approaches, Grades 7-12, p. 1*)

COURSE EXPECTATIONS

In Education 4213, Intermediate-Senior teacher-candidates from various subject disciplines will

- 1) demonstrate knowledge of the theoretical framework underlying literacy learning across the curriculum.

- 2) explore and learn how to apply a broad range of instructional strategies and resources for promoting student learning in subject disciplines.
- 3) understand the nature of scaffolding to promote learners' development of concepts, content, and metacognitive awareness of strategies they can use to further their learning.
- 4) acquire knowledge, skills, and strategies in the planning, development, implementation, and evaluation of conceptual units which recognize the literacy demands of the subject and integrate content teaching with appropriate literacy approaches to promote student learning.
- 5) reflect on the implications for a student's successful literacy learning across the curriculum, particularly as this subject relates to the teacher-candidate's I/S subject disciplines (two are assumed).

COURSE TOPICS

- Rationale for integrating literacy and learning in content areas
- Theoretical framework underlying literacy and learning across the curriculum
- Defining terms: multiliteracies, texts, literacy demands in subject disciplines, scaffolding student learning, oracy, written expression, Constructivism
- Assessing Literacy Skills in a variety of ways, particularly through writing and speaking
- Instructional strategies for oral communication (oracy), reading, and writing
- The Ontario Secondary School Literacy Test (OSSLT) for Grade Tens
- Computer Literacy
- Analysis of relevant I/S curriculum documents
- Resources: trade, Ministry, and academic
- Curriculum planning development, implementation, and evaluation.

REQUIRED TEXT

Ministry of Education and Training. (2003). *Think literacy, cross-curricular approaches, Grades 7-12*. Toronto: Queen's Printer for the Province of Ontario. ISBN 0-7794-5426-X

ADDITIONAL RESOURCES (may be referred to in class discussions and lectures):

Allan, K. K., and Miller, M. S. (2000). *Literacy and learning: Strategies for middle and secondary school teachers*. Boston and New York: Houghton Mifflin.

Alvermann, D. E., & Phelps, S. F. (2002). *Content reading and literacy*. Toronto & Boston: Allyn & Bacon.

Barrow, R. (1983). *Language and thought: Re-thinking language across the curriculum*. London, ON: Faculty of Education, University of Western Ontario.

- Brozo, G. W. & Simpson, M. L. (2003). *Readers, teachers, learners*. 4th edition. Upper Saddle River, NJ: Merrill Prentice-Hall.
- Bruner, J. F., & Campbell, J. J. (1978). *Participating in secondary reading*. Englewood Cliffs, NJ: Prentice-Hall.
- Crowhust, M. (1994). *Language and learning across the curriculum*. Scarborough, ON: Allyn & Bacon Canada.
- Getting started with integrating ICT: A guide for teachers*. (2002). Ministry of Education, British Columbia. Accessed 6 May 2007. Pdf doc. available from: www.bced.gov.bc.ca/technology/documents/getstart.pdf
- Gunning, T. G. (2003). *Building literacy in the content areas*. Boston and Toronto: Allyn & Bacon, Pearson Education.
- Jones, D. M. (1994). *Tutoring: One to on: Reading, writing, and relating*. Peterborough: Paedagogus.
ISBN0-9698010-0-9.
- McLaughlin, M., & DeVogd, G. L. (2004). *Critical literacy: Enhancing students' comprehension of text*. Toronto: Scholastic.
- Moore, D. W.; Moore, S. A.; Cunningham, P. M.; and Cunningham, J. W. (2003). *Developing readers and writers in the content areas K-12*. Toronto: Pearson Education.
- Morris, A. & Stewart-Dore, N. (1984). *Learning to learn from text: Effective reading in the content areas*. North Ryde, NSW, and Singapore: Addison-Wesley.
- Roe, B. D., Stoodt, B. D., & Burns, P. C. (2001). *Secondary school literacy instruction: the content areas*. New York & Boston: Houghton Mifflin.
- Singer, H., and Dolan, D. (1989). *Reading and learning from text*. 2nd edition. Hillsdale, NJ: Lawrence Erlbaum.
- Rees, D., et al. (1994). *First steps: Reading resource book*. Portsmouth, NH: Heinemann.
ISBN 0-435-07255-2
- (1994). *First steps: Reading developmental continuum*. Portsmouth, NH: Heinemann.
ISBN 0-435-07253-6.
- Vacca, R. T., Vacca, J. L., & Begoray, D. L. (2005). *Content area reading: Literacy and learning across the curriculum*. Toronto: Pearson Education Canada.

Other Ministry of Education and Training Curriculum Documents:

Specific subject documents and exemplars as they pertain to the teacher-candidates' teaching subjects.

Early Reading Expert Panel, Ontario Ministry of Education. *Early Reading Strategy*. (2003). Toronto: Queen's Printer. ISBN 0-7794-4092-7-03-337.

Ontario Education. (2005). *Many roots, many voices: Supporting English language learners in every classroom. A practical guide for Ontario educators*. Toronto: Queen's Printer. ISBN 0-7794-9033-9.

Ontario Education. (2004). *Me read? No way!* Toronto: Queen's Printer. ISBN 0—7794-7014-1-04-301.

ASSESSMENT AND EVALUATION

Contribution and Attendance * (10%)

This mark reflects each student's participation and contribution to the class, as measured through short individual and small group assignments. As a teacher-candidate, each member of the class will model those behaviours which are respectful of the instructor, other learners, and the learning environment. The instructor reserves the right to refuse assignments which do not comply with assignment requirements and the Professional Year Rubric (refer to The Faculty of Education's "Professional Year Grading Policy," General Expectations). * **Note:** attendance per se will not be rewarded, although attendance will be recorded.

Expectations: The teacher-candidate will

- complete readings from the course texts and any related literature and **BE PREPARED** to discuss them in class. A variety of teaching strategies will be used to facilitate teacher-candidates' comprehension of the material.
- contribute to in-class discussions.
- collaborate with peers on the development and completion of tasks/projects.
- arrive punctually for **ALL** classes. No student may miss more than **ONE CLASS**. Please advise the instructor in writing (via e-mail) of exceptional circumstances affecting attendance, preferably in advance.

Open-Book Final Examination (30%)

*This exam will be administered by permission of the Dean and the Chair of Undergraduate Studies in Education on the last meeting of each section as the time for the exam, (taking into account the lost Thanksgiving Monday: **Thursday, November 8, for sections FA and FE**; all other sections will have their finals in the preceding week--i. e., FB Tuesday, 30 October; FC and FD Thursday, 1 November.*

The open-book final examination will be based directly on the course lectures, readings, presentations, and discussions. The exam will consist of two parts: multiple-choice questions (worth 10%) and one essay response (20%). Students will be permitted a choice of

topics for the essay section, in which content and correctness of written expression will be evaluated as per the Professional Year Rubric. Students will be permitted use of books, handouts, handwritten notes, and Ministry materials; since the internet will not be a legitimate resource, students are advised to download whatever they feel they will require. Many of the multiple-choice questions will be based on lecture and presentation material. The essay questions will be based on the major divisions in the *Think Literacy* text.

**Group Lesson Plan Presentation (30%)
for weeks 3-8**

Six-Session Schedule to be developed

Working in a small group (number to be determined by class size *), each teacher-candidate will present a literacy lesson on his/her subject discipline to the class. The lesson must model one of the strategies illustrated in *Think Literacy, Cross Curricular Approaches, Grades 7-12*, strategy to be drawn by lottery. The content of the lesson should reflect the group's teaching subject and be directed at **Mixed Stream, Applied, College** or **Essential/Workplace** level courses. These are the areas to be covered:

- a. Getting Ready to Read: previewing and analyzing a text; creating a Word Wall.
- b. Engaged in Reading: context, making inferences, mapping, and note-taking.
- c. Before Reading: asking questions, providing advance organizers, tapping prior knowledge.
- d. During Reading: making inferences, visualising, making connections, note-taking.
- e. After Reading: asking questions, finding main ideas, reviewing, applying knowledge.
- f. Writing and Presenting: mapping, webbing, rapid writing, the writing process.

* If class size so dictates, more than six groups (maximum number = 3, minimum number = 2) will be created from the various I/S subject disciplines represented in the class.

As a group, prepare a graphic overview of the lesson for presentation to the class. The overview should include these elements:

- P expectations (concepts and skills to be learned)
- P grade level(s) and subject
- P analysis of literacy demands (writing, reading, speaking, listening, representing)
- P description of the lesson, including what happened before and what will happen afterward
- P organization, broken down by tasks and number of minutes to be allocated to each
- P resources (textbook/electronic texts/trade books/films/handouts)
- P minimum of two literacy strategies (articulated in the Vacca et al. /or *Think Literacy* text)
- P indicate what steps you will take to promote metacognitive awareness
- P one strategy for formative evaluation (try it on the class)
- P one strategy for summative evaluation (related to the initial expectations).

Be sure to indicate what the students will be doing in specific terms, and give the class an opportunity to experience some of the strategies you have identified. (**Time:** 30-45 minutes maximum)

This assignment includes a written lesson plan and individual reflections of one page by each group member on teaching the lesson to the class. Each group member is responsible for his or her own reflection. The lesson plan and reflections are due the **next** class following each group's presentation. The collaboratively-developed lesson plan submitted should have two parts: (i) the original lesson plan, and (ii) the revised lesson plan which resulted from the feedback the group received from the class and the instructor. Further information will be provided in class.

The individual reflection of **250-500 words** should address the question, "What could possibly go wrong with the delivery of this lesson? What steps could you take to address these problems before they occur?"

Individual Assignment (30%) Due: October 26, 2007

The teacher-candidate will develop a single lesson plan (for a one-hour or 90-minute class) that includes strategies for adapting a textbook that is too difficult for grade 9 and 10 Applied level students to read. The lesson should focus on one particular concept or chapter in the textbook. The lesson must make use of a formal lesson-plan template. It must also include modifications / accommodations that a teacher would make for a struggling reader or an ESL student. Although the teacher-candidate may adapt a reading strategy from *Think Literacy* (2003), he / she may not merely duplicate a strategy from the Group Lesson Plan Presentations.

Course Evaluation at a Glance: Assignments and Due Dates

Assignment	Due Date	% Final Grade	Evaluated By
Readings and Participation, individual and small group responses in class	Ongoing	10%	Instructor
Individual Assignment: lesson plan based on subject-area literacy issues	26 October	30%	Instructor
Group Project based on subject-area literacy issues	Weeks 3 through 8	30%	Instructor (25%) Individual reflection (inc. self-rating), 5%
Final (open-book) exam based on literacy issues and strategies in readings and presentations: m.c. questions and essay.	Week 9	30%	Instructor (30%)

RELATED LAKEHEAD UNIVERSITY and FACULTY OF EDUCATION POLICIES

INCOMPLETE STANDING

Incomplete Standing indicates that a student has not passed a course, but that the instructor is prepared to insert a grade upon the completion of required course work or the writing of an examination. The privilege of deferring part of the work in this way will be granted only when, in the opinion of the instructor and his/her department/school, the incomplete work is a separable part of the course. Where a grade of Incomplete is recommended by the instructor and approved by the chair/director of the department/school concerned and the Dean of the Faculty, the designation "Inc" shall be temporarily entered on the student's record by the Registrar. If a student wishes to clear a grade of Incomplete from his[her] record, he [she] must make application to the Registrar within one month after the publication of the grades for the course, and pay the required fee. (*Lakehead University Calendar*, V: Standing [g])

ASSESSMENT RUBRIC

The Professional Year at the Faculty of Education is the qualifying year associated with teacher certification in the Province of Ontario. Consequently, the standards are rigorous, and assessment is conducted in terms of professional competence as well as academic ability. Success in the program will require demonstration of a high level of independence, professionalism, competence, and critical thinking in integration of theory with practice.

Expectations

The ability to learn, understand, and retain knowledge has been demonstrated through the undergraduate degree required for entry into the Professional Year. The focus of the Professional Year is on building understanding of the issues and complexities of the teaching and learning process, and on gaining the skills necessary for becoming a successful teacher. Please abide by the following specific expectations:

1. **Attendance is an expectation.** Courses are based on reflection, discussion, and interaction, much of which takes place in class. Courses may have a set limit on the number of sessions that can be missed for ANY reason. These permissible absences should be saved for *emergencies*. Students who do not attend regularly will be reported to the Chair of Undergraduate Studies, and probably removed from the program.
2. **Requirements on the course outline will be used for assessment.** The course outline and assessment rubric make expectations and deadlines explicit. Late assignments are accepted only under rare, documentable circumstances. Students cannot redo assignments, rewrite exams, or make additional submissions to boost a mark once a *summative* assessment has taken place.
3. **Assessment is a reflection of academic rigour.** Only in instances where there is unusual disparity among marks or abnormal inconsistency in outcomes will an assessment review committee re-examine a final assessment.

4. The Faculty of Education **Assessment Rubric** can be viewed below and on the education website.
(<http://education.lakeheadu.ca/wp/?pg=227>)
5. The Faculty of Education policy on **Plagiarism** can be found on the education website.
(<http://education.lakeheadu.ca/wp/?pg=185>)
6. The Faculty of Education policy on **recording student presentations** can be found on the education website.
(http://education.lakeheadu.ca/uploads/POLICY_Recording_Student_Presentations.doc)
7. The Faculty of Education policy on **Oral and Written Communication** can be found on the education website. (<http://education.lakeheadu.ca/wp/?pg=193>)
8. The Faculty of Education policy on **Exiting the Professional Year** can be found on the education website.
(http://education.lakeheadu.ca/uploads/POLICY_Exiting_Professional_Year.doc)

Please note that every member of the class is expected to have completed the assigned reading from the text for each class meeting.

Presentation Rubric

Names of Group Evaluated: _____

Name of student-evaluator.....(optional)

Scale: *Good (5), Above Average(4), Average (3), Poor(1), Not Evident (0).*

1. Evident knowledge of subject..	..	5	4	3	2	1	0
2. Evident organization and preparation..	..	5	4	3	2	1	0
3. Use of audio-visual aids and extensions..	..	5	4	3	2	1	0
4. Clarity (Did the audience understand it?)	..	5	4	3	2	1	0
5. Involvement of the class in activity..	..	5	4	3	2	1	0
6. Overall impression: Interesting? Informative?		5	4	3	2	1	0

Comments and Questions Arising from the Presentation (below) Total: ___/30

SELF-ASSESSMENT FORM (to be completed by presenters *only*)

Team Name _____ (creates team spirit).

Presenter's Name.....

Your Group's Task.....

Directions: Rate your *perception* of your group's work by circling one of the numbers in the scale (from 1 to 5) that best measures your response to the questions stated. Answer the subjective questions in several sentences. ____/45

Criterion	Not Very Effective	Somewhat Effective	Average	Definitely Effective	Completely Effective
1. How would you rate the overall effectiveness of your presentation?	1	2	3	4	5
2. How effective was the assignment in getting you interested in the subject and guiding your work?	1	2	3	4	5
3. How effectively did your group work together by the conclusion of the assignment?	1	2	3	4	5
4. How well did all group members participate?	1	2	3	4	5
5. How democratically did your group's members behave? Did members take equal responsibility for the group's work?	1	2	3	4	5
6. How effective was the group in considering the ideas that you contributed?	1	2	3	4	5
7. How effectively did everybody in the group talk and work together?	1	2	3	4	5
8. How effective were you in encouraging others to speak and become involved?	1	2	3	4	5
9. How would you rate your group's attitude towards the work?	1	2	3	4	5

10. What did you learn from this experience? What would you not have been able to accomplish working alone?

	Level 4/5: 80% to 100% (A- to A+) Indicates work that:	Level 3: 70% to 79% (B- to B+) Indicates work that:	Level 2: 60% to 69% (C- to C+) Indicates work that:	Level 1: 50% to 59% (D- to D+) Indicates work that:	Level 0: below 50% (F) Indicates work that:
Quality	Is exceptional, exemplary, complete, thorough, and comprehensive.	Is complete, thorough, and comprehensive.	Is mainly complete-- although not consistent in thoroughness, and comprehensiveness; it is, nonetheless, generally satisfactory.	Is incomplete and/or inconsistent in thoroughness, and comprehensiveness; only marginally satisfactory.	Is incomplete; therefore, in terms of a grasp of the material, the work is unsatisfactory.
Content	Demonstrates a superb and comprehensive understanding of content, literature, and research -- shows a consistent application of a high level of critical scrutiny to the subject matter, texts, and discussions, with outstanding control of written expression.	Demonstrates a comprehensive understanding of content, literature, and research -- shows a regular application of critical scrutiny to the subject matter, texts, and discussions, with a reasonable degree of mastery demonstrated in written expression.	Demonstrates a satisfactory understanding of content, literature and research -- shows occasional critical scrutiny re subject matter, texts, and discussions, with acceptable written expression.	Demonstrates limited understanding of the content, literature, research, subject matter, and texts, with weak acceptable written expression.	Demonstrates insufficient understanding of the content, literature, and research, subject matter, and texts.
Expression	Demonstrates exceptional ability to integrate and articulate ideas persuasively and fluently; exceptional clarity in written and/or oral language.	Demonstrates ability to integrate and articulate ideas; shows a reasonable written and/or oral mastery of language.	Demonstrates some ability to integrate and express ideas; satisfactory written and/or oral language.	Demonstrates limited ability to integrate and express ideas; marginal written and/or oral language.	Demonstrates insufficient ability to integrate and express ideas; unsatisfactory written and/or oral language, often verging on the incoherent.
Level of Engagement	Demonstrates a level of personal engagement, reflection, and self-initiation, which exceeds expectations.	Demonstrates personal engagement and self-initiation, and meets expectations.	Suggests some personal engagement and self-initiation, and meets most expectations.	Suggests minimal engagement and barely meets expectations.	Suggests insufficient engagement.
Expectation	Is so outstanding that it is achieved by the few students whose work goes well beyond expectations.	Is good or very good -- of a high standard met by many Education students.	Is satisfactory of a standard met by many Education students.	Is barely acceptable--attained by a few Education students whose difficulties /distractions interrupted performance.	Does not meet even the basic requirements.

Early Reading Expert Panel, Ontario Ministry of Education. *Early Reading Strategy*. (2003). Toronto: Queen's Printer. ISBN 0-7794-4092-7-03-337.

Goals of Reading Instruction

Reading is the process of *constructing meaning from a written text*. Effective early reading instruction enables all children to become fluent readers who comprehend what they are reading, can apply and communicate their knowledge and skills in new contexts, and have a strong motivation to read.

The framework in figure 1 identifies three main goals for reading instruction:

Fluency is the ability to identify words accurately and read text quickly with good expression. Fluency comes from practice in reading easy books about familiar subjects. These texts primarily contain familiar, high-frequency words so that the child will encounter few unfamiliar words. As children develop fluency, they improve in their ability to read more expressively, with proper phrasing, thus gaining more of the text's meaning.

- *Comprehension* is the ability to understand, reflect on, and learn from text. To ensure that children develop comprehension skills, effective reading instruction builds on their prior knowledge and experience, language skills, and higher-level thinking.
- *Motivation* to read is the essential element for actively engaging children in the reading process. It is the fuel that lights the fire and keeps it burning. Children need to be immersed in a literacy-rich environment, filled with books, poems, pictures, charts, and other resources that capture their interest and make them want to read for information and pleasure.

These three goals are interconnected, and the strategies for achieving them work together synergistically.

Knowledge and Skills for Reading

Children need to learn a variety of skills and strategies in order to become proficient readers. In the earliest stages, they need to understand what reading is about and how it works — that what can be spoken can also be written down and read by someone else. Some children will have already grasped the basic concepts before entering school, but many will need explicit instruction to set the context for reading. When children first experience formal reading instruction in school, they need to learn specific things about oral language, letters, and words. They need to understand how print works, and be able to connect print with the sounds and words in oral language. Once they can demonstrate these skills, the emphasis shifts to developing fluency. Fluency at this level involves recognizing words in text quickly and without effort. (pp. 13-14)

Question for Whole-Class Discussion:

If the goal of the Primary Division is to develop fluent readers, why do some children arrive at secondary school with extremely underdeveloped word-recognition and decoding skills?

A Sample Science-Mathematics Interest Inventory for Secondary School Students

In your best printing, please respond to the following questions.

Your first name: _____ Your last name: _____ TA: _____

Your home phone number: _____ Your birth date and year: _____

Contact Parent or Guardian _____

(please include Dr/Mr/Mrs/Ms/Miss, and state relationship to you) _____

Your e-mail: _____

Your contact's e-mail: _____

What were the last science and math courses you have completed?

Do you have access to the Internet at home or somewhere *other than* school? _____

Do you have a part-time job? _____ If so, where? _____

Number of hours per week _____

Do you have a relative or know someone who works or has worked in a "Science Environment" or in a mathematics-related field? If so, give some details.

Would this person be comfortable speaking about his/her profession? _____

What, if any, are your primary concerns about enrolling in this course?

Your responses to the follow inquiries are OPTIONAL; however, I very much appreciate your responding.

What is your favorite subject, and why?

Circle your favorite branch of science: Mathematics, Biology, Chemistry, Physics, Geology, Botany, Other: _____

What has been your most **positive** educational experience?

What is your biggest pet peeve about the school system?

List your favorite musical groups, artists and/or

DJ's: _____

Last movie you have seen: _____ Thumbs up or down? _____

Favorite movie ever seen:

Is there anything you would like me to know about yourself or do you have other questions that are pertinent to this course?

GROUP DISCUSSION QUESTIONS:

What is or seems to be the purpose of this inventory sheet?

What further information would you and your fellow subject discipline group members ask for, and why?

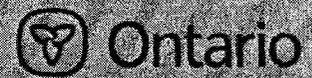
FILE CARD

Please fill in the file card with the following information:

1. Your name in full—underline the first name you prefer used.
2. Lakehead University student number
3. E-mail address and (optional) local phone number.
4. Majors or honours area(s) of study
5. High school graduate: school, place, date.
6. University or college graduation: degree, name, place, date.
7. Post-secondary English, creative/technical writing, and theatre/drama courses taken beyond first year **OR** last English course taken.
8. (A) Last book read and (B) favourite writer.
9. Subject(s) and grade(s) you intend to teach.
10. Concerns you would like addressed in this course.

SAMPLE FILE CARD

1. Allingham, Philip Victor
2. UBC 000347642; U.Vic 694078
3. Philip.Allingham@Lakeheadu.ca 807-343-8897
4. Classics minor, Honours English
5. Magee Secondary, Vancouver, B. C., June, 1964.
6. Hon. B. A., University of B. C., Vancouver, May, 1968.
7. "Comparative Literature: The Epic" @ UBC (May, 1982).
8. Mary Elizabeth Braddon's *Aurora Floyd, 1862-3* (rpt. Peterborough, ON: Broadview, 1998); Dickens & Hardy.
9. English Literature 12, Academic Stream English 11-12, Latin 11-12, and Western Civilisation 12.
10. Teaching dramatic texts, converting rubric-based marks to percentages, grammar.



Think

LITERACY

Cross-Curricular Approaches
Grades 7-12

2003

READING • WRITING • COMMUNICATING

If your students are struggling with

Reading for Meaning	Reading Textbooks	Subject-specific Vocabulary	Identifying Key Words and Ideas
<p style="text-align: center;">Go to ↓</p> <p>R - Using Context to Find Meaning</p> <ul style="list-style-type: none"> - Anticipation Guide - Drawing Conclusions <p>W - Supporting the Main Idea</p> <ul style="list-style-type: none"> - Setting the Context - Asking Questions to Revise Writing <p>O - Jigsaw</p> <ul style="list-style-type: none"> - Determining Key Ideas - Triangle Debate - Discussion Web 	<p style="text-align: center;">Go to ↓</p> <p>R - Visualizing</p> <ul style="list-style-type: none"> - Previewing a Text - Analysing Features of a Text - Finding Organizational Patterns - Finding Signal Words - Extending Vocabulary - Sorting Ideas Using a Concept Map - Making Judgements - Reading Informational Texts - Reading Graphical Texts - Reading Literary Texts - Following Instructions - Using Context to Find Meaning <p>O - Jigsaw</p> <ul style="list-style-type: none"> - Determining Key Ideas 	<p style="text-align: center;">Go to ↓</p> <p>R - Extending Vocabulary</p> <p>W - Webbing, Mapping and More</p> <ul style="list-style-type: none"> - Adding Details <p>O - Take Five</p> <ul style="list-style-type: none"> - Place Mat - Jigsaw - Determining Key Ideas - Triangle Debate 	<p style="text-align: center;">Go to ↓</p> <p>R - Most/Least Important Idea(s) and Information</p> <ul style="list-style-type: none"> - Sorting Ideas Using a Concept Map <p>W - Webbing, Mapping and More</p> <ul style="list-style-type: none"> - Supporting the Main Idea - Adding Details <p>O - Think/Pair/Share</p> <ul style="list-style-type: none"> - Take Five - Place Mat - Jigsaw - Triangle Debate - Determining Key Ideas
<p>R - Reading Strategies W - Writing Strategies O - Oral Communication</p>			

If your students are struggling with . . .

Identifying Purposes for Writing	Making Connections to Own Lives	Making Inferences	Writing Conventions
<p style="text-align: center;">Go to ↓</p> <p>R - Making Notes</p> <p>W - Setting the Context - Using Templates - Webbing, Mapping and More - Reorganizing Ideas - Asking Questions to Revise Writing</p> <p>O - Presentation Modelling</p>	<p style="text-align: center;">Go to ↓</p> <p>R - Visualizing - Anticipation Guide - Responding to Text - Drawing Conclusions</p> <p>W - Adding Content - Rapid Writing</p> <p>O - Think/Pair/Share - Timed Retell - Place Mat - Discussion Web - Discussion Etiquette - Group Roles - Four Corners - Triangle Debate</p>	<p style="text-align: center;">Go to ↓</p> <p>R - Using Context to Find Meaning - Reading Between the Lines</p> <p>O - Place Mat - Discussion Web - Triangle Debate - Think/Pair/Share</p>	<p style="text-align: center;">Go to ↓</p> <p>W - Reorganizing Ideas - Peer Editing - Proofreading Without Partners</p>

R - Reading Strategies **W** - Writing Strategies **O** - Oral Communication

Curriculum and Instruction in Intermediate/Senior English Course Outline

Lakehead University, Faculty of Education,
Education [Ed] 4280 (each 4.0 hours per week for both nine-week terms)
Curriculum and Instruction in English (Intermediate-Senior) 4-0; 4-0

This course is designed to prepare prospective teachers for the teaching of English literature and composition at the Intermediate and Senior levels as specified in the Ministry of Education Documents.

ED-4280: Intermediate and Senior Division English Curriculum and Instruction

This course will address theory and practice in English secondary instruction methods. It is designed to prepare prospective teachers in English literature, composition, oracy, and media literacy in the Intermediate and Senior Divisions across the open, applied, and academic types of English courses as specified in the Ontario Ministry of Education and Training guidelines. Much of the material and many of the methodologies presented stem from the instructor's thirty years of teaching Grades 8 through 12 and college freshman English in Ontario and British Columbia.

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 and the foundations for this course. The principles of the Ontario College of Teachers (OCT) document *Foundations of Professional Practice* have been embedded in the learning expectations for this course.

A. Course Objectives

These objectives are consistent with *The Ontario College of Teachers' Standards of Teaching* (1999), and include the following:

- (1) Commitment to Students and Student Learning,
- (2) Professional Knowledge,
- (3) Teaching Practice,
- (4) Leadership and Community, and
- (5) Ongoing Professional Learning.

These goals are implicit in the structure and 'theory-into-practice' philosophy of the course. As is consistent with Faculty and University policy, the course's learning outcomes are stated in *behaviouristic* terms.

During this course students will be expected to

1. develop a personal rationale for the teaching of English and to examine how this rationale relates to the professional literature and Ontario curriculum;
2. explore current issues in the teaching of English; and explore the implications of research for classroom which is designed to help all students extend and refine their linguistic competencies and performance (1-1; 5-3);
3. develop communication skills appropriate for the teaching of secondary English;
4. analyse the nature (scope, sequence, continuity, balance, and integration) of the English programme in the Intermediate and Senior Divisions to facilitate planning and implement instructional units (2-2; 3-2);
5. demonstrate an awareness of and sensitivity to the developmental language characteristics of the Intermediate (grades 7 through 10) and Senior (grades 11 through 12) Division students, and to apply such knowledge and sensitivity when student teaching (1-1; 1-2; and 2-1);
6. examine and practice, using basic course, unit, and lesson structures, as well as alternative evaluative and instructional strategies and techniques for teaching oracy, language usage, grammar, the writing process, and the various literary genres to adolescent learners (2-2; 2-3; and 3-2);
7. review the professional literature about secondary English education in order to examine the relationships between process and product across the development of oracy, of literacy, and of media studies; and to apply the findings to the assessment and evaluation of these aspects of language instruction (2-2; 2-3; 3-3; and 3-5);
8. demonstrate familiarity with the required, recommended, and optional curricular and instructional guidelines for the teaching of secondary English (2-2) issued by the Ontario Ministry of Education and Training;
9. explore methods of classroom organization and time management;
10. consider ways of improving the reading ability of secondary school students;
11. develop values and work habits which foster excellence in the teaching of English;
12. consider alternative routes for continuing personal professional growth in English language education (5-1; 5-2; and 5-3).
13. become familiar with all aspects of the Province's Secondary School English program.

I. The Secondary School English Programme

A. Literacy Development

1. Literary genres:
 - a. poetry of various kinds (narrative, lyric)
 - b. short story
 - c. drama of various kinds
 - d. essay: formal, informal, and narrative
 - e. novel.
2. Reading: process versus product (aesthetic versus efferent responses)
3. Writing: process versus product ('on-demand') approaches
4. Responding to media:
 - a. film and television: the language of vision
 - b. director as critic and interpreter; adapting text
 - c. information age skills, including decoding images and words.

B. Language Development (often integrated with Literacy Development)

1. The nature and functions of language
2. Language development and the adolescent
3. Extending and refining language competencies
 - a. Word meanings and uses
 - b. Language and syntactical structures
 - c. Literary devices: their forms and functions.
4. Oral Development (Oracy)
 - a. Conversations
 - b. Symposia
 - c. Discussions: whole class versus group
 - d. Debates: formal versus informal
 - e. Colloquies and presentations.

II. Planning and Implementing the Secondary School English Programme (again, often integrated with Literacy and Language Development topics)

A. Goals and Objectives of English Language Arts Education

B. Evaluation Techniques:

1. Formative
2. Diagnostic
3. Summative

C. Levels of Curricular Planning:

1. Programme
2. Course
3. Unit

4. Lesson--Alternative Instructional Strategies:
 - a. Teacher-centred and whole-class activities;
 - b. Individual activities, including independent study;
 - c. Collaborative (paired and group) activities.

D. Classroom Organization and Management

1. Planning activities
2. Managing instruction
3. Monitoring and reporting on student progress
4. Disciplinary tactics

E. Effective Use of Instructional Materials

1. Types of materials
2. Computer-assisted instruction
3. Selecting and evaluating materials
4. Matching curricular objectives, methods, and materials

F. Reporting Student Progress

1. For students exclusively
2. For students, parents/guardians
3. For counselors, administration, and the department.

III. Continuing Professional Development: Portfolio

The new “New Teacher Induction Program” (NTIP) requires that each recently certificated teacher in the Province of Ontario develop a professional portfolio; you can begin building yours now. Elements that you should include are a reflective biography, a list of in-service (professional development) activities attended, teaching philosophy, sample unit and lesson plans, photographs of student activities you have directed, examples of scored student work (tests, projects, and essays) with rubrics, course outlines you’ve developed, types of courses and classes you have taught, documentation regarding communication with parents of your students, teaching strategies that support the Ontario curriculum, how you are using resources that support student learning, modifying and adapting curriculum to support atypical learners, using technology to promote learning, how you are sharing your expertise and utilizing the expertise of others in your classroom practice.