

EDUC 5013Q

Research & Assessment to Improve Student Learning: Master Teacher Mentor Groups

Coordinator:

Mary Ott

E: mott2@uwo.ca

Office Hours: virtual, email for appointment

Schedule:

Day: 2 hours bi-weekly

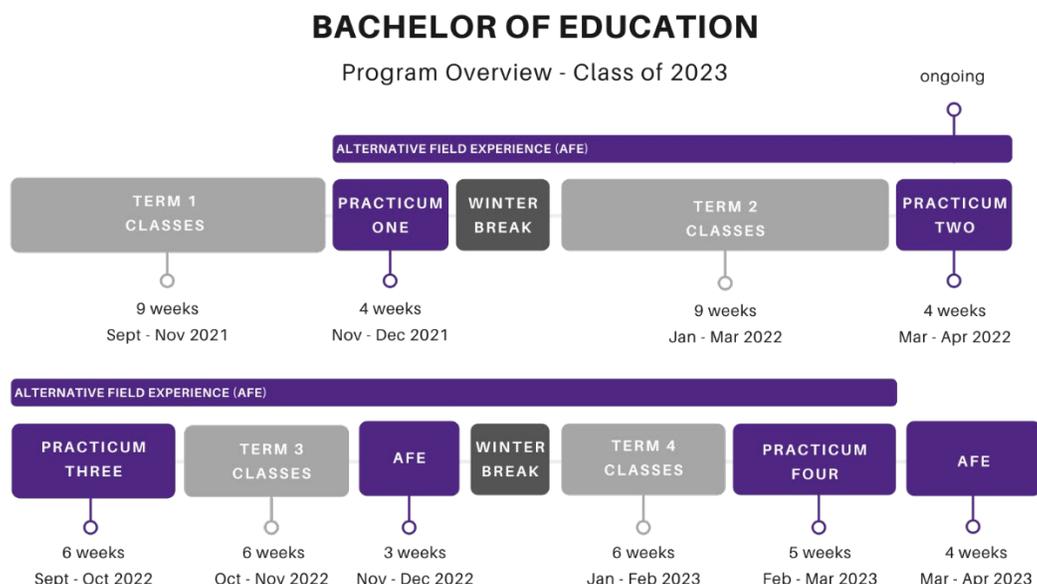
Time: Tuesday afternoons, time specific to groups

Room: varies

Full year, 10 meetings

Program Context:

This is a **Common Course** taken by Teacher Candidates during **Year 1 & 2, Full Years** of the Bachelor of Education.



Research & Assessment YEAR 1 (EDUC 5013Q YR 1)

Teacher Candidates learn how to gather information about their own students to serve in planning and assessment. They learn to use the iterative process of inquiry and data-based decision making to facilitate student learning and to use research in reflecting on their own practice. (2 hours bi-weekly, full year, 10 meetings)

EDUC 5013, also known as the Master Teacher Mentor program, is not a typical course. The MTM program models a professional learning community format to support growth in the competencies required by the Ontario College of Teachers. Candidates begin to self-direct their professional learning by applying practices of inquiry and assessment to explore standards of practice and identify next steps.

Teacher Candidates are placed in small, cross-cohort groups that meet bi-weekly over the 2 years of the teacher education program. These groups are facilitated by 'Master Teacher Mentors'. Although each week lists guiding questions and activities for the mentor groups, it is understood that the mentors will use their professional judgement to determine the needs of their group and differentiate their approach within the guidelines of the course framework.

In your MTM meetings, you will begin to develop a Professional Practice Record (PPR) and use the documentation in your PPR to prepare an Annual Learning Plan (ALP) at the end of year 1 and 2.

AFE – Alternative Field Experience

ALP – Annual Learning Plan

MTM – Master Teacher Mentor

Practicum – Classroom Practice Teaching

T2P – Transition to Professional Practice Learning Opportunities

The PPR

The Professional Practice Record is not a 'thing', it is a 'habit' of collecting and reflecting on evidence of practice. Creating your PPR and sharing the process in the MTM meetings is intended to develop habits of documentation, reflection, inquiry, and adaptation that are essential to the profession. The process of developing a PPR will help new teachers work towards a deep understanding of the Ethical Standards and

Standards of Practice for the Ontario College of Teachers (OCT):

<https://www.oct.ca/-/media/PDF/Standards%20Poster/OCTStandardsFlyerENPUBLISH.pdf>

Your PPR can document examples of learning from the many opportunities across the Bachelor of Education program, including course work, practicum, transition to practice workshops, and alternative field experiences. While formatting guidelines will be provided, Candidates are encouraged to see their PPR as a work in progress that will change over time and be unique to their learning experiences and goals.

The ALP

At the end of year 1 and 2, Teacher Candidates develop an Annual Learning Plan by reflecting on evidence of learning in their PPR and planning next steps for professional goals with feedback from the mentor group.

Preparing the ALP is an opportunity to consolidate learning from across the Bachelor of Education program to be focused and intentional about next learning opportunities. Participation in ongoing professional learning and the development of ALPs is required of all teachers in Ontario. The MTM program is designed to scaffold Teacher Candidates into expectations of the New Teacher Induction Program (NTIP) and Teacher Performance Appraisal: <http://www.edu.gov.on.ca/eng/teacher/induction.html>

Number of Credits : 0.25

Number of Weeks: 18

Week 1: Introduction to your MTM Group (Tues Sept 7)

- What are teachers' professional responsibilities?
- What are our responsibilities* to each other?
- *Responsibilities to each other are related to professional responsibilities. They include collegial dialogue, the ability to be a critical friend and co-inquirer, and confidentiality. Learning in a professional community requires the development of relationships for constructive interaction. For this reason, passing the course depends on consistent attendance of MTM meetings.

Missing more than more 2 meetings per year may result in delayed program completion or withdrawal from the Bachelor of Education program.

Learning Activities

Type	Name	Description
Class Meeting	Meeting 1	<ul style="list-style-type: none"> • Group icebreakers and norms for meetings and participation • Review course syllabus and materials in Owl. Generate questions for program orientation to EDUC 5013 for next session.
	Activities	<ul style="list-style-type: none"> • Shared reading and discussion of OCT standards of practice and ethical standards. Begin to pose questions about teaching and assessment.

Week 2: T2P Week (Tues Sept 14)

- T2P Schedule will be shared via OWL BEd Class site.

Week 3: Orientation to EDUC 5013 (Tues Sept 21)

- What are the expectations for my PPR and ALP?
- How can my group and mentor help?

Learning Activities

Type	Name	Description
Class Meeting	Meeting 2	<ul style="list-style-type: none"> • Mandatory Zoom webinar for all Teacher Candidates at 12:30 pm (link will be provided) • Independent review of orientation PowerPoint and materials referenced in Owl course site for EDUC 5013
	Activities	<ul style="list-style-type: none"> • Regularly scheduled group meetings will follow the 1 hour webinar

Week 4: T2P Week (Tues Sept 28)

- T2P Schedule will be shared via OWL BEd Class site.

Week 5: Developing an Inquiry Mindset towards Practice (Tues Oct 5)

- What are my questions about the OCT competencies?
- What are the assumptions in my questions? Am I asking rich questions?*
- *rich questions often take time to formulate, and involve some form of inquiry process
- How can I explore these questions?
- OCT 11-15 READING WEEK

Learning Activities

Type	Name	Description
		Potential Learning Activities
		<ul style="list-style-type: none">• Question posing using Q-chart• Possible questions for breakout groups: Give an example of a teacher in your past who demonstrated one of the competencies – how do you know? What is the most important competency or ethical standard* in your opinion? – defend your point of view
Class Meeting	Meeting 3 Activities	<p>*The Ontario College of Teachers is currently engaging in an inquiry process (focus group consultations) to update the ethical standards. Their rich question: What needs to be made explicit in the ethical standards to promote an anti-oppressive stance in professional practice?</p>

Week 6: Assessment as Inquiry (Tues Oct 19)

- What are the principles* of assessment?
- How is assessment related to teaching? How is it related to inquiry?
- How can I come to fully understand and practice the 7 principles?
- *"The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional

decisions, promote student engagement, and improve student learning.” (Growing Success, p. 5)

Learning Activities

Type	Name	Description
Class Meeting	Meeting 5 Activities	<ul style="list-style-type: none">• Shared reading and question posing: Growing Success page 5, Principles of Assessment• Independent Reading: Growing Success Chapter 4, Assessment for learning and as learning

Week 7: T2P Week (Tues Oct 26)

- T2P Schedule will be shared via OWL BEd Class site.

Week 8: Preparing for Learning on Practicum (Tues Nov 2)

- What are the program expectations for learning in practicum 1?
- What am I being asked to explore by my course instructors?
- What are my rich questions for practicum?
- What can I document* in my PPR?
- *Documentation refers to work samples in your PPR that show evidence of the OCT competencies. When documentation is analyzed to guide your next steps for teaching and learning, it becomes pedagogical documentation.

Learning Activities

Type	Name	Description
Class Meeting	Meeting 5	<ul style="list-style-type: none">• The office of teacher education will introduce practicum expectations through a variety of formats, including the BEd Owl site, the updated Practical Handbook, e-newsletter updates, and information sessions. Teacher candidates are responsible for knowing the expectations. The Practical Handbook includes information for the Associate Teacher about the PPR and ALP to facilitate feedback conversations and discussions about what can be documented, how, and why (for example, photos or copies of student work). This handbook is included as a resource in the EDUC 5013 Owl site resources folder and available here: https://www.edu.uwo.ca/CSW/my-program/BEd/policies.html
	Activities	<ul style="list-style-type: none">• The group meeting time can be used to compare notes and for the mentor to provide tips from their perspective on:<ul style="list-style-type: none">o how to engage professionally with the Associate Teacher (AT) and school communityo how to use questions to be intentional about learning on practicumo how to seek and use feedback effectively (see pages 9-12 in practicum handbook)

Week 9: T2P Week (Tues Nov 9)

- T2P Schedule will be shared via OWL BEd Class site.
- NOV 15-DEC 10 PRACTICUM
- DEC 13-31 HOLIDAY

Week 10: Consolidating Learning from Practicum (Tues Jan 4)

- How do our experiences map onto the OCT competencies?
- What questions were answered? What new questions do we have?

Learning Activities

Type	Name	Description
Class Meeting	Meeting 6 Activities	• Share examples of documentation and discuss how they demonstrate growth towards a competency and possible next steps

Week 11: T2P Week (Tues Jan 11)

- T2P Schedule will be shared via OWL BEd Class site.

Week 12: PPR Curation (Tues Jan 18)

- How might I organize and use my PPR to analyze next steps?

Learning Activities

Type	Name	Description
		• Independent Audit: what types of documentation, sources of documentation, and competencies are most frequent in my PPR?
Class Meeting	Week 7 Activities	• Compare notes from audit and share examples of organization strategies. Discuss possible areas for more/different documentation types and sources. Don't forget that course work, feedback from ATs, T2P certificates and AFE experiences are all valuable sources of documentation you could add to your PPR, as your understanding of the OCT competencies and ethical standards grows.

Week 13: T2P Week (Tues Jan 25)

- T2P Schedule will be shared via OWL BEd Class site.

Week 14: PPR Analysis (Tues Feb 1)

- What are my learning goals for the next practicum or for my AFE?

Learning Activities

Type	Name	Description
Class Meeting	Meeting 8 Activities	<ul style="list-style-type: none"> • Discuss goals, using evidence from PPR* to answer why this, why now? • As a group, support each other with feedback and suggestions to focus your goals and strategize next steps • Independent Work: Rough draft of ALP**
		<p>* Mentors will have different approaches to supporting their mentees in this process. A sample planning template is provided in the Owl course resources folder for ALP materials but is not required.</p> <p>** A suggested presentation format is provided in the Owl course resources folder for the ALP, along with examples of different ALPs.</p>

Week 15: T2P Week (Tues Feb 8)

- T2P Schedule will be shared via OWL BEd Class site.

Week 16: ALP Development (Tues Feb 15)

- How can I focus my ALP to be intentional about my next practicum or strategic in my self-directed learning opportunities?
- How can I be specific in communicating the kind of support or feedback I need*?
- * suggested resources in the Practical Handbook, pages 10-12 have been provided to facilitate these conversations.
- FEB 22-25 - T2P CONFERENCE WEEK

Learning Activities

Type	Name	Description
Class Meeting	Meeting 9 Activities	• Sharing draft ALPs for feedback

Week 17: T2P Week (Tues Mar 1)

- T2P Schedule will be shared via OWL BEd Class site.

Week 18: ALP Presentations for External Review (Tues Mar 8)

- What am I learning through re-viewing my plan with others?
- How is my professional learning connected to school or system learning plans?

Learning Activities

Type	Name	Description
Class Meeting	Meeting 10 Activities	<ul style="list-style-type: none">• 5 minutes to present the plan – what, how, why (using examples of documentation to support your plan)• 5 minutes to answer questions/receive feedback or suggestions from external reviewer*, mentor, and group members <p>* External reviewers are principals, superintendents, or other master teachers. The focus is NOT on evaluating the plans. They provide a fresh perspective and may offer feedback, suggest resources, or make connections from ALP goals to school or system growth plans.</p>

Assessment Activities

Type	Name	Description
Assignment	Due Wk 18: Annual Learning Plan	<p>At the end of year 1 and 2, Teacher Candidates develop an Annual Learning Plan (ALP) by reflecting on evidence of learning in their PPR and planning next steps for professional goals with feedback from the mentor group.</p> <p>Preparing the ALP is an opportunity to consolidate learning from across the Bachelor of Education program to be focused and intentional about next learning opportunities. Participation in ongoing professional learning and the development of ALPs is required of all teachers in Ontario. The MTM program is designed to scaffold Teacher Candidates into expectations of the New Teacher Induction Program (NTIP) and Teacher Performance Appraisal. (http://www.edu.gov.on.ca/eng/teacher/induction.html)</p>
Assignment	Ongoing: Professional Practice Record	<p>The Professional Practice Record (PPR) is not a 'thing', it is a 'habit' of collecting and reflecting on evidence of practice. Creating your PPR and sharing the process in the MTM meetings is intended to develop habits of documentation, reflection, inquiry, and adaptation that are essential to the profession. The process of developing a PPR will help new teachers work towards a deep understanding of the Ethical Standards and Standards of Practice for the Ontario College of Teachers (OCT).</p> <p>Your PPR can document examples of learning from the many opportunities across the Bachelor of Education program, including course work, practicum, transition to practice workshops, and alternative field experiences. While formatting guidelines will be provided, Candidates are encouraged to see their PPR as a work in progress that will change over time and be unique to their learning experiences and goals.</p>

How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: edu.uwo.ca/CSW/my-program/BEd/policies.html

Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

Support Services & Resources:



Health and Wellness
uwo.ca/health



Peer Support
westernusc.ca



Learning Skills
uwo.ca/sdc/learning



Indigenous Services
Indigenous.uwo.ca



Student Accessibility Services
sdc/uwo.ca/ssd



Writing Support
writing.uwo.ca



Financial Assistance
registrar.uwo.ca



Not sure who to ask?
Contact the Teacher Education Office at eduwo@uwo.ca