Western Education

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EDUC 5013Q
Research & Assessment to Improve Student Learning: Master Teacher Mentor Groups (Year 2)

Coordinator:

Mary Ott 002
E: mott2@uwo.ca
Office Hours: virtual, email for appointment

Schedule:

Section 002:   Tuesday afternoons, specific to group
Room: varies

Program Context:

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

BACHELOR OF EDUCATION

Program Overview - Class of 2022

ongoing

ALTERNATIVE FIELD EXPERIENCE (AFE)

TERM 1 CLASSES	PRACTICUM ONE	WINTER BREAK	TERM 2 CLASSES	PRACTICUM TWO
9 weeks	4 weeks		9 weeks	CANCELLED
Sept - Nov 2020	Nov - Dec 2020		Jan - Mar 2021	4 weeks
				Mar - Apr 2021

ALTERNATIVE FIELD EXPERIENCE (AFE)

PRACTICUM TWO	PRACTICUM THREE	TERM 3 CLASSES	WINTER BREAK	TERM 4 CLASSES	PRACTICUM FOUR	AFE
4 weeks	4 weeks	6 weeks		6 weeks	5 weeks	4 weeks
Sept 2021	Oct 2021	Nov - Dec 2021		Jan - Feb 2022	Feb - Mar 2022	Mar - Apr 2022

Syllabus Report

Research & Assessment YEAR 2 (EDUC 5013Q YR 2)

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 defined 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. Making connections between self-assessment, professional inquiry, and student assessment will also be a focus.

In your MTM meetings, you will continue to develop and share aspects of your Professional Practice Record (PPR) and use the documentation to prepare an Annual Learning Plan (ALP) at the end of year 2 focused on next professional steps.

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 competencies outlined by the Ontario College of Teachers (OCT) Ethical Standards and Standards of Practice (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. 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. Like the PPR, ALPs will be directed towards growth on or more of the 16 competencies outlined in the OCT standards of practice.

Preparing the ALP is an opportunity to consolidate learning from across the program in order to be focused and intentional about next learning opportunities. Participation in ongoing professional learning and the development of ALPs are 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 system (http://www.edu.gov.on.ca/eng/teacher/induction.html).

Glossary

AFE – Alternative Field Experience
ALP – Annual Learning Plan
MTM – Master Teacher Mentor
Practicum – Classroom Practice Teaching
T2P – Transition to Professional Practice Learning Opportunities

Number of Credits : 0.25

Number of Weeks: 12

Week 1: T2P Week (Tues Nov 2)

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

Week 2: Welcome Back to Your MTM Group (Tues Nov 9)

- What are our responsibilities* to each other?

- What is my understanding now of teachers' professional responsibilities?

- How does my practicum experience(s) map onto the OCT competencies and ethical standards?

- **Responsibilities to each other are related to professional responsibilities. They include confidentiality, collegial dialogue, and the ability to be a critical friend and co-inquirer. MTM Groups in second year have an increasing ability to leverage critical and collaborative forms of professional inquiry. Due to the co-constructed nature of EDUC 5013, passing the course depends on consistent attendance of MTM meetings.

   Missing 2 or more 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: Potential Learning Activities	• Group icebreaker and norms for meetings and participation • Review course syllabus and materials in Owl. Debrief the learning experiences between April-November, using examples from PPRs/stories of experience to make connections to the OCT competencies and ethical standards.

Week 3: T2P Week (Tues Nov 16)

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

Week 4: Developing an Inquiry Mindset towards Practice (Tues Nov 23)

- What are my questions now about the OCT competencies? Am I asking rich questions?*

- *rich questions often take time to formulate and involve some form of inquiry process.

   For example, 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?

Learning Activities		
Type	**Name**	**Description**
Class Meeting	Meeting 2: Potential Learning Activities	• Questions about teaching, learning, and assessment should be used to guide further development of the PPR and learning goals for the ALP. While TCs continue to have many practical, how-to questions about these topics, questions exploring the ethics of teaching, learning, and assessment should be encouraged. In this regard, course work in the second year is often oriented towards more critical pedagogies. • Research in the MTM program focusses on leveraging the learning possibilities through the program structure. This year our rich question is: what are the possibilities for learning from each other in K-12 groupings?

Week 5: T2P Week (Tues Nov 30)

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

Week 6: Assessment as Inquiry (Tues Dec 7)

- 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?

- *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 3: Learning Activities	• Shared reading and discussion: Growing Success page 5, Principles of Assessment • Independent Reading: Growing Success Chapter 4 (Assessment for learning and as learning) Chapter 5 (Evaluation) and Chapter 6 (Reporting Student Achievement) • Group Discussion – how does my PPR reflect my understanding of the fundamental principles and the practices outlined in chapter 4 - 6 of Growing Success? What do I need to continue to explore? (Most TCs will not get experience with report card writing due to timing of placements, but can be asking questions based on the framework).

Week 7: T2P Week (Tues Jan 4)

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

Week 8: PPR Curation & Analysis (Tues Jan 11)

- How am I organizing and using my PPR to analyze next steps? What will I start, stop, and continue?

Learning Activities

Type	Name	Description
Class Meeting	Meeting 4: Learning Activities	• Independent Audit: what types of documentation, sources of documentation, and competencies are most frequent in my PPR? • 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. *Documentation refers to work samples in your PPR that show evidence of the OCT competencies. When documentation is analyzed to guide your next steps, it becomes pedagogical documentation.

Week 9: T2P Week (Tues Jan 18)

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

Week 10: Consolidating Learning & ALP Development (Tues Jan 25)

- 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 (https://www.edu.uwo.ca/CSW/my-program/BEd/policies.html) , pages 10-12 have been provided to facilitate these conversations.

Learning Activities

Type	Name	Description
Class Meeting	Meeting 5: Learning Activities	• Sharing draft ALPs for feedback

Week 11: T2P Week (Tues Feb 1)

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

Week 12: ALP Presentations for External Review (Tues Feb 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 6: Learning Activities	• 5 minutes to present the plan – what, how, why (using examples of documentation to support your plan). See examples in OWL resources ALP folder. • 5 minutes to answer questions/receive feedback or suggestions from external reviewer*, mentor, and group members • Celebrate the end of the journey! * external reviewers are principals, superintendents, or other master teachers. They provide a fresh perspective and may offer feedback, suggest resources, or make connections from ALP goals to school or system growth plans.

Assessment Activities

Type	Name	Description
Assignment	Ongoing: Professional Practice Record	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 competencies outlined by the Ontario College of Teachers (OCT) Ethical Standards and Standards of Practice (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. 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. .
Assignment	Due Wk 12: Annual Learning Plan	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. Like the PPR, ALPs will be directed towards growth on or more of the 16 competencies outlined in the OCT standards of practice. Preparing the ALP is an opportunity to consolidate learning from across the program in order to be focused and intentional about next learning opportunities. Participation in ongoing professional learning and the development of ALPs are 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 system (http://www.edu.gov.on.ca/eng/teacher/induction.html). .

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 polices 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