

## **EDUC 5013Q-001 FW22**

### **Research & Assessment to Improve Student Learning (The MTM Program)**

#### **Instructors:**

**Mary Ott** (she, her), PhD  
(Coordinator)  
E: [mott2@uwo.ca](mailto:mott2@uwo.ca)  
**Office Hours:** by appointment

#### **Schedule:**

Mentor groups will be held on Tuesdays alternating with T2P sessions while on campus. Times and location for group meetings will be assigned by the program office and communicated by your group Mentor. Meetings will be onsite or online as determined by your Mentor's availability.

#### **Program Context:**

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.

## 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.

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.

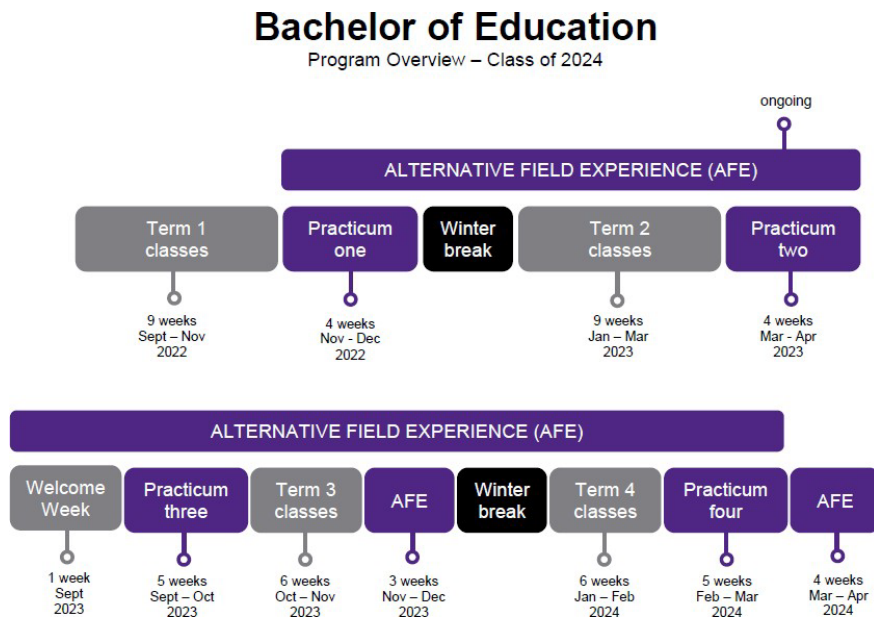
## The ALP

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 processes.

**Course Credits:**  
0.25

## Number of Weeks: 10



## Week 1:

### Orientation to Course & the MTM Program (Tues Sept 6)

- What are the learning goals and expectations of this course?
- What can I expect from my mentoring group?
- What is an inquiry stance in professional practice?

Learning Activities		
Type	Name	Description
Class Meeting	Meeting 1 Activities	<ul style="list-style-type: none"><li>• Introduction to the MTM program for all Teacher Candidates as part of BEd orientation</li><li>• Independent review of materials referenced in Owl course site for EDUC 5013-001</li></ul>

## Week 2:

### Introduction to Your Mentor Group (Tues Sept 20)

- What are our responsibilities\* to each other in this group?
- What are teachers' professional responsibilities?

\*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 2 Activities	<ul style="list-style-type: none"><li>• Group icebreakers and norms for meetings and participation</li><li>• Review course syllabus and materials in Owl about OCT standards, competencies, and documentation</li><li>• 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?</li></ul>

### Week 3:

#### Developing an Inquiry Stance towards Practice (Tues Oct 4)

- What are my questions about teaching, learning, and assessment?
- What are the assumptions in my questions? Am I asking rich\* questions?
- How can I explore these questions?

\*rich questions often take time to formulate, and involve some form of inquiry process

Learning Activities		
Type	Name	Description
Class Meeting	Meeting 3 Activities	Potential Learning Activities <ul style="list-style-type: none"><li>• Experiment with question posing using Q-chart</li></ul>

### Week 4:

#### Assessment as Inquiry (Tues Oct 25)

- 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?

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

### Week 5:

#### Preparing for Learning on Practicum (Tues Nov 8)

- What are the program expectations for practicum 1?
- What are my rich questions for practicum? How will I learn through observations, conversations, and feedback?
- What can I document\* in my PPR?

\*Documentation refers to work samples, feedback, and reflections 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 Activities	<ul style="list-style-type: none"> <li>The office of teacher education will introduce practicum expectations through a variety of formats, including the BEd Owl site, the updated Student Handbook, e-newsletter updates, and information sessions. Teacher candidates are responsible for knowing the expectations. The Handbook includes information for the Associate Teacher about the PPR and ALP and a form both the TC and AT sign to facilitate feedback conversations.</li> <li>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"> <li>○ how to engage professionally with the Associate Teacher (AT) and school community</li> <li>○ how to use questions to be intentional about learning on practicum (see active observation log for practicum)</li> <li>○ how to keep the end in mind in terms of practicum evaluation and how to seek and use feedback effectively (see appendices in practicum handbook).</li> </ul> </li> </ul>

## Week 6:

### Consolidating Learning from Practicum (Tues Jan 3)

- How do our experiences reflect growth toward the OCT competencies?
- What questions were answered? What new questions do we have?

Learning Activities		
Type	Name	Description
Class Meeting	Meeting 6 Activities	<ul style="list-style-type: none"><li>• Share examples of documentation and discuss how they demonstrate growth towards a competency and possible next steps</li></ul>

## Week 7:

### PPR Curation & Analysis (Tues Jan 17)

- How might I organize and reflect on my documentation to analyze next steps?

Learning Activities		
Type	Name	Description
Class Meeting	Week 7 Activities	<ul style="list-style-type: none"><li>• Independent Audit: what types of documentation, sources of documentation, and related competencies are most frequent in my PPR?</li><li>• 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.</li></ul>

### Week 8:

#### ALP Development (Tues Jan 31)

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

Learning Activities		
Type	Name	Description
Class Meeting	Meeting 8 Activities	<p>Discuss goals, using evidence from PPR* to answer why this, why now?</p> <ul style="list-style-type: none"><li>• As a group, support each other with feedback and suggestions to focus your goals and strategize next steps</li><li>• Independent Work: Rough draft of ALP**</li></ul> <p>* Mentors will have different approaches to supporting their mentees in this process.</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 9:

#### ALP Development (Tues Feb 14)

- 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?

Learning Activities		
Type	Name	Description
Class Meeting	Meeting 9 Activities	<ul style="list-style-type: none"><li>• Sharing draft ALPs for feedback</li></ul>

### Week 10:

## ALP Presentations for External Review (Tues Mar 7)

- 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"> <li>• 3 minutes to present the plan - what, how, why (using examples of documentation to support your plan)</li> <li>• 5 minutes to answer questions/receive feedback or suggestions from external reviewer*, mentor, and group members</li> </ul> <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 10: 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.)</p>
Assignment	Ongoing: Professional Practice Record	The Professional Practice Record (PPR) is not a product, it is a habit of collecting and reflecting on evidence of practice. Adding documentation



		<p>to 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. 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>
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# 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](http://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 on-site) 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.

## Ontario Curriculum & Supplementary Resources:



**Curriculum &  
Resources**

[dcp.edu.gov.on.ca/en](http://dcp.edu.gov.on.ca/en)

## Campus Services & Resources:



**Health and  
Wellness**

[uwo.ca/health](http://uwo.ca/health)



**Peer Support**

[westernusc.ca](http://westernusc.ca)



**Learning Skills**

[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous  
Services**

[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility  
Services**

[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**

[writing.uwo.ca](http://writing.uwo.ca)



**Financial  
Assistance**

[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**

Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)