

## **EDUC 5013Q-002 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

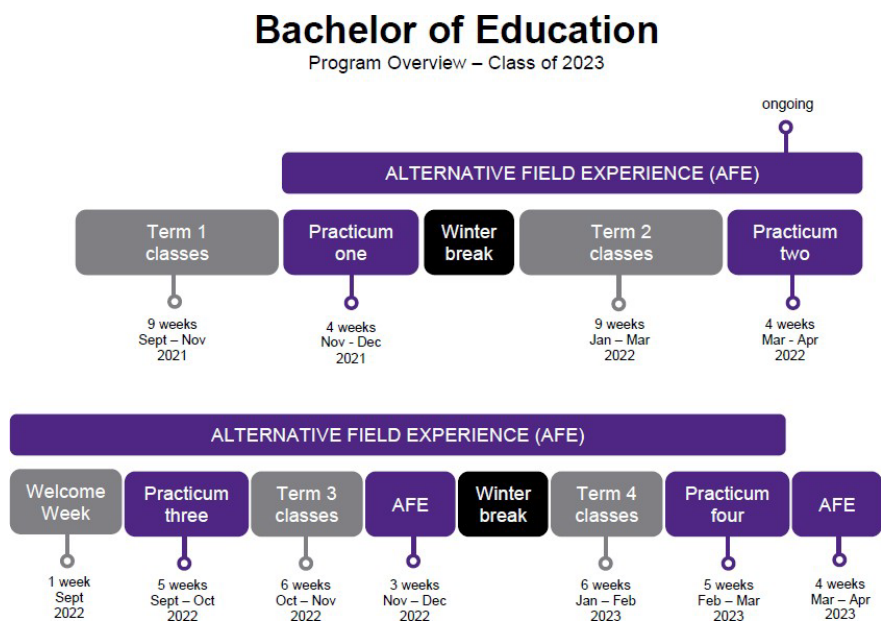
At the end of year 1 and 2, Teacher Candidates develop an Annual Learning Plan by reflecting on evidence of learning in their PPR and planning next steps for professional goals with feedback from the mentor group.

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: 7**



## Week 1:

### Cohort Course Meeting (Tues. Sept 6)

- What is an inquiry stance in professional practice?
- How have I developed professionally? What are my next steps?
- How will I use assessment in my next practicum as learning?

This whole group webinar will be led by Dr. Ott prior to the start of practicum 3. MTM groups will start on Oct. 18 after practicum.

## Week 2:

### Welcome Back to Your MTM Group - Inquiry Stance (Tues Oct 18)

- What are our responsibilities\* to each other?
- What are my questions now about the OCT competencies? Am I asking rich and critical questions?

\*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 more than more 2 meetings per year may result in delayed program completion in the Bachelor of Education program.

Learning Activities		
Type	Name	Description
Class Meeting	Learning Activities	<ul style="list-style-type: none"><li>• Group icebreaker and norms for meetings and participation</li><li>• Review course outline and materials in Owl as needed</li><li>• Debrief the learning goals from the ALPs and the practicum experiences between April-October, using examples to make connections to the OCT competencies and ethical standards. Draw attention in discussion to principles of assessment as and for learning that are embedded in these experiences.</li><li>• Engage in question posing about next steps for professional learning, with a focus on critical framing.</li></ul>

### Week 3:

#### Assessment as Inquiry (Tues Nov 1)

- 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	Learning Activities	<ul style="list-style-type: none"><li>• Shared reading and discussion: <a href="#">Growing Success</a> page 5, Principles of Assessment</li><li>• Independent Reading: Review <a href="#">Growing Success</a> Chapter 4 (Assessment for learning and as learning). Read Chapter 5 (Evaluation) and Chapter 6 (Reporting Student Achievement).</li><li>• Group Discussion – how does the documentation in 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 teacher candidates will not get experience with report card writing due to timing of placements, but can be posing questions for the next practicum based on the framework).</li></ul>

**Week 4:**

**PPR Curation & Analysis (Tues Nov 15)**

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

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Class Meeting</b>	Learning Activities	<ul style="list-style-type: none"><li>• Independent Audit: what types of documentation, sources of documentation, and 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 <b>documentation*</b> 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.</li></ul> <p><b>*Documentation</b> 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 <b>pedagogical documentation</b>.</p>

**Week 5:****Consolidating Learning & ALP Development (Tues Jan 10)**

- 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?

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Class Meeting</b>	Learning Activities	<ul style="list-style-type: none"><li>• Sharing draft ALPs for co-development &amp; feedback.</li></ul>

**Week 6:****ALP Development Continued (Tues Jan 24)**

- This meeting may be used flexibly for continued co-development and group feedback on ALPs, or to build in extra time for guest speakers, mock interviews, etc. that may happen in other meetings.

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Class Meeting</b>	Learning Activities	<ul style="list-style-type: none"><li>• Sharing draft ALPs for co-development &amp; feedback.</li></ul>

**Week 7:**

**ALP Presentations for External Review (Tues Feb 7)**

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

<b>Learning Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Class Meeting</b>	Learning 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). See examples in OWL resources ALP folder.</li><li>• 5 minutes to answer questions/receive feedback or suggestions from external reviewer, mentor, and group members.</li><li>• Celebrate the end of the journey!</li></ul>

<b>Assessment Activities</b>		
<b>Type</b>	<b>Name</b>	<b>Description</b>
<b>Assignment</b>	Ongoing: Professional Practice Record	<p>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.</p> <p>Your PPR may 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> <p>.</p>
<b>Assignment</b>	Due Wk 7: Annual Learning Plan	<p>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.</p> <p>Preparing the ALP is an opportunity to consolidate learning from across the program to be focused and intentional about next learning opportunities. The MTM program is designed to scaffold Teacher Candidates into expectations of the New Teacher Induction Program (NTIP) and Teacher Performance Appraisal system.</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](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)