

Please check below to indicate that the *Portfolio of Documented Evidence* includes evidence of achievement of the following learning outcomes:

- Actively engage in the work of the school and classroom to understand the role of all stakeholders in creating and sustaining an engaging, inclusive, safe and equitable learning environment;
- Demonstrate a professional manner in keeping with the Ontario College of Teachers Standards of Practice and Ethical Standards of Practice (<https://www.oct.ca/public/professional-standards>);
- Develop professional relationships with students, teachers, other teacher candidates, school staff, parents and others;
- Actively engage 100% of the day in the work of the school to support student learning; and
- Reflect on how the school structure (physical environment, committees, extra-curricular activities, etc.) impacts student learning.

Please provide conferencing notes that are clear, specific and meaningful to support improved learning and achievement in the upcoming term.

Kansa presented her portfolio, which contained a wide range of artefacts to demonstrate a growing understanding of the role of the classroom teacher, administration and support staff in supporting student learning. Artefacts included notes from the staff meeting about the School Improvement Plan and photos of how the work of the plan is evident in the classroom and school environment (e.g. Math bulletin boards, math homework club, and a well-used inventory of manipulatives).

We discussed Kansa's involvement in the school's recycling club along with links to websites that Kansa has introduced to the students to support environmental stewardship.

We discussed newspaper clippings about issues in education that Kansa has collected to demonstrate an interest in the profession and relevant issues, including funding for special needs students and mathematics learning.

Kansa's portfolio included a thank you note from the Parent Council for her support with book choices for ELL learners and their families at our recent book fair.

Kansa noted that her objective is to get to know more about the non-classroom teaching activities in our school during the upcoming term.

TC Name: _____ TC Signature: _____

MT Name: _____ MT Signature: _____

Notes to Mentor Teachers and Teacher Candidates

What documentation will be required for successful completion of the practicum?

- A Year ONE Teacher Candidate (TC) will be responsible for conferencing with the Mentor Teacher (MT) throughout the semester to discuss progress relative to the Learning Outcomes for the semester, update the Mentor Teacher on the status of the *Portfolio of Documented Evidence*, share concerns, address challenges, set personal objectives, and plan next steps in support of the TC's achievement of the learning objectives during the semester. Ongoing conferencing between MT and TC ensures that the TC is on track for successful completion. For TCs who may be deemed at-risk, both MT and TC should contact the York Practicum Facilitator and review the Mentoring & Teaching Resource Room (MTRR) for information <http://mtrr.blog.yorku.ca/practicum-resources/teacher-candidates-who-are-at-risk/>.
- Creation of a *Portfolio of Documented Evidence* is required (electronic or hard copy). The *Portfolio* should be viewed and assessed as evidence of the *process* of achieving the learning outcomes rather than as a culminating project or product.
- At the end of each semester, the Mentor Teacher and Teacher Candidate will confer to create the MT/TC Conferencing Report. The TC and MT should each retain a copy. The Mentor Teacher is asked to email a copy to the Practicum Facilitator.

What is the rationale for this type of assessment?

- Today's TCs are the teachers of tomorrow. They will be responsible for self-assessing their professional practice and their learning needs for professional growth and development. It is important that teacher candidates begin this process of self-assessment from the first day of practicum.
- The Ontario Ministry of Education's (2010) Growing Success document lists guiding principles that apply equally well to teacher education. The *Portfolio of Documented Evidence* supported by ongoing conferencing with the Mentor Teacher respects these principles of assessment by ensuring that the process leads to enhanced and expanded understandings and achievement of the learning outcomes in a manner that meets the "interests, learning styles and preferences, needs, and experiences" (p. 6) of all TCs. To this end Mentor Teachers are asked to "provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement" (p. 6) throughout the semester and to encourage TCs to develop "self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning" (p. 6).
- As learners who are developing their self-assessment skills, Teacher Candidates require ongoing support and guidance from Mentor Teachers whose experience and mentorship instills confidence in the learner, affirms the TC's growing understandings, provides support to address challenges, and guides next steps for continued development.

Should you have any questions, please contact your York University Practicum Facilitator.