

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

- Reflect critically on the links between theory and practice in Ontario schools;
- Investigate learning from a micro-level perspective in support of small group and/or individual student learning;
- Observe the impact of Ontario Ministry of Education policy and/or documentation on learners and on the school's learning environment (e.g. Safe Schools Act (2000), First Nation, Métis and Inuit Education Framework (2007), Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010), Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being (2013), and more.
- Observe and reflect on the impact of strategies and resources on learners (teacher talk, text books, technology, manipulatives, transitions, success criteria, timing, planning, assessment, etc.).

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

Ms. Lee has maintained a detailed portfolio demonstrating her learning in the grade 7 classroom. She is confident and knowledgeable when showcasing her evidence of experience in her portfolio.

During our conference, we reviewed the evidence of achievement of the learning outcomes presented by Ms. Lee in her portfolio, which included reflections on the theory learned in York coursework and examples of how that theory comes to life in our classroom. We discussed how theoretical constructs require critical assessment in implementation to respond to the needs of individual students and classroom environments.

We considered some samples of student work (with identifying information removed) collected by Ms. Lee during her work with a grade 7 book club to explore how it is important to dig deeper into the evidence to understand and support where specific students are in their learning.

Ms. Lee's portfolio contained a collage of quotations from various Ministry documents that had sparked her interest. In particular, we discussed the quote she had chosen from the Adolescent Literacy document and the questions that she might ask herself to implement metacognitive strategies for her own learning and to support her students in doing likewise.

Finally, we scanned the range of strategies and resources that Ms. Lee has highlighted in her portfolio, with a focus on those that she questions or finds challenging to use. Through this conversation, Ms. Lee has identified some clear objectives for learning to help her better understand the rationale for using manipulatives in grade 7 mathematics and to increase her comfort level with classroom technology and managing its effective use in the classroom.

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.