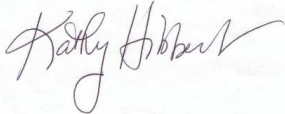


Ongoing Improvement Progress Report

Bachelor of Education, B.Ed. / Faculty of Education

Program	Bachelor of Education, B. ED	Faculty / Affiliated University College	Faculty of Education
Approval Dates of the Review	SUPR-U: May 12, 2021 SCAPA: May 19, 2021 Senate: June 11, 2021	Year of the Next Review	2028-2029
Link to the Programs Final Assessment Report (FAR)	https://www.uwo.ca/pvp/vpacademic/igap/academic_programs/igap_reports/educationundergrad/2021%20Education%20Program%20Review.pdf <i>*The dates for the next cyclical review stated on this Senate approved FAR is 2027-2028; this is incorrect, the next review for this program will take place in 2028-2029 as indicated in Western's program review schedule.</i>		
If applicable, submission of follow-up report(s)			

	Name	Signature	Date
Program Chair/Director			
Dean (or designate)	Kathy Hibbert, Associate Dean, Teacher Education		March 13, 2023.

Progress Update on the Implementation Plan

Recommendation #1	Proposed Action and Follow-up	Responsibility	Timeline
Review the structure of the B.Ed. admission pathways.	<p>Continued attention to admission processes underway to increase diversity (involving Equity Committee; piloting CASPer software)</p> <p>Discussion with Director, Indigenous Office re: enhancing Indigenous admissions pathway</p>	Associate Dean; Equity Committee; Director, Office of Indigenous Education	Ongoing; CASPer pilot ongoing with suitability review at the end of the current pilot (Summer 2021)
<p>Recommendation Implemented</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Progress</p> <p><i>What specific actions have been taken?</i></p> <p>We have taken several actions. The newly formed Equity Committee at the Faculty of Education proposed an “Equity Application” designed to bring to our attention, those students who may have encountered structural or other barriers leading to a less competitive application. We reviewed that application once Dr. Opiyo Oloya was in his newly formed position as Associate Vice President of Equity, Diversity and Inclusion at Western. Specifically, we were concerned that the original Equity Application needed to take a more trauma informed approach, and include the Ontario Human Rights Code listing the protected grounds. Working with</p>			

Opiyo and our Equity Committee, we revised our Equity Application to align largely with an application formulated for the School of Graduate and Postdoctoral Studies.

1. Annual funding was secured for our operational budget to allow us to do programmatic research. Since we piloted CASPER, a situational judgement test that screens for the kinds of behavioural tendencies professional programs are seeking, we conducted research on our past practices, (using Experiential Profiles), along with grades from transcripts. This work is now complete, and is under review: Hibbert, K., Friesen, D., Cole, R., Ott, M., Rouse, J. Michaud, R., Chen, Y. & Hobbs, K. (under review). Reimagining admissions to realize equity in teacher education programs. *Journal of Teaching and Learning*. Of note is that the inclusive research team is also comprised of faculty, graduate students, instructors and staff.
2. We have continued to have discussions with our Indigenous colleagues about establishing pathways into teacher education. This has been a little more challenging as we have not had a consistent Director of Indigenous Education. We did apply for funding through the Office of Indigenous Education to launch a pathway but were unsuccessful. We have strengthened partnerships with community schools and have presented to schools and community groups to encourage secondary aged students to consider a career in education. The location of the Wampum Learning Lodge in our faculty has also offered opportunities for us to host community events and celebrations in ways that honour our commitment to the TRC call's to action publicly. We have established protected funding for Indigenous students who wish to enter a graduate program in the Faculty of Education, and have proposed that our program be recognized as a graduate program. We are awaiting a decision from the Ministry of Colleges and Universities on our proposal.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

The annual programmatic research funding and the new Equity Application we introduced will allow us to better track the demographics of applicants and admitted candidates. This data was not previously collected at the point of application, and was only informally collected on TE Surveys to admits where the response rate was good, but it was still not a complete data set.

I expect the demographics of our applicants and admits will be closely monitored going forward. We are increasingly being asked to provide this data as an institution, and the application system used for our professional program in the Undergraduate level (TEAS) has not collected demographic data.

Additional Comments			
<i>If applicable</i>			
Recommendation #2	Proposed Action and Follow-up	Responsibility	Timeline
Give priority to resources to increase the number of tenure-stream and full-time instructors in the B.Ed. program.	Advocate for faculty renewal in the next few years; specific attention to 6 identified key areas of the curriculum.	Dean; Associate Dean	Ongoing
Recommendation Implemented			
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially			
If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Progress			
<i>What specific actions have been taken?</i>			
We have advocated for new faculty hiring in every budget plan annually. We have benefitted from Western's Cluster Hiring initiative where we received three Indigenous faculty, but two have already moved on.			
New Hires since this review was conducted include:			
Rosanne Abdulla (LT; French, shared with FAH); Renee Bedard (Indigenous; since transferred to FAH, WS)			

David Barillas Chon (Indigenous Education; resigned Nov 2023)
 Candace Brunette Debassige (Indigenous Education; on a Teaching Fellowship with CTL)
 Isha deCoito (STEM)
 Spy Denomme-Welch (Indigenous Education)
 Jennifer Ingrey (Equity, Social Foundations; LT)
 Margeurite Lengyell, (TS; Counselling Psychology)
 Bathseba Opini (Urban Education and Equity and Social Justice)
 Nikki Rotas (Early Childhood Education)
 Katreena Scott (Director, CREVAC)
 Allison Segeren (LT, Urban Education)
 Danielle Sirek (TS; Music)

IN Process: TT Faculty in Health and Physical Education

Next Steps (if applicable)

What actions remain? Is there further follow-up?

The pandemic led to a reduction in our international students securing visas for the start of term (Sept), and they entered in January instead. Because of that, we missed our enrolment targets captured for the September intake and experienced a reduction in our grant transfer. This coupled with the right decision to better fund graduate students saddled us with an unanticipated deficit. We are working with senior administration to address the deficit, and continue to advocate for our faculty hiring needs.

Additional Comments

If applicable

Recommendation #3	Proposed Action and Follow-up	Responsibility	Timeline
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<p>Review number of Practicum Consultant visits and consider strengthening the relationship between consultants and the teacher candidates that they supervise.</p>	<p>Assess whether Practicum Consultant role could be subsumed in the Master Teacher Mentor role.</p>	<p>Associate Dean; Teacher Education Design group (TED)</p>	<p>Ongoing</p>
<p>Recommendation Implemented</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Progress</p> <p><i>What specific actions have been taken?</i></p> <p>We have harmonized the pay discrepancy between the two roles, and actively recruited mentors from the ‘practicum consultant’ role, and vice versa. While they do have different functions, cross-pollinating their recruitment and onboarding has strengthened their collective knowledge of the program. We also linked to our Associate Teacher partners, and have created events and opportunities for all to come together collectively to talk about their roles and celebrate their successes. We have held two events per year; and the Faculty as a whole held an additional event. We have also produced a monthly newsletter that communicates all program updates.</p>			
<p>Next Steps (if applicable)</p> <p><i>What actions remain? Is there further follow-up?</i></p> <p>These changes appear to be working well.</p>			

Additional Comments

If applicable

Recommendation #4	Proposed Action and Follow-up	Responsibility	Timeline
Continue to evaluate the strengths and weaknesses of the Pass/Fail assessment system for unintended consequences and outcomes.	APF funded annual programmatic research will allow monitoring of pedagogical innovations, including P/F assessment and enable contribution to extant research on Teacher Education.	Associate Dean; TED	Ongoing

Recommendation Implemented

Yes No Partially

If no, or partially, is implementation on schedule with the timeline? Yes No

Progress

What specific actions have been taken?

We have used the P/F process now for four years. We have concluded data collection and are in the process of analysis and writing up the research on the pass/fail changes that were introduced. We are presenting this research at CSSE this June, and are in the process of publishing a paper on our findings. The findings are also shared in our reports to all of our constituents.

We believe it is important to publish what we learn, since UBC and UPEI made the change to P/F several years before we did, but have conducted no research on the move. We have several other faculties looking forward to our research as they are considering doing the same.

We also wish to point out that the move in part, arose from the original ongoing assessment of our 'assessment and evaluation practices' in which we were interrogating the consequences of numerical grading.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Additional Comments

If applicable

Recommendation #5	Proposed Action and Follow-up	Responsibility	Timeline
Review Equity, Diversity, and Inclusion, and Indigenous curriculum with the aim to improve learning opportunities for teacher candidates and to	Curriculum Innovation Framework (CIF) to ensure EDI-D is central to Teacher Education. Ongoing involvement of Office of Indigenous Education	Associate Dean, CIF Committee; TED; Equity Committee; Director, Office of	CIF involvement is ongoing; Integrity Module to be

enhance the anti-racist and decolonizing work in the Faculty.	Development of Integrity Module which includes anti-racism and decolonizing pedagogies.	Indigenous Education; faculty members involved in Indigenous Education	launched in Fall 2021
<p>Recommendation Implemented</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Progress</p> <p><i>What specific actions have been taken?</i></p> <p>The <i>Curriculum Innovation Framework</i> brought teacher candidates together with their course instructors to review all courses against a set of invitational questions that were devised by a panel of experts across Western’s community. Teacher Candidates were oriented to their roles weekly on Mondays, and debriefed on Fridays for a four-month period as they collaborated with instructors about course outlines. As we have moved into an accreditation year, specific outcomes that align with this initiative and the CIF have been mapped for each course and recorded so that any subsequent Instructor who teaches the course will know specifically what has been prioritized in their course that must remain stable as they update and plan.</p> <p>We continue to consult with the Office of Indigenous Education and have included Indigenous colleagues in research we undertake.</p> <p>Completing the Integrity Module is now a requirement for all Teacher Candidates as they enter the program.</p>			
<p>Next Steps (if applicable)</p> <p><i>What actions remain? Is there further follow-up?</i></p>			

Additional Comments			
<i>If applicable</i>			
Recommendation #6	Proposed Action and Follow-up	Responsibility	Timeline
Explore opportunities for more innovative assessments while ensuring good communication about the variety, number, and timing of assignments being given across the program.	<p>CourseTune has been introduced this year to monitor and map curriculum and courses by tracking assignments and assessment processes level.</p> <p>Curriculum Innovation Framework will help ensure assignments and assessment processes are Appropriate.</p> <p>Refine extant syllabus template.</p>	Associate Dean, TED; Curriculum Innovation Framework Committee	Ongoing
Recommendation Implemented			
<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially</p> <p>If no, or partially, is implementation on schedule with the timeline? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>			
Progress			
<i>What specific actions have been taken?</i>			
<p>Over the past three years, we have proposed an entirely new Initial Teacher Education program, which we are seeking to have recognized as a Masters in Teaching and Learning. As we conducted our review, we used the reports generated in CourseTune to allow us to get an overview of the types, number and form of assessments in our program. In addition, we have submitted our new</p>			

program proposal for accreditation by the Ontario College of Teachers (OCT). The OCT has an expansive list of expectations that we are required to meet with respect to modelling and introducing teacher candidates to a variety of assessment options. Our Teacher Education Design Group met with their respective Academic Research Cluster (ARC) members and worked through every course and across courses to ensure we were meeting those expectations. CourseTune allows us to monitor the assignments across the program easily and use that information to provide feedback to instructors in our ongoing 'Talking about Teaching' series, in our OWL project site that includes resources and webinars for our Instructors, in our Handbook for instructors and all orientation that we do.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Additional Comments

If applicable

Recommendation #7	Proposed Action and Follow-up	Responsibility	Timeline
Review communications and materials, including handbooks, to ensure that terminology and roles are clearly defined, the overall structure of the program is clearly outlined, and that the website homepage has easy access to this information.	Identify and remediate website to return documents and pages integral to the operation of the program for current students.	Associate Dean; TED	Summer 2021
Recommendation Implemented			

Yes No Partially

If no, or partially, is implementation on schedule with the timeline? Yes No

Progress

What specific actions have been taken?

The website was already scheduled for an overhaul as this report was being written so we knew that we had issues with old documents continuing to appear. This has been remediated. We also surveyed students to get feedback on our communication, which resulted in a consolidation of information that had been on a blog into the sole site for teacher candidates within OWL where all communication is now archived, and, at their suggestion, we introduced a newsletter that goes out every couple of weeks.

As for faculty, there seemed to be some confusion about the various committees that we are required to report to as an Initial Teacher Education program. We therefore revised our reports to Executive, Faculty Council, the Teacher Education Advisory Committee, the Teacher Education Liaison committee and the Teacher Education Design group to include both the name of the committee, its terms of reference and its membership in a shaded table preceding all updates from the respective committees. The committees are mandated either through our own governance or by the government, and unless you are working directly with the Teacher Education office or serving on one of those committees, it was easy to see why people might be confused. We have found this response has helped everyone be aware of the role the committees play in our governance, and who is doing what.

Next Steps (if applicable)

What actions remain? Is there further follow-up?

Additional Comments

If applicable

Note: The total number of expandable text boxes will be dependent on the number of prioritized recommendations appearing in the program's most recent Final Assessment Report (FAR).

Continuous Program Enhancement

What additional initiatives or changes has the program been working on in relation to continuous program improvement?

Like many faculties and universities, we have seen an increase in student mental health concerns. We have liaised with our internal Counselling program to provide same day meetings with a supervised counselling student for appropriate needs that they have the requisite knowledge and experience to address.

We have launched the Gratitude Project and Community Pantry, in concert with our Education Students' Council to continue to build a positive community in the faculty as a whole, while also serving the food insecurity issues experienced by a growing number of students. We are in the process of seeking ethics to conduct research on how their experience of this project carries into their practicum and future practice.

We have also done extensive research and consultation leading us to propose an entirely new program which went through IQAP last summer, was approved by Senate in February of 2024 and is awaiting final QC approval and MCU approval as a Masters' program. This program review contributed to the new proposed program being 16 consecutive months, with the first two terms on-site and the second two terms online. This is both in response to the critical shortage of teachers we are experiencing, as well as the need for our graduates to be prepared to teach online. The government has mandated, for example, that secondary school students are required to take a certain number of online courses prior to graduating, so we want to ensure that our candidates have been properly supported to do so.