Bachelor of Education

Final Assessment Report & Implementation Plan

Faculty / Affiliated University College	Faculty of Education, Western University
Degrees Offered	Bachelor of Education
Modules Reviewed	Primary-Junior, Junior-Intermediate & Intermediate-Senior Teacher Education Programs
External Consultants	Dr. Maria Cantalini-Williams (Wilfrid Laurier University) Dr. Rebecca Luce Kapler (Queens University)
Internal Reviewer	Dr. Susan Knabe (FIMS)
Date of Site Visit	March 1-2, 2021
Evaluation	**Good Quality with Report in Three Years**
Approval Dates	SUPR-U: May 12, 2021 SCAPA: May 19, 2021 Senate (for information only): June 11, 2021
Year of Next Review	Year of next cyclical review – 2027-28

Overview of Western's Cyclical Review Assessment Reporting Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses, and assessment and evaluation of the undergraduate preservice programs delivered by the **Faculty of Education.**

This report considers and reports on the following documents: the program's self-study, the external consultants' report, and the responses from the Department and the Associate Dean of Science.

This Final Assessment Report (FAR):
   i)   provides an Executive Summary of the Review Process, including an overview of the Department as outlined in the Self-Study brief;
   ii)   identifies the strengths of the program;
   iii)   identifies opportunities for program enhancement and improvement; and,
   iv)   prioritizes the recommendations of the external consultants in the Implementation Plan.

The Implementation Plan details the recommendations from the Final Assessment Report that are required for implementation, identifies who is responsible for approving and acting on the recommendations, outlines any action or follow-up that is required, and provides the timeline for completion.

The Final Assessment Report and Implementation Plan is sent for approval through SUPR-U, SCAPA, Senate and the Ontario Universities' Council on Quality Assurance and is made available on a publicly accessible location on Western's IQAP website. The Final Assessment Report with the Implementation Plan is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary (as identified in the Self-Study Brief)

Overview

Western's Faculty of Education has been offering preservice teacher education programs in elementary and secondary education since 1965. Diplomas in Education were issued to its graduates. The Bachelor of Education degree was instituted for all graduates beginning in 1975 in three certification areas: Primary-Junior, Junior-Intermediate, and Intermediate-Senior teacher education.

Western's Teacher Education program prepares new teachers who:

- *support the education, development, and nurturance of learners of different ages and backgrounds, in different kinds of educational settings, and in local, national, and international communities*
- *engage in reflective, critical, research-informed practice and on-going learning; and to*
- *advance education, strengthen schools, challenge social injustices, lead, and transform lives.*

The program values:

- *academic excellence, reason, critical thought, autonomous & on-going learning (habits of mind)*
- *integrity, passion, courage, care, empathy, and respect for diversity (habits of heart)*
- *willingness to teach, challenge, serve, lead, and transform (habits of hand).*

Traditionally a one-year program, the Ontario government extended teacher programs to two years in 2015 and cut the entering enrolment in half (from 700 to 340) accompanied by an additional 30% reduction in grants which has had a significant, negative budgetary impact.

The curriculum of the programs aligns with Western's Strategic Plan and Western's Learning Outcomes as well as the Standards of the Profession of the Ontario College of Teachers.

Strengths/Innovations of the Program (as identified in the Self-Study brief)

- Indigenous Initiatives, including the Office of Indigenous Education, indigenization of curriculum, and inclusion of new indigenous space as part of the Faculty of Education physical facilities
- Internships & Alternative Field Experiences for teacher candidates
- Development of Virtual Learning Platforms (with teacher candidates hired as interns)
- Community practica
- Transition to Practice non-credit course
- Development of Embodied Learning program
- Peer Mentorship Program
- Retired Teacher Mentor Buddies
- Learning Supports Hub
- Seven Specialized Research Centres within the Faculty of Education
- IB Educator Certificate Programs
- Administrative staff

- Student services related to employment, professional development, community resources, peer coaching, education student council, library and IT supports
- Accreditation by Ontario College of Teachers in 2019

Challenges (as identified in the brief)

- Resources to involve fulltime, tenured faculty in B.Ed. program
- Arts education
- Maintaining and constantly updating a curriculum that responds to new pedagogical, social, political, and technological urgent mandates

Recent Changes (as identified in the brief)

- Implementation of:
  Mental Healthy Literacy Course
  Model classrooms for early childhood, elementary, and maker spaces
- Improvements in programs in
  Cultural Relevance
  New knowledge; pedagogical and assessment practices; technological knowledge and application
- Improved community engagement and representation

Changes under development in the Department (as noted in the Brief)

- Development of Curriculum Innovation Framework
- Preliminary use of CourseTune and CASPer software to address concerns with curriculum/assessment overlap and diversifying admission profile, respectively

Self-Study Process

In preparing for this review, the Faculty was involved in extensive collection and analysis of quantitative and qualitative data from current students, alumni, the profession, the community, professional advisory groups, and through faculty meetings. In addition, the Faculty included information related to the professional accreditation and certification in 2019 by the Ontario College of Teachers.

Review Process

The external review committee (comprised of the two external reviewers and one internal reviewer) was provided with Volumes I and II in advance of their visit and then (due to pandemic restrictions) met online with the following over the course of the two days.

- Dr. John Doerksen, Vice Provost, Academic Programs
- Dr. Margaret McGlynn, Acting Vice-Provost of Academic Planning Policy and Faculty
- Dr. Donna Kotsopoulos, Dean, Faculty of Education
- Teacher Education Faculty
- Teacher Candidates & Student Advisory Group

- Master Teacher Mentors
- School District and Community Advisory Council
- Practicum Consultants
- Faculty Program Coordinators
- Associate Teachers
- Teacher Education Design Team
- Anna Zuber, Administrative Staff
- Roxanne Isard, Education Librarian

The review also included a virtual tour of the facilities.

Following the formal review, the external reviewers submitted a comprehensive report of their findings which was sent to the Associate Dean, Preservice and the Dean for review and response. These formative documents, including Volumes I and II of the Self-Study, the External Report, and the Faculty response, have formed the basis of this summative assessment report of the Faculty of Education's B. Ed. Program.

Summative Assessment – External Reviewers' Report

The external reviewers note that:

> *We were impressed by the strong level of research and reflection in the teacher education program that is part of the culture of that program. Arising from this evidence-based practice are a number of innovative initiatives.*

Strengths of the Program

- evidence-based practice
- innovative initiatives such as the Master Teacher Mentors, the Alternative Field Experiences, and the Transition to Profession (T2P) practice
- strong partnerships with colleges and school boards
- teacher candidate satisfaction with the program
- progressive and professional Teacher Education Team
- important work with Indigenous communities, summer programs, developing curriculum content, and hiring Indigenous faculty
- creation of an Indigenous Learning Space
- ability to pivot quickly to online learning due to challenges of the pandemic

Challenges for the Program

- lack of tenure-stream and FT faculty teaching in the program poses a challenge to a strong research orientation
- Equity, Diversity and Inclusion initiatives

Reviewers' Recommendations and Department/Faculty Responses

REVIEWERS' RECOMMENDATIONS	DECANAL/DEPARTMENT RESPONSE
1. *Clarify the mandate of the Teacher Education Design Team and use its expertise to inform the ongoing reflection and improvement of the Bachelor of Education program as it works toward the Curriculum Innovation Framework.*	<u>Dean:</u> o The Teacher Education Design group (TED) and the Curriculum Innovation Framework, while complementary, have different functions which will be clarified o Recommendations in this review are applicable to and will be implemented by the TED <u>Program Response:</u> ▪ Clarification underway using OWL technology
2. *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.*	<u>Dean:</u> o Underway and to be addressed by Fall 2021 <u>Program Response:</u> ▪ Underway – as a result of recent website changes undertaken in 2019 during which it was streamlined with a recruitment focus, some materials for current students were lost; these gaps have been identified and are being remediated
3. *Review the structure of the B.Ed. admission pathways. Consider creating targeted pathways for underrepresented groups such as a Promise Scholars program that is specifically created for under-represented consecutive B.Ed. applicants.*	Dean: underway o Equity Committee established in 2020 to review applications from students who identify o No restrictions on number of admissions (45/52 accepted in 2020) o We continue to ensure equitable admissions' process is in place <u>Program Response:</u> ▪ In discussion with Director, Indigenous Office re: enhancing Indigenous admissions pathway ▪ Ongoing commitment to meet strategic priorities related to Indigenous Education, including adding one dedicated staff member (Indigenous Coordinator) and four full-time faculty appointments in Indigenous Education ▪ Work within existing and proposed university initiatives (Indigenous Strat Plan; proposed

	AVP EDI) to support building student diversity across the program ▪ Review and continued attention to processes underway including piloting CASPer software
4. *Give priority to resources to increase the number of tenure-stream and full-time instructors in the B.Ed. program.*	<u>Dean</u>: ○ Agreed – impacted by budget cuts ○ Plans in place to advocate for faculty renewal in the next few years to address this issue <u>Program Response</u>: ▪ Agreed ▪ Need representation in 6 identified key areas of the curriculum
5. *Create a template for syllabi that includes the features and frameworks of the program so they are visible to teacher candidates and instructors; e.g., the OCT standards of practice, UDL, equity statements, etc. Instructors could then add their content and indicate appropriate linkages to the framework.*	<u>Dean</u>: ○ Underway ○ Using OWL and Coursetune technologies <u>Program Response</u>: ▪ A template already exists (developed in 2019) ▪ Further refinements ongoing (including thro' Curriculum Innovation Framework)
6. *Continue to evaluate the strengths and weaknesses of the Pass/Fail assessment system for unintended consequences and outcomes.*	<u>Dean</u>: ○ Ongoing research and review in place <u>Program Response</u>: ▪ Grant received to ensure there is funding for programmatic research, including the P/F process
7. *Review Equity, Diversity, and Inclusion, and Indigenous curriculum with the aim to improve learning opportunities for teacher candidates and to enhance the anti-racist and decolonizing work in the Faculty.*	<u>Dean</u>: ○ Curriculum Innovation Framework and Equity Committee are undertaking this work ○ Anticipate engagement with Indigenous Education Office <u>Program Response</u>: ▪ Curriculum Innovation Framework designed specifically to address this issue ▪ Integrity module, including teaching on anti-racism and decolonizing pedagogies, currently in development (in collaboration with marginalized

		groups); this module will be required of all students entering the program and used in orienting Teacher Educators
8.	*Within the more flexible framework of Pass/Fail grading, explore opportunities for more innovative assessments while ensuring good communication about the variety, number, and timing of assignments being given across the program.*	Dean: ○ underway ○ See # 6 above Program Response: ▪ Using Coursetune and Curriculum Innovation Framework to monitor and ensure assignments and assessment processes are appropriate
9.	*Clarify the evaluation criteria of the practicum by the Practicum Consultant and include the specific form/template in the Practicum Handbook.*	Dean: ○ Completed Program Response: ▪ Significant changes occurred quickly this year due to the changes required by the pandemic that were not reflected in the extant Practicum Handbook; unclear at this time if these changes will need to be included going forward or will be confined to a Covid response
10.	*Continue to support Limited Duties instructors and Graduate Student Teaching Assistants with opportunities for professional development and familiarization with current program expectations.*	Dean: ○ Ongoing Program Response: ▪ Annual workshops and regular meetings in place ▪ Virtual Orientation provided to all LD instructors ▪ Weekly drop-ins hosted by Instructional Design team to support online curriculum development ▪ Ongoing review of how best to accommodate this with large group that changes annually
11.	*Implement the use of an electronic management system to document and store Practicum Placement information and forms for various stakeholder groups.*	Dean: ▪ Implementation of Salesforce CRM is imminent Program Response: ▪ See above
12.	*Review number of Practicum Consultant visits and consider strengthening the relationship between consultants and the teacher candidates that they supervise.*	Dean: ○ Review is underway, noting the strengths that have been realized through the online learning platforms Programs Response: ▪ Impacted by loss of funding for Practicum

	Consultants and large number of boards the program partners with across the province (44) ▪ Plans to merge Master Teacher Mentor role and Practicum Consultant role to help mitigate the above concern

Other Opportunities for Program Improvement and Enhancement

The above recommendations capture the substantial suggestions made by the reviewers for the enhancement of the program.

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Department Chair/Director, in consultation with the Dean of the Faculty/Affiliated University College Principal will be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Report and filed in the Office of the Vice-Provost (Academic).

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
1. Review the structure of the B.Ed. admission pathways.	Continued attention to admission processes underway to increase diversity (involving Equity Committee; piloting CASPer software) Discussion with Director, Indigenous Office re: enhancing Indigenous admissions pathway	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)
2. 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
3. Review number of Practicum Consultant visits and consider strengthening the relationship between consultants and the teacher candidates that they supervise.	Assess whether Practicum Consultant role could be subsumed in the Master Teacher Mentor role	Associate Dean; Teacher Education Design group (TED)	Ongoing
4. Continue to evaluate the strengths and weaknesses of the Pass/Fail assessment system for unintended	APF funded annual programmatic research will allow monitoring of pedagogical innovations, including P/F assessment and enable contribution to	Associate Dean; TED	Ongoing

consequences and outcomes.	extant research on Teacher Education		
5. Review Equity, Diversity, and Inclusion, and Indigenous curriculum with the aim to improve learning opportunities for teacher candidates and to enhance the anti-racist and decolonizing work in the Faculty.	Curriculum Innovation Framework (CIF) to ensure EDI-D is central to Teacher Education

Ongoing involvement of Office of Indigenous Education

Development of Integrity Module which includes anti-racism and decolonizing pedagogies | Associate Dean, CIF Committee; TED; Equity Committee; Director, Office of Indigenous Education; faculty members involved in Indigenous Education | CIF involvement is ongoing; Integrity Module to be launched in Fall 2021 |
| 6. Explore opportunities for more innovative assessments while ensuring good communication about the variety, number, and timing of assignments being given across the program | CourseTune has been introduced this year to monitor and map curriculum and courses by tracking assignments and assessment processes level

Curriculum Innovation Framework will help ensure assignments and assessment processes are appropriate

Refine extant syllabus template | Associate Dean, TED; Curriculum Innovation Framework Committee | Ongoing |
| 7. 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 |