

ILOs against TEP Values

	Information Competency	Analyze critically & imaginatively	Use knowledge and skills proficiently	Initiate inquires & develop solutions to problems	Communicate effectively	Pursue self-motivated & self-reflective learning	Engage in collaborative leadership	Engage in respectful & professional practices	Contribute regionally and globally
Social justice	Seek information from a variety of perspectives Use information ethically	Recognize the need for multiple voices and seek opportunities for those voices to be heard		Pose questions and seek solutions to inequities	Communicate respectfully Work to understand the viewpoints of others They adapt their method of presentation to suit specific audiences	Initiate action Recognize personal bias and projections	Aware of and appreciate diversity, and work with diverse peoples Motivate, include, and support others	Behave ethically and equitably, in that they act with integrity and take responsibility for their actions	Socially just, in that they are prepared to participate in their regional and global communities Graduate initiate change Impact their community positively
Critical mindedness	Gather, organize, and critically examine written, oral, visual, and numerical information Utilizes relevant and credible sources Respect the legal restrictions that exist when using published, confidential, and/or proprietary information	Consider alternate strategies Engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis Organize information logically Creative and generative Use divergent or lateral thinking to expand on ideas and create new ways of looking at situations		Demonstrate a curiosity that results in inquiry					
Reflective Practice	Be thoughtful of the choices they make			Problematize their own practice and seek a variety of responses from self and others Evaluate the benefits and challenges of different solutions when proposing specific courses of action		Set personal and professional goals and establish a plan of action to attain those goals Continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection			
Pedagogical sensitivity	Choosing information and tools that are age-appropriate	Seek and design activities to engage and inspire all learners	Applies knowledge and skills in zone of proximal development	Identify problems and seek solutions that are age appropriate	Convey intended messages that are age-appropriate and designed for a variety of learning styles		Demonstrate strong interpersonal skills		Demonstrate knowledge of the communities and regions relevant to the lives of children
Integration of knowledge & practice	Efficiently use technology as a tool to gather and evaluate information		Demonstrate competence in the knowledge and skills specific to teaching and learning Productively apply their knowledge and skills to a variety of situations		Accurately convey intended message using a variety of oral, written, and visual strategies		Collaborate Implement leadership skills that support and encourage student learning	Engage in professional dialogue and participate in learning communities	

Summary of Strengths

- Teacher education is strong in specific outcomes (1, 2, 3, 4, 5, 6, and 8). As our program graduates are novices in their field upon graduation, our program does not emphasize leadership (7) or contributing globally (9). These outcomes would become more prevalent as they move through the profession.
- Our five program values are considered equal rather than hierarchical. As such, any outcomes that match up specifically with values are of more or less equal strength. For example: Analyze critically and imaginatively matches up with Critical Mindedness. Pursuing self-motivated and self-reflective learning matches up with Reflective Practice. Uses knowledge and skills proficiently matches up with Integration of Knowledge and Practice.
- As our program is student-centred in orientation, pedagogical sensitivity is a priority. However, the outcomes did not address this value specifically.
- Social justice is a value of our program that is found in aspects of every outcome.

Summary of Challenges

- TEP graduates are strong in their ability to collaborate, both with mentors, students, and colleagues. The emphasis is on the development in collaborative learning communities rather than individual leadership. As graduates have spent their year in a classroom, that regional emphasis is dictated by both the curriculum (Ministry of Education) and the mandated field experience.
- We could strengthen these aspects by providing more opportunities to engage and share research across Canada (e.g., WestCAST, CSSE). In addition, more international experiences could be provided (e.g., Antigua mentorship program). These initiatives are problematic given the intensity of a 12month, 55 credit program. If students enrolled in EDUC 200 and 300 were to be connected more with the program, these possibilities may be more easily facilitated.

ILOs against TEP Intake Variables (Pre-Assessment)

	Information Competency	Analyze critically & imaginatively	Use knowledge and skills proficiently	Initiate inquires & develop solutions to problems	Communicate effectively	Pursue self-motivated & self-reflective learning	Engage in collaborative leadership	Engage in respectful & professional practices	Contribute regionally and globally
Interview		Discusses examples from experience that weigh a variety of options and interests	Identifies how the needs of students and curriculum are relevant		Communicate orally using correct English language Use of professional language	Demonstrate use of reflection as a tool for continued learning	Describe volunteer and work experiences that engage with a variety of students and leadership activities Describe the need to balance the needs of individuals and groups	Engages in respectful interaction Refers to diverse groups respectfully	Recognizes the value of diversity of students Describe a variety of experiences with diverse groups
Written statement		Recognizes the complexity of the situation demonstrating flexibility in comparing different solutions	Demonstrates knowledge of developmental stages	Identifies a variety of possible concerns	Communicate respectfully and professionally in written form	Poses reflective questions Recognizes personal bias		Provides examples that empathize with a variety of students	
Work experience (resume)			Identifies training or proficiency in a variety of fields		Identifies specific types of work or volunteer experience	Initiates opportunities to work in unfamiliar situations (taking risks)	Participates in a variety of classroom and school activities with varied roles		Spent time in diverse school settings
GPA			Minimum grade point of 2.8 based on last 60 credits						
Academic preparation			Additional value given to courses in; modern languages, cultural anthropology or sociology, physical education, fine and performing arts, 2 nd year math for teachers						
Minimum Requirement	18 credits upper level teachable subject areas		English composition, English literature, Cdn history, Cdn geography, math for elementary school teachers, lab science, educational psychology, best practices in education 18 credits upper level teachable subject areas (recognized Bachelor's)		Written proficiency				

Summary of Strengths:

- As a post-degree program, it is assumed that all applicants enter TEP with some level of competence in all ILOs.
- All outcomes are addressed during intake at least once. This provides balance between the 5 intake variables combined with the minimum requirements. As a result, our intake process would be classified as a comprehensive pre-assessment of knowledge, skills, and experiences.
- We have very high retention, graduation, and hiring rates in the field.
- The broadness of our intake variables requires a great deal of advising support to navigate. This is currently provided through one-on-one interviews, workshops, and presentations.

Summary of Challenges:

- The academic preparation and minimum requirements are the sole measures of outcomes 1 (information competency) and 3 (knowledge and skills proficiency). As a result, we are making an *assumption* of competence based on information given to us from other programs and/or institutions.

ILOs against Course Outlines

	Information Competency	Analyze critically & imaginatively	Use knowledge and skills proficiently	Initiate inquires & develop solutions to problems	Communicate effectively	Pursue self-motivated & self-reflective learning	Engage in collaborative leadership	Engage in respectful & professional practices	Contribute regionally and globally
410 social justice	Analyze legislation and policies that may impact their provision of teaching and learning in terms of diversity issues	Develop an understanding of the various issues that individual students may face in the school, the classroom, and the playground Analyze legislation and policies that may impact their provision of teaching and learning in terms of diversity issues				Reflect on their own values and beliefs about diversity, inclusion, and social justice		Demonstrate an understanding of the principles of social justice and develop an analysis of education from this perspective	Develop and design appropriate curricula for their subject area in light of diversity issues Develop teaching strategies which facilitate inclusion of and respect for all students
424 math methods		Utilize a variety of manipulatives to teach any concept in the elementary mathematics IRP	Demonstrate familiarity with the BC Elementary Mathematics IRP Plan and develop lesson plans that provide conceptual, procedural, and strategic competence in students. Assess student knowledge and skill in elementary mathematics using assessment as, for, and of learning strategies Teach elementary mathematical concepts using real life examples and applications		Plan and develop lesson plans that provide conceptual, procedural, and strategic competence in students				
425 PE methods		Integrate physical education instruction with other elementary subject areas to promote physical activity across the curriculum Apply a wide variety of strategies for teaching movement skills	Demonstrate familiarity with and describe main components of the BC Physical Education K-7 IRP Develop and demonstrate skills in planning and developing a short sequence of lessons using physical education integrated into other curriculum areas Integrate physical education curriculum with information technology for the promotion of healthy, active lifestyles		Develop and demonstrate skills in planning and developing a short sequence of lessons using physical education integrated into other curriculum areas		Demonstrate inclusion to promote physical activity		
444 Classroom management		Identify the strengths and challenges of various theories of classroom management	Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems		Create their own proactive classroom management plan outlining strategies consistent with their own values in relation to classroom environment, routines, individual behaviour plans, and whole class reward systems	Critically reflect on their own values in relation to various theories of classroom management			

445 Planning & assessment		Create effective lesson plans designed to teach a variety of students to achieve the Prescribed Learning Outcomes (PLOs) identified by the BC Ministry of Education	Describe the theory of assessment as, of, and for learning Implement assessment as, of, and for learning in their lesson planning Create a rubric, rating scale, scoring key, checklist, and observation record to evaluate student learning in relation to the PLOs		Create effective lesson plans designed to teach a variety of students to achieve the Prescribed Learning Outcomes (PLOs) identified by the BC Ministry of Education				
446 IT in teaching	Identify the major social, cultural and instructional issues involving the use of computing and communications technologies in K-12 teaching	Critique software and audio-visual materials available for the K-12 classroom at the school district's instructional resource centres and other cultural centres	Develop strategies for the appropriate integration of information technology and curricula		Develop strategies for the appropriate integration of information technology and curricula				
495 Applications of reflective practice					Articulate how they have evolved a disposition for self-education and life-long learning	Reflect on knowledge and experience to develop an educational philosophy Describe changes to preconceptions of teaching and learning based on academic coursework and academic experience. Describe one or more examples of how reflection during student teaching practice is utilized for problem solving and decision making Demonstrate dispositions that favour self-education and life-long learning using examples from practice and course work			

412 Development & special learning needs	Describe the process of the identification of a child with special needs, and the role of a classroom teacher in a collaborative school based team.	Describe and demonstrate the educational, psychological, behavioral and social needs of students with learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder and fetal alcohol spectrum disorder and provide examples of possible adaptations to meet the learning needs of these students.	Illustrate how they will be following the Universal Design for Learning Model (UDL) in their planning for teaching.	Critique possible dilemmas of practice as an inclusive educator in the province of British Columbia and provide examples of decisions of how to teach and how to vary aspects of teaching, e.g pacing.	Articulate the implications of models and theories associated with learning and development with regards to the development of lesson content and teaching methods for differing grade levels.		Describe the process of the identification of a child with special needs, and the role of a classroom teacher in a collaborative school based team.		
420 LA methods	Apply literature-based books and resources for writers workshops, literature circles and novel study.	Demonstrate the use of a variety of strategies to teach, integrate, and assess listening and speaking, reading and viewing, writing, and representing.	Demonstrate familiarity with the BC English Language Arts K-7 IRP, and writing and representing Identify and apply the processes, materials, and pedagogical strategies necessary for an effective Language Arts program. Relate the importance of reading assessment to student learning. Develop skills in planning and developing a connected sequence of lessons in language arts	Examine the implications of constructivist learning theory for designing learning activities in language arts. Analyze the use of story and storying in Language Arts and other areas,		Develop skills in planning and developing a connected sequence of lessons in language arts			
422 Fine arts methods		Integrate arts content and pedagogy with other elementary subjects	Describe the elements of each arts discipline and how they are applied to pedagogy Explain the deep connections between arts and other subject areas for representing learning Describe the BC Fine Arts K-7 IRP relevant for the grade level[s] taught in practicum and provide concrete examples of learning opportunities/lessons that meet these outcomes		Articulate the importance of offering an experiential, student-centred, and process-oriented nature of arts education.				
448 Conflict resolution		Develop a critical perspective on the nature of conflict	Demonstrate a set of skills to address situations of conflict Plan a variety of ways to address conflict in their practice and environment			Recognize their own responses to conflict Articulate their own values in relation to conflict and its occurrence in schools			

<p>452 Unit planning, assessment, evaluation, & reporting</p>			<p>Create effective unit plans that incorporate assessment as, of, and for learning Demonstrate how they will achieve valid and reliable standards or grades for report cards Create example report cards according to the reporting policy of the British Columbia Ministry of Education Report Student Progress Order Identify how to plan for and incorporate student led conferences and parent teacher interviews Identify how to assess students on an Individual Education Plan (IEP) Create a year plan addressing all PLOs for a given grade</p>		<p>Create effective unit plans that incorporate assessment as, of, and for learning Create example report cards according to the reporting policy of the British Columbia Ministry of Education Report Student Progress Order Create a year plan addressing all PLOs for a given grade</p>				
<p>453 Literacy across curriculum</p>	<p>Select and collect a wide range of resources for units</p>	<p>Analyze reading for information and writing to learn</p>	<p>Develop content literacy strategies to build comprehension and reading power Demonstrate how literacy and the six strands of language arts cut across the curriculum Identify and develop skills in planning and developing an integrated unit Develop skills in relating topics and themes to social justice issues</p>		<p>Identify and develop skills in planning and developing an integrated unit</p>				
<p>454 Mental health & special learning needs</p>		<p>Analyze student's psycho-educational assessment, and identify the students' strengths and learning needs as described in the assessment Revise lessons to incorporate modification and adaptations</p>	<p>Describe the educational, psychological, behavioral and social needs of students with mental health and special learning needs, and possible adaptations to support these students in their classrooms</p>		<p>Articulate how educational legislation in British Columbia regarding students with special needs impacts students' learning experiences Discuss the pros and cons of various models of support for students with special needs [e.g. pull-out, team teaching etc</p>		<p>Explain the role of a classroom teacher in working with a school based team and the identification process of a student with a special need</p>		

421 Social studies methods	Incorporate the use of information technology in the teaching of social studies	Create lesson plans organized around critical thinking challenges Create concept sets to maximize their ability to teach conceptual knowledge in social studies.	Demonstrate familiarity with the BC Social Studies K-7 IRP Plan and sequence lessons in social studies utilizing logical and age appropriate progressions to maximize student success Incorporate the use of information technology in the teaching of social studies		Create lesson plans organized around critical thinking challenges				
423 Science methods	Integrate the use of information technology in science lessons		Apply the Elementary Science IRP principles and outcomes to develop and teach science activities in the 3 strands (Life, Physical and Earth and Space Science) in a community setting Describe the organization and design of the BC Elementary Science IRPs Describe basics of safe practices in classroom, laboratory, and field settings Integrate the use of information technology in science lessons Analyze and integrate a variety of science instructional models with principles of learning and elementary curricula Develop strategies for assessing understanding of content, skills, and problem solving in elementary science Examine the implications of constructivist learning theory for designing learning activities in elementary science	Develop and demonstrate skills in planning and developing a short sequence of lessons in science using inquiry and direct instruction					
450 Second language learning	Identify professional development resources for future practice	Analyze classroom practices and compare secondary and elementary contexts and issues	Integrate the theory and research in second language learning Identify principles for effective curriculum and instruction in multilingual, multi-ethnic classrooms Develop and deliver plans for effective instructional programs in K-12 classrooms Demonstrate knowledge about teaching language skills in second language environments		Develop and deliver plans for effective instructional programs in K-12 classrooms	Identify professional development resources for future practice			
442 Intro to classroom research	Design a participatory action research project for implementation in their school practicum placement	Identify ways of improving validity and ethical standards in classroom research		Identify critical issues in education in relation to injustices, suffering irrationality and alienation Design a participatory action research project	Create, implement, and reflect on their use of an observation record and interview protocol	Create, implement, and reflect on their use of an observation record and interview protocol			

				for implementation in their school practicum placement Create, implement, and reflect on their use of an observation record and interview protocol					
447 Indigenous youth & schooling		Critically reflect and analyze experiences and course readings and engage in classroom discourses about these readings and experiences	Identify historical periods, policies and events in Indigenous education and articulate how these influenced contemporary educational practice Describe Indigenous knowledges, philosophies of education and worldviews			Examine their own practice in relation to indigenous issues of racism, prejudice, discrimination, stereotyping in curricula, the classrooms, and throughout the landscapes of the schools Critically reflect and analyze experiences and course readings and engage in classroom discourses about these readings and experiences			
460 Governance & social reform	Critically examine traditional and contemporary issues in education in BC from a variety of perspectives	Critically examine traditional and contemporary issues in education in BC from a variety of perspectives	Identify the role of the major stakeholders in public education Describe the progression of the public school system in BC from the mid 19 century to current day Identify the strengths and challenges of different educational philosophies			Articulate their own personal educational philosophy demonstrating how this informs their positions on different issues in education today			

Strengths

- When looking at the program as a whole, we touch on all ILOs. The influence and coverage of 490 and 492 (practica) can not be underestimated.
- We are heavy on the development of knowledge and skills; the other outcomes are related to the 14 program goals students work through during 490 and 492
- TEP consists of some foundations courses (i.e. EDUC 410, 412), Designs for Learning courses (methods courses), and practica components. By design of the program, the methods courses (EDUC 420, 421, 422, 423, 424, and 425) are closely integrated with most of the learning outcomes of the practica courses (EDUC 490 and 492).

Concerns

- Too little evidence for information competency...we need to plan it in more.
- We do not have enough outcomes spread throughout every course. It may be wise to look at having an outcome per ILO (if relevant) as part of every course (e.g., inquiry, action research in all courses, technology and reflection across all courses, etc.)

Questions

- Measurement of outcomes is not completed by grade...we are credit/no credit based on classroom readiness (certification readiness). How we define success differently than other programs?

ILOs against TEP Goals (relative to courses EDUC 490 and 492)

	Information Competency	Analyze critically & imaginatively	Use knowledge and skills proficiently	Initiate inquires & develop solutions to problems	Communicate effectively	Pursue self-motivated & self-reflective learning	Engage in collaborative leadership	Engage in respectful & professional practices	Contribute regionally and globally
Professional	Knowledgeable of, and respectful of, ethical use of information			Evaluate the ethical benefits and challenges of different solutions	Communicate respectfully using strong interpersonal skills	Work independently and productively		Behave ethically and equitably Act with integrity and take responsibility for their actions Engage in professional dialogue and participate in learning communities	
Strong connection with students					Listens to student interests and needs	Initiates relationship building with students by demonstrating an interest in their needs and wants			
Classroom management			Effectively applies knowledge of classroom management to maximize student learning		Effectively present information regarding the sharing of behaviour expectations and consequences using a variety of ways		Demonstrates leadership in the classroom to ensure physical, emotional, and social safety of the class		
Reflective practitioner		Engage in divergent or lateral thinking to analyze and assess practice and student learning		Demonstrate a curiosity the results in inquiry Propose questions that encourage deliberation and the formulation of solutions to effective student learning Evaluate the benefits and challenges of different solutions when proposing specific courses of action		Willing to take risks and initiate action Continually reflect on their growth and development and utilize reliable and practical strategies to use from that reflection			
Working with feedback				Evaluate the benefits and challenges of received feedback and considers that feedback when implementing specific courses of action	Listens attentively and openly to feedback, seeks clarification, and works to understand the points of view of mentors, peers, and school administration			Take responsibility for their actions	
Clear & observable vision					Articulates own values and beliefs regarding teaching, learning, and curriculum	Set personal and professional goals and establish a plan of action to attain those goals			Responds positively to diverse opinions and cultures
Knowledge of students			Demonstrate competence in determining age appropriate curriculum, needs, and learning experiences		Listens attentively, seeks clarification, and works to understand the points of view of students Communicates using age, ability, and culturally appropriate language Communicates in a variety of oral, written, and visual strategies based on knowledge of students				Demonstrate knowledge and awareness of where students come from as shown in how they design their learning experiences

Knowledge of content	Gather, organize, and critically examine written, oral, visual, and numerical information	Examine ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis	Demonstrate competence in provincially prescribed learning outcomes (curriculum) for subject areas through lesson planning and response to student questions						Knowledge of the region and the world and how connections can be made to individual students
Effective communication with students			Utilizes knowledge of student needs to effectively communicate	Asks questions of students regarding needs, behaviour, and interests	Effectively present information regarding the presentation of knowledge and learning tasks using a variety of modes and media		Demonstrate strong interpersonal skills when working with diverse students		
Effective teaching practices	Effective use of technology to support student learning	Creative and imaginative in the creation of learning experiences Organizes information logically and develops alternative activities to respond to different student needs and the “teachable moment”	Organize information logically and consider alternate strategies for teaching Planning is creative and generative to engage all students		Listen attentively, seek clarification, and work to understand the points of view of students				
Valid & reliable assessment practices		Identify a variety of ways for students to represent their knowledge (variety of ways for voices to be heard)	Applies knowledge regarding valid and reliable assessment to the evaluation and communication of student learning		Provide comprehensive and accurate feedback on student learning to increase student success Accurately and audience appropriately communicate information regarding student learning in report cards				
Inclusive & individualized teaching	Recognizes need to gather information from a variety of sources and perspectives	Recognizes the need and provides the opportunity to hear multiple voices	Recognize need for multiple voices in lesson plans and seek opportunities for those to be shared with the class		Adapt method (either pre-planned or in response to student successes and challenges) of presentation to suit specific students Accurately convey intended message using a variety of oral, written, and visual strategies		Aware of and appreciate diversity, work with diverse peoples		

Working respectfully with parents			Use knowledge and skills to support parental involvement		Listen attentively, seek clarification, and work to understand the points of view of parents		Work cooperatively with parents and caregivers Aware of appreciate diversity of families	Work ethically and equitably with parents	
School culture & community			Use knowledge and skills to support extra-curricular activities and foster sense of school community		Communicate respectfully and accurately with school administration, colleagues, and members of the neighbourhood community		Work cooperatively with colleagues and community members	Engage in professional dialogue and participate in learning communities	Socially just and prepared to participate in regional communities Use what they have learned in TEP to impact their community positively

Strengths

- Each ILO is covered a minimum of four times by our 14 goals.
- Communicating effectively (outcome 5) and using knowledge and skills proficiently (outcome 3) are covered the most extensively.
- Reflective practice is central to our program and correlates strongly with initiating inquires and developing solutions (outcome 4).
- TEP's 14 goals work beyond some of the institutional ILOs, because the program is accountable to not only the university, but also to external professional bodies (BC Ministry of Education's Teacher Regulation Branch, school districts)

Challenges

- Engaging in collaborative leadership (outcome 7) can be challenging for faculty to demonstrate as we have to balance our need to advocate for students, support overall cohort culture, and respect professional ethics/academic freedom at a university. Does this lack of modelling affect our student teachers' ability to engage in collaborative leadership?
- Emphasis on information literacy (outcome #1) is weak and needs to be beefed up a bit.

Questions

- Our goal of developing a clear and observable vision is not comprehensively covered by the ILOs. While it does relate to self-motivated and self-reflective learning (outcome 6), the emphasis on vision being generated, altered, and transformed over time is not captured.
- Is "confidence" the same as "willingness" in relation to taking risks (outcome 6)? Is "willingness" more inclusive than "confidence?"
Having a strong connection with students is a goal that addresses a responsibility that TEP has to the field. As other programs/departments/schools also have responsibilities to their field, does the outcome of "listen attentively" (outcome 5) adequately cover this responsibility?