

Teacher Education Program Review

Faculty of Professional Studies

Dean's Summary

Submitted by:

Dr. Tracy Ryder Glass, Dean of the Faculty of Professional Studies

Accepted by:

Senate in October 2014

Academic Planning and Priorities Committee in September 2014

To: Dr. Eric Davis, Chair APPC
From: Tracy Ryder Glass, Dean, Faculty of Professional Studies
Date: August 20, 2014
Re: Response to Program Review – Teacher Education Program (TEP)

Based on the Report of the External Review Committee of the University of the Fraser Valley Teacher Education Program (TEP), the Self-Study Review and the Response to the Report from the TEP Academic Unit, I would like to make the following observations on the review of the TEP:

Process

The Dean's scope letter was used as the basis for the conduct of the review of the TEP. The general intent of the review was to identify the strengths and weaknesses of the TEP, to highlight factors which contribute to or inhibit the success of the TEP, to ensure institutional learning outcomes are being addressed and to use the recommendations from the review to shape the vision of the TEP over the next five years.

As part of the review process, the TEP completed a self-study of their unit and this information was provided to the Review Team. The self-study report included information on the history of the TEP, detailed descriptions of programming offered, description of the TEP's administrative structure, data from surveys conducted with students and the external community on the effectiveness of the TEP and the TEP's own reflections on their challenges and opportunities. In addition, the External Review Team (ERT) conducted a two-day site visit and met with a number of stakeholders including students, faculty, sessional instructors, staff, members of UFV's senior administration and members of the external community.

Review Results

(a) Program Curriculum, Standards and Delivery

The ERT found that the "program reflects what one would expect of a University program in Education and exceeds what is available in many programs" of comparable content. The ERT went on to say that a "focus on social justice provides a unique experience in relation to other Education programs in British Columbia."

The ERT was very impressed with the inclusion of a curriculum course in all major curriculum areas (math, physical education, technology, language arts, fine arts, science, and social studies) in addition to core pedagogical practices such as planning and assessment, classroom management, special needs, Aboriginal education, mental health, conflict resolution, and governance.

While very impressed with the TEP's International presence in sending 6 to 8 students to Antigua where they collaborated with kinesiology students, the ERT felt that language arts might be better integrated throughout the curriculum and that there be additional training related to social/emotional learning.

Program Administration

While the ERT found the administrative structure to be appropriate for the needs of the TEP at this time, they also noted, "should a move to a Bachelor of Education program come to fruition, some adjustments may have to be made...(including) additional full-time faculty, additional research capacity, and additional library resources."

There is some confusion around the overlap in the roles of the Department Head, Program Coordinator and Education Advisor. Clarification of the roles would result in better serving the students, and provide more efficiency in day to day operations of the academic unit.

However, definition of the roles aside, the incredible work ethic of the faculty did not go unnoticed with emphasis being placed by the ERT on the development of a thorough self-study; one that identifies a clear alignment between university wide learning outcomes, TEP values and TEP goals.

(b) Alignment with Community and Industry Needs

The TEP has been able to work with some external agencies and businesses on projects and International exchange opportunities. These opportunities continue to grow given the extensive outreach work by the faculty and department head.

TEP prides itself in that 100% of our students were hired this past academic year and this did not go unrecognized by the ERT. It was highlighted that local school districts felt that UFV graduates are very well prepared. They were optimistic of even stronger relationships with our community with the introduction of the secondary cohort this Fall 2014.

The ERT made suggestions on where programming might be enhanced. One area is increased opportunities for both teacher candidates and faculty to work with the school districts around professional development. Another would be to increase the Aboriginal enrolment in the TEP curriculum. It is encouraged that Indigenization be a "continuous thought" throughout the program.

(c) Enrolment, Retention and Student Success

Student applications are strong in the TEP with applications outnumbering the available seats. As a result, in the 2013-2014 academic year, we were able to double our cohort (from one to two). Additional growth is also forecasted with the commencement of the secondary cohort this Fall. With this growth in mind, not only are resources adequate for this program area, the ERT commented on the confidence expressed by then Dean that the Limited Term Appointment (LTA) could become full-time in 2015-2016.

In terms of retention and student success, the ERT noted, "97% of the students who start the program, successfully complete the program in a timely manner." And while it was noted that retention strategies with the TEP are adequate, with the addition of a B.Ed. degree, the TEP may attract more high school and other university students to the Faculty of Professional Studies.

And while enrolment, retention and student success rates are high, the ERT commented that, "students in TEP are not very diverse in regards to race, ethnicity, socio-economic status, life experience, age,

gender” and Indigenization. It was felt that the TEP could do more to attract diverse students and promote Indigenization.

Recommendations

In response to the recommendations made by the ERT, the TEP Academic Unit collaboratively produced a response that focusses on areas of development. It is quite thorough and includes a very detailed action plan which I am supportive of.

In summary, the recommendations of the ERT are as follows:

- clarification of TEP faculty roles
- put forward a three semester B.Ed. program for university approval
- greater alignment with university timetables to provide faculty with scholarship and “down time,” (alter the start date of each cohort to the beginning of September)
- alter the requisite structure for EDUC 200 and 300 to become co-requisites
- increase opportunities for teacher candidates to work with school districts around professional development
- improve instruction and integration of language arts methods in the program
- greater integration of language arts strategies across all methods
- formalize the orientation of sessional instructors and faculty mentors
- indigenization to be a “continuous thought” throughout the program
- create a Teacher Mentor certificate of appreciation that can be placed in the Teacher Mentor’s school district file
- commit additional time to classroom management, working with students with Special Needs, and social-emotional learning
- dedicate additional resources to the marketing, recruitment, and retention of students with diverse ethnic backgrounds and, specifically, students of indigenous heritage
- clarification regarding exit portfolios
- more student preparation for job interviews
- provide ½ days to teacher candidates for time to work with mentors prior to long practicum
- more consistency amongst faculty mentors
- move some of the courses out of TEP into previous years
- recruit student representation on the TEP advisory council

I look forward to supporting the TEP academic unit as we move forward together with the action plan.