


CYCLICAL PROGRAM REVIEW COMMITTEE (CPRC)

FINAL ASSESSMENT REPORT & IMPLEMENTATION PLAN

EDUCATION BEd

DEGREE PROGRAMS BEING REVIEWED	Bachelor of Education
EXTERNAL REVIEWERS	Dr. Donald Kerr – Lakehead University Dr. Christine Suurtamm - University of Ottawa
INTERNAL REPRESENTATIVE	Dr. Ralph Shiell – Physics & Astronomy
YEAR OF REVIEW	2017-2018
DATE OF SITE VISIT	November 7 & 8, 2017
DUE DATE FOR IMPLEMENTATION REPORT BY EDUC	October 1, 2018
DATE OF NEXT CYCLICAL REVIEW	2025-2026
DATE PREPARED BY CPRC	March 14, 2018
DATE APPROVED BY PROVOST & VP ACADEMIC	April 4, 2018
SIGNATURE OF PROVOST & VP ACADEMIC	

Since its conception in 2003, the BEd Education program has offered students a strong foundation in teaching excellence and personalized learning; highlighting the field experience component throughout the program as a focus to provide students with both an academic and practical structure to their learning. The program is guided by a philosophy of sustainability, social justice, Indigenous perspectives and knowledge, recognition of learner diversity, and a commitment to professional practice.

Students are able to take advantage of unique aspects of the Trent BEd program including: a supporting literacy program, an alternative field experience placement, an expertise in special needs, discipline-specific expertise, professional identity development and multiple literacies. Due to 'strong leadership' within the program, the reviewers felt that "the School of Education is to be commended for its Consecutive BEd program."

SUMMARY OF PROCESS

During the 2017-2018 academic year, the BEd Education program underwent a review. Two arm's-length external reviewers (Dr. Donald Kerr, Lakehead University and Dr. Christine Suurtamm, University of Ottawa) and one internal member (Dr. Ralph Shiell, Physics & Astronomy, Trent University) were invited to review the self-study documentation and then conducted a site visit to the University on November 7th & 8th, 2017.

This Final Assessment Report (FAR), in accordance with Trent University's Institutional Quality Assurance Policy (IQAP), provides a synthesis of the cyclical review of the undergraduate degree program. The report considers four evaluation documents: the Program's Self-Study, the External Reviewers' Report, and the School's Response.

A summary of the review process is as follows: the academic unit completed a self-study which addressed all components of the evaluation criteria as outlined in Trent's IQAP. Appendices included: Curriculum Vitae; Course Syllabi; Enrolment, Retention and Student Data; Calendar Copy; Library Statement of Support; TUFA Collective Agreement; and Student Surveys. Qualified external reviewers were invited to conduct a review of the program which involved a review of all relevant documentation (self-study, appendices, IQAP) in advance of the site visit. A two-day site visit took place where reviewers met with senior administration, faculty, and students.

Once the external reviewers' report was received the School provided a response to the report. The Cyclical Program Review Committee (CPRC) reviewed and assessed the quality of the degree program, and reported on significant program strengths, opportunities for improvement and enhancement, and the implementation of recommendations.

The Implementation Plan identifies those recommendations selected for implementation and specifies: proposed follow-up, who is responsible for leading the follow-up, and the specific timeline for addressing the recommendation, if applicable. The academic unit, in consultation with the respective Dean, will submit an Implementation Report in response to the recommendations identified for follow-up. The Report is due October 1, 2018.

SIGNIFICANT PROGRAM STRENGTHS

- The curriculum makes strong connections between theory and practice creating a thoughtful and academically defensible approach to teacher education.
- Passion and commitment to the program can be seen, “from the Dean, through full-time and part-time faculty, through students, and staff”, resulting in very high graduation rates and rates of employment after 2 years.
- Many of the courses take an “inquiry approach” that helps to model inquiry for beginning teachers, and allows students to develop their identity as teachers.

OPPORTUNITIES FOR PROGRAM IMPROVEMENT AND ENHANCEMENT

- The program should consider providing specific Learning Outcomes that are being met by courses on course syllabi and outlines. This will remind students of the larger framework of the program and how each course fits into it.
- The School of Education should enhance ‘teaching with technology’ opportunities for all students; modelling of practical and current applications that students can take with them to use in their own classrooms after graduation.

COMPLETE LIST OF RECOMMENDATIONS

RECOMMENDATION 1

That the School consider scheduling more of the teachable courses once every other year.

School’s Response

The School of Education has developed a schedule that alternates teachables in the low-enrolment areas such as Health and Physical Education, Physics and Drama for Grades 7-12 teaching, so that teacher candidates will take one of their teachable subject areas in year one of the program and the second in year two. This will balance out class sizes in the methods courses for the Intermediate/Senior program.

RECOMMENDATION 2

That more Indigenous content be included across the curriculum.

School’s Response

The School of Education has made great strides in including more Indigenous content across the curriculum, and are consistently embedding Indigenous content across the curriculum. Some of our recent initiatives in this area include:

- Viewing and discussion of the CBC documentary series 8th Fire to help create a foundation of knowledge regarding the Indigenous experience in Canada, upon which to build implications for education
- Special film and discussion nights hosted by Indigenous Scholars provide additional opportunities for teacher candidates to learn and explore Indigenous history and experiences.
- Teacher candidates participate in the Blanket Activity which is an interactive learning experience of Indigenous colonization in Canada
- Mandatory Indigenous course that reviews Indigenous colonization in Canada
- Throughout the year, teacher candidates are invited to participate in Indigenous events and activities, which provide content teacher candidates can embed in their own curriculum planning and share with their own students, i.e., new Education Tipi located on campus
- Instructors have access to an online bank Indigenous resources that can be used to explore practical and engaging activities with students

RECOMMENDATION 3

That more teaching on ‘assessment’ be included in the curriculum.

School’s Response

The faculty do address assessment in a host of ways that are embedded within coursework and in the practicum.

RECOMMENDATION 4

That the School hire more full-time faculty to teach within the program.

School’s Response

Based on RCM and due to capped enrollment, it is difficult to demonstrate a need for additional faculty.

RECOMMENDATION 5

That the School hire an additional Indigenous instructor or faculty member.

School’s Response

With the growth of the Indigenous Bachelor of Education program, there will be additional revenues in years four and five of that program that would support the allocation of a tenure track position.

RECOMMENDATION 6

That technology be integrated across the curriculum in ways that ensure all students develop a minimum level of competence in technology, and in particular using current technology in the classroom.

School’s Response

It is essential that students graduate from the program with a certain degree of competency in the use of technology in the classroom, including strategies to integrate the technology in an effective way. While there is no consistency in the level of technology generally utilized in the schools, there should be a consistency in the competency of the students that graduate from the program.

The School of Education provides access to technology for all of our students. Though we recognize that not all faculty are actively engaged in infusing technology in all instruction, faculty orientations each year continue to stress the need to be engaging the 21st Century Learner with such tools. The School has developed a Teaching with Technology certificate program which is open to all Teacher Candidates. Due to over subscription and sustained attendance levels, the program requires expansion. The School of Education is exploring the development of new course content that focuses on productive uses and management of social media and device use in the classroom, offered as an elective or a mandatory course. A three-year educational technology plan will be developed by the end of March 2018.

RECOMMENDATION 7

That the school continue to have strong communication and coordination across sections of courses.

School's Response

The School of Education is committed to coherence and high-quality education programming to meeting program learning outcomes. For each course, there is a course coordinator assigned to ensure course content is consistent across all sections. The course coordinator is a faculty member with extensive experience and knowledge in the course subject area. Before the academic year begins, he or she meets with faculty, teaching the course, to collaborate on changes, improvements and consistency of content being delivered to teacher candidates.

RECOMMENDATION 8

That the school consider longer contracts for LTA instructors.

School's Response

Workload allocation (150% of tenure track teaching load) and pay for Limited Term Appointments are dictated by the collective agreement. Now that the university is moving to three-year budgeting models, the School is able to better explore multi-year contracts.

RECOMMENDATION 9

That the School consider if students who do not demonstrate sufficient proficiency at elementary math, should be allowed to complete the program.

School's Response

All primary/junior Teacher Candidates take a mandatory Math credit in the B.Ed. program. Those intermediate/senior Teacher Candidates who have Math as a teachable subject area, also take a mandatory Math credit. The School of Education tests every Teacher Candidate (elementary and secondary) for Mathematics proficiency in the first weeks of the program. This is not the standard in the province, where in fact the majority of education programs do not test for proficiency in these areas. If a Trent Teacher Candidate does not meet a sufficient level of proficiency, they must enroll in an additional course at no cost. The Teacher Candidate who lacks proficiency in Mathematics, including conceptual and procedural knowledge, takes an additional math content course with an expert in the field, and make seek one-to-one tutoring or additional resources available through the Academic Skills Centre.

This proficiency program, takes the position that all students can learn math and language, and should be provided with the opportunity to do so. The program is working well, and we are confident in the skills and competence of our Teacher Candidates as demonstrated in coursework, on practica and in subsequent employment.

RECOMMENDATION 10

That the school offer more sections for popular electives.

School's Response

A variety of five electives are offered each year. This ensures full sections and equitable distribution of teacher candidates for each elective. To date, students have received their first or second choice electives, according to our Qualtrics information. Each year, we attempt to balance the offerings of electives so that they represent a range of interests.

IMPLEMENTATION PLAN

The Implementation Plan provides a summary of the recommendations that require action. The Academic Unit in consultation with the Dean will be responsible for moving forward with the recommendations to ensure that each is completed within the recommended timeframe. The Academic Unit will be responsible for submitting an Implementation Report reporting on the completion and/or status of each recommendation.

DUE DATE FOR IMPLEMENTATION REPORT: October 1, 2018

Recommendation	Proposed Follow-Up <i>If no follow-up is recommended, please clearly indicate 'No follow up required' and provide rationale.</i>	Position Responsible for Leading Follow-up
1. That the School consider scheduling more of the teachable courses once every other year.	No follow up required. The School has developed a schedule that alternates teachables in low-enrolment areas.	
2. That more Indigenous content be included across the curriculum.	No follow up required. The School outlined several initiatives whereby students are introduced to Indigenous knowledge and culture, including: INDG content embedded throughout the curriculum, 0.5 INDG mandatory requirement, invitations and encouragement of students to attend Indigenous activities and events.	
3. That more teaching about assessments be included in the curriculum.	The program should consider offering a stand alone assessments course. The program is to review how its teaching of assessment aligns with other BEd programs in Ontario.	Dean
4 That the School hire more full-time faculty to teach within the program.	No follow up required. The hiring of additional instructional faculty is directly related to enrolment under the RCM model.	
5 That the School hire an additional Indigenous instructor or faculty member.	No follow up required. Additional hires will be considered based on enrolment and revenues generated.	
6 That technology be integrated across the curriculum in ways that ensure all students develop a minimum level of competence in technology, and in particular using current technology in the classroom.	Report on the three-year technology plan.	Dean

7 That the School continue to have strong communication and co-ordination across sections of courses.	No follow up required.	
8 That the School consider introducing longer contracts for LTA instructors.	No follow up required. With the introduction of three-year budgeting models, the School will explore opportunities for multi-year LTA contracts.	
9 That the School consider if students who do not demonstrate sufficient proficiency at elementary math, should be allowed to complete the program.	No follow-up required. All students, primary/junior and intermediate/senior, complete a mandatory mathematics credit. The School tests every student's math proficiency in the first weeks of the program. Students who do not meet a sufficient level of proficiency are required to enroll in an additional course. Additional support is provided through Academic Skills and one-on-one tutoring if required.	
10 That the School offer more sections for popular electives.	No follow-up required. Five electives are offered each year; students usually receive their first or second choice.	