

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 Glasbean, 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 critical 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 be better integrated throughout the curriculum and that there be additional training related to social/emotional learning.

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 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:

- x clarification of TEP faculty roles
- x put forward a three semester B.Ed. program for university approval
- x 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)
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