

Teacher Education Program

Examining the Institutional Learning Outcomes (ILOs) through four Lenses



TEP is a post-degree professional program. Successful students receive a teaching certificate that has been approved by external accreditation. The program is 12 months long and includes 22 courses (including two practica) totaling 55 credits. Given the post-degree entrance, it is assumed that all applicants already have competencies in the ILOs. Consequently we started by examining our intake variables to see how they compare to the ILOs. Our five program values are integrated into all aspects of the program and guide and inform the 14 program goals. These are most evident in our practica courses and align with external accreditation/certification requirements. Lastly, we looked at our courses and sought evidence on how the ILOs were met. The four lenses guiding our examination are **Intake Variables, Program Values, Program Goals, TEP courses**.

Intake Variables

- Minimum academic degree and course requirements
- Interview
- Written statement
- Work experience
- GPA
- Additional academic preparation

Program Values

- Social justice
- Critical mindedness
- Reflective practice
- Pedagogical sensitivity
- Integration of knowledge and practice

Program Goals (EDUC 490/492)

- Professional
- Strong connections with students
- Classroom management
- Reflective practitioner
- Working with feedback
- Clear and observable vision
- Knowledge of students
- Knowledge of content
- Effective communication with students
- Effective teaching practices
- Valid and reliable assessment practices
- Inclusive and individualized teaching
- Working respectfully with parents
- Contributing to school culture and community

EDUC courses

EDUC 410 Schooling in a Diverse Society
EDUC 424 Designs for Learning Elementary Math
EDUC 425 Designs for Learning Elementary PE
EDUC 444 Classroom Management Strategies
EDUC 445 Planning and Assessment
EDUC 446 Information Technology in Teaching
EDUC 495 Applications of Reflective Practice
EDUC 412 Development and Special Learning Needs
EDUC 420 Designs for Learning Elem. Language Arts
EDUC 422 Designs for Learning Fine Arts
EDUC 442 Intro. to Classroom Research

EDUC 448 Conflict Resolution
EDUC 452 Unit Planning, Assessment, Reporting
EDUC 453 Literacy Across the Curriculum
EDUC 454 Mental Health & Spec. Learn. Needs
EDUC 490 School Experience
EDUC 421 Designs for Learn. Social Studies
EDUC 423 Designs for Learning Elem. Science
EDUC 450 Second Language Learning
EDUC 492 Integration of Knowledge and Practice
EDUC 460 Governance and Social Reform
EDUC 447 Indigenous Youth and Schooling

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What have we learned through this process?

Overall Comments:

- The five values that drive all aspects of TEP program comprehensively align with the ILOs.
- The intake variables address all 9 ILOs. As a result, the intake process is a comprehensive pre-assessment of knowledge, skills, and experiences in relation to the ILOs.
- There are three different types of courses: foundation/theory courses, methods courses, and practica. The methods courses are strong with respect to the 3rd (knowledge and skill) and 5th outcomes (communicate effectively). The foundation courses address few items in relation to knowledge and skills; instead, they work to develop effective teacher dispositions that align with 2nd (analyze and imagine), 4th (inquire), and 7th (reflection) outcomes.
- The practica (EDUC 490 & 492) comprehensively cover all 9 ILOs, touching on each one at least four times.

Evaluation of each ILO:

1. Demonstrate information competency

- While the appropriate gathering and use of resources is currently taught and expected, specific evaluations of this outcome are limited. Recommendations: have instructors work with education librarian to include information competency in a progression of courses (curriculum/planning/action research): EDUC 410, EDUC 445, EDUC 420 or 453, EDUC 421, EDUC 423, EDUC 442 and include the evaluation of unit plan resources. In addition ILO 1 is addressed in EDUC 495 related to the use of confidential information and images on teaching practica.

2. Analyze critically and imaginatively

- This outcome is congruent to the program value of critical mindedness. As such, it is integrated into course work as well as practica. Students' ability to plan, sequence, and prepare lessons and units for multiple learning needs requires both analysis and imagination.

3. Use knowledge and skills proficiently

- This outcome aligns with the program values of pedagogical sensitivity and the integration of knowledge and practice. Respectively, students need to be knowledgeable in the developmental, academic, and behavioural needs of children at a number of ages. They also need to be knowledgeable regarding the curriculum. As a result, this outcome is covered extensively in coursework. In addition, program goals 3 (classroom management), 8 (knowledge of content), 10 (effective teaching practices), and 11 (assessment) involve the application of knowledge and skills in actual classrooms with real students. A course outcome for ILO 3 needs to be added to EDUC 423 to provide consistency between methods courses.

4. Initiate inquiries and develop solutions to problems

- The foundation courses incorporate a few opportunities for students to identify problems and seek a variety of solutions. At the end of the program, EDUC 446 is a course that focuses on students' ability to create, implement, and report on their own participatory action research project. Within practica (EDUC 490 & 492), students identify needs with regards to students and the school community, develop, and then implement action plans to address those needs. Recommendation: course outcomes related to ILO 4 need to be added to EDUC 410, EDUC 448, and EDUC 454.

5. Communicate effectively

- Through coursework students are taught to communicate effectively both orally and in writing. Students then apply these skills in classroom and school settings, working with students, parents, teachers, administrative staff, and community members. In addition, this outcome aligns with the 9th program goal (effective communication). A course outcome for ILO 5 needs to be added to EDUC 423 to provide consistency between methods courses.

6. Pursue self-motivated and self reflective learning

- This outcome is congruent with the program value of reflective practice. As such, it is integrated throughout the coursework and practica. The 4th (reflective practitioner) and 6th (developing a vision) program goal emphasis this outcome during practica. The 6th goal goes beyond self-motivated and self-reflective learning by focusing students on the development of a vision with regards to teaching and learning. Students then examine how this vision relates to their own practice.

7. Engage in collaborative leadership

- This outcome is interpreted narrowly within the program. Throughout coursework and practica students are taught to focus on collaboration: working together, sharing resources, and seeking the input of others. Students are required to work with diverse individuals and work to value the contributions this diversity brings. In these ways, the program aligns with this goal. The role of student as leader is not emphasized and aspects of competition are down-played as much as possible.

8. Engage in respectful and professional practices

- This outcome aligns with the program value of social justice. Students are taught and, during practica, evaluated on their ability to work respectfully with students, parents, teachers, administrative staff, and community members. The 1st (professionalism) program goal is congruent with this outcome. A course outcome related to ILO 8 needs to be added to EDUC 447 to emphasize the implementation of practices respectful of Indigenous Peoples in unit and lesson plans.

9. Contribute regionally and globally

- Similar to the previous outcome, the program value of social justice aligns with this outcome. For the program, social justice involves two key aspects. The first is respect and valuing of diverse perspectives and peoples (ILO 8). The second aspect of social justice is the implementation of strategies to meet the needs of diverse community members and generate positive change within the community. The 12th (individualized learning) and 14th (contribution to community) program goals result in the evaluation of the contribution that student teachers make to their school community.

Sample Evidence/Artifacts for meeting ILOs

1) Demonstrate information competency

- ✓ Use of varied resources in unit plans (all methods)
- ✓ Legal/ethical use and sharing of personal information in e-portfolio (495)
- ✓ Use of Ministry and copyright approved resources (490 & 492)
- ✓ Integration of technology when teaching (490 & 492)

2) Analyze critically and imaginatively

- ✓ Inquiry papers (410 & 460)
- ✓ Identifying activities/assessments to meet individual needs (490 & 492)
- ✓ Creating units and activities that integrate across subject areas (422, 425, 450, 452, & 453)

3) Use knowledge and skills proficiently

- ✓ Unit and lesson plans (all methods, 445, 452, 490, & 492)
- ✓ Proactive classroom management plan (444)
- ✓ Presentation on a type of exceptionalty (412 & 454)
- ✓ Examine and report on research articles (447 & 450)
- ✓ Apply 2 conflict strategies to problem (448)
- ✓ Formal observations of teaching and assessments (490 & 492)

4) Initiate inquiries and develop solutions to problems

- ✓ Inquiry papers (410 & 460)
- ✓ Participatory action research report (442)
- ✓ Identify conflict and strategies for resolution (448)
- ✓ Develop strategies for managing student behaviour (492)
- ✓ Identify and meet individual learner needs (492)

5) Communicate effectively

- ✓ Unit and lesson plans (all methods, 445, 452, 490, & 492)
- ✓ Formal observations of teaching and assessments (490 & 492)
- ✓ Presentation on a type of exceptionalty (412 & 454)
- ✓ Presentation of a community ethnography (410)
- ✓ Inquiry papers (410 & 460)
- ✓ Poster presentation (450)
- ✓ Mentor mash-up re: technology tool application (446)
- ✓ Presentation of e-portfolio (495)

6) Pursue self-motivated and self-reflective learning

- ✓ Creation of e-portfolio (495)
- ✓ Weekly practica reflections (490 & 492)
- ✓ Reflection on personal bias (447 & 448)
- ✓ Personal vision (460 & 492)

7) Engage in collaborative leadership

- ✓ Community ethnography presentation (410)
- ✓ Participatory action research report (442)
- ✓ Initiating school-wide activities (492)
- ✓ Participating in school-wide meetings (492)
- ✓ Presentation on culturally sensitive practices (410 & 447)
- ✓ Poster presentation (450)

8) Engage in respectful and professional practices

- ✓ Formal and information observations of teaching and assessments (490 & 492)
- ✓ Ethical sharing of practica information during e-portfolio (495)
- ✓ Demonstration of ethical conflict resolution scenario (448)
- ✓ Presentation on culturally sensitive practices (410 & 447)

9) Contribute regionally and globally

- ✓ Contributions to professional development of colleagues (492)
- ✓ Initiating school and community-wide initiatives (490 & 492)
- ✓ Unit and lesson plans (490 & 492)
- ✓ Participatory action research report (442)