

Master of Teaching and Learning
 Final Assessment Report & Implementation Plan
 September 202

Degrees Offered	Master of Teaching and Learning (MTL)	
Date of Introduction	September 1, 2024	
Approved Fields	Primary-Junior Junior-Intermediate Intermediate-Senior	Primary-Junior French Junior-Intermediate French Intermediate-Senior French
External		

Overview of Western's Program Proposal and Approval Process

In accordance with Western's Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the new program proposal, report prepared by external reviewers, internal responses, and assessment and evaluation of the Master of Teaching and Learning Program to be delivered by the Faculty of Education, Western University.

This FAR considers the following documents:

- the program's proposal brief;
- the external reviewers' report;
- the response from the academic unit; and
- the response from the Dean, Faculty of Education

This FAR identifies the strengths of the proposed program and opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Graduate Program Review Committee (SUPR-G), ACA and Senate. Following institutional approval, it is then submitted for approval to the Ontario Universities' Council on Quality Assurance.

Executive Summaryj EMC hu9.56 0 Td ()Tj i(h)10(e F(t)-4(a)-6(r)1(d91(r)53 scn5(he F)5(A)1CID 24 .

Upon successful completion of the program, teacher candidates will be recommended to the Ontario College of Teachers for a Certificate of Qualification and Registration, which will certify them to teach in Ontario schools. Consistent with current enrolment in the B.Ed. program, the projected intake for the MTL would be 350 Teacher Candidates, with total enrolment at 700.

Strengths and Innovative Features Identified by the Program

- As a new research-based teacher education program working toward the development of reflective and inquiry-oriented teachers, the program aims to:
 - Engage teacher candidates more directly in the ongoing research of its faculty to enable Teacher Candidates to learn through research experience in situ.
 - Equip Teacher Candidates with a solid understanding of the advanced field of educational research, of the need for interdisciplinary and cross-disciplinary practice and with experience engaged in designing, conducting and presenting research that will enable them to engage in their professional practice from a scholarly stance.
- The program's 16-month duration will ensure that graduates enter the field more quickly thereby supporting the need for schools struggling to find qualified teachers to fill their required teaching complements.
- The fully online component in the second half of the program, provides flexibility for teacher candidates who are trying to complete their education while working in this high demand context.
- Expansive practicum agreements with approximately 44 school boards across Ontario, including private and fully virtual schools.
- Faculty researchers, many of whom with international reputation, are well equipped to bridge the frequently cited gaps between theory and practice; which also aligns the department with the University's strategic vision.
- A Teacher Research Capstone Project (TRCP) allows teacher cand

- All faculty through Academic Research Clusters (Fall, 2021; Spring 2022; monthly in 2023)
- Teacher Education Design Group (representation of Faculty; 2021-2023)
- Ministry of Education, Ministry of Colleges and Universities, April 12, 2021 and in February 2023
- Ministry of Education, May 5, 2021
- Ontario College of Teachers, November 22, 2021 and in January 2023
- Federations (TELC October 26, 2021) monthly from Jan 2022 to Feb 2023
- Education Graduate Student Association in 2022
- Education Students Council: 2022 (survey) 2023 (meetings)
- School Board Partner Advisory Teams (Jan-Feb 2022; Sept-Feb 2023)
- Survey (all teacher candidates and instructors in December 2022)
- Local Board of Education Directors (February 2023)
- Ministry Mandated Teacher Education Advisory Committee, January 31, 2023
- Ongoing programmatic research in Teacher Education (includes Associate Teachers, Advisors, Instructors, Faculty and Teacher Candidates) (from 2020 – present)
- Open Townhall on January 20, 2023

Following approval to proceed with an external review, a review committee was struck comprising two external reviewers, one internal reviewer and one student reviewer. Reviewers were provided with the program proposal brief in advance of the scheduled review and then met in-person over two days with the:

- Vice-Provost, School of Graduate and Postdoctoral studies

the new program proposal brief, the external reviewer report, and the Program and Faculty responses, have formed the basis of this summative assessment report of the proposed Master of Teaching and Learning Program.

Summative Assessment – External Reviewers’ Report

External reviewers shared that “~~the~~
~~program~~ ~~is~~ ~~well~~ ~~aligned~~
~~with~~ ~~the~~ ~~program~~ ~~goals~~
~~and~~ ~~the~~ ~~program~~ ~~objectives~~
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Strengths and/or Unique Aspects of the Program

- Positioning of in-person and online sections balances both program strengths, student learning experiences and reduces economic impact on students and enhance program’s accessibility for persons in rural and Indigenous communities.
 - Core faculty, administration, staff, and specialization chairs were well in tune with this transition and were quite supportive. They are leading practitioners and scholars in this type of learning medium.
- Knowledgeable faculty, staff, adequate technology, and a strong history of distance education aid to ensure the program’s success.
- The upgraded research focus of the program is aligned with the future of teacher education which is likely to be at the graduate level.
- Proposed program components are a creative pedagogical response to emerging modes of delivery – 1) the unique Teacher Research Capstone Project which foregrounds research; 2) impressive variety of courses covering major areas in the field of education.
- The Faculty has a history of gathering data on their program, with regular surveys about the quality of the program. The program also has a strong Teacher Education Advisory Committee that would continue to be a sounding board and a feedback partner through the implementation phase of the new program.
- Competent program administrators, who are effectively managing this transition and are capable of addressing gaps in the implementation process.
- Western University leads in teacher education in many areas and already offers a variety of innovative masters programs as well as doctoral level studies.

Summary of the Reviewers' Recommendations and Program/ Faculty Response s

The following are the reviewers' recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers' Recommendation	Program/Faculty Response
Recommendation # 1 Consider clarifying the use of a statement of intent.	Program: This was an error. The program removed what was used previously (The Experience P This wasreiasq 19

Recommendation #4*
Subject to unit priorities and planning, consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.

Program:

providing a more robust defence of the use of the PASS/FAIL grade.

Recommendation #8*
Take steps to prevent, or at least minimize any tuition increases, as well as ameliorate cases of possible hardship related to such increases.

in Teacher Education. The program is conducting programmatic research on the P/F progression requirements (since Jan 2023).

A standard (Senate Approved) letter is issued to graduates who need it to apply to programs, secure funding etc., and to date, that letter has satisfied external institutions' needs.

Faculty: While the Faculty supports revisiting and/or better supporting the PASS/FAIL position, it also trusts the consultation (including at Faculty Council) on this position, and the research planned to further understand this position. The program may review and further update the standard (Senate Approved) letter, which is issued, upon request, to graduates for purposes of awards and competitions in other programs and institutions' that heavily rely on grades in their adjudications and admissions.

Program: Western's data indicates that 58/700 students received a bursary of \$4000. A further 64 applied and did not receive funding because they did not qualify. As graduate students, they will have increased access to support, and the program has 1) multiple sources of bursaries for those who qualify; 2) specific scholarships for students who are Indigenous or who are living with disabilities.

Also, the Ministry of Education's change to the Transitional Teaching Certificate (issued August, 2023) was anticipated, and it means that Teacher Candidates will be able to be paid as Occasional Teachers during some part of their practicum (beyond the first 40 days).

Faculty: The Program will work with the Faculty to explore models for tuition, funding, scholarships, awards, prizes and bursaries for teacher education graduate students. This will be done once MCU decides if a Masters can be offered, and the nature of the funding envelope. The intent will be to increase the existing funding opportunities and ameliorate possible undue hardship especially for teacher education students who self-identify as members of designated EDI groups.

	<p>retains curriculum instructional kits and heavy use items onsite, the rest has moved centrally. It can be ordered online, and gets delivered to a secure locker in the Faculty of Education. The online support provided to faculty and students is exceptional, and continues to grow.</p> <p>The program will share the reviewers' feedback with the central library administration, and continue to collect data with a focus on the new program to monitor ongoing need.</p> <p>Faculty: The faculty agrees with the program's response.</p>
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Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. In each case, the Program Chair (or equivalent), and the Dean of the Faculty

Recommendation # 4

Consider the applicability and feasibility of having students back on campus during toward the end of Year 2 for a set of learnings related to the courses and the capstone project to enhance and/or supplement the online learning experience.

- Host a hybrid conference/symposium at the end of the program to showcase the Capstone Projects.
 - Create a virtual resource bank
 - Associate Dean Teacher Education
 - TED Group
- By December 2025

Recommendation # 10
Consider the option of a Quality Research Paper/Project as part of the capstone process.

- Explore teacher education options, such as:
teacher education students taking an independent reading research upon request; and prospective graduate education students seeking bridging opportunities with a potential supervisor, such as taking part of a research team during field experiences or summer research internship.
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