



BEd Graduates 1999-2007

2009

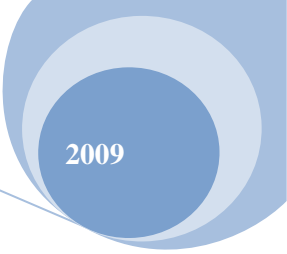
Reflections on the UPEI
Faculty of Education
Pre-Service Program
by the Graduates
of 1999-2007

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UPEI Centre for Education Research

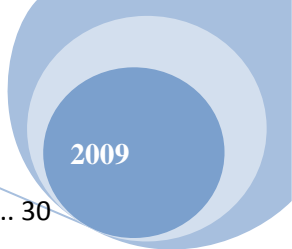
With acknowledgement to our Research Assistant

Paula Croken



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Background and Purpose

Introduction

The need for this investigation became apparent in fall 2007 during ongoing faculty discussions on ways to enhance and enrich the quality of our Teacher Preparation Program. The importance of eliciting the views of Education graduates was identified as an important step in our program revisioning process.

The power of students' voices had been well illustrated by the findings of an Engagement Survey of Year 1 Bachelor of Education students in spring 2007. A summary of those findings was well received at our annual summer faculty retreat before a final report went to the UPEI Senate on the levels of first-year student engagement across all faculties that fall. That investigation encompassed five benchmarks of effective educational practice adapted from the National Survey of Student. These included the level of academic challenge, the extent of active and collaborative learning, the quality of the student-faculty interactions, the availability of enriching educational experiences, and the supportiveness of the faculty/campus environment.

Second-year graduating students who responded annually to the B.Ed. exit survey during final practicum were generally positive in their parting comments about their experiences in the program. However, increasing faculty concern about the varying rates of responses to the exit survey over the years (53%--78%) underscored the need for better timed and more comprehensive vehicles for eliciting students' feedback on the impact of our program. Furthermore, our fall Open House promoting the program brought a consistent annual reminder of the need for tracking more systematically the employment histories of our graduates so that important current employment statistics could inform future recruitment strategies.

Education Faculty members have frequently expressed the need to assess the degree to which our program nurtures global citizenship and lifelong learning, and cultivates leadership skills among the fundamental principles on which our program is founded. In addition, the increasing popularity of our three second-year specializations (International, Indigenous Education, and French Immersion) has brought home the need for a mechanism for assessing the immediate and long-term impact of these certificate programs. It was also felt by Faculty members that a comprehensive survey of our graduates would be timely in anticipation of the upcoming external review of our Bachelor of Education Program.

With the widespread recognition, across Canada and internationally, of the importance of more comprehensive formative evaluations of teacher preparation programs has come the need for multi-dimensional approaches to providing evidence of the effectiveness of regular and innovative program initiatives. Faculty felt that this investigation would make an important contribution in response to

recent calls by the Canadian Association for Teacher Education for more rigorous assessment of teacher education practices across the country and more research into best practices across a diverse teacher pre-service education landscape.

With the support of our colleagues from both full- and part-time faculty, the co-investigators crafted and submitted a proposal to the Dean in February 2008. The proposal was welcomed and supported by Dean Pike with Special Project funding (\$3025) in March. Given the potentially sensitive nature of the data to be gathered, a proposal was submitted to the University Research Ethics Board in April and ethics approval was received May 26th.

Purpose

Our explicit aims for this study were threefold:

1. to track as many UPEI Bachelor of Education graduates from 1999-2007 as possible in order to identify their work places and responsibilities;
2. to develop a profile of BEd graduates' professional development and continuing education pursuits since graduation,
3. to engage graduates in a guided review and reflection on the effectiveness of their pre-service teacher preparation program for their teaching and/or related careers.

Our underlying aim was to give UPEI graduates a voice in any future restructuring of our Teacher Pre-service Education Program.

We proposed a four stage process:

1. Tracking

Our goal in this first phase was to track by email as many of the 700+ BEd graduates since 1999 as possible. We set 400 as a reasonable target through tapping into our own current networks with former students as well as those of our colleagues and recent MEd students and BEd graduates.

2. Surveying

Our next step was to design a survey instrument that would combine closed- and open-ended questions to provide important data on the employment histories of graduates and their subsequent pathways to continuing education. We also felt that a survey eliciting graduates' reflections on their initial preparation program in the context of their current school teaching, administrative, and wider community leadership roles and responsibilities would also be important and timely.

We decided to focus the survey on how well graduates felt prepared in four key areas:

- 2.1 Methodology content preparation;
- 2.2 Classroom teaching realities and responsibilities;
- 2.3 Cross-curricular teaching and learning; and
- 2.4 Facilitating and assessing teaching and learning.

In addition, it was decided to gather data on graduates' professional development and leadership activities since their initial preparation program. The decision was made to distribute the survey online to ensure a higher rate of response.

3. Conversing

From the outset, the co-investigators felt that bringing together a small group of Education graduates in focus groups would not only supplement the survey data but, more importantly, engage participants in dialogue on what their BEd program meant to them in their opening years in the teaching or related profession. A thematic analysis of the face-to-face sessions was identified as an important component in the final report.

4. Collating and reporting

The proposal included hiring a research assistant to collate the statistical data to enable the principal investigators to plan for the focus groups and conduct the thematic analyses. Initial spring target dates were modified when compiling a master list of email contacts and ethics approval both took longer than anticipated. In May 2008, it was decided that the beginning of the next school year would be a better time to elicit teachers' feedback.

Procedures

We developed the study using two research strategies: 1) A comprehensive online survey to collect as much information as possible from as large a sample as possible; and 2) A set of focus-group sessions to give graduates an opportunity to discuss issues and provide information of a more qualitative nature.

Identifying & Tracking the Graduates

Once we had UPEI Ethics approval (May 26, 2008), we began the task of tracking down all our graduates (1999—2007). We used these sources to find the emails of students: 1) Faculty had lists of former students with whom they had maintained contact; 2) UPEI Alumni services had some names and emails; 3) the administrative assistant in Faculty of Education had lists of all students going back to 1999.

We discovered there were 707 graduates with our two-year Bed in the years 1999—2007. We were able to locate 558 email addresses, to which we sent an invitation to take part in the online survey. Over 100 email messages bounced back as undeliverable; 453 email addresses worked. Large email lists were created, and letters inviting former graduates to take part in the survey were sent out in early June 2008.

Developing the Comprehensive Online Survey

With our graduates scattered all over the world, the most effective way to access their input was through an online survey. One of the readily available tools for developing, delivering, and analyzing online surveys is SurveyGizmo (<http://www.surveygizmo.com/>). As a powerful web-survey tool, it allowed us to have a professional looking survey, comprehensive in scope, easy to complete, and to submit. Data was also scored securely and participants could remain anonymous. SurveyGizmo also has several data-analysis tools which allowed us to complete visual and numerical summaries of the data.

The Survey had 60 items organized into these general areas:

Part A: Demographic Information

Part B: Work History

Part C: Learning Journey since Graduating

Part D: Contributions to School/Community

Part E: Reflections on your BEd Experience

Part F: Thoughts on Revising the BEd

Part G: Closing Thoughts



Survey Results

Respondents

After the large set of email messages was sent, we found that 453 graduates received the invitation. Of these, 222 completed and submitted the full survey which represented 51.6% of the 453 who were contacted. A further 88 surveys were started and not completed. Only the 222 completed surveys were used in the tabulation of the results.

Results were organized into the main categories of the survey questions and are presented in the same order here.

Part A: Demographics

Of 222 responses, 53 were male (24%) and 169 were female (76%), which represents a similar breakdown in the usual number of students we get each year in the BEd program. Students represented graduates from 1999—2007 and the number of respondents from each year was distributed evenly as shown in Table 1.

1999	21	9%
2000	18	8%
2001	20	9%
2002	15	7%
2003	31	14%
2004	23	10%
2005	30	14%
2006	29	13%
2007	35	16%

Table 1: Number of Survey Respondents by year of graduation

The ages of the majority (77%) of respondents was concentrated in the ranges of 26-35 years old.

To create as complete a picture of past graduates as possible, it was important that we have a good representation of responses from early in the history of the program as well as more current graduates. Of the 222 respondents, the average number of responses per year for 1999-2003 was 19,



while the average number of responses per year for 2004-2007 was 35. This was considered a fair response considering the additional challenges of locating graduates from the earlier years.

Streams/Specializations/Practicum of the Respondents

Of the respondents, 70% (153) completed their BEd with no specialization, while 20% (44) completed their degree with an international specialization, 5% (12) graduated with a BEd in indigeneous specialization, and 5% (11) took the BEd–French immersion route.

Since the BEd program started, we have used a cohort system. Initially, this system included primary, elementary, intermediate, and secondary; however, it gradually evolved into early, middle, and senior years. Figure 1 shows the distribution of the 222 respondents to the survey by their cohort.

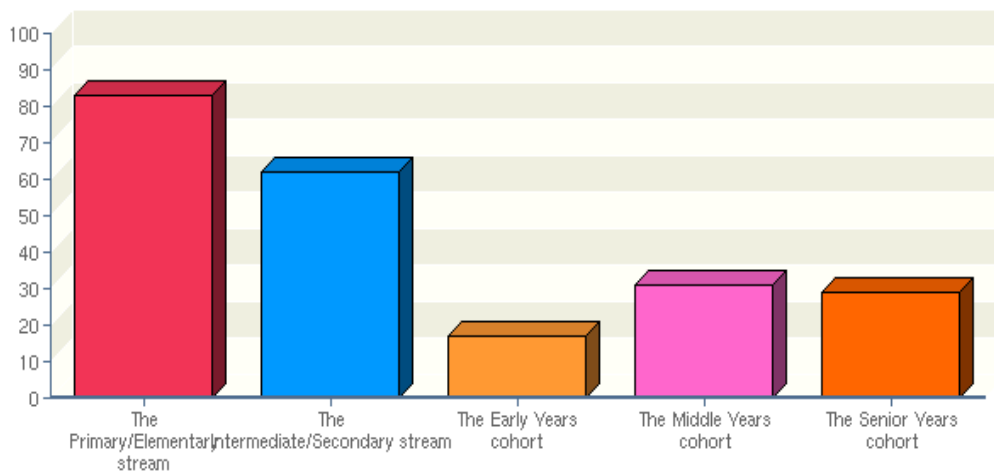


Figure 1: Distribution of Survey Respondents by Cohort

The two-year BEd program at UPEI offers students a variety of practicum experiences; students have a range of options as well as diverse expected experiences throughout the program. Figure 2 represents the varied practicum experiences of the 222 respondents to the survey. While the majority of students took the basic four practica, others took full advantage of the specializations we offer as well as the French practicum and the alternate practicum where students chose to work in the areas of arts education, literacy, or special education.

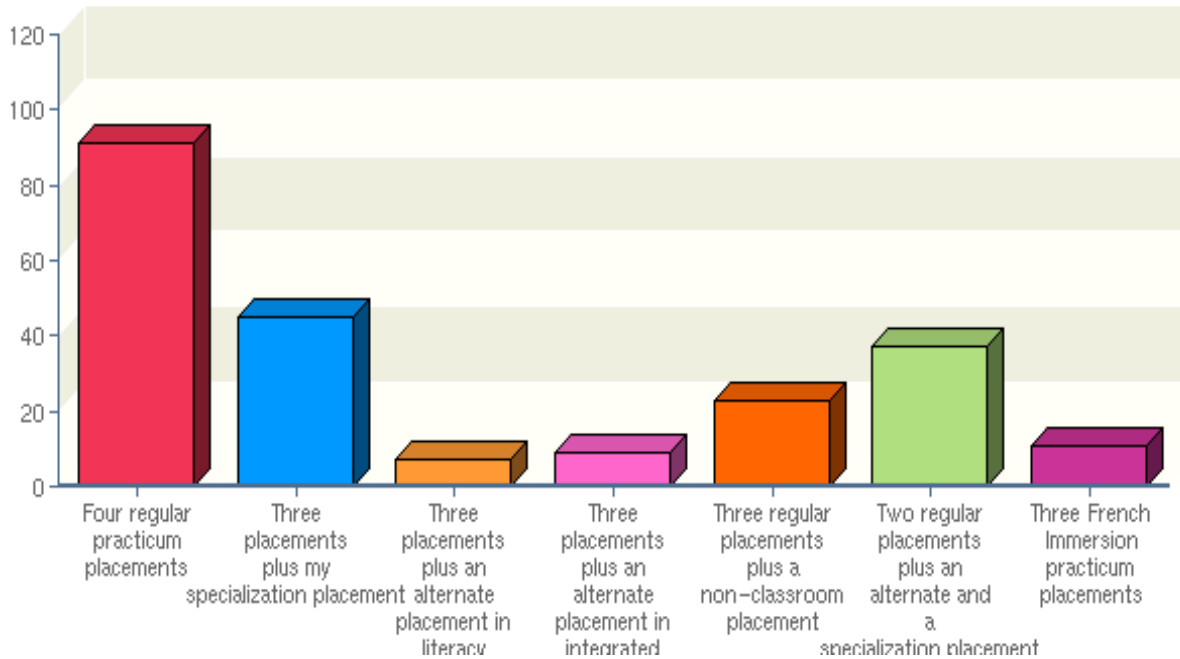
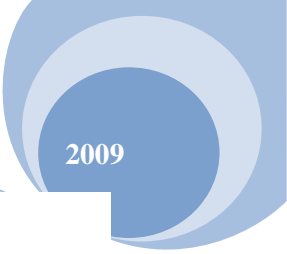


Figure 2: Distribution of Survey Respondents by Practicum Experiences

Part B: Work History

A major goal for the study was an attempt to track students’ current work positions, as well as getting from them some sense of how they “broke into” the system. We were interested to know if they were currently teaching, how long it took them to find work, what positions did they hold, and where in the world they were working.

Finding Work after Graduation

Table 2 demonstrates clearly that the majority of graduates are currently working full time in teaching positions with 62% either working full time in the classroom or full time in a specialist teaching position. A further 8% are working part time in a variety of positions. Eleven per cent (11%) are working as substitute teachers and 8% are working in a teaching-related field or in another field all together.

Teaching in a classroom full time	118	53%
Teaching in a classroom part time	4	2%
Teaching in a specialist teaching position full time	20	9%
Teaching in a specialist position part time	7	3%
Teaching part time in a classroom, part time in a specialist position	7	3%

Working as a substitute teacher	24	11%
Working in a teaching-related field	7	3%
Working in another field	11	5%
Other	23	11%

Table 2: Current Employment of Survey Respondents

One question we are often asked by new teacher candidates in our program is how many people get a job in the first year. Table 3 shows what employment our past graduates were able to find in their first year after graduating.

Teaching full time	122	55%
Substitute teaching	64	29%
Teaching part time	24	11%
Working in a teacher-related field	20	9%
Working in another field	12	5%

Table 3: First-year Employment of Survey Respondents

Where Graduates are Currently Working

As important as finding a job is, graduates also want to be working in a location of their choice. Figure 3 shows the distribution of our graduates by province/territory in Canada or other countries in which they are currently employed.

Where in the World are our Graduates?

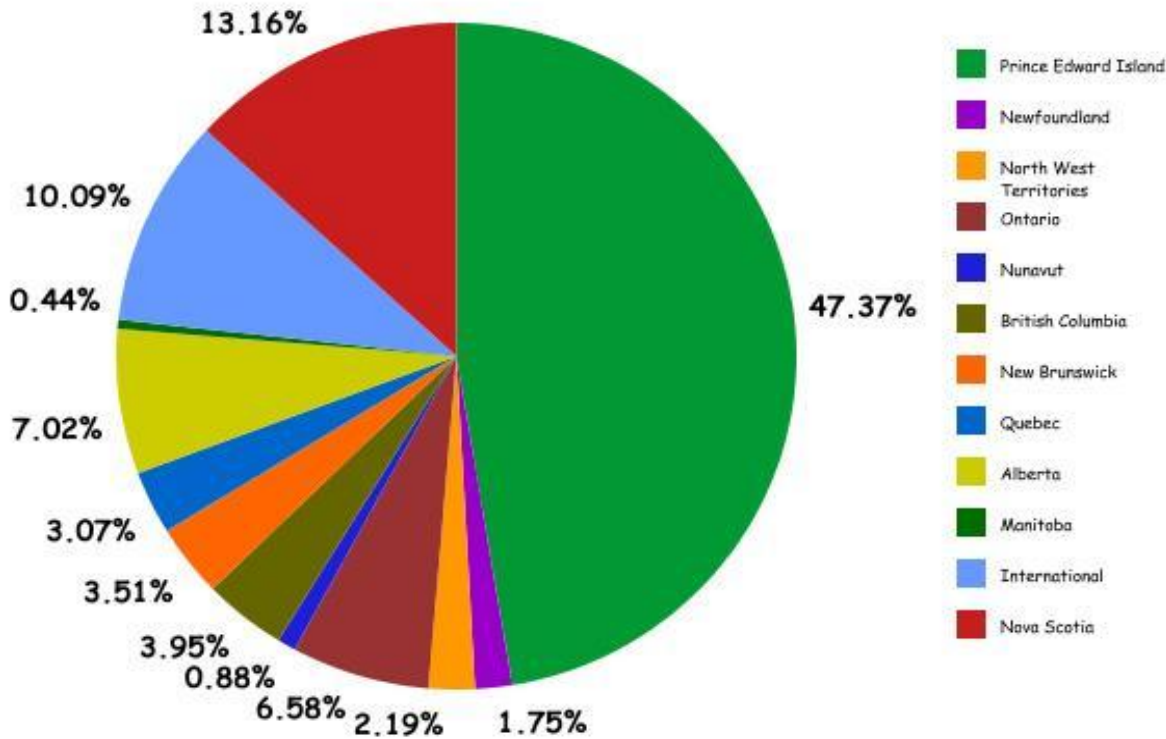


Figure 3: Distribution of Survey Respondents by Current Teaching Location

Close to half (47.37%) of our former graduates are working in schools in Prince Edward Island with a further 41.5% distributed in provinces and territories across Canada. Over ten percent of the survey respondents are working internationally including individuals working in Hong Kong, New Zealand, Dubai, United Arab Emirates, Egypt, Jordan, Scotland, United States, Trinidad, and the United Kingdom.

Part C: Learning since Graduating

A fundamental principle of our two-year BEd program is the notion of lifelong learning and how the two years students spend with us are really the beginning of a career-long exploration of their own practice, the new research and its implications for the classroom, as well as the personal responsibility we all have to continue to grow professionally throughout our teaching lives.

Academic/Professional Achievements

In the survey, we probed what further course credits and/or programs graduates have completed and any programs in which they are currently enrolled.

Table 4 summarizes the academic/professional achievements of our graduates since completion of the BEd program.

I have earned a post-graduate certificate	25	29%
I have achieved an additional degree	19	22%
I have achieved more than one additional degree	5	6%
I have received a recognition for my contribution to teaching	23	27%
I have received a recognition for my contribution to research	8	9%
I have received a recognition for my contribution to school/community life	42	49%

Table 4: Academic/Professional Achievements since Graduating

These figures indicate that close to 30% of our graduates have gone on to complete at least one further degree, suggesting that for many, post-graduate study is important. A similar number have received recognition for their contributions to teaching and/or research. What is particularly noteworthy is that close to 50% have received recognition for their contributions to community or school life. Our students seem committed to continuing to learn and to play a significant role in life outside the classroom.

Current Involvement in Academic/Professional Activities

As well as having completed academic programs, our former graduates are also actively pursuing academic and professional opportunities. Table 5 summarizes the percentages in either of these pursuits.

I am not involved in further formal education at this time	73	35%
I am involved in school-based professional development activities	129	62%
I am involved in district/provincial professional development activities	75	36%
I am enrolled in a graduate certificate program	9	4%
I am enrolled in a graduate degree program	37	18%
Other	50	24%

Table 5: Current Academic and Professional Activity

While one-third of survey respondents indicated they are not currently enrolled in any formal academic program at this time, close to one-quarter are pursuing either a graduate certificate or degree.

Two-thirds of survey respondents indicated they are involved in school-based professional development activities, with evidence that over one-third are also active in district and provincial professional development activities.

Part D: Contributions to School/Community

In addition to taking courses, completing post-graduate work and actively engaging in professional activities, survey participants were asked about their school and community involvement and about various leadership roles they may be taking. Table 6 summarizes their school and community involvement while Table 7 presents results on several questions related to leadership activities.

I teach outside the regular classroom	69	39%
I coach sports	75	42%
I coach one or more school clubs	101	57%
I lead students on study tours	31	18%
I teach Sunday school	15	8%
Other	46	26%

Table 6: School/Community Activities

I have been a cooperating teacher for a student teacher placement	39	30%
I have chaired a curriculum committee	21	16%
I have piloted a new curriculum for my Department of Education	37	29%
I have had an administrative position	18	14%
I have organized a school/community links project	42	33%
Other	85	66%

Table 7: Other Leadership Activity

Respondents to the survey seem to be very active in teaching outside the classroom (approximately 40%) such as Sunday school, and close to half have been involved in coaching sports or some type of school club for students. A small number (14%) have held administrative positions while a third have been sponsoring teachers for a pre-service teacher. Similar numbers have been part of curriculum committees and/or have piloted new curriculum initiatives. These are all good indications of how our graduates are moving into leadership roles and recognizing how the teaching profession is beyond the learning in a classroom. In fact, when we consider the length of time some respondents have been teaching, how they may have had to substitute and/or relocate for work, these results are very encouraging.

Part E: Reflections on BEd Experiences

To begin their reflections on their two years in the BEd program, survey respondents were asked to rate several general items on a five-point scale related to their satisfaction with first- and second-year courses and their first- and second-year practicum experiences. Table 8 summarizes their responses.

Item	N	M	SD
Overall my coursework in Year 1 was positive	222	3.99	0.77
Overall my practicum experience in Year 1 was positive	222	4.10	1.01
Overall my coursework in Year 2 was positive	222	3.89	0.95
Overall my practicum experience in Year 2 was positive	222	4.27	0.95
Overall my experiences with sponsoring teachers was positive	222	4.20	0.82

Table 8: Overall Ratings of Coursework and Practicum

Respondents were generally quite satisfied with their coursework in both first and second year of the program with a slightly smaller mean and wider standard deviation for Year 2. Stronger satisfaction with the practicum in both years was indicated with slightly stronger satisfaction in the second-year practicum. Obviously, students feel more confident as they do their practicum in the second year and many have chosen an international or indigenous practicum placement as well. Respondents were very positive in their overall rating of the experiences they had with their sponsoring teachers.

Their general reflections were probed further where respondents were asked how the program developed their foundational knowledge and understanding of the essentials of teaching. Table 9 summarizes the means and standard deviations for several items on this survey question.

I feel the BEd program gave me the following... (Descending order)	N	M	SD
The essential skills to be a reflective practitioner.	222	4.07	0.88
The fundamental values & attitudes for success in the classroom.	222	3.98	0.91
A deeper appreciation of my ethical responsibilities as a teacher.	222	3.94	1.00
The foundational knowledge for success in the classroom.	222	3.80	0.93
The essential teaching skills for success in the classroom.	222	3.76	1.03

Table 9: Overall Ratings of Essential Skills & Knowledge

Respondents were positive in their general reflections on how the program developed the essential skills, foundational knowledge, the ethical values and attitudes to be a teacher, and the skills to be reflective practitioners.

Top 3 Courses:

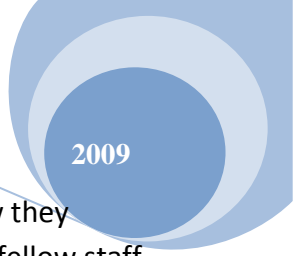
Participants in the survey were then asked to rate their top three courses which they felt were the most helpful in preparing them for the start of their teaching careers.

1. Methods: Of the 222 respondents, it is not surprising that 138 named methods courses as the most useful courses they completed. Forty-six (49) named Language Arts, 38 named Social Studies, 36 named Mathematics, and 15 named Science as their first choices for the number one course they found helpful.
2. Literacy: Fifty 54 (54) named their literacy courses as choice two in their list of most helpful courses.
3. Assessment: Twenty-seven (27) listed assessment course as the third most useful course.
4. Others: There were other courses listed as well which we categorized as Electives (68) particularly in ESL, Administration, Aboriginal, Library, Critical Thinking, and Global Education.

The Key things learned from cooperating teachers

Respondents reported repeatedly that the experiences with their cooperating teachers who mentored them during their four practicum experiences were some of the best things about their time in the BEd program. Survey respondents were given an open question to tell some of the key things they learned from their cooperating teacher.

- 1) Teaching tips: Fifty-eight (58) comments clustered into the category of ideas and tips on how to prepare lessons, teach specific skills, and use “fun” activities.



- 2) How to work with children, parents, and staff: Forty-six (46) comments included how they learned to deal with specific children’s needs and to communicate with parents and fellow staff members.
- 3) Classroom management, discipline, daily routines: Forty-one (41) responses were focused on how the sponsoring teacher shared ideas on classroom management and how she/he handled discipline and the daily routines of the classroom and school timetable.
- 4) Importance of organization and flexibility: Thirty-seven respondent (37) reported they had learned the importance of being very organized and well prepared but always to be able to “roll with the punches” and adapt to the unexpected.
- 5) Have fun, don’t stress, it’s okay to make mistakes: Seven (7) felt the most important thing they learned from the cooperating teacher is to relax and don’t worry about the little things.
- 6) About the education system: Seven (7) respondents felt they learned the most about how the system works and about “the little things” in running a school.

When one checks through this list of the key areas students identified as what they learned from their sponsoring teachers, it is exactly what one would want them to learn on the frontline during their practicum. Many of these areas are school-specific and vary from one school district to another. The culture and community of each school reflects the people who make up the community and by working with their cooperating teachers, students gave firsthand experiences with being part of that school culture.

How well the BEd Program prepared me for...

Respondents were given a list of 15 items and asked to rate them (on a scale of 1-5) for how well the two-year BEd program prepared them in these areas. Table 10 summarizes their ratings.

How well B.Ed prepared me for: (n=222) Descending order	<u>M</u>	<u>SD</u>
Lesson planning and preparation	3.99	0.91
Innovative and creative teaching	3.96	0.79
Fostering active, experiential learning in my classroom	3.94	0.78
Promoting more inclusive learning environments	3.81	0.97
Nurturing enterprising values, attitudes, and skills with my students	3.79	0.88

Assessing my own professional growth and development	3.75	0.97
Teaching in my methods area(s)	3.70	1.01
Integrating technology in my classroom	3.64	1.03
Daily responsibilities of classroom teaching	3.55	1.05
Thematic teaching (i.e. using calendar theme days)	3.55	1.25
Collaborating with colleagues on cross-curricular projects	3.50	1.09
Integrating the arts in my teaching	3.48	1.22
Authentically assessing student learning, including rubrics	3.39	1.13
Initiating change in my classroom/school	3.33	0.97
Challenges of managing a classroom	3.09	1.10

Table 10: Overall Ratings in 15 Areas of Teacher Preparation

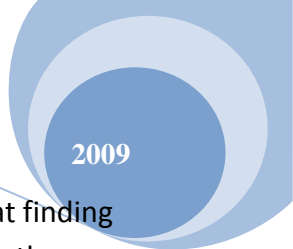
In terms of how well the program prepared respondents for the classroom, they gave the most positive responses for the lesson planning and preparation they received, skills in creating active and innovative teaching, the groundwork for building inclusive classrooms, and assessing their own professional growth.

The middle scores of the responses focused on integrating technology, collaborating with teaching colleagues and being prepared for the daily routines of the classroom, while the lowest scores were in the areas of assessment and classroom management.

Impact of the Specializations

No area of the two-year BEd program defines our uniqueness more than the specializations we offer in international, indigenous, and French education. Close to one half of our students each year choose one of these areas, and each offers students specialized courses and one or more practicum experiences in their area of interest. Students have travelled to close to 30 different countries and faculty supervisors and local cooperating teachers have been very positive about having students do these practicum. On the survey as well, respondents who had taken advantage of one of the specializations were asked to write thoughts and suggestions on the impact the practicum has had on their development as teachers.

1. International : Traditionally the largest group of students choose the international specialization which averages about 25 students each year. Twenty-four students from this group made comments, 20 of which were very positive, 2 were negative, and 2 were positive and negative. Key exemplars include:
 - Positive: My experience in the International Placement was second to none. Even five years later, I fondly reflect back to my experiences in my International practicum. I was able to visit a part of the world I normally wouldn't travel to. I would love to have the opportunity to visit my International placement once again!
 - Positive: Life changing! It not only broadened my perspective on teaching, but it helped me to learn new techniques and learn more about education in that country. It also gave me the confidence to move to Ontario to begin my teaching career.
 - Negative: My placement was not that helpful because it was quite disorganized in terms of the placement (the cooperating teacher was not really aware of my placement and generally had no use for me in the classroom) and the host professor was quite negligent. In retrospect, I wish that I had organized my own placement.
 - Positive/Negative: Although my cooperating teacher was not helpful and negative, I enjoyed my time at the school and more importantly my time in Germany/ France.
2. Indigenous : The second most common area of specialization is in indigenous and aboriginal education with 8-10 students each year. Nine respondents made comments on the survey question and all nine were very positive. One Key exemplar is:
 - Positive: Priceless and immeasurable! It was an amazing learning, teaching, and growing experience to have taught at the tiny reserve school, and the things I learned I will use for the rest of my teaching career.
3. French education: Starting as a partnership with Université de Moncton, this program of study has allowed French-speaking students prepare to teach core French and French immersion. Five to 8 students usually choose this option. Five students gave written responses with 4 positive ones and 1 positive/negative comment. Exemplars are:
 - Positive: I feel I am blessed to have taken the French
 - immersion program because I am now employed and it was an easy process. The program is very well structured and I would highly recommend it.

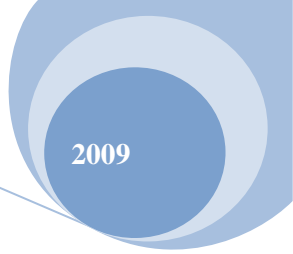


- Positive/Negative: The French-Immersion program gave me a better chance at finding full-time employment. I felt a bit disconnected from the other BEd students in the program who were not in French Immersion. Also, I felt that we missed out on in-class experience.
4. Five Other General comments (all positive) were also recorded in the survey: Key exemplars are:
- Discovering another culture was a great human experience.
 - I did not complete a specialized placement; however, I wish I had done a special education placement - a huge regret!
 - Incredibly gratifying, and life-altering, but incredibly difficult.
 - Greater awareness of differences and need for inclusive practices in ALL classrooms.

Part F: Thoughts on Revising the BEd

Part F of the survey probed any ideas or suggestions former students had for improving the BEd program. Respondents were asked to give three suggestions for improving the program and rank order them as to their priority. Table 11 summarizes the top suggestions for changes made by respondents and presents them in the order of frequency they were listed.

Top 3 Changes	1 st Choice	2 nd Choice	3 rd Choice	Number giving it 1 st , 2 nd , 3 rd choice
Course Changes	26	44	31	101
Practicum Changes	36	17	26	79
Classroom Management	22	11	9	42
Assessment	17	15	3	35
Resource/Inclusion	6	12	13	31
Admission/Interviews	24	3	3	30
One Year Program	14	2	1	17
Curriculum	6	5	4	15



Streams	6	4	0	10
Staff	3	0	7	10
Pass/Fail	2	1	6	9
French	3	2	2	7
Evaluation	2	0	0	2
Other	11	32	37	80

Table 11: Rank Order of Suggested Changes to the Program

An analysis of the rankings and topics suggested for changes in our BEd program clustered in three ways:

- top two choices (course and practicum changes);
- a middle cluster of areas (management/assessment/inclusion and admissions); and then,
- a cluster of suggestions with fewer ranking them in the top three (such as staff, streams, French, pass/fail, length of program and other).

Course and practicum changes were suggested the most with over 100 top three choices for course changes and 79 suggested for practicum. Course changes ranged from ideas for:

- 1) dropping specific courses (“too much foundations” –[very common suggestion]; “more technology courses”; and “exposure to specialty courses like aboriginal for all”);
- 2) diversifying course offerings (“work to expand a broader variety of courses”; “give early years more electives:”);
- 3) changing course structure (“too much group work”; “too much wasted time in some courses”; “change those back-to-back three hour classes”; “do more micro teaching like some methods did”).

And ended with suggestions for “more special needs courses” and to “tone down all the reflection.”

Practicum changes were predominately:

- 1) to include much more of “teaching in school time” in the program;

- 2) to “drop the four weeks – it is not enough time”; and
- 3) to “stretch out the practicum into a whole term” [a common suggestion].

Issues with practicum included:

- 1) students who “liked the 11 weeks with the same teacher” and wanted an option to go back to that teacher in the second year.

students who had a poor match with the sponsoring teacher and who “felt [their concerns] went unheeded” when they expressed concern about where they were placed.

Three areas in the content of our program formed a middle cluster of suggestions for changes: 1) Assessment, 2) Classroom management, and 3) Inclusion.

- 1) Concerning assessment issues, respondents were not saying assessment was not being done in the program, just that it needed “to be integrated more with the practicum”, reflect “more of the changes in provincial assessments” and “give us more chances to practice using and managing assessment.” These comments suggest that our practicum experiences need to make assessment and its role in good teaching more a part of what happens during practicum supervision. We are talking and telling about assessment, but students don’t get enough chance to use it in the real contexts of their practicum.
- 2) Classroom management suggestions were best summed up with “you can never have enough on management,” a definite challenge for a pre-service program trying to prepare new teachers for diverse school and classroom cultures. Suggestions for giving “more focus on the realities of managing students with behavioural issues” were common, as were the establishment of “classroom management courses for everyday issues.” No specifics were offered for what aspects of management needed to be more present in our program—just a general frustration around management and a call for more to have been done in the two-year program.
- 3) Respondents also recognized a need to be more knowledgeable about “students with learning disabilities,” “more course work on integrating differentiated planning,” “teaching multi-level, multi-grade classes,” and a “course in modifications and adaptations for students.” Clearly, students are encountering the challenges of today’s diverse classrooms and feel more should be done to prepare them for what they will face.

Admissions: Surprisingly 30 respondents suggested we needed to change the admissions process and “make it much more competitive—there are not enough teaching jobs.” We should “take breaks in between admissions years because you’re flooding the teaching market and no one can find permanent work.” As well, some felt “an interview would help to determine other skills – confidence, interpersonal etc.” and people should not be admitted “on marks and volunteer work alone.” The

suggestions seem to focus on raising the rigour around admissions and making it tougher to get in such that there would be “a series of interviews and mock teaching to select the best candidates,” a process that would certainly add to the complexity of the admissions process.

The bottom third of areas for change in our program which we clustered for analysis is really a hodge-podge of varying issues and ideas raised by fewer number of respondents.

- 1) Seventeen (17) suggested a shorter program with 18 months being the most common suggestion: “I felt ready after the second term in the second year.”
- 2) Changes in the “streams” were suggested with ideas for “mixing the groups” and “teaching for P-12, not just our preferred area.”
- 3) The issue of the pass/fail system was raised on 9 priority lists with several calls for “actual grades rather than pass/fail” but more common was the sense “I worked harder and still only got a P.”
- 4) Staff and evaluation suggestions were focused on “having people who actually taught the subject” as the instructors and emphasizing that we “need to pay more attention to course evaluations.” Not much detail was given beyond that.
- 5) Several French program suggestions included allowing “the French immersion students to have their fourth practicum” and a call for “a better screening process and higher standards set for students entering FI specialization.”

Reading through the hundreds of suggestions made by respondents, we sensed respondents were calling for Faculty to do more to connect the ideas and content raised in courses with the practical teaching they will do in their practicum, aligning course activities and assignments with “real” things they will do in the classroom, broaden their methods to be more flexible and responsive to the jobs they may eventually wind up doing, tighten up the rigour in actually getting into the program and assessing their work when they do get in, and include more overt teaching of assessment applications, management strategies, and ways to adapt curriculum to meet diverse needs. We suspect this is what they mean when they call for the program to better “prepare us for the realities of the classrooms today.”

Part G: Closing Thoughts

In this section, general open-ended prompts were provided for participants to enter their particular feelings and opinions as they look back on their two years spent at UPEI in the BEd program. We probed:

- 1) any regrets they may have had about their time;

- 2) their favourite memories of the program;
- 3) what they tell others about UPEI; and then,
- 4) they were invited to leave a final message to Faculty.

My Regrets about the BEd Program

Respondents to the survey were provided with an open space to make whatever comments they wanted concerning the prompt: “My regrets about the UPEI BEd program are...” Their written answers were combed for common themes and category of answer. Those categories and the numbers of respondents who made comments in that area, plus several exemplars are provided here.

1. No regrets: Twenty-six (26) respondents said they had no regrets.

I gave my heart and soul to that program and I regret nothing about my time there. It was among the best time of my life.

2. Not taking advantage of the special programs : This was a common regret among 24 respondents:

I wish I had tried International Education.

I regret not doing the aboriginal specialization.

3. Practicum Regrets: (13)

Regret I didn't take more risks when it came to choosing practicum experiences.

I was let down by my second-year practicum. The teacher used me as a break from her classroom, I gather few new ideas from that experience.

- Comments about Courses: Thirty-one (31) comments focused on courses in the program. Students singled out specific courses as ones they felt really made a difference and/or ones that they were not satisfied with. Issues concerned lack of preparation by professors, too many guest speakers, long classes, desire for more choice in course options, and assignments that they look back on now as being not very helpful.

Regret: That we didn't have more courses offered in other areas such as guidance, counseling, and classroom management.

I wish that I had been given more electives to chose from. I also didn't appreciate having to endure back-to-back three-hour long classes.

I didn't appreciate the Friday seminars, and the way that they were structured.

I should of pushed myself to work harder to challenge myself in the courses.

- The Cohorts : The organization of students into three cohorts garnered 21 comments from respondents mostly calling for ways to bridge the different areas and learn from each other.

There was never any interactions with the other cohorts - primary - intermediate - etc.

The classes were almost segregated (early/middle/senior) with little chance to work with students in the other streams.

Favourite Memories

The respondents to the survey wrote very positively about their time at UPEI and seemed genuinely happy with what they did in the BEd program. They look back fondly on the two years they had with us and focused their memories in four main categories:

- 1) The camaraderie of the friends they made. This sentiment was the largest category of responses by far and included comments such as:
 - a. A memory I will hold close to me forever is definitely the group of friends I have made during our time there. We stay connected as much as possible, we talk about what's going on in our lives, it seems that no matter how long we are apart, we always have that same feeling when we see each other. There is no odd or strange feeling when I meet back up with those I have been through the program with.
 - b. The close bond I developed with every single person in my cohort and many of the profs in the department.
 - c. Friendships and relationships built: I learned a lot about who I am and my expectations as a teacher.
- 2) The support from and the sense of community created in Faculty of Education. Respondents cited several examples of how individual Faculty and support staff had helped them. They commented on the services of the Education Resource Centre and how we do Orientation to welcome them in.
 - a. First day of orientation. Very welcoming environment. The courses, professors, and my classmates all played a huge role in the emotional and professional growth that took place over my two years at UPEI. Ongoing support from professors and classmates throughout coursework and practicum placements.
 - b. The Education building felt like a safe place where I was comfortable being myself and sharing my ideas. Being in the Education program proved to me that I had made the right career choice! I loved every minute of it :)

- c. I especially enjoyed the atmosphere which was created on campus (the BEd building). Students, staff, and profs were always around to talk to, work with, or get help from.
 - d. Working on projects or assignments at the Education Resource Centre. Had a lot of fun there and glad the materials were there before I went on practicum.
 - e. All my memories of UPEI are favorite memories. I explain that UPEI was more like a family community. It was nothing like I experience in my first degree. So when thinking back, I think community and support. I talk about my experience with other teacher and they are surprised at the fact that there was so much care from our "teachers" and that we are still in touch, that we would take education trips together, have potlucks, spend holidays together, etc. find it out of the ordinary while I think back and think home.
- 3) Individual professors and their classes were mentioned. Respondents remember fondly the approach used by particular faculty, how classes were places for discussion and discovery, how they learned to take risks, and how much they enjoyed particular activities in projects, field trips, drama, and many group activities.
- a. Taking risks in class presentations. We weren't afraid to try anything.
 - b. Classroom discussions. Valuable feedback from professors. Feeling comfortable to express myself in writing and verbally.
 - c. Group projects, BEd social events, traveling to and from schools as a group for practicum.
 - d. I enjoyed the small classes and getting to know a great group of people over two years.
 - e. Courses were named and particular projects in those courses were remembered. Many hands-on, creative, interactive ideas remembered.
- 4) Work in the international and/or indigenous specialization. Students who took part in these specializations had very fond memories of the work they had to do for these specializations and the personal and professional rewards they felt because they took up the challenges of working in international and/or in indigenous communities.
- a. International Education opened my eyes to the world and gave me the chance to travel and experience different cultures.
 - b. It would have to be the Specialization in International Education. We had great classes and got to be so close as we worked toward our common goal.
 - c. The opportunity to participate in international activities were important aspects of choosing to attend UPEI, and remain a strong memory of the program.

- d. Meeting many new friends, taking a variety of interesting courses that help me grow into a professional teacher, and going on the trip to New Brunswick with the Aboriginal Specialization students and staying with a Mi'Kmaq family and learning their customs and culture on a more hands on basis.

Actually, the following two comments sum up quite well the overall positive feedback respondents gave when asked about favourite memories of their BEd program.

- 1) Loads of laughter. Loads of tears (the good kind that come when someone has touched your heart) Friends galore. Lots of hard work and late nights. International fundraising meetings and pub crawls ;o) Travels around the world- Sweat Lodge - Chatting with Carolyn in the Resource Centre and getting candy. Chatting with Sandra and Gail who were always busy but always made time to find out about my life. Just being on the 2nd floor of Memorial and knowing you were appreciated and loved.
- 2) The Profs! The ERC was an amazing resource; the personal growing and learning experiences shared with others in the class; watching myself and others develop into better, stronger teacher; the methods courses and the strategies learned; participating in the Education Society and helping to organize events for our classmates

What I Tell Others about UPEI

It was an interesting question to pose to respondents where they had to tell what they tell other people about their experiences in the BEd program at UPEI. Over 400 (417 in fact) comments were recorded for this question, with 290 categorized by us as positive and 127 as negative or positive and negative.

Positives people say about the program:

- 1) Overwhelmingly the positive comments dealt with the Faculty and instructors in the program and how respondents felt certain faculty and instructors had a long term impact on their teaching.
 - a. It was a fantastic two years—a caring community that foster growth and learning in a positive and inspiring way.
 - b. My experience was nothing but positive; strove to do my best because I felt the professors were giving it their best and had confidence in me.
 - c. I had the opportunity to meet and be taught by some really great professors that lead by example.
 - d. A couple of professors who are over the top in terms of HIGH QUALITY teachers.
 - e. I have met some of the most incredible people during my two years in the BEd program.

- 2) A second area for positive comments was in terms of how respondents say they tell others about the practicum experience and how it allowed them to grow as teachers, practice what they were learning in courses, and travel and teach in unique environments.
 - a. I learned so much during my practicums, and was lucky to have gotten paired with some great teacher mentors.
 - b. The practicums were of the greatest use in that they introduced us to several different teachers and different styles of teaching; I appreciated the number of practicums, and the length of each was beneficial, especially the last one in the last year, when I really got to become involved with a class.
 - c. I liked the way our practicum was situated. There was time to go back to class after practicum and see what worked and what didn't and what could have been done differently. BEd classes taken after practicum were more meaningful because of previous experience in schools.
 - d. 22 weeks of practicum throughout 2 years was the best thing about this program. I felt more prepared than any other new teacher I have met.
 - e. Although I enjoyed every practicum experience, I thoroughly enjoyed the experience of travelling overseas.
- 3) A third area for positive comments was in courses taken and the use of the Education Resource Centre.
 - a. Courses were there to help us learn how to teach. How to reach all learners, and how to be the best we could be using all means possible to create lifelong learners.
 - b. Foundation courses allowed me to develop and understand my initial teaching philosophy - I knew what kind of teacher I wanted to evolve into.
 - c. I often comment on the Resource centre, and all the help we had available. I very much enjoyed my experience.

Negatives and mixed comments people say about the program:

1. It was a good experience but some of it was not helpful once I got my own class.
 - a. I believe that overall it was a positive experience. However, I did feel that not all of the course work was relevant.
 - b. It was lovely academically - but not realistic to the real classroom dynamics.

- c. There is a large gap between theory and practice.
 - d. I came out ready to teach, but not ready to manage behavior.
 - e. I agree that we need time to reflect on the philosophy of education but perhaps two full years of courses is not necessary.
2. Issues of the relevance of course content and repetitive nature of some courses.
- a. Too many "foundation" courses and not enough actual teaching.
 - b. Courses didn't provide a realistic view of education and the challenges you face as a teacher.
 - c. I came out weak in assessment and classroom management.
 - d. I wish the B.ED program concentrated more on the important everyday details, rather than being repetitive in the course areas offered.
 - e. A lot of courses that were repetitive of others or completely unnecessary.
 - f. I wish I had gotten more training in learning disabilities and behavior problems and how to deal with them.
3. Although not common, respondents did use the space to air out negative feelings:
- a. Honestly, it was a big waste of 2 years and a whole lot of money.
 - b. I would like to have my money back for the assessment course. It was a TOTAL waste of time!

Final Message to Faculty

Even after 59 lengthy questions on the survey, Question 60 was one last space where respondents could add any "final messages to Faculty." We were impressed that 118 positive comments were recorded in this section and that 38 suggestions or bits of advice were provided by respondents.

1. The 118 positive comments were generally a "thank you" to Faculty for the experiences the program provided for students and for the start we gave them in their career. We invite you to read all 118 sometime, just so you can feel the satisfaction we felt while combing the data.

We share these three as exemplars of the tone and content reflected in these final messages for Faculty.

- a. The collegiality that was instilled from Day 1 was inspirational. Professors were caring, personal, and deeply dedicated....thank-you for modeling the kind of teacher I wanted to become. Thank-

you for your never ending faith in me and for the encouragement that was instrumental in my success. The program boosted my self-esteem and gave me confidence to tackle tough problems in the classroom and the tools to do so. Thanks for helping me find my wings!

- b. What I really appreciate now were those professors who gave us teaching ideas that I now can take into the classroom with me.
- c. You provided an excellent and very strong foundation on which we can build. It's up to us to keep building and growing.

2. Suggestions were also found for improving the program in the remaining 38 responses to this question. The following list of ten suggestions point the direction for Faculty as we consider a revisioning of our future program.

- a. Fully prepare your graduates for the world of teaching today.
- b. Provide assignments that will actually be helpful in their teaching.
- c. Attract more students in the sciences and French.
- d. More differential strategies and IEP Training.
- e. Make assessment for learning a major theme of the UPEI's education course. Cut down on the reflective stuff and put more of a focus on assessment of learning and learning outcomes.
- f. Attract and develop intelligent, dynamic, exciting young people to the profession.
- g. Collaborate more so that there is no redundancy in topics.
- h. Work from the same general rubric when marking.
- i. Go heavy on realism, real world.
- j. Please pay closer attention to whom you accept as cooperating teachers.

Big Ideas from the Online Survey

With 60 questions and 222 respondents, the online survey yielded mountains of data. Participants wrote a great deal in the spaces where they were asked to give opinions and ideas, and together with the numerical data, they provide much feedback to Faculty on the successes of the BEd program and the areas for immediate attention.

We have spent many months reading and analyzing the data and have attempted here to summarize the “big ideas” which resonated throughout the survey analyses.

- 1) Our graduates are finding meaning employment with the majority of respondents (48%) working in PEI another 41% across Canada and over 10% in several countries.
- 2) Many graduates have moved into leadership roles both in their schools (where they work in curriculum, administration and professional development activities), and in their communities (where they do extra teaching, coach, and take part in a variety of community endeavours).
- 3) Many graduates have pursued credit and non-credit professional development opportunities including graduate studies and teaching specializations.
- 4) Many graduates expressed an overwhelming gratitude and enthusiasm for the specializations within our programs with reports of their effects long after the experience took place.
- 5) Graduates recognized the value of lifelong learning in the teaching profession and that their experience in the UPEI BEd program was the foundation of a lifelong teaching career.
- 6) Professors are recognized as models for passionate, committed, and creative teaching.
- 7) Respondents wrote repeatedly how the BEd program forced them to take risks and how it built confidence in themselves as professionals.
- 8) The BEd program opens students’ minds to a bigger and brighter world which reflects the diversity of our world and the need for compassionate teaching to promote social justice and equity.
- 9) Participants identified glaring issues for improvement in the program with changes needed in the courses offered and the practicum experiences, all with more focus on assessment for learning, differentiated instruction, classroom management and the integration of technology.
- 10) Participants enjoyed the camaraderie and closeness of their cohorts, but wanted more opportunities to work across the cohort system.
- 11) Participants felt the program helped prepare them well for planning, creative teaching, promoting inclusive environments, and teaching in their methods areas, but felt less prepared to integrate technology, deal with the daily realities of school, assessing for learning, and facing the challenges of classroom management.

Focus Group Sessions

Introduction to the Focus Groups

The second source of data for this study, complementing the online survey, was the focus-group component. The survey asked respondents to indicate their willingness to participate in a face-to-face session and 44 participants responded affirmatively to the invitation. A short list of 30 potential participants was created with due consideration to proportional representation where possible from across the streams and cohorts and from urban and rural school settings across the province. A concerted effort was also made to ensure that each graduating class since 1999 was represented in the focus groups.

We decided early on that school sites would be preferable to the campus for the sessions. Potential sites were identified and final arrangements were made through contacts with principals. The sessions were held in the Charlottetown Rural High School library on Tuesday, October 21st and the Summerside Intermediate School library the following evening.

Potential participants were contacted by email and 21 confirmed their participation. We had 11 participants in Charlottetown and 10 in Summerside, including 16 women and 5 men.

Goals and guiding questions

In keeping with the spirit and intent of the study, our main intent with the focus groups was to engage participants in a guided and sustained reflection and dialogue on how best to prepare beginning teachers for the changing realities of classroom life. The sessions were not intended to validate the online survey.

With the expressed goal of eliciting discussion on big ideas including how well the program prepared for active leadership roles in school and community, four guiding questions were identified to structure the focus-group discussions:

- 1) How successful is the current BEd program in helping people to become creative, competent, and passionate teachers/leaders?
- 2) What did your BEd program do in terms of your career as a teacher/leader in your chosen profession?
- 3) A) At this stage of your professional growth and development, what are your thoughts on the impact of the BEd program in the longer term? (Eastern District Focus Group)
B) What essential knowledge, understanding, skills and abilities, values and attitudes do young people today need to have to be prepared for the workforce as adults? (Western District Focus Group)

- 4) What are the essentials for a teacher education program beyond 2009 to be successful in preparing teachers to achieve these goals with their students?

These questions were sent via email in advance to all participants to give them time to prepare for the session. After the Charlottetown session, the focus-group leaders used an alternative question (3b) for the Summerside focus group as a better lead-in to the visioning theme in Question 4.

The Process

Because the participants in each focus group spanned nine graduation years, we began each session with an overview of some of the significant recent changes to the Bachelor of Education program in response to the annual Graduation Exit Surveys and the 2007 Year 1 Engagement Survey. These included moving assessment to the year 1 core program and moving core subject methods to the first year of the program. Focus-group questions were displayed on the overhead to remind participants of the purpose of the meeting. Small groups of 3-4 were formed and assigned to work tables covered with brown wrap and a pack of markers on each table.

Three planned developmental activities were then carried out. These were:

- 1) Quick writes on the first guiding question, listing all the strengths first and then the limitations of each participant's BEd program.
- 2) Rotation of half of the group members for the second and third guiding questions.
- 3) Design challenge for guiding question #4, during which each group created a visual model of the ideal BEd program to bridge the current program with the emerging realities of classroom and school life.

Summary of Findings

The following is a summary of the findings for each of the guiding questions:

1A. Indicators of Program Success (Question 1)

When participants were asked about the success of their BEd program in helping them to become creative, competent, and passionate teacher/leaders, they were quick to list a number of indicators as major program strengths. The following is a summary of their record sheets and group sharing.

1.1. Practicum support

Participants were loud in their praise of many practicum features in our program. They described the high level of professionalism, dedication, accessibility, and leadership among professors and practicum advisors. They especially appreciated the grounded feedback from some professors and many retired sessional instructors serving as practicum advisors.

1.2. The variety and depth of the practicum opportunities and experiences

Participants articulated emotionally the many strengths of our practicum model. The rich diversity of the practicum experiences was a recurring theme among focus-group participants. Those who had experienced alternative placement experiences including non-traditional placements outside the school setting were especially grateful for these. Participants were almost unanimous in describing in detail how cooperating teachers and host principals made them feel like full-fledged members of the teaching staff. As one participant expressed it:

We are all so grateful for the time our practicum advisors took to guide and mentor us on practicum and for the opportunities the program provided to teach such a variety of subjects and grade and ability levels.

1.3 The strengths of the two-year program

Participants felt strongly that the close-knit community established and maintained over the two-year program was a hallmark of the UPEI Education experience and a major reason for its overall success. The diversity of backgrounds of classmates and the strong friendships built through the cohort model, the emphasis on teamwork in some courses, and the overall family-like atmosphere of the program were all identified as important contributors to the true community of learners created and nurtured through the program at UPEI. The importance of the opening two-day program was underscored in five of the six small group discussions related to this theme.

One participant expressed it this way:

UPEI is one of the few universities where professors are so personal you can phone or email them and they will not only know immediately who you are when you call, they will go all out to reply to whatever your request might be.

1.4 The emphasis on methods courses

The variety of courses especially in subject methods where lessons are planned, taught, and assessed collaboratively by profs and classmates provided a strong foundation for the realities of classroom life. Participants especially appreciated the opportunity to teach their peers, the increasing emphasis on addressing the CAMET curriculum outcomes (and ways to make them their own), and the strong message to become makers of curriculum rather than mere deliverers of textbook content. They felt their methods courses were key to achieving these essential learning outcomes. Those who had graduated more recently expressed their gratitude for the move of core methods courses earlier in the program. Those who had graduated in earlier years still remembered the frustrations at having methods courses in their final term and practicum teaching responsibilities for those same courses in the first three teaching blocks.

1B. Indicators of Program Limitations (Question 1)

Focus-group participants were very forthcoming about areas where the program could be improved. There were clearly recurring themes on the subject of limitations of the preparation program and gaps that needed to be addressed. The following were the top six among 19 specific themes discussed:

1.5 More emphasis on classroom and behaviour management.

In the words of one participant:

Reflection does not help with this without the proper knowledge foundation and the best ones to give us that foundation in classroom and behavior management are experienced practitioners.

We interpreted comments such as this, and they were consistent among all groups, as a continued need to focus on successful management strategies.

1.6 More emphasis on assessment and evaluation with concrete examples of successful strategies from the best practitioners in the field. Three of the six groups pleaded for better ways of helping with the daily realities and complexities of assessing student learning more authentically as well as the impact of their own teaching on the daily lives of their students.

1.7 More emphasis on successful practices in adapting and modifying curriculum, in individual educational planning, and in addressing the needs of students with learning challenges, both diagnosed and hidden.

1.8 The need for addressing literacy across all grade levels, not just the K-5 foundation years. In discussing this point, two groups also urged caution with rigid cohort structuring.

1.9 More emphasis on communicating with parents, and with conflict management and resolution skills for dealing with parents and with colleagues.

1.10. There needs to be a better system for weeding out professors who are not model teachers and who have limited experiences in their assigned subject areas.

2. Program Impact

When asked about the impact of their pre-service preparation program on their careers as teachers and/or leaders in their careers to date, three major themes were identified.

2.1 Renewed confidence in my ability...

- to connect with young people and to identify and build on the unique gifts and talents of each one,

- to communicate with their parents,
- to take risks and step outside my comfort zone,
- to express my views among my colleagues,
- to broaden my repertoire of strategies to provide more inclusive teaching practices,
- to pick up and move forward when lessons didn't go as planned,
- to take on leadership roles in my school.

2.2 Much broader views regarding other cultures, diverse levels of learners, learning styles, and types of learners. We heard frequent comments on how the global mindedness cultivated in the UPEI BEd program had a frequent and important impact on the classroom and other work environments of the participants.

2.3. A sincere desire to continue my professional development and continue learning. Without exception, each small group shared how their initial preparation program gave them the confidence, some tools, and most importantly cultivated an openness and positive attitude necessary to adapt, to change, to grow, and to learn new skills. Among their specific examples were staying on top of current curriculum changes, becoming more empathetic to students' diverse home situational challenges, and understanding how intimately their home and school lives were linked.

3A. Longer Term Program Impact (Charlottetown Focus Group)

When asked to focus on their current stage of professional growth and development and their thoughts on the impact of the BEd program in the longer term, participants in the Charlottetown group articulated from the heart how proud they were to be members of the teaching profession and how this pride was nurtured in their initial preparation program. The longer term impact could be seen in their collaboration with colleagues, their ongoing professional relationships and their leadership roles in their schools and wider communities.

3B. Essential Knowledge, Skills, Values, and Attitudes for Young Learners Today (Summerside Focus Group)

When asked to identify the essential knowledge, skills, and attitudes young people today need to lead successful lives as adults, the Summerside groups targeted six key areas:

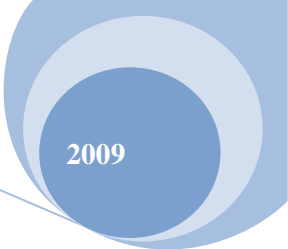
1. The central role of having a positive attitude and a positive work ethic.
2. The ability to think critically, and outside the box.
3. The ability to work as a team

4. The ability to use the latest technologies
5. Respect for the work others do on their behalf.
6. The ability to assess themselves.

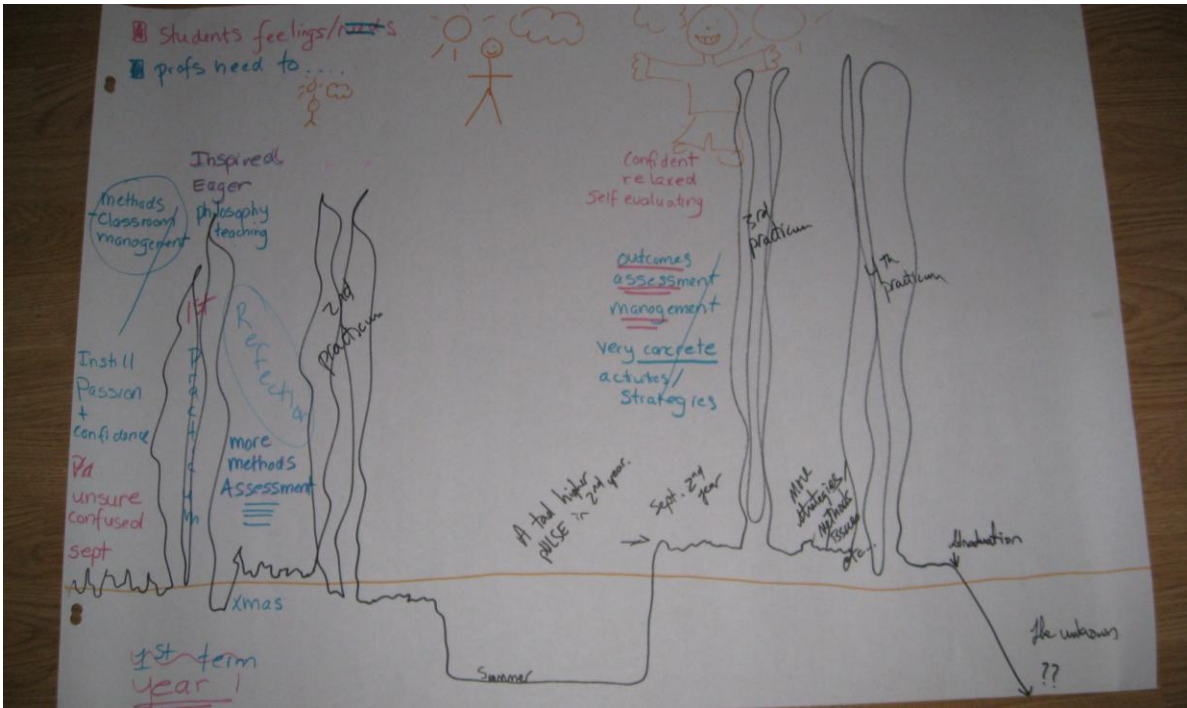
We felt that this revised third question in the second focus-group session led more naturally to the design challenge presented in Question #4.

4. Visual Representations

The focus group process at each site concluded with a challenge to the small groups to create a model of their ideal professional preparation program. The guiding question for this closing activity was this: What are the essentials for a teacher education program beyond 2009 to be successful in preparing teachers to achieve these goals with their students? The following is a summary of each of the models created with the team descriptors along with our interpretation of the summary presentations.



4.1 Model #1 (The Graph)



This model, while sharing some elements of our current program structure, expresses clearly and emphatically what the first group of presenters felt should be central in a revised two-year BEd program. Recalling their shared feelings of insecurity, inadequacy, uncertainty, and self-doubt on arrival in the BEd program, this group presented five core components with an action statement to achieve each one:

- 1) Front load the program with passionate professors who can inspire and instill confidence.
- 2) Focus the first term on teaching methods and classroom management courses to help beginning teachers get their feet on the ground
- 3) In term 2, build on the first practicum experience with more methods courses and an introduction to assessment.
- 4) In term 3 in the second year, continue to focus on outcomes, assessment, and management. An extension of activities and strategies introduced in the first year would help to build students' skill and confidence levels .
- 5) In year 2, continue to develop and demonstrate concrete assessment strategies and add a focus on self-assessment.

This model also calls for a stronger emphasis on how curriculum works. In their presentation, the group argued for a clearer picture of how essential graduation learning outcomes and key stage outcomes

become actualized in the classroom. In addition, they asked for a more prominent emphasis on curriculum so that beginning teachers understand the curriculum planning, implementation, and evaluation process.

The integration of classroom and management themes and strategies throughout the program is explicit in this model. Its developers argued for the first year methods courses to put much more emphasis on how to assess evidence of learning and how to adapt teaching strategies accordingly the core subjects. They also articulated the need for sharing a wide variety of exemplary assessment approaches and strategies by successful practitioners in the field.

Model 1 calls into question how well we have addressed classroom management and assessment in the traditional instructional content of our foundations, methods, and practicum components of the program. While we have attempted to make these important content areas more visible in our program, this model confirms the need for a carefully crafted action plan to respond to the recurring management and assessment issues raised in both the survey and the focus groups.

4.2 Model #2 (The Teaching Tree)



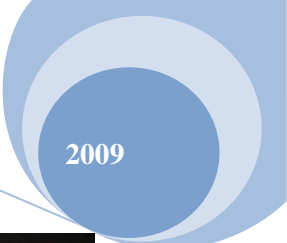
This second model for a visionary BEd program had five main components:

1. promoting critical thinking and inquiry-based learning,
2. promoting literacy across the curriculum from K-12,
3. integrating technology,
4. incorporating authentic assessment at all levels of the learning cycle, and
5. channelling stress in constructive ways.

We found the emphasis in this model on developing five core teacher capabilities to be most insightful. This group's decision to present them visually as a tree captured the attention of all participants. In addition to supporting a more integrated approach to assessing student learning, they argued for a much stronger place in the program on how to use the latest instructional technologies to capture students' interest, to present curriculum content, and to promote student engagement more proactively in their teaching.

The presenters expressed their shared concern about teacher burnout and the importance of helping beginning teachers to balance care of themselves and care for their students. They pushed for a stronger focus on teacher health and wellness. To address the realities of an increasingly stressful workplace, their model also includes stronger emphasis on open communication with colleagues and asked for a more prominent role for developing the skill of working collaboratively with colleagues.

This model reiterates the themes of more practical approaches to addressing assessment and technology, and also calls for a stronger curriculum focus. This was significant, but what resonated even more for us was the group's recognition of the need to prepare beginning teachers to deal with the socio-cultural environment of the school. As this group pointed out in their presentation, schools are stressful places for many reasons and dealing successfully with those realities calls for a deeper awareness of the stresses beginning and experienced teachers face in the field.



4.3 Model #3 (The Pyramid)

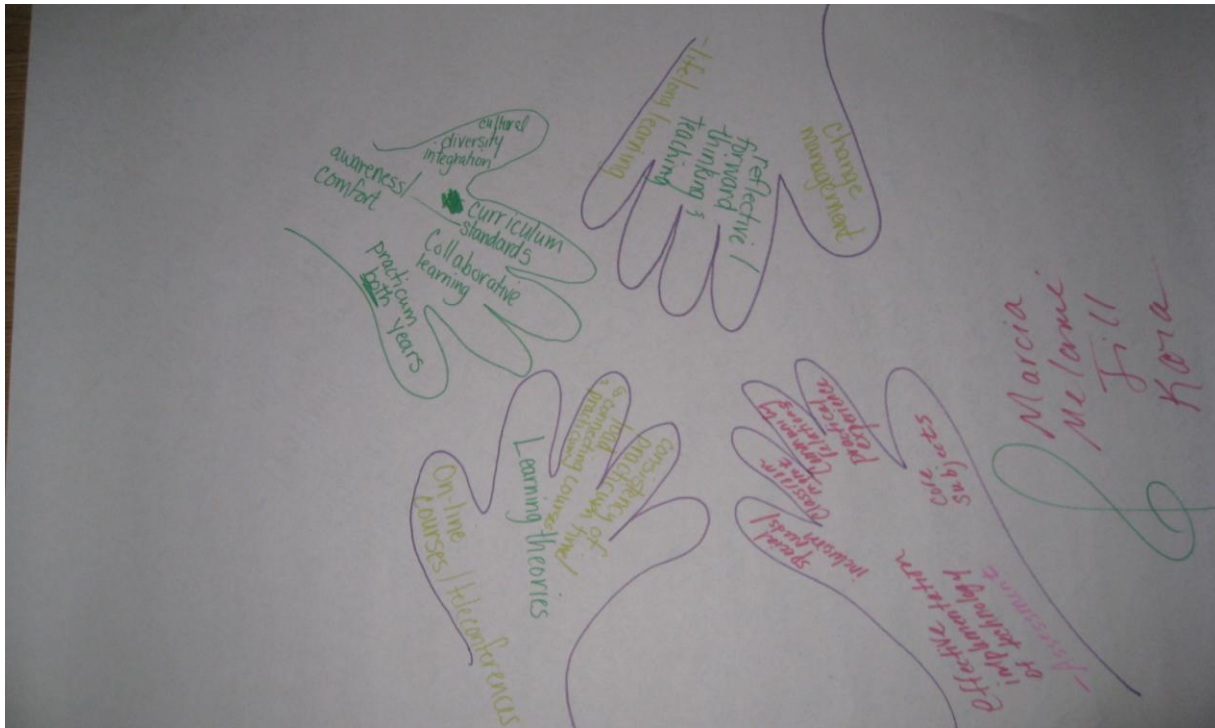


This group spoke at length to their vision and ultimate goal of empowering students through everything they do as teachers. For them, empowered learners are globally aware and open minded, they have the ability to think creatively and critically in order to make informed decisions, and they work together as a team to solve mutual problems.

Prominent in this model is the development of essential workplace know-how skills. To this end, this group requested a stronger emphasis on the core curriculum (Language Arts, Social Studies, Math, Science, and French Language) as the basis for developing core competencies in oracy, literacy, and numeracy.

This model also underscores the importance of developing interpersonal skills with students, especially respect and empathy. It calls for a stronger emphasis on interpersonal relationships in the classroom, affective skills development and the importance of creating a safe and caring classroom environment to meet basic human needs. In their presentation, this group described a pyramid with the “realities of teaching” at the core. As we revisited this model and our notes taken on its presentation, we were impressed with this group’s depth of understanding of the importance of teacher-student relationships beneath the overt curriculum content in the classroom.

4.4 Model 4 (Hands)



The fourth model identifies four key strands in an ideal BEd program. This group felt strongly about the importance of learning theories, and more specifically asked for greater emphasis on understanding different ways of learning, ways of responding to the many varied learning styles and intelligences they meet every day in their own classroom, and practical strategies for differentiating instruction. Related to these, they argued vehemently for a continuation of the integrated practicum model over both years. They also stressed the importance of communication between Foundations and Methods instructors and practicum supervisors leading up to each practicum placement.

This group reiterated the need for more emphasis on the effective implementation of technology in the classroom as well as practical approaches to assessment in both course and practicum components. They also asked that online and teleconferencing strategies be used more often in the program both for communication and for exploring alternative ways of learning. They concluded their presentation by calling attention to the importance of giving all students in a program “hands-on” (emphasis theirs) opportunities for input into the formative evaluation of any new program structure and content.

What impressed us most about this group’s presentation was their grounded understanding that theory and practice go hand-in-hand and that the successful integration of the two in the program would enhance both their coursework and their practicum work through more reflective thinking and more thoughtful practice.

Big Ideas from the Focus Groups

Both focus-group sessions concluded with participants expressing their sincere gratitude for the opportunity to be a part of this study. As we listened each evening to their responses to the key questions and then reflected on them for our analysis, four big ideas emerged:

1. The conscientious ways that each group went about their tasks with such positive attitude and dedication to respond to each challenge presented to them. Beyond any doubt, these are professional teachers who think about their work and are committed to making it better. They are also well aware of the issues they face and what they are missing to deal with them.
2. Without exception, each participant spoke the language of informed and insightful teachers. The richness and the clarity of their contributions are a testament to the expertise they have developed in their schools and the impressive leadership roles they are taking on.
3. All participants articulated and demonstrated a deep level of understanding of different learning styles and ways of learning. We were struck by their acceptance of all learners in their classrooms and their articulation of the real challenges they now have to differentiate their teaching in response.
4. Five key areas need to be addressed for productive change to take place. They are: how to work with curriculum, how to differentiate instruction, how to integrate technology, how to assess student learning, and how to work in an increasingly challenging school culture.

It was a most uplifting and gratifying experience for us to reconnect with the 21 former students through such an important process for this investigation.

Signals of Success, Program Gaps, and Calls to Action

The focus-group sessions yielded major findings, many of which substantiated the quantitative and qualitative survey data, and provided a more coherent picture of the immediate and far-reaching impact of our BEd Program on our graduates. For us, these findings illuminate the core threads of our program achievements to date and, equally importantly, the significant gaps that our graduates believe need to be addressed through coordinated action on our part if we are to move forward.

While many of the issues raised by study participants (e.g. classroom management, assessment, and cross-cohort interactions) have been addressed in recent revisions to the program, their comprehensive and constructive feedback calls for our sincere reflection and thoughtful action during our important revisioning process. With this end in view, we have titled this segment of the report Signals of success, Program Gaps and Calls to Action. These are as follows:

1. The BEd program created and sustained a sense of community unlike anything graduates had experienced in their previous undergraduate degree programs.

Overwhelmingly, participants identified collegiality with faculty, both full and part time, as key to their becoming competent and caring teachers. Many survey respondents and focus-group participants spoke to the strong sense of community and the culture of collaboration that was nurtured and sustained throughout their program. Beyond the faculty, the office support staff, the Education Learning Commons (formerly ERC), and the Education Society were all identified for their important contributions to the unique learning culture experienced in the BEd program.

2. Interpersonal relationships amongst students and between students and faculty are at the heart of the success of the program.

Evidence from the survey and the focus groups substantiated how the strong support from professors was key in their pre-service preparation program. Almost unanimously participants identified interpersonal relationships as being at the heart of the program. They named professors in the Education Faculty as exemplary models and mentors and confirmed how contagious their passion for teaching was in their own careers as beginning teachers. To quote two respondents:

- a. The collegiality that was instilled from Day One was inspirational. Professors were caring, personal, and deeply dedicated.
- b. Some went beyond selling theories and practical suggestions. Some were eating and breathing what they were doing.

Action #1: Renew our commitment to strengthening a culture of collegiality, collaboration, and sharing of ideas and resources so that this continues to be the heart and soul of the UPEI

Education program. Ensure an ongoing critical assessment of how well we as a faculty model a community of teachers and learners working respectfully together with students to achieve our mission.

This action calls for sustained reflection on how successfully we work as a team, full-time and sessional faculty together, to be more meaningfully present in the lives of our students, and to continue our commitment to our underlying program goals of nurturing leadership and lifelong learning, and helping our graduates to become agents of change.

3. In the eyes of the vast majority of participants in this study, confidence building has been at the heart of the success of our program

Survey and focus-group participants described many school and community initiatives they are currently involved with above and beyond their teaching responsibilities, along with their high confidence levels in making contributions outside the classroom. They affirmed the importance of the leadership threads that weave throughout our program.

Coupled with this understanding was the deep belief shared by many participants that becoming a good teacher is a lifelong process. In very significant numbers, survey respondents and focus-group participants expressed gratitude that the program nurtured this view.

- a. The program boosted my self esteem and gave me the confidence to tackle tough problems in the classroom along with the tools to so do. Thank you for helping me to find my wings.
- b. You provided an excellent foundation on which we can build. It is up to us to keep building and growing.

Our sense from these and many other survey comments was that our program could have challenged students and stretched them academically and experientially even more than it did.

Action#2: Give students more autonomy and control over their learning trajectory by working with them one-on-one and with their cohorts to tailor the program to their specific needs and interests. Make the program less prescriptive by offering more choices in course selection, more assignment options, and more practicum placement options both within and outside the classroom.

This action would send a clear signal that we respect all that students bring to the program, including in many cases their ability to assess their own personal and professional needs and to create more individualized program pathways in response.

4. The camaraderie within cohorts is real and its impact on graduates in the field is long lasting.

Many participants spoke to the unprecedented camaraderie they experienced within their program cohorts and how their networks have flourished since graduation. At the same time, respondents in significant numbers asked that our program be more cross-curricular and cross-cohort focused. Specifically, they asked for more strategies to take on the challenges of teaching across many grades. Evidence from the survey clearly affirmed that our decision to mix the streams for some Foundations courses was a good one. In addition, focus-group participants spoke to the reality that increasingly Education graduates are securing employment across Canada and internationally outside their specific K-5, 5-9 and 9-12 cohort preparations.

Action #3: As we face new recruitment challenges and employment realities, work together to strike a balance between the cohort and the integrated models and to ensure that whatever program changes are made reflect the increasingly challenging landscape of the school workplace without compromising the integrity and obvious strengths of the tri-cohort model.

We also interpreted this fourth theme as a call for broadening the notion of cohort in the second year of the program so that it is less grade-specific and more defined by preferred student-driven practicum pathways. While this study was being undertaken, the surge in the popularity of the alternative theme-based practicum blocks (i.e. integrated arts, literacy, and resource) in the fall of our second year is a strong signal of students' enthusiastic support for multiple cohort options for future BEd students.

5. The need for our program to respond more realistically to the new challenges and increasing demands classroom teachers now face daily was passionately articulated in this study.

Strong evidence from both the survey and the focus groups pointed to a real tension between the positive and affirming introduction to teaching which graduates received in the program and their challenging transition into the profession. Many of the survey respondents who are currently teaching full time (55%) and part time (11%) spoke personally about how some methods courses set them up for success in their own classrooms through their micro-teaching and thematic unit assignment components, while others did not. Graduates now look back on some methods courses as important stepping stones to helping them to become creative planners and learning facilitators. Nevertheless a recurring theme in this study was the gap between our program and the realities of classroom teaching.

These were typical comments:

- a. As great as it was, getting into my own classroom was still a shock. There were lots of things I didn't feel prepared for and the learning curve at first was very steep
- b. Please don't paint a rosy picture all the time. Teaching is hard, kids can be difficult, parents sometimes are ruthless. Let's not forget these.

- c. I feel that I gained some great skills from the program but also that I was not prepared for the reality of the system.

This theme suggested a two part recommendation for action:

Action #4A. Bring together our BEd coordinating committee and the PEI school mentorship program teams to facilitate more guided transitions for our graduates into the profession and to explore new ways to work together so that both our program and the PEI teacher induction can benefit.

Action #4B. Focus our second-year practicum seminar program more realistically and consistently on career transitions in order to better prepare graduates for the overwhelming demands they may experience in their opening years in the teaching profession, and also to make them more aware of the multiple career options they have with a BEd degree.

This study has underscored the need for clearer communication with teacher interns that a pre-service program marks only the beginning of a lifelong learning process, and that it cannot prepare graduates fully for every challenge they will face in their opening careers.

6. Several specific content areas were identified for much more attention, the first being classroom management.

Both focus groups pressed for much more help than our program provided them in the area of classroom management. When asked for specific recommendations to make our program more responsive to their current needs and workplace realities, 43 survey respondents asked for more concrete assistance with differentiating instruction, including specific focuses on managing students with behavioural challenges. Among their comments were:

- a. Despite that people said you cannot teach classroom management, I was sadly lacking in this area.
- b. It seemed like the professors never gave a straight answer on how to deal with the many different behavior issues.

This theme corroborated the findings from the 2007 year 1 engagement and recent exit surveys.

Action #5: Launch a curriculum mapping process to identify where classroom and behavioural management is currently being addressed in our program, how and what is being taught, where the content gaps are, and how best to respond to them.

The prominence survey participants gave to this issue also suggests a stronger focus on management during the practicum blocks, including more encouragement of cooperating teachers to make more

explicit their successful management strategies and to offer more specific guidance in this vital skill area. It also calls for more innovative ways to connect our students with exemplary classroom teachers to share both their management challenges and their best practices at the elementary and secondary levels. Our continued efforts to seek out and encourage our best teachers to become cooperating teachers are especially relevant to this issue.

7. The specific challenges with assessment in the schools are immediate and concerning and the widespread feeling of inadequate preparation in this area needs to be addressed.

Focus-group participants were unanimous in identifying more emphasis on assessment and evaluation in response to what they saw as another real gap in our program. This topic came second to classroom and behavior management in their group rankings of major program limitations. In addition, 35 survey respondents wrote at length about their challenges with assessment of students. Surprisingly the issue of the pass/fail system did not emerge as a major concern in this study. What was prominent was how inadequately prepared many respondents felt with the new challenges regarding assessment of students' learning in their own classrooms. One participant's plea stood out as representative of many responses:

a. If you don't do anything else in your program please address the assessment gap and increase significantly the focus on this issue.

Since 2006, in response to the student exit surveys and as part of our own formative evaluation process, we have taken important steps to address this gap in our program by moving the assessment course to the core program and hiring a full-time faculty member with expertise in assessment. This study points clearly to the need for more collaborative work across all courses in the program to that we model best practices and promote a much higher capability among all graduates in the complex areas of assessment and evaluation.

Action #6: Within each cohort and in Foundations and Methods program, collaboratively assess the current content in order to address more cohesively and explicitly the assessment theme that weaves throughout the methods, foundations, seminar, elective, and practicum components of our program.

The prominence survey participants gave to the assessment challenges they face suggests a much stronger emphasis on learning about assessment during the practicum blocks. More encouragement of cooperating teachers to make more explicit their successful assessment strategies and their guidance more specific would be important steps in the right direction. Another would be our resolve to become

more aware of what is happening at our school and district levels, as well as regionally, nationally, and internationally regarding current assessment practices and anticipated new directions on the horizon.

8. Two additional content areas named most frequently by both survey respondents and focus-group participants as needing attention were more help with the integration of technology and with understanding how and promoting literacy across the curriculum.

When given the challenge of creating a visual model of the ideal BEd program, one focus sub-group created a list of “must do’s.” That list consisted of five content areas they felt emphatically were not well addressed in their program. Technology was at the top of their list. For them, integrating the latest technologies is essential to keep current and to prepare students for the new realities of the workplace. Second on their list was an understanding of the underlying principles and essential elements for promoting literacy and numeracy across all grades and subject areas.

Action #7: Make sure that our BEd revisioning process addresses and makes central in any content reconfigurations a) the integration of the most current technologies as teaching and learning tools and vehicles for creating engaging classrooms and b) the underlying principles, essential elements, and foundational strategies for promoting literacy and numeracy across all grades and subject areas.

Many participants felt that these should be given much more prominence in the Foundations program.

9. Concern about overlap in course content, particularly in the Foundations courses, was clearly articulated in the focus groups.

This issue has surfaced in recent years as graduates described in their exit surveys how much content overlap they experienced in their first and second years, in particular in the Foundations program. Its recurrence so pointedly in this study calls for a concrete and coordinated action plan in response.

- a. I wish the BEd program had focused more on specific areas and concentrate more on important everyday details, rather than being repetitive in the course areas offered.
- b. Too many “foundation” courses and not enough actual teaching.

Action #8: Create a process to establish consistency with course outlines as the first step to addressing the content overlap issue. Bring together all Foundations teachers to share, first with each other and then with the BEd Coordinating Committee, their targeted essential learning outcomes and specific course content, topical and experiential, for achieving them.

Fine tuned, this process could then be used with Methods and Electives teachers in each cohort to build on a cohesive Foundations program and to share their best practices to achieve their essential outcomes. This same process could also be an important vehicle for addressing a serious issue that arose this past year regarding the scheduling of second year required course assignments during fall practicum.

10. Participation in a specialization program in the second year was life-changing.

This study included 67 graduates who had completed one of the three specializations in their second year. With very few exceptions, these participants were unanimous in their praise of the special bonding beyond their cohorts and the rich learning that took place in their specialization groups. Repeatedly we heard how life-changing the certificate program experiences were. Responses such as the following were typical:

- a. What I learned in the Indigenous Education specialization was priceless and immeasurable! It was an amazing learning, teaching and growing experience to have taught in a tiny reserve school. The things I learned there I will use for the rest of my life.
- b. My experience in the International Education specialization was second to none. Even five years later I fondly reflect back to my international practicum.
- c. My specialization was incredibly gratifying, also life-altering, but incredibly difficult.

Testimonials as passionate as these prompted the following questions. What is it that makes our specialization programs so memorable and so transforming? How can we describe the unique experiences the specializations are providing and articulate the elements that have been so resoundingly successful? How can we enable all education students to experience the emotional impact and depth of learning provided by the specializations? This research study has only just begun to provide substantive evidence to document the achievements in Indigenous Education (40 graduates), International Education (170 graduates) and French Immersion (22 graduates) and their impact on the program as a whole.

In the interests of conducting the first comprehensive evaluation of our specialization certificate programs, we add one concluding call to action.

Action #9: Conduct a follow-up study of all graduates (225) who achieved specialization certificates to date. Include in this investigation an identification of the key program components and impact of the specialization both on graduates' careers and the lives of their students.

The data generated from this proposed research study could then be used to develop an action plan for making experiences similar to our current specializations an integral part of our program for all second-year education students.

We interpreted these findings from the focus groups and the online survey, all substantiated by the small group visual representations of their ideal BEd programs, as a call for a more broadly based program that is less subject bound, more modular theme-based, and that provides more multi-grade strategies for teaching, learning, managing and assessing than our program currently achieves.

Moving Forward

We set out in May 2008 to locate and survey over 700 UPEI Education graduates since 1999. We felt from the outset that their feedback on the quality of their BEd experience was especially timely and important to inform any changes to our teacher preparation program. Through the study this past year, 222 graduates have been encouraged and enabled to talk about the impact of their BEd program on their journey to establish themselves as competent, innovative and inclusive facilitators of learning in others.

For some, their opening years in the teaching profession have been arduous and difficult, at times on shaky ground and in some isolating and challenging working environments. For others the journey has been smoother, marked by collaboration, constructive feedback, and validation for their hard work on the way to becoming teaching professionals. All of their feedback, now summarized in this report, is too important to be put on a shelf. Theirs are the voices of courageous, enterprising, and resilient young teachers who are keenly aware of the diverse realities and challenges of teaching and learning in schools across the region, the country and around the world. They are also the voices of teachers and other professionals who are tuned in to our history and the learning culture we create as a Faculty of Education and whose recommendations are significant.

It is with great pleasure and pride that we share this summary of findings. By no means do we see this report as definitive; 'findings' in situational interpretive inquiry are always 'valid until further notice'. However five things are abundantly clear to us as a result of this investigation:

1. There are long-term impacts felt by the graduates of our specializations which need to be articulated and made part of the BEd program experience for all students. Specialization graduates took a strong ownership of their course and practicum experiences and developed a world-mindedness which propelled them to take on the challenges of teaching in a culturally diverse world.
2. There are many strengths in our Bachelor of Education program which need to be acknowledged, publicized, celebrated and expanded. The collaborative and supportive learning community which our students experienced in our program was a solid foundation to launch our graduates into the early stages of their career.
3. There are duplications and other problematic areas in course content and delivery which need to be pinpointed and addressed. Overlaps and redundancies between first and second year, within the cohorts, and especially in the Foundations courses are obvious places to begin this process.
4. There are gaps in our program content, skills and expectations which needed to be identified and filled. The applications of course content in Assessment and Classroom Management in particular need to be more visible in course assignments and practicum experiences.
5. The voices of our graduates conveyed their maturity, their professionalism and their capacity for deep personal and critical reflection. The vast majority provided positive and constructive feedback, very little given in anger, but with a clear focus on ways of improving the program.

The question now remains where and how do we go from here? First, we urge that this report be read, pondered and discussed by everyone in Faculty. Second, we suggest a return to our mission statement and guiding principles and values which can provide an essential context for situating and understanding the key findings herein. Whatever action we take on this report needs to be grounded in and consistent with our evolving statements of mission, guiding principles and core values:

Our mission

The Faculty of Education is committed to developing reflective, compassionate, innovative teachers who have the values, knowledge and skills necessary to facilitate learning and to promote justice and equity in their schools and their local and global communities.

Our guiding principles

The UPEI Faculty of Education strives in all its actions to:

- *Build caring, equitable, and just relationships and practices;*
- *Develop communities of creative and critical learners who value diversity and promote respect for differences*
- *Build ecological interdependence and environmental responsibility*
- *Practice and foster cooperation and collaboration*
- *Enhance self knowledge, aesthetic expression and personal knowledge*
- *Model creative and effective teaching and learning practices*
- *Demonstrate commitment to life-long learning and world-mindedness*

We found many comments from the survey respondents and focus group participants to affirm that our mission and guiding principles are indeed being actualized in the field.

Our hope is that this first study of former BEd graduates will serve to guide us as we work together to elevate our Bachelor of Education Program so that it does an even better job in engaging pre-service teachers in a learning culture. This learning culture needs to continue to be a supportive environment where deep and meaningful learning happens, where who they are and what they can contribute is valued and where we as teacher educators working with our teaching partners in our cooperating schools across the region and around the world listen and learn as much as our students.

For us, the findings of this study call for a plan of action incorporating strategies for the following:

- Creating a renewed model of a teacher preparation program which reflects and responds to the increasingly diverse and challenging contexts graduates are now and will continue to be working in.
- Capitalizing on the strengths of our program, especially the strengths of the specializations, so that more students and graduates will benefit from their unique contributions.

- Responding faithfully to the course overlaps and program gaps which participants in this study have identified.
- Critically assessing and evaluating what and how our four threads – Foundations, Methods, Electives, Practicum – and each course therein, contribute to the overall mission, guiding principles and core values.

A vast majority of the 222 survey participants and all 21 focus group participants expressed orally or in writing their deep gratitude for the opportunity to take part in this study and to share their different ways of looking back on their BEd program and their diverse work in the field since then. For many of them the study provided a special moment to express themselves and be recognized as competent, dedicated and innovative teachers and leaders. We were buoyed especially on reading their final messages on the survey and listening to their wrap-up comments in the focus groups. In many cases they were affirming how their BEd program had such a significant role in nurturing in them their sense of themselves as competent and confident educational leaders.

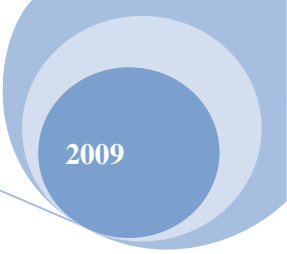
At the same time, they articulated convincingly orally and in writing their need for ongoing support following graduation. Focus group participants spoke to the new support networks that have joined with their decisions to pursue further studies in programs such as our MEd in Leadership and Learning. This suggested to us that tangible mutual benefits of our hosting a first Education class reunion might be well worth exploring.

It is our intent to honour our commitment to the participants in this study by giving them all access to this final report. One graduate concluded the survey with this comment:

Let's work together to improve UPEI and stop thinking about 'how good we are', and start thinking how we can improve.

We hope that this report will make a significant contribution to advancing an intergenerational exchange around pedagogy in an Education faculty and the school system.

Appendix A: Letter of Ethics Approval from UPEI-REB



Appendix B: BEd Graduate Survey