



## Meeting Minutes

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**Teacher Education Program  
TEAC Meeting  
Thursday, September 17<sup>th</sup>, 2015  
3:00 pm – 4:30pm – TEO meeting room**

**Present:** Wendy Carr (Chair/TEO), Rod Brown (TEO), John Yamamoto (TEO), Claire Rushton (recently seconded teacher, ECPS), Sandra Scott (EDCP), Shawna Faber (ECPS), Marianne McTavish (LLED), Amy Metcalfe (EDST), Jessica La Rochelle (NITEP)

**Regrets:** Anne Phelan (Centre for the Study of Teacher Education)

### 1. Introductions -

- General introductions of all members
- Anne and Tony will be alternating attendance at the TEAC Meetings
- Claire will be representing seconded teachers, having recently retired as a longtime educator and administrator as well as seconded teacher.
- Teacher candidates may come along as a guest to some future TEAC meetings as can guests to speak to particular topics.

### 2. Approval of Agenda

*Moved by Wendy seconded by all members  
Carried*

### 3. Approval of Minutes

Actions:

- Amendment of date made for BEd survey to October 2015
- Amendment also made for next meeting dates note to Fall 2015

*Moved by Shawna, seconded by Sandra  
Carried*

### 4. Terms of reference for TEAC

Wendy Carr highlighted that the TEAC Terms of Reference were circulated recently to show objectives of the committee and have been approved by the department heads and the Dean. She summarized the committee purpose to be for members to provide advice to the TEO, such as proposals for program changes, which can then be deliberated upon in TEAC, returned to departments for consultation and then returned as advice to the Associate Dean. Issues, such as admissions changes or appeals are



outside the scope of the committee meetings and are handled by the Committee on Curriculum, Admissions, Standings and Appeals (CCASA).

*Moved by Wendy, seconded by Marianne  
Carried*

### **5. Middle Years option – proposed alignment of admissions requirements with Elementary option**

A challenge for current middle years applicants is that they have to satisfy pre-requisites for secondary and elementary levels. Candidates who are in the middle years option are, therefore, doubly qualified; however people with different backgrounds are denied access, (e.g., Psychology) and have only the elementary option open to them.

Enrolment has been steadily declining, and the cohort is currently unsustainable at 13 teacher candidates. Aligning the admission requirements with elementary will, we hope, reduce barriers for applicants.

Currently, the middle years option requires specialization in four areas: English, Science, Physical Education and Social Studies. BC middle schools, however, are not focused on these specializations and, in fact, integrate some into Humanities (English/Social Studies). Two of the three middle school grades are Grades 6 and 7, which are equivalent to elementary level, and in some schools, Grades 6, 7 and 8 are being taught together.

Faculty members in EDCP (Science and Physical Education) and LLED (English) were consulted and agree that aligning this cohort with elementary pre-requisites and elementary methods courses makes sense.

The cohort would become one option out of the 10 currently offered elementary applicants and continue to involve a seconded teacher from a middle year school; this cohort would continue to focus on teaching children aged 11-14 with practicum placements in middle schools.

It was agreed that a Category 2 change form to align the admissions requirements with those in the elementary option be submitted to CCASA.

*Moved by Rod, seconded by Shawna  
Carried*

### **6. Inquiry seminar feedback: EDUC 452**



Shawna Faber has been conducting surveys on how students perceived last year's program as well as the two previous years. Future surveys won't be carried out in the same way and, instead, a yearly alumni survey will be conducted to track employment in addition to an exit survey in October. The most recent survey closed on the 28<sup>th</sup> August with results yet to be analyzed.

A recurring theme of feedback for the past few years pertains to the inquiry seminars and, in particular, the third seminar, EDUC 452. Rod and John reported that feedback received last year from the field about the program's focus on inquiry was generally very positive. (Some interviews of teacher candidates are available on the TEO website.) Similar feedback was received from Administrators. Shawna indicated that Inquiry 3, however, is not considered as valuable as the first two seminars.

Claire added that having taught secondary Inquiry 3 as well as elementary, she viewed the former as a challenge in that students had been out of the practicum classroom longer and were not in the same group as the first two seminars. Further, the focus in the summer is on gaining employment, so the creation of an e-folio reflecting on the year seems not as useful as other more practically-focused activities.

**ACTION:** A small working group will be established to explore this issue as three years of feedback cannot be ignored. Claire Rushton, Anne Phelan, Wendy Carr and a group of recently graduated elementary and secondary teacher candidates will meet to brainstorm possible revisions to the course and bring findings to the next TEAC meeting.

*Moved by Claire, seconded by Amy  
Carried*

## 7. Secondary Inquiry Seminar Credits (continued)

As recap from last meeting of the Working Group on Teacher Education, it was noted that there is difference between credit levels for the 3 inquiry seminars at elementary and secondary even though the course syllabi are the same and that, if secondary seminars were aligned with credit value at elementary, there would be 3 additional credits available at that level.

This raises at least the following questions:

- Should secondary and elementary Inquiry seminar credit levels be aligned?
  - If so, should the 3 credits be used to add an elective for secondary candidates?
- Other suggestions?



**ACTION:** Departmental representatives are requested to discuss these questions with their departments or undergraduate advisory committees and share feedback at the next TEAC meeting.

*Moved by Sandra, seconded by Shawna  
Carried*

## **8. Adding Psychology as a Second Teachable Subject (continued)**

Further to what Claudia discussed at the last meeting of the Working Group on Teacher Education, there has been continued exploration of the potential of adding Psychology as a second teachable subject. Feedback was sought from BC secondary schools, and it was found that Psychology is offered to many schools, thus practicum placements are very possible. Feedback from colleagues in ECPS was also sought, and the response to this idea was very positive.

A new methodology course for preparing teachers of Psychology will need to be developed by ECPS.

**ACTION:** A category 2 change form to add Psychology as a teachable subject will be forwarded to CCASA.

*Moved by Shawna, seconded by John  
Carried*

## **9. Other business**

Jessica advised that the application deadlines for the NITEP Program will be revised from July 31 to June 30.

*Moved by Jessica, seconded by Wendy  
Carried*

**Meeting was adjourned at 4:25 pm.**

**Next meeting: October 22, 2:30-4:00 pm in the TEO meeting room**  
(Future meetings will be scheduled on departmental meeting days.)