



Meeting Agenda

**Teacher Education Program
TEAC – Teacher Education Advisory Committee
Thursday, Oct 20, 2016
2:00pm-3:30pm – TEO meeting room**

Present: Wendy Carr (Chair/TEO), Shawna Faber (ECPS), Carl Leggo (LLED), Jessica LaRochelle (NITEP), Bathseba Opini (EDST), Claire Rushton (TEO), Sandra Scott (EDCP), Tony Clarke (Centre for the Study of Teacher Education)
Regrets: Rod Brown (TEO)

1. Review of Minutes from Thursday, September 22, 2016

2. EPSE 317 discussions – Shawna Faber

The scheduling of EPSE 317 creates challenges for the course instructors as the shortened summer term is offered both for Elementary/Middle Years and Secondary students at the same time. With a limited group of available instructors (who are normally able to teach the two groups of course sections contiguously), it will be difficult or impossible to cover all the sections if offered during the same term.

TEAC resolved to explore options to resolve this:

- Could LLED 361 move from May-June to July (and would the availability of sessionals who are teachers be helpful), thus allowing EPSE 317 to move to May-June? Carl will meet with LLED 361 coordinator, Kedrick James, to discuss.
- Could EDST 303 and 304 move from May-June to July? Bathseba will meet with Deputy Head, Amy Metcalfe, and colleagues to discuss

3. Faculty conversations about teacher education – Wendy Carr

Wendy will meet with Donal O'Donoghue (EDCP) and Claudia Ruitenberg (EDST) to set up the first of a series of Faculty Conversations about Teacher Education, broad discussions about aspects of the program and about teacher education more broadly. The first proposed conversation topic is Inquiry. An invitation to Faculty to participate in this conversation in mid-November will be sent shortly.

4. Methodology courses for secondary candidates with double teachable subjects – Wendy Carr

A question has come forward from an LLED colleague about whether secondary English candidates who have a second teachable subject should be required to take two curriculum/methodology courses in each area rather than taking two courses in one area, one course in the other plus one elective. The argument is that, unless at least two C/M courses are taken, candidates will not be sufficiently prepared to teach that



subject. A similar question and rationale came forward 3 years ago from EDCP colleagues.

One third of all secondary candidates declare two teachable areas based on their undergraduate and/or graduate academic background and coursework; the other 2/3 declare one teachable area. There are 4 possible curriculum/methodology courses they can take in their program, one of which is an elective. Of the other three, those with one teachable area are required to take three and those with two teachables are required to take two in one area and one in the other. Some select an elective in the second teachable area and some select an elective in other areas such as outdoor education, global education, adult education, classroom management, sexuality, media studies, and others.

Discussion ensued:

- can a 12-month program fully prepare candidates to teach or is it but a first step of a professional learning trajectory?
- is a disciplinary orientation the only way to consider how to prepare teachers?
- do the redesigned BC curricula favour a single or double teachable perspective or do new graduates need a much broader preparation?
- do current secondary teaching positions matched to a graduate's one or two teachables or are they more varied than this?
- should the candidates themselves decide what they need in an elective (this choice often influenced by the practicum experiences)?
- for secondary English candidates, there has been feedback that the required literacy courses (LLED 360/361) contain elements that are redundant with English methods course content. Could there be a shift in methods course content?
- removing the choice of elective for 1/3 of secondary students will mean a reduction in the number of electives that can be offered.

For now, as has been the case since the last time this question was raised, it is fair for instructors to strongly recommend that candidates with two teachables take a second methodology course.

Action: Discussion will resume at the next TEAC meeting after Wendy and Carl follow up with the LLED colleagues who posed the question. As well, several current and recent BEd secondary grads (with two teachables) will be consulted for their perspectives

5. Discussion re: secondary teacher candidates and cohorts – Carl Leggo

This year's group of 75 secondary English Education candidates have the impression they are part of a cohort; however, there seems to be no broader understanding (e.g., in LLED) that they are a cohort other than they are students in a BEd program who are taking LLED courses. Carl wondered if a Faculty member (t-track or seconded) could coordinate the experience of this group: that coordination could include organizing the EDUC 315 pre-practicum activities on Tuesdays in September and act as a "home room" contact for the group during Sept-Jan.



Wendy shared that elementary/middle years cohorts are organized this way with 2 credits of coordination provided by the DNSO to:

- meet regularly with all instructors who teach the cohort to ensure cohesion of expectations, share questions/concerns, etc.
- liaise with the TEO and with districts related to the cohort,
- oversee June and August retreat and/or orientation for cohort instructors,
- oversee September orientation for cohort students,
- run regular cohort meetings throughout the year,
- generate of an annual report on the activities of the cohort.

Discussion will continue to see if something similar should be proposed for secondary cohorts (involving 1 to 2 credits of coordination during Sept-Dec or Sept-Jan). There are 16 possible cohorts at the secondary level if each teachable subject is to be considered separately, although there could be combinations for those with smaller numbers of candidates.

6. Policy on student tardiness and absence

Sandra Scott reported that there are still questions about the policy:

<http://teach.educ.ubc.ca/students/policies-and-guides/teacher-education-program/>

Bette shared that the website link should be used by candidates reporting an absence and that any concerns should be referred to her (for secondary candidates) or Lorrie Miller (for elementary/middle) so that they can track and/or provide support as needed. She also reiterated the importance of filing an interim report if patterns become apparent: these provide a tangible and accountable plan of action. Examples of interim reports are available from Bette or Lorrie.

7. Other business

Next meeting date: November 24, 2016, 3:00-4:30 pm