



Meeting Minutes

Teacher Education Program
TEAC – Teacher Education Advisory Committee
Thursday, Dec 7, 2017
TEO meeting room

1. Review of Agenda

2. Review of Minutes from Thursday, Oct 19, 2017

3. New Cohort Proposal (Dr. Jennifer Katz)

Dr. Jennifer Katz (ECPS) presented a new cohort proposal focusing on meeting the needs of diverse learners through inclusive education. Please see attached proposal.

There is multiple-district demand for further preparation for teachers in inclusive education. The proposal is supported by strong demand from instructional leaders in school districts in the Lower Mainland and beyond.

The committee approved the cohort proposal to move forward based on its recognition for high demand in the field, strong faculty leadership and on-going research.

The committee would like Dr. Katz to follow up with more details about district support (e.g., specific schools and educational leaders) for mentoring teacher candidates in the proposed cohort and on practicum.

4. Renewal/Rotation/Retirement/Combination of Cohorts – continued

The committee reviewed the criteria discussed in the last meeting for rotation/renewal/retirement of cohorts. The possibility of combining cohorts to make space for new cohorts (as has happened in the case of KIPP, ABC, and others) was also considered.

- Currently, there are four half-cohorts combined into two cohorts: Arts-based & Creativity/Indigenous Education and IB/Montessori. The decision to combine cohorts is based on multiple factors, including enrolment numbers, synergy of foci, and faculty/secondment involvement.
- The committee agreed that there need to be opportunities to include new cohorts that meet current demands (and fulfill the new cohort criteria) in the program.
- It is important to note that each cohort takes the same courses as any other; the differences are practicum locations and a particular theoretical “lens”, reinforced in their inquiry classes.
- The question of which cohorts are most popular among teacher candidates was discussed and whether or not this criterion should be considered in deciding if a cohort should be retired or combined. In recent years, registration for cohorts occurs on a single day each spring, and the TEO Planning Manager monitors each as it fills. Once full, registrants must select another cohort. Through anecdotal feedback, the TEO has learned that cohort theme and associated practicum locations are the key criteria in student selection. In 2018-19, registrants will indicate their top 3 choices of cohort and then be entered by the TEO.



Claire and Wendy will look at ways to make space for newly approved cohorts by discussing with faculty members directly involved with other cohorts and possibly reducing the size of certain full-cohorts to half-cohorts.

5. Teacher Candidate Feedback about Fragmentation and Other Topics

The committee continued to discuss concerns that have been raised by candidates about fragmentation in the BEd program and ways to take a more integrated approach to program design. Wendy shared that she has discussed the concerns with Heads and at the Dean's Advisory Committee and asked if departments might consider how their suite of courses is organized, e.g., could the content in the 6 subject-area and 4 literacy-oriented curriculum and pedagogy courses offered by EDCP and LLED to elementary/middle years TCs be combined in ways that feel like a more integrated experience?

LLED received feedback from TCs in KIPP who said the distribution of assignments across the term helped significantly with the workload.

Current teacher candidate (and ESA president), Arnel Aliwalas, indicated that there was redundancy in certain assignments in courses, e.g., 3 assignments in 3 different courses asking to submit a self-portrait. He also noted that, if the secondary-level assessment course (ECPS 310) were taught in Term 1 (Sept-Dec) rather than Term 2 (Jan), it would be offered at the same time as the curriculum and pedagogy courses and could assist the preparation of practicum-planning. He suggested that methodology instructors model assessment within the courses they teach so that it gets consciously and consistently built into the program.

Committee members discussed ways to frontload the secondary program with some of the ECPS 310 (assessment) content since, to add a Term 2 course to Term 1 - now that 3 methods courses are taken that term - would overload it for candidates. It was noted that the EDUC 315-Introduction to Practicum course Tuesdays could perhaps provide a space into which introducing assessment and planning.

6. ESA & WKTEP Candidate Feedback

Wendy shared some feedback that had been gathered by the Dean in a recent meeting he had with ESA executive members, including representatives from the West Kootenay Rural Teacher Education Program. Candidates asked about how/where they learned about sexual health education in the program and some said that they felt less prepared for practicum-teaching than their colleagues who were given opportunities to demo-teach in their methods courses.

It was pointed out that sexual health education is part of the Physical Health Ed curriculum, so elementary/middle years candidates learn about in that course, whereas only secondary TCs in the PHE cohort learn the same content. The *Teacher Education For All* sessions for all TCs touch on this content too. The feedback about demo teaching will be raised at the next monthly Program/Cohort Coordinators' meeting in the new year.

Next meeting date: Tuesday, January 23, 2-3:30, TEO meeting room