



Meeting Minutes

Teacher Education Advisory Committee (TEAC)

Wednesday, June 13, 2018

TEO meeting room

Attendees: Wendy Carr (Chair/TEO), Scott Goble (EDCP), Shawna Faber (ECPS), Maureen Kendrick (LLED), Handel Wright (EDST), Jessica La Rochelle (NITEP), Claire Rushton (TEO)

Regrets: Ann Anderson (EDCP), Tony Clarke (Centre for Study of Teacher Education)

Guest: Janet Mee (Access & Diversity), Rod Brown (TEO)

1. Review of Agenda
2. Review of Meeting Minutes from March 20
3. Student Accommodation and Support

Janet Mee, Director of Access & Diversity (A&D) discussed resources and initiatives related to student support across campus. There are currently 8 A&D advisors and 1 learning strategist. A partnership model has been piloted this year between Faculty of Pharmacy program staff and A&D advisors to support students in need. A&D hope that this collaborative model, with the student at the centre, will create a network of support throughout the entire the program. For the Faculty of Education, Janet suggested a similar model may be helpful in the Teacher Education program and that A&D advisors could learn more about the particular needs of teacher candidates by working with TEO coordinators and advisors and, reciprocally, for them to learn from A&D advisors.

Rod Brown noted the importance of directly asking a TC experiencing difficulties if there is anything they would like to share (this being our “duty to inquire”) and noting if there are changes in comportment or performance that might signal the need to ask this question. Janet added that it is vital to work closely with students in situations where there is risk of harm to self or others. She emphasized that, even for students who have high levels of need and receive multiple supports, there is still an expectation that they must ultimately meet the program’s requirements.

The committee agreed that, as soon as applicants receive an offer to the Teacher Education Program, they should receive information about student support options and, if needed, they should contact A&D. They can start to receive support during the summer through online tools such as Skype for Business. Another place to inform students about how to access support is BEd course syllabi.

4. Student/Advisor Feedback – Support for Practicum Planning

The committee discussed ways to better support TCs in their practicum planning. Given that planning is taught to some extent in some courses (often EDCP/LLED methods courses), to some extent in EDUC 315 sessions with faculty advisors and to some extent through modelling by school advisors, there can be very mixed messages to TCs. Some course instructors and school advisors align teaching-about-planning to the redesigned BC curricula (which is very different from the



lesson and unit plans of a decade ago). Universal design, involving planning across different subject areas and diverse learners' needs is applied inconsistently in the program, as it is in schools, but this has been a focus in the past two years through EDUC 315 sessions for TCs and workshops for BEd instructors, and it will be a focus for the Faculty Orientation in August.

5. Pass/Fail Grading - Continued

The committee continued the discussion on the Pass/Fail grading system and agreed that there is a need for a shared understanding of what constitutes a Pass. Tony Clarke brought his definition forward in the March TEAC meeting (and includes in his course syllabi):

The assessment for this course is PASS/FAIL. This form of assessment (criterion referenced) means that you are expected to reach a very high standard of work in all areas of the course to achieve a PASS. So please be:

- attentive to the work set,*
- careful in its preparation,*
- fully engaged in its content,*
- professional in its presentation, and*
- punctual in its submission.*

Note: Despite what you may have heard, "76%" is not sufficient for a 'Pass' in the Teacher Education program. That numeric calculation (76%) is a figure that was agreed upon between the UBC Faculty of Graduate and Post-Doctoral Studies (GP+S) and the UBC Faculty of Education so that GP+S could assign a number to the Pass/Fail courses in the B.Ed. program when calculating your overall GPA for application to graduate studies at UBC.

This topic will be ongoing for a new Teacher Education Advisory Committee in 2018-19 as well as at the first Teacher Education Program Coordinators' meeting in the fall. A first step is to conduct an environmental scan regarding current understandings and practices related to Pass/Fail in the Teacher Education Program.

6. Thank you, TEAC members

Wendy Carr thanked this year's committee members for their valued service and ongoing commitment to the Teacher Education Program.

Next meeting date: September 2018