Meeting Agenda

**Teacher Education Program**

**TEAC – Teacher Education Advisory Committee**

**Thursday, Oct 19**

**TEO meeting room**

1. **Review of Minutes from Thursday, Sept 14, 2017.**

Minutes were reviewed and will be uploaded to the TEO 🡪 Faculty 🡪 Committees webpage.

1. **Student Feedback/Student Wellness**

Claire explained the online and in-person survey results collected at the beginning of October as a check-in with teacher candidates about their wellbeing. 173 students participated:

- 19% report they are doing well

- 52% are working on maintaining balance

- 29% are struggling to find balance.

8 students left their emails for follow up by a program advisor.

The reasons for struggles included time management, money, lack of sleep and within the category, “others” were family commitments. The committee recommended that future surveys include open-ended questions and question-categories related to commuting and accessing support.

In addition, it was recommended that a statement about involvement with UBC’s Access & Diversity unit be included in the admissions offer letter so that candidates who have needed accommodations in the past be known earlier rather than later in the BEd Program.

1. **Coordination/Timing of Course Assignments**

Wendy shared a screenshot of a student’s busy calendar schedule to focus continued discussion on how course instructors might work together to make assignment loads reasonable:

* ECPS and LLED explained that the workload per assignment is designed to be relatively small and able to be laddered into a final assignment; many are done in-class.
* EDCP explained the challenge of delivering specialized knowledge in the subject area in a short period of time and available hours, which has been an on-going issue.
* LLED explained that finding time to meet to coordinate efforts with all instructors teaching a multi-section course is another challenge (especially with those who are sessional or adjunct).
* ECPS would like to find ways to integrate some of the work in secondary EPSE 310 (assessment) and EPSE 311 (classroom climate) into EDUC 421 (Inquiry Seminar 2) in Term 2 as a means of preparing for practicum.

The question was raised by LLED if there is a way to integrate assignments based on the revised BC curriculum. Gone are the references to “lesson” and “unit planning”; these have been replaced by “planning for learning” around big ideas and core competencies. The extent to which this is happening seems to depend on the instructor; however, the TEO has incorporated large-group planning-to-revised-curriculum sessions as part of the pre-practicum EDUC 315 series, inviting district leaders to guide them and, hopefully, contributing to the development of a lens-for-learning among teacher candidates.

The idea of planning for learning rather than lesson- and unit-planning will be raised at the next monthly BEd Program/Cohort Coordinators’ meeting.

1. **Large Lecture Format Courses: Updates/Feedback**

ECPS delivers 7 out of its 8 courses in a large lecture format (4 courses – secondary; 3 courses- elementary/middle years). EDUC 440 (Aboriginal Education) is also delivered in large-lecture format, and one EDST course is being considered for delivery this way. This approach allows a few tenure track faculty members to infuse their expertise in a shared manner within a course and also provides teaching experience for graduate students. Some challenges include:

* + Candidates have learned via large lecture throughout their undergraduate program and prefer to not have this format in this professional program,
  + Candidates say lectures can feel too focused on theory rather than practice,
  + Lack of continuity – less integration across multiple speakers (in EPSE 308),
  + Rationale is administrative rather than pedagogical,
  + Space on campus is at a premium; increased enrolment in the BEd Program has already presented scheduling challenges (not all secondary TCs can fit into Scarfe 100),
  + Large lectures create blocks in student timetables around which other courses must fit.

The committee will monitor candidate feedback about the increase of lectures.

1. **French Teacher Demand**

Wendy explained that there is ongoing demand to expand the elementary French cohort. Given the extreme need in the field and growing number of applicants, there have been some changes to reduce barriers to admission. The admission requirement for French proficiency needed for all French options is now exclusively the internationally-recognized *Diplôme d’études en langue française/ Diplôme approfondi en langue française* (DELF/DALF), based on a 6-level scale of proficiency from A1 to C2 (highest). (The former, locally-developed French Language Appraisal (FLA) is no longer an option.) The lowest entry point to the elementary French cohort is A2, with a practicum in Core French; lowest entry to secondary French cohort is B1 with a practicum in Core French. All courses are taken together; only differentiation is the practicum placements. The decision to limit proficiency to DELF-DALF was made after months of consultation with colleagues in LLED and at SFU.

In addition, and in consultation with LLED, SFU and 5 local school districts, elementary candidates who achieve B1 will be allowed to undertake their practicum in a French immersion classroom. In the past, only candidates achieving B2 were permitted an immersion placement. This opening of this opportunity is being undertaken on the understanding that a) this year is a pilot process, b) there will be additional language support in the program through extra-curricular opportunities, c) attention is drawn to all candidates’ linguistic progress through a professional portfolio, and d) direct communication and monitoring occur between the schools and the TEO.

It is anticipated that there will be sufficient interest among applicants to warrant a second cohort. Wendy discussed possible ways to address this demand even though UBC has limited capacity to expand the number of course sections taught by French-speaking instructors. An integrative approach will be necessary, not unlike the one used in our Teaching English Language Learners using a cross-curricular case inquiry model, which is based on problem-based learning (with subject/topic specialists delivering course/workshops and seconded teachers supporting inquiry, extension and integration). A possible model will be proposed at the next TEAC meeting.

1. **Guiding Principles for Elementary/Middle Years Cohort Reduction, Combination, Rotation & Retirement**

Continuing from the last meeting, the committee discussed possible criteria to decide which cohorts reduce, combine, rotate or retire in order to create space for new cohorts, such as the approved Sustainability and Outdoor Education cohorts, proposed to TEAC in 2016-17 as well as two others to be considered in 2017-18. The current criteria did not provide enough guidance to find space in the roster last year as those who oversee the elementary/MY cohorts were not interested in reducing or retiring their cohort. Current guidelines are posted on the TEO 🡪 Faculty 🡪 Committee’s webpage and also attached herewith.

Reducing a cohort means moving from 36-38 candidates to 18-19 candidates as is the case for Arts-Based, Indigenous Education, IB-Primary Years, and Montessori cohorts. Combining cohorts has already occurred in the Teaching English Language Learners with Problem-Based Learning cohort as well as with Middle Years and Self-Regulated Learning cohort.

The committee recommended the following conditions for cohorts to be rotated/retired/reduced (with criteria 3 and 4 being new):

1. Absence of tenure-track faculty involvement with the cohort,
2. Shift in school district and/or Ministry of Education priorities,
3. Length of service,
4. Student preference (low priority for cohort registration).

The criterion specifying the lack of a master’s-degree prepared secondment is no longer pertinent since all hires to UBC’s Teacher Education Program must possess a master’s degree, so it will be removed.

TEO’s Program Planning Manager has monitored cohort registration for many years and can provide feedback on student preference. Starting in 2018, a different cohort registration process will be implemented whereby candidates provide their 1, 2, 3 choice for cohort and are then placed accordingly (in order to reduce the extreme pressure of registering on one morning and to address student choice more effectively).

It was noted that the criteria for initiation of a cohort need to be updated as well. This will be on the agenda for the next TEAC meeting.

**Next meeting date: Thursday, Nov 9, 3:00-4:30 pm.**