



## Meeting Minutes

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Teacher Education Program  
TEAC - Teacher Education Advisory Committee  
Tuesday, September 29, 2020  
Virtual meeting  
10:30 a.m. - 12:00 p.m.

**Attendees:** Marianne McTavish (Chair/TEO), John Yamamoto (TEO), Shawna Faber (ECPS), Cynthia Nicol (EDCP), Kedrick James (LLED), Jason Ellis (EDST), Jan Hare (NITEP), Tony Clarke (Centre for Study of Teacher Education)

### 1. Approval of Agenda

The agenda was approved as circulated.

### 2. Approval of previous minutes - June 30, 2020

The minutes were approved as circulated.

The following points in the minutes were reviewed:

- EDUC 440 planning for W2 is well underway. The Elementary sections have been suitably staffed. The Secondary sections will be filled in the upcoming weeks, prior to the January start of this course.
- The co-chairs of Race, Indigeneity and Social Justice will prepare a 1-page update on the work of the task force as we move into working groups. This update will be available soon.
- Jason will look into the status of guest speakers this year for EDST 401; last year large group lectures were provided through a TLEF grant secured by Dr. Bathseba Opini.

### 3. TEO Updates

#### W1 feedback

The committee received a report on feedback received from students as we entered into week 4 of the program:

- Students are confused about where to find assignments and readings in Canvas as each course has different layouts. The ETS team is working with instructors on this.



- There are issues with the teacher candidates (TCs) not having their 10-minute break prior to their next class. We ask the instructors end their class 10 minutes before the scheduled time so that the TCs can go to their next class on time.
- The TCs are receiving a deluge of emails when there is a course or assignment change. Keeping the messaging in a central place such in announcements on Canvas would help TCs. The ETS team is mapping out a procedure for instructors. The announcement feature in Canvas can be a central place for important messaging.
- Students are experiencing zoom fatigue and are feeling isolated. This will impact their mental health and their class participation. In other faculties, students are feeling the same way. We need to be mindful that our TCs are experiencing this, as well as facing the overall challenges of an intense program.
- There is a workload application developed by the UBCO:  
<https://ubcoapps.elearning.ubc.ca> where instructors can estimate how the shift to online delivery might change the time commitments expected of students. Here is another workload planning tool:  
[https://www.massey.ac.nz/massey/learning/programme-course/planning/workload-planning-tool/workload-planning-tool\\_home.cfm](https://www.massey.ac.nz/massey/learning/programme-course/planning/workload-planning-tool/workload-planning-tool_home.cfm).  
Keep in mind that a 3-credit course should require approximately 8 – 9 hours of work per week.

## **W2 update**

W2 will be delivered online. The President sent out a letter on September 22 informing UBC that W2 will look similar to W1 and each faculty will let students know their course delivery format. The Dean will put out a message to let our students know.

Marianne sent out a letter to students on Tuesday, September 29:

<https://teach.educ.ubc.ca/messages-to-tcs-20200930-1114/>.

## **Practicum**

We currently have roughly 50 supplemental practica for those TCs who deferred their practicum from last year. We are working with the Teacher Certification Branch (TCB) to make sure every practicum placement is viable for certification. As of September 28, the Elementary placements are still a little short but we are getting there. It's complex for Secondary, and TCs with two teachables may have fewer experiences in one of their subject areas. When our TCs go to schools for face-to-face practicum, their health and safety are our top priority. We have developed a safety plan that has been approved by the Faculty and shared with the TCs. Some school districts such as Surrey have developed a blended system where TCs can have a hybrid experience. As the schools limit the number of people in the building, we have been working with FAs using online CLAS observation software. TCs can videotape their lesson which can be later annotated by their FAs.



There was a discussion regarding opportunities to experience new practicum possibilities as a result of the pandemic. The TCB will need to be consulted regarding changes to practicum location and TC teaching loads. There were suggestions to pilot a few new practicum scenarios. We can then present these pilot cases to the TCB. This will be discussed with cohort coordinators and brought back to the next meeting.

### **Course attendance**

There were questions on whether to ask students to have their cameras on during synchronous classes. Students may choose to have their cameras off for numerous reasons, including bandwidth issues and privacy concerns (such as other people in the background). Students should only be required to have their cameras on in the following circumstances, to respect their privacy:

- When video is necessary for evaluation: for example, a student must deliver a formal presentation or performance, and it is necessary for you to see them in order to grade effectively.
- When video is necessary for academic integrity: for example, you need to confirm the identity of a student and invigilate online exams.

Students are eager to develop connections as some students are feeling isolated. The Education Students' Association has just been elected over the weekend. With their help, we can look at ways to build connections and engagement.

### **4. Indigenous Curriculum Enhancement Project Funding**

Funding is available from the Ministry of Advanced Education, Skills, and Training in response to Truth and Reconciliation calls to action #62 and #63 to enhance the Indigenous Curriculum. The application deadline is October 9. Excellent examples are in EDCP 340 and EPSE 310, 311, and 308. All instructors are welcome to apply.

### **5. Your topics**

There are a number of Indigenous students who are not successful on practicum and have to redo a portion of the practicum. This delays their graduation, impacts their wellbeing and sometimes results in a student dropping out of the program. A suggestion is to build networks/safe spaces for bringing in Indigenous perspectives and supporting students. We need to look at the triad relationship and see how to involve Indigenous faculty members to change the supervision relationship. At the same time, we can develop curriculum for Faculty Advisors and School Advisors to support their work with Indigenous/marginalized/racialized students. We are looking for advice on how to better enhance and expand these relationships. There is work going on to have NITEP students undertake professional development early to better



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prepare them for the practicum and to increase their opportunity for success. We could also think about more placements in Indigenous schools.

We had wonderful speakers at Orientation this year and will need to think about how to pick up the conversations about race and indigeneity. We need to be mindful of student's zoom fatigue, and not to add on more zoom events. We will also need to think about how to support students in ways to build a sense of relationship, given the lack of face-to-face contact in this year's program.

Other initiatives such as lunchtime inclusive groups to open up conversations such as BLM, equity and diversity are possibilities.

Next Meeting: Tuesday, October 27, 10:30 a.m. - 12 p.m.