

Bachelor of Education Program

Policy Handbook

Faculty of Education

Teacher Education Office

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The University of British Columbia

Table of Contents

1	INTRODUCTION TO THE BED PROGRAM HANDBOOK
2	MISSION OF TEACHER EDUCATION
5	EQUITY STATEMENT
5	REFERENCE & SYMBOLS GUIDE
6	FREQUENTLY ASKED QUESTIONS: COURSES & PROGRAMS
6	Questions and Problems
7	Course Registration and Programs
9	Attendance, Assignments And Performance
12	Access & Diversity
12	Standards of Competency in English
13	Proficiency in French
14	Advancement in Coursework
15	Graduation and Certification
17	Records & Confidentiality
18	Appeals
20	EXPECTATIONS FOR ALL TEACHER CANDIDATES
20	Professional Conduct
20	Pass/Fail Grades and Accountability For Learning
20	Professional E-Portfolios
21	Academic Regulations
22	Rules Governing Formal Examinations
22	Respectful Learning Climate
23	COURSES GRADED PASS/FAIL IN THE FACULTY OF EDUCATION
23	Department of Curriculum & Pedagogy
23	Department of Educational and Counselling Psychology and Special Education
23	Department of Educational Studies

23	Department of Language & Literacy Education
23	Teacher Education Office
24	PRACTICA
24	The Practica: Elementary, Middle Years & Secondary
24	Initial School-Related Experiences: Secondary
25	Initial School-Related Experiences: Elementary and Middle Years
27	Extended Practica: Secondary (EDUC 329), Elementary (EDUC 418), Middle Years (EDUC 419), and Teacher Updating Practicum (EDUC 495)
30	Teaching Load: All Programs
30	Teaching Load: Elementary
30	Teaching Load: Secondary
32	ALTERNATIVE EXTENDED PRACTICA OPTIONS
32	Extended Practicum Beyond the Classroom
32	International Practicum
33	THE PRACTICA TEAM: GUIDELINES
33	Teacher Candidates
34	Two-Week Practicum
35	Extended Practicum
36	School Advisors
38	School Coordinators And Administrators
39	Faculty Advisors
41	PRACTICA EVALUATION AND REPORT WRITING
41	Documentation of the Teacher Candidates' Progress
41	Guidelines for School and Faculty Advisors Regarding Videotaping Teacher Candidates on Practicum
41	Guidelines for School and Faculty Advisors who have Serious Concerns about a Teacher Candidate's Performance (EDUC 315, 319, 321, 323, 329, 418, 419, 495, 496)
42	Interim Report

43	Cross-Check
43	Final Standing
43	Guidelines for Writing the Final Summative Report
44	Access to Reports
44	Termination of Practicum (EDUC 315, 319, 321, 323, 329, 418, 419, 495, 496)
46	Evaluation Checklist
48	FREQUENTLY ASKED QUESTIONS: PRACTICA
48	Placements
49	Workload
50	Supervision
50	Regulations
55	SCHOOL ADVISOR OPPORTUNITIES
55	Access to UBC Library
55	Tuition Fee Certificates
55	EDUC 432(3): The Supervision of Teaching
56	Professional Development Education
57	THE SCHOOL ACT & PROFESSIONAL ASSOCIATIONS
57	School Act, Province of British Columbia
57	British Columbia College of Teachers
58	Teacher Qualification Service
58	British Columbia Teachers' Federation
59	Professional & Ethical Standards of the BCTF (excerpts from)
60	Guide To Professional Practice
63	TEACHER EDUCATION OFFICE (TEO)
BC	Ecological Sustainability: Doing Our Part to Protect the Planet [inside back cover]

Introduction to the BEd Program Handbook

In providing you with this electronic and downloadable version of our Bachelor of Education Program Policy Handbook, we aim to accomplish three objectives:

1. Support you in your success in completing the BEd program of your choice
2. Provide optimum accessibility and answers to your policy questions at any time from anywhere in the world
3. Support environmental sustainability objectives at UBC which ultimately save overuse of paper products

Our website: www.teach.educ.ubc.ca contains many references to policy which are denoted by the symbol ⓘ. Look for such items under Teacher Education program options on the Current and New students' drop down items.

Mission of Teacher Education

Our mission at The University of British Columbia is to prepare teachers for their responsibilities in British Columbia schools. To achieve its objectives, the Faculty of Education provides programs of both initial and continuing teacher education. The best of current classroom practice is complemented with the results of recent research on teaching, learning and curricular planning. The Faculty is committed to preparing teachers who will be knowledgeable, skillful, flexible and compassionate in their professional practice, who will be rigorous, creative and reflective in designing and assessing their classroom performance, and who will be guided by a sense of social and ethical responsibility in relation to their students and the wider society. The members of the Faculty are further committed to accept these same standards for their own work.

- ♦ The Faculty's programs are predicated on commitments to gender equity, cultural diversity and equitable access to learning by all (including learners with special needs). The Faculty is also committed to working cooperatively to improve Aboriginal education.
- ♦ The Faculty's programs of initial teacher education are designed to prepare new teachers for British Columbia schools.
- ♦ Convinced that all professional education is a career-long endeavour, the Faculty of Education is committed to supplementing initial teacher preparation with advanced courses and programs.
- ♦ Although the Faculty acknowledges a special responsibility for educating teachers for the public schools of British Columbia, it also recognizes a responsibility to prepare educators for non-public schools, for educational settings other than schools and for national and international educational responsibilities.



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Office of the Dean

Dear Teacher Candidates:

I would like to take this opportunity to welcome you to the Faculty of Education at The University of British Columbia and to wish you all the best as you begin the new academic year and the program. You are beginning a new profession which is enormously demanding and carries considerable responsibility. You will assume a crucial and challenging role in the support, care and development of other people's children.

We, in the Faculty of Education, are committed to providing the best possible preparation for you, our future teachers. It is our hope that you will find your time with us stimulating and rewarding. The Bachelor of Education program is designed so that when you finish, you have the makings of a professional, contributing to the realization of the dreams and possibilities of individuals, groups, communities and societies.

On behalf of the Faculty of Education I congratulate you on your choice of a profession and wish you personal, academic, and professional fulfillment and success.

Sincerely,

A handwritten signature in black ink, which appears to read "R. T. Tierney".

Robert T. Tierney
Dean



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Dear Teacher Candidates:

Welcome to the Teacher Education Program at the University of British Columbia. I congratulate you on your choice of teaching as a profession. As a teacher, you will have the opportunity to inspire young people who will go on to transform our society. Your role is integral to this transformative process and will be both challenging and rewarding.

The Faculty of Education will introduce you to the teaching profession. As a teacher candidate, you will become a member of a professional community seeking to work collaboratively for the betterment of K-12 education. The program provides you with a strong foundation of knowledge about teaching and learning, as well as the curriculum in British Columbia schools. The Faculty of Education honours and upholds the English and French linguistic heritages within Canada's multicultural society and supports the rights of Canada's Aboriginal, Métis, and Inuit Peoples to determine their educational futures. The program cultivates teaching practices that value inclusion, tolerance and respect, and promotes awareness and understanding of learners with special emotional, physical, or intellectual exceptionalities and abilities.

Upon successful completion of your degree, you will likely seek a position as a professional educator. Your credentials will have provincial acceptance, and wide national and international acceptance. Many opportunities await you as a graduate of the Faculty of Education at the University of British Columbia.

I urge you to read this Handbook from cover to cover as it contains information important to the successful completion of your program. I look forward to seeing you throughout your studies in the Faculty of Education and at your convocation in the Chan Center.

Rita L. Irwin, Ed.D.

Associate Dean of Teacher Education and

Professor of Art Education, Department of Curriculum & Pedagogy

Equity Statement

The Faculty of Education, University of British Columbia, is committed to providing its employees and teacher candidates with the best possible environment for working and learning, an environment that encourages collegiality, support and respect to flourish. Every teacher candidate and member of faculty and staff has the right to study and work in an environment free from discrimination and harassment, including but not limited to age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, gender, sexual orientation, and unrelated criminal convictions. The Faculty, therefore, does not condone discrimination or harassment of any kind. Indeed, the Faculty of Education regards discrimination and harassment as serious offences that are subject to a wide range of disciplinary measures, including dismissal or expulsion from the university. Accordingly, the Faculty of Education has established its own Equity Committee to advise the Faculty on how to carry out its commitment to an equitable environment. Membership includes faculty, staff and student representatives and is chaired by the Associate Dean, Office of Graduate Programs and Research (OGPR) and/or an Administrative Officer.

Reference & Symbols Guide

The **UBC Academic Calendar Chapter V** is a comprehensive reference regarding administrative policies on programs, courses, and conduct for every Faculty, including the Faculty of Education. Policies specific to the Teacher Education Program appear throughout this BEd Program Handbook and are also found in the **UBC Calendar Chapter IX:8** under Faculties, Colleges and Schools/Faculty of Education/ Bachelor of Education. Where the Calendar has been quoted, the following symbol may be used:

- ▶ UBC Calendar - Chapter V: Academic Regulations
Chapter IX:8 The Faculty of Education Academic regulations

When a statement in the Bachelor of Education Program Handbook requires special emphasis, the following symbol may be used, or the text will be in bold type. For example:

❗ [Emphasized text will follow symbol]

Frequently Asked Questions: Courses & Programs

This section of the Handbook presents questions that teacher candidates frequently ask about policies and regulations that apply to courses and programs.

Questions and Problems (1)

Course and Program Registration (2-8)

Attendance, Assignments and Performance (9-13)

Standards of Competency in English (14-15)

Proficiency in French (16)

Advancement in Coursework (17-20)

Graduation and Certification (21-23)

Records and Confidentiality (24-25)

Appeals (26)

QUESTIONS AND PROBLEMS

1) **Who can I ask if I have questions or problems during the program?**

If your question is about course content, first consult with the instructor at the earliest opportunity. Questions or concerns about the BEd program can be directed to the Program Coordinators in the Teacher Education Office early on so that issues may be resolved before there is an impact on your progress. For further assistance resolving program problems, teacher candidates may also see the Bachelor of Education Ombudsperson. Consult with TEO for contact information. Questions or problems relating to practicum (placement progress, withdrawal, etc.) can be directed to Program Coordinators (Practica) in TEO. The Director and Associate Dean are also available to hear concerns. When emailing your concerns, please include your UBC student number.

COURSE REGISTRATION AND PROGRAMS

2) How do I know whether I have registered in the required courses for my program?

It is the teacher candidate's responsibility to complete registration in all required courses for winter and summer session. Follow the guidelines in the Registration Guide posted on the website for your program at www.teach.educ.ubc.ca. Courses are also listed under your Program Option on the website under the submenu entitled "Current." Ensure that you are enrolled in the appropriate courses for your program option and in the total number of credits specified for each term as indicated in the Registration Guide. Many courses will be part of a standard timetable. All courses, including electives, are at the 300-400 level. Distance Education courses are not permitted.

3) How do I change course sections after my initial registration?

Timetables are constructed to minimize the necessity for course changes. Courses may only be dropped from a standard timetable with approval from a Program Coordinator in the Teacher Education Office.

In some cases, you may change sections of a course if there is room in the preferred section. You are expected to make timetable changes that are permitted online at www.students.ubc.ca by the end of the first week of class. **You may only attend classes for which you are registered.**

- ❗ The teacher candidate is responsible for the completeness and accuracy of registration as it relates to the regulations of the degree or diploma program in which the teacher candidate is enrolled. (► [Calendar](#) Chapter V)

4) What is the procedure for withdrawal from courses, practica, or the program?

You may withdraw voluntarily from courses or the extended practicum in accordance with the university deadlines for withdrawal as outlined in the UBC [Calendar](#) (► Chapter V). If you need to withdraw voluntarily from any component of the Teacher Education program, first immediately notify and obtain approval from the Teacher Education Office. (check ► UBC [Calendar](#) for exact dates.)

Courses

You may change your term one registration on the web without consequence up to a specific date in mid-September (check ► [UBC Calendar](#) for exact dates). Withdrawals made between September and October (check ► [UBC Calendar](#) for exact dates) will record a “W” standing on your transcript. If there are any changes to be done after mid-October (check ► [UBC Calendar](#) for exact dates) a “Change of Registration” form has to be authorized by a Program Coordinator in the Teacher Education Office. The form must include the instructors’ signatures for courses dropped and added. Change of Registration forms may be obtained in the Teacher Education Office only after the online Registration closes.

The procedures are the same for Winter Session Term 2 and for Summer Session (check ► [UBC Calendar](#) for exact dates). In mid-January is the last day for Term 2 changes in registration and withdrawal without a “W” standing on your academic record (check ► [UBC Calendar](#) for exact dates). Withdrawals made January to February (check ► [UBC Calendar](#) for exact dates) will record the “W” standing on your academic record. Teacher Education Office approval for withdrawals is required.

Practica

The extended practica has specific dates for withdrawal. Withdrawal from practica must be done in consultation with the school advisor and faculty advisor. For advising, also see Program Coordinators (Practica) in the [Teacher Education Office \(TEO\)](#). See the practicum section of this handbook for specific details regarding withdrawal from practicum.

Withdrawals and/or a standing of “W” may have implications for loans and tuition fees. The University policy on Withdrawals and Change of Registration applies. (► [Calendar](#) Chapter V)

5) What are the consequences of voluntarily withdrawing from the Teacher Education Program?

If you withdraw voluntarily from the program you will not be entitled to return automatically. Requests for re-instatement will be considered on individual merit. Please note that the Teacher Education Program must be completed in its entirety within four years of first date of admission. (► [Calendar](#) Chapter IX:8)

6) How do I change cohorts?

You can only move to a different cohort if there is room available in that cohort before classes begin in September. Once classes start, it is not possible to change to a different cohort unless there are exceptional circumstances.

7) May I register for additional courses while I am in the teacher education program?

The Teacher Education Program is an intensive full-time program. Normally, you may not add credits to your prescribed course load. You may not take any evening courses (credit or non credit) while on practicum.

8) May I arrange to finish my 12-month program before the August end date?

Summer Session runs from May to August for September admission programs. Teacher candidates admitted to the July Start options complete their program in June. Vacations, weddings and other personal events must not conflict with classes.

You may not register in more than 7 credits in any 3-week Summer Session sub-term.

ATTENDANCE, ASSIGNMENTS AND PERFORMANCE

Regular attendance and the timely completion of assignments are essential to success in the Teacher Education Program.

The University policy states: Regular attendance is expected of teacher candidates in all their classes (including lectures, laboratories, tutorials, seminars, etc.) (► [Calendar](#) Chapter V)

9) What happens if I miss classes?

If you must miss a class, notify your instructor immediately. The nature of the Teacher Education Program is participatory. Teacher candidates who miss a significant amount of class time (i.e. more than 15% of course hours) are normally required to repeat the course. Teacher candidates are not able to proceed to practicum until all prior courses are successfully completed.

If you are absent or unable to complete an assignment due to illness, contact your instructor(s) and explain the situation. Discuss the possibility of an extended due date or alternate arrangements to deal with class material missed.

If you wish to request an academic concession (see ► [UBC Calendar](#) section on Academic Concessions), obtain a medical statement from your physician or Student Health Services. The statement must be submitted to the Director, Teacher Education Office as soon as possible. Note: A medical statement does not constitute a concession; it is evidence to be considered when a request for a concession is made. Your instructors may request a copy of the statement or confirmation from the TEO. Teacher candidates will not be excused from classes to take Teacher-on-Call assignments.

10) What happens if I do not complete an assignment on time?

If you neglect your academic coursework and assignments you may be excluded from [or may not pass] the course. Likewise, on the practicum if you do not submit unit or lesson plans as requested, you may be excluded from the practicum. (► [Calendar](#) Chapter IX:8)

11) What happens if I must miss classes or am unable to complete an assignment due to medical, financial or emotional crises?

You have the following options:

- (a) In case of **sudden illness** that interferes with your ability to function as a teacher candidate, you may seek and obtain an emergency appointment at the Student Health Clinic located next to the hospital emergency department on campus. (Patient Appointments, Tel: 604-822-4848) You may also request assistance from a program coordinator in TEO.

If you are absent or unable to complete an assignment due to illness, contact your instructor(s) to explain the situation. Discuss the possibility of an extended deadline or alternate arrangements to deal with class material missed. Should the absence or inability to complete an assignment exceed three days and you request an academic concession, obtain a statement from your physician or from Student Health Services. The statement must include sufficient detail to explain the inability to extend or to complete a course. Submit the statement to a Program Coordinator in the Teacher Education Office without delay. You may wish to provide your instructors with this statement

as well. Instructors need to know that approval has been granted by Program Coordinator(s) in the TEO.

- (b) For **financial assistance**, contact an advisor in the Student Financial Assistance and Awards office located at Brock Hall (East Wing) #1036-1874 East Mall. E-mail: awards.inquiry@ubc.ca
Web: www.students.ubc.ca/finance
- (c) For **personal crises** requiring urgent counselling, emergency drop-in hours are scheduled daily in the UBC Counselling Services Centre. You may request the assistance of a program coordinator in the TEO to arrange for a counsellor to see you at the earliest opportunity. The Counselling Services are located at Brock Hall, Room 1040, 1874 East Mall. Tel: 604-822-3811.

12) How do I obtain an academic concession?

Requests for academic concessions must first be directed to instructors, and second, to a Program Coordinator in the Teacher Education Office as close as possible to the time attendance or performance is affected. Teacher candidates should provide documentation for such requests (medical condition; personal or other problems; or religious observances). Documentation from a physician or other authority needs to provide sufficient details to support any concessions requested. Concessions may include permission to: drop a course(s), withdraw from the program, or obtain deferred or aegrotat standings.

Please note that untimely notification [of request] will normally not be taken into account. (► [Calendar](#) Chapter IX:8)

13) What happens if I am granted an academic concession?

An **Aegrotat Standing (AEG)** allows credit for a course even though the course requirements have not been completed. This standing is awarded [in unusual cases] only if the instructor and the Associate Dean agree that you have demonstrated the capacity to deal with the course material satisfactorily. When an AEG standing is awarded, a letter grade is assigned. In a graded course this will be converted to the minimum percentage for the calculation of averages. (► [Calendar](#) Chapter V)

A **Deferred Standing (SD)** may be granted only when you have a valid reason for not completing course requirements as scheduled

and you do not qualify for an Aegrotat Standing. If you have been granted Deferred Standing in the Winter Session, you must complete all outstanding course requirements by the following mid-August [or earlier to meet a specific deadline negotiated with the instructor(s)]. If you have been granted Deferred Standing in the Summer Session, you must complete all outstanding course requirements by the following mid-December [or earlier as negotiated]. If you have been granted Deferred Standing, you are responsible for making satisfactory arrangements with your instructors for completion of outstanding requirements. If you fail to complete the deferred requirements by the date specified, the SD will be replaced with a grade or standing that reflects the requirements completed in the course. (► [Calendar Chapter V](#))

ACCESS & DIVERSITY

14) What do I do if I have a disability that may require academic accommodations within the program?

Either before or when you start the program, you need to first meet with a Program Coordinator in the Teacher Education Office so that we are aware of your needs. Following that, you will be advised to meet with an advisor at UBC's [Access & Diversity Office](#), who will assess and plan for disability-related services within your teacher education program. Collaboration between the TEO Program Coordinator, the teacher candidate and the Disability Advisor to provide for accommodations identified by the DRC are part of the planning process, and follow-up advising will continue when necessary as you progress through the program.

STANDARDS OF COMPETENCY IN ENGLISH

15) What happens if I do not demonstrate an acceptable standard of written English after I have been admitted to the program?

Teacher candidates who do not demonstrate an acceptable standard of written English during the program may be required either to improve your standard of English before proceeding to the extended practicum and/or before being recommended for the BEd degree and a teaching certificate, or to discontinue or to withdraw from the Faculty. (► [Calendar Chapter IX:8](#))

16) What happens if I do not demonstrate an acceptable standard in oral English?

All teacher candidates admitted to the teacher education program must demonstrate competency in oral English. If questions arise regarding oral English competency, teacher candidates will be asked to undergo an evaluation of their spoken English. (► [Calendar](#) Chapter IX: 8)

The results of assessing the standard of oral proficiency in the program and any subsequent oral evaluation will be used to determine whether the teacher candidate will be required to:

- ♦ undertake a program of remedial work in spoken English, and/or
- ♦ withdraw from the Faculty.

Teacher candidates will not be permitted to begin the Extended Practicum until they have demonstrated competency in oral and written English. (► [Calendar](#) Chapter IX: 8)

PROFICIENCY IN FRENCH

17) How can I improve my French proficiency in order to be better prepared to teach core French in grades 5 to 8?

For teacher candidates, a communicative approach to teach and learn French uses oral interaction, project-based learning, and authentic student-centered activities. The provincial curriculum includes communicating, acquiring information, understanding culture, and experiencing creative works in the target language.

Ideally, intermediate and middle years teachers should possess a basic level of proficiency in French as well as methodological training in how to teach a second language. The techniques used to teach French can be applied to the teaching of other second languages.

UBC elementary and middle years teacher candidates are encouraged to include a second language methodology course as one of their electives, e.g., LLED 324 - Teaching and Learning French as a Second Language, either during their pre-service year or once they are teaching. There are also federal government bursaries available for summer French immersion programs for teacher candidates and for teachers.

Bursary information: www.bced.gov.bc.ca/frenchprograms/offlang.html

Immersion courses: <http://mmecarr.ca/>

ADVANCEMENT IN COURSEWORK

18) What happens if I do not meet the expected standard in my coursework?

If you do not meet the expected standard in coursework you may be required to revise, do supplemental work, do a supplemental examination, and/or repeat a course in order to meet expected standards. If your academic standing is unsatisfactory in one or more courses you may be required to repeat courses, or to discontinue, or to withdraw from the Faculty. (► [Calendar](#) Chapter IX:8)

19) May I proceed to the next term without completing all the requirements of the preceding term?

Permission to proceed out of sequence is not automatically granted.

You must have successfully completed all the requirements for a term or terms preceding the extended practicum before proceeding to the practicum. In exceptional cases, after consultation with a Program Coordinator and with the permission of the Associate Dean, Teacher Education, you may be permitted to proceed to the final term of the Teacher Education Program, prior to completing the extended practicum. (► [Calendar](#) Chapter IX:8)

20) If I am required to discontinue or withdraw from the program, may I re-enroll at a later date?

Readmission into the Teacher Education Program is not automatic. (► [Calendar](#) Chapter IX:8).

Conditions of readmission are outlined below.

Voluntary Withdrawal

If you withdraw from the program voluntarily, you will not be entitled automatically to return. Each request for reinstatement will be considered along with other applications at the time.

Required to Discontinue

If you are required to discontinue and wish to re-apply to the Faculty of Education, your application for re-admission must include evidence that you have satisfied any conditions set at the time you were required to discontinue. Re-applications must be received 6 months prior to the term you wish to resume the program. Please note that re-admission is not automatic.

Required to Withdraw

If you are required to withdraw, you will not normally be readmitted to the Teacher Education Program. In exceptional circumstances you may, after at least one year, submit a formal appeal for permission to re-enroll. Such an appeal will be granted only after review by the Dean and/or by approval of the Senate Admissions Committee.

Timelines

If you fail to complete all requirements of the program within a four year period, you will not be allowed re-admission. You may, however, submit a new application for admission. If admitted, you will receive no advanced credit for courses previously completed.

21) Can I apply for a scholarship or an academic award?

The Faculty makes recommendations for student awards and scholarships based upon achievement in classes and practica during the program. You do not apply for most scholarships or academic awards. However, you may apply for scholarships and bursaries that do not require a recommendation by the Faculty. Check application procedures and deadlines at the Office of Awards and Financial Aid in Brock Hall www.students.ubc.ca/finance. Canada Student Loan application information and deadlines are also available from this office.

GRADUATION AND CERTIFICATION**22) How do I obtain my degree?**

Teacher candidates must make formal application to have their Bachelor of Education degree conferred. To apply for graduation go to the Student Services Centre (SSC) website. Check UBC ► [Calendar](#) for the **February** date that applications must be submitted online to the Student Services Centre for Spring Convocation, and submit by **August 31** for Fall Convocation.

If you do not apply or are not eligible for graduation, a recommendation for certification will not be submitted to the B.C. College of Teachers.

The Faculty of Education applies the following policy in determining satisfactory completion of the Bachelor of Education:

Entry into the profession of teaching is not a right, but a privilege. Suitability to teach includes satisfactory academic performance, teaching performance and professional conduct. Although satisfactory academic performance is prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a teacher candidate for promotion or graduation. The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty if the teacher candidate is considered to be unsuited to proceed with the study or practice of teaching. (► [Calendar](#) Chapter IX:8)

23) How do I obtain my professional certificate?

You must apply to graduate, and upon approval of your degree completion, the Faculty will recommend you to the British Columbia College of Teachers. The possession of a Bachelor of Education does not in itself confer the right to teach in public schools in British Columbia. Certification to teach is granted by the BC College of Teachers. Applicants who intend to teach in other jurisdictions must obtain information concerning the requirements for entry from the governing or credentialing body in those jurisdictions. Refer to **The School Act and Professional Associations: British Columbia College of Teachers** section of this Handbook.

Teacher Certification

Possession of a certificate of qualification to teach is mandatory for teaching within public elementary, middle years or secondary schools of British Columbia. The Teaching Profession Act has assigned the authority to the British Columbia College of Teachers to issue teaching certificates and to determine the classes of certificates of qualification issued. Persons convicted of or given an absolute or conditional discharge on a criminal offence and who are considering a teaching career, should write the Registrar, BC College of Teachers for clarification of their status. For contact information: www.bcct.ca.

The Faculty reports to the B.C. College of Teachers at the end of each session the names of teacher candidates who have satisfied requirements for B.C. teacher certification. This report includes a copy of each teacher candidate's UBC transcript but does not include copies of transcripts from other institutions.

Those not wishing their status reported and their transcripts forwarded to the College of Teachers should inform the Associate

Dean, Teacher Education, in writing at least one month before they complete teacher certification requirements. (Committee on Curriculum Admissions Standing and Appeals, Spring 2001).

24) What are the Standards for the Education, Competence and Professional Conduct of Educators in British Columbia?

British Columbia College of Teachers (BCCT) Standards

In order to be recommended by the Faculty of Education for certification to the British Columbia College of Teachers, teacher candidates must provide evidence in their professional e-portfolios of demonstrating the *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*.

The UBC Attainment of Standards Report to the College and the full text of the BCCT Standards can be viewed at: http://teach.educ.ubc.ca/publications/asr_may07.pdf. Refer to the section in this handbook:

Expectations for all Teacher Candidates: Professional E-Portfolios for information about providing evidence of attaining the Standards.

Standards for the Education, Competence and Professional Conduct of Educators in British Columbia: www.bcct.ca

1. Educators value and care for all students and act in their best interests.
2. Educators are role models who act ethically and honestly.
3. Educators understand and apply knowledge of student growth and development.
4. Educators value the involvement and support of parents, guardians, families and communities in schools.
5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.
6. Educators have a broad knowledge base and understand the subject areas they teach.
7. Educators engage in career-long learning.
8. Educators contribute to the profession.

RECORDS & CONFIDENTIALITY

25) Who has access to my records?

All information in your file is considered confidential. You may request copies of any information in your file except for confidential reference letters submitted to support your admission application. Requests for information must be presented in writing at least one month prior to

release of records. Under no circumstances will the Faculty forward academic or practicum records to potential employers. You are expected to retain copies of practicum reports for this purpose. Requests for official transcripts must be made to the Enrolment Services on-line at www.students.ubc.ca.

26) How long are my records kept?

Upon program completion, practicum reports and anecdotal records are normally retained for a period of five years following convocation. Academic transcripts of courses and degrees may be obtained from Enrolment Services for a fee. UBC academic records are kept indefinitely.

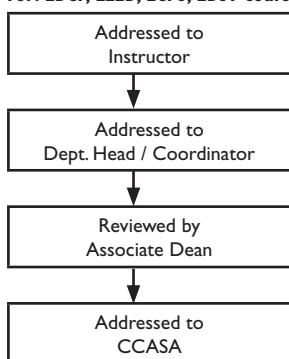
APPEALS

27) Can I appeal a decision made regarding my progress in the program?

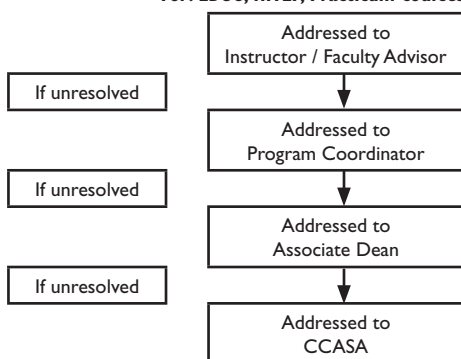
Teacher candidates who wish to protest evaluative decisions relating to their academic coursework may do so. Appeals should first be directed to the nearest source, typically an instructor. If there is no resolution, appeals progress to the Head of the Department concerned, and finally, if necessary, to the Associate Dean of Teacher Education. If the situation is still unresolved, the appeal can be heard by the Faculty of Education's Committee on Curriculum, Admissions, Standings, and Appeals (CCASA). A written appeal to CCASA must be made within 60 days of the Associate Dean's decision. Advice concerning the process and forms on which to submit an appeal are available from the Teacher Education Office. (► [Calendar](#) Chapter V).

Appeal Process Flow Chart

For: EDCP, LLED, ECPS, EDST courses



For: EDUC, NITEP, Practicum courses



An Appeal must be accompanied BY A WRITTEN STATEMENT which shall include:

A statement of the decision being appealed including the name and title of the person who made the decision.

A statement of the reasons for the appeal.

A chronology of the circumstances related to the appeal issue.

Copies of any documents to which the appellant refers.

Expectations for all Teacher Candidates

PROFESSIONAL CONDUCT

Teacher candidates in the Faculty of Education are guided by principles of professional conduct while on campus and in the schools. As UBC students, they are bound by the statutes, rules and regulations, and ordinances of the university, and of the faculty in which [they are] registered (see UBC ► [Calendar](#)). Teacher candidates will also adhere to principles included in the [B.C. College of Teachers *Standards for the Education, Competence and Conduct of Educators in BC*](#). Moreover, during practica, teacher candidates are subject to the [School Act](#) and must comply with standards of professional conduct followed by school personnel, and in accordance with the [BCTF Code of Ethics](#).

PASS/FAIL GRADES AND ACCOUNTABILITY FOR LEARNING

Teacher candidates are expected to actively participate during the learning experiences of the program. The majority of courses in the Teacher Education Program are criterion-based and are graded as Pass/Fail. In order to pass a course, teacher candidates are expected to produce high quality work that meets criteria provided by instructors. At the beginning of courses, each instructor will indicate in writing the criteria required to attain a standing of “Pass.” If any aspect of course work (including assignments, attendance, and participation) is not at an acceptable level, teacher candidates will be notified in writing. Teacher candidates may be expected to revise and resubmit an assignment or do a supplemental assignment to demonstrate that they meet expected standards. Interim reports may be written for teacher candidates who continue to demonstrate less than satisfactory performance in any facet of the program. Copies of interim reports will be filed with the Teacher Education Office. Upon receiving an Interim Report, teacher candidates will need to consult with a Program Coordinator in TEO. Refer to **Practica Expectations** in this Handbook.

PROFESSIONAL E-PORTFOLIOS

Teacher candidates are required to maintain a professional e-portfolio to document their progress and achievements in the program. E-portfolios will be initiated in EDUC 316, developed through the whole program, and concluded in EDUC 480, following the extended

practicum. Artifacts will be collected and reflections developed for the e-portfolio throughout all courses and practica experiences.

The e-portfolio serves a variety of purposes including:

- ♦ to document one's learning and development as a beginning teacher
- ♦ to foster reflection and self evaluation
- ♦ to provide evidence of accomplishments to prospective employers
- ♦ to document achievement in support of an application for further study

In addition, completed e-portfolios will serve to record that teacher candidates have actualized the British Columbia College of Teachers **Standards for the Education, Competence and Professional Conduct of Educators in British Columbia** available for reference in this handbook and at their website. To be recommended for certification, all teacher candidates must complete this feature of their e-portfolios during EDUC 480.

Teacher candidates are reminded that it is their responsibility to maintain documentation of their progress for future use once they have completed the program. Applicants to diploma or graduate programs are responsible to provide instructors, from whom they wish referrals, with copies of documents from their e-portfolios. Instructors do not keep this material once teacher candidates have completed their BEd.

ACADEMIC REGULATIONS

Teacher candidates are expected to:

- ♦ adhere to academic regulations in the UBC ► [Calendar](#) Chapter V
- ♦ cite references when using information or materials that they have not developed, including information and materials from the Internet.
- ♦ submit a separate and distinct assignment for each course. A single assignment cannot be used for more than one course, unless prior approval from the instructor is granted.
- ♦ abide by to copyright laws and regulations

RULES GOVERNING FORMAL EXAMINATIONS

Candidate teachers may access the rules governing formal examinations from the UBC ► **Calendar V: Academic Regulations: Rules for Governing Formal Examinations**. These rules apply to informal examinations as well.

RESPECTFUL LEARNING CLIMATE

To ensure a respectful learning climate, teacher candidates will:

- ◆ arrive on time for class
- ◆ attend all classes registered for, or if absence is unavoidable, discuss reasons with the instructor before, or immediately after the absence
- ◆ stay for the duration of a class or obtain prior approval for an early dismissal
- ◆ turn off cell phones and pagers while classes are in session
- ◆ restrict the use of laptop computers to work related to the class in session
- ◆ refrain from eating while classes are in session
- ◆ refrain from bringing animals to class (other than personal assistance dogs)
- ◆ refrain from bringing children to class.

UBC has issued a Statement on Respectful Environment for Students, Faculty and Staff, where a climate of learning is envisioned that is positive and supportive for all concerned. UBC's Faculty of Education incorporates this statement in the delivery of its BEd and other programs.

Courses Graded Pass/Fail in the Faculty of Education

Department of Curriculum & Pedagogy

ARTE 314, 320, 400, 401, 402, 403, 404, 405, 406, 425, 426, 441

BUED 301, 314, 375, 376

CSED 314

CUST 314, 440

HMED 314, 440, 441, 442

MAED 314, 320

MUED 314, 320

PETE 314, 320, 380, 480

SCED 312, 313, 314, 315, 316, 317, 320, 440, 441, 442, 443, 444

SSED 314, 317, 320, 324, 400, 440, 441

TSED 314, 321

Department of Educational and Counselling Psychology and Special Education

EPSE 306, 313, 317, 423

Department of Educational Studies

EDST 314, 425, 426, 427, 428, 429, 454, 455, EDUC 420

Department of Language & Literacy Education

LLED 301, 310, 312, 313, 314, 315, 318, 320, 323, 324, 325, 333, 334, 335, 336, 435, 436, 438, 439, 453

Teacher Education Office

EDUC 143, 244, 310, 311, 315, 316, 319, 321, 323, 329, 344, 345, 418, 419, 432, 480, 495, 496

* Information is subject to change.

Practica

THE PRACTICA: ELEMENTARY, MIDDLE YEARS & SECONDARY

The Bachelor of Education Program includes a sequence of practicum experiences designed to link the theory and practice of education. Initially, emphasis is placed on gradual immersion into the school setting. After this acclimatization period, importance is placed on meeting the challenges of an increased teaching load and added responsibilities. The practica offer each teacher candidate unique and challenging teaching experiences. Each experience plays a significant part in the professional education of prospective teachers and is a prerequisite for the next school experience. Teacher candidates will undertake practicum placements only with Criminal Record clearance from the Ministry of Public Safety and Solicitor General.

INITIAL SCHOOL-RELATED EXPERIENCES: SECONDARY

EDUC 315

Teacher candidates in the secondary options attend a series of noon-hour seminars on practica topics such as:

- ♦ general information on the short and extended practica
- ♦ applications for employment
- ♦ professionalism
- ♦ tips for success
- ♦ e-portfolios

EDUC 319

The school placement for the two-week orientation practicum usually becomes the setting for the extended practicum. Teacher candidates will normally be able to observe in various classrooms and settings throughout the school in addition to those of their school advisors.

Typically, teacher candidates observe for the first few days and begin teaching on a gradual basis towards the end of the first week. During the second week, an appropriate minimum teaching workload of 20% (about 1 hour per day) is assigned.

Prior to teaching, teacher candidates are asked to prepare and discuss lesson plans with their school advisors.

INITIAL SCHOOL-RELATED EXPERIENCES: ELEMENTARY AND MIDDLE YEARS

EDUC 315

One full day per week is dedicated for EDUC 315 starting in September. A minimum of eight half days is allocated for school visits. There will also be weekly seminars. Further information will be available from faculty advisors.

Expectations

UBC's teacher education program is based upon gradual immersion into teaching responsibilities. During EDUC 315, teacher candidates are not expected to assume full responsibility for an entire class. Rather, they will engage in observation, interaction and reflection with limited instructional duties. The focus is on students as learners who develop dispositions toward inquiry and reflection.

The EDUC 315 experience will vary from school to school. Teacher candidates may take part in several of the following activities:

- ♦ visit a district resource centre or teachers' centre
- ♦ observe in classrooms at many grade levels
- ♦ spend several days in one classroom
- ♦ observe students at work and at play in a variety of contexts, e.g., classroom, gymnasium, playground
- ♦ talk with and listen to students
- ♦ talk with teachers and other professionals
- ♦ read to a group or whole class
- ♦ listen to students read and notice their individual use of language
- ♦ collect copies or samples of student "artifacts" (drawing, written work) related to classroom activities to assess student learning
- ♦ share the lesson teaching with another teacher candidate or with the classroom teacher
- ♦ collaborate with individuals or small groups of students
- ♦ design and teach a short lesson appropriate to the students' development and level of confidence (small group or whole class)
- ♦ participate in weekly seminars to discuss observations and experiences
- ♦ participate in seminars with school and/or district personnel, e.g., teacher-librarian, principal, district coordinators

Placement with a School Advisor

In early November, teacher candidates will be placed with a teacher for the next two practica experiences. Placement decisions are made by faculty advisors in conjunction with school administrators or coordinators and with the Program Coordinator (Practica) in the Teacher Education Office.

Change of Placement

Occasionally, the initial pairing of a teacher candidate and school advisor during EDUC 321/323 is not a good match for various reasons. Questions/concerns about placements should be brought forward by teacher candidates as early as possible in the program to their Faculty Advisor and/or the Program Coordinator (Practica) in the Teacher Education Office.

EDUC 321 (Elementary and Recertification) and EDUC 323 (Middle Years)

During EDUC 321/323 teacher candidates focus on learning about the diversity of their assigned classrooms. They are also oriented to the rhythm of the school week. Teacher candidates will prepare for and teach a series of 6-9 connected lessons (2 mini-units). The workload is 20% (one hour per day). When not teaching, teacher candidates continue to observe and to assist where appropriate.

Expectations

The two-week practicum provides teacher candidates with the opportunity to develop a working relationship with their school advisors. Refer to the **Practica Team Guidelines** section of this Handbook.

Teacher candidates prepare mini-units and lessons well in advance of assigned classes to be taught. Prior to teaching lessons, teacher candidates are asked to discuss prepared lesson plans with their school advisors.

Toward the end of the two weeks, school advisors and teacher candidates initiate an ongoing dialogue about the units, themes, and topics that teacher candidates will be responsible for during the extended practicum. Between the end of the two-week experience and the beginning of the extended practicum, teacher candidates consult

with their school and faculty advisors about both the content and the methods of their teaching assignments so that decisions are approved.

**EXTENDED PRACTICA: SECONDARY (EDUC 329),
ELEMENTARY (EDUC 418), MIDDLE YEARS (EDUC 419), AND
TEACHER UPDATING PRACTICUM (EDUC 495)**

The extended practicum provides teacher candidates with opportunities to demonstrate that they are capable of assuming the responsibilities expected of a beginning teacher.

► Prerequisite: Successful completion of all coursework taken before the practicum.

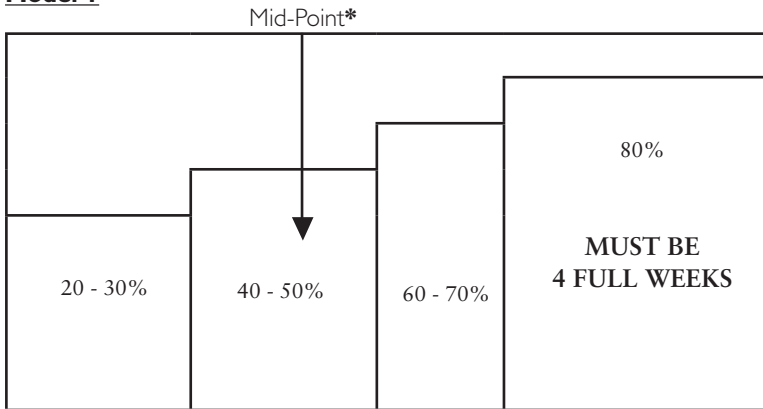
Principles

The following principles are intended to provide guidance for the extended practicum:

- ◆ Teacher candidates attend a practicum of sufficient duration to demonstrate that they can independently plan, implement, and evaluate instruction in the manner expected of a beginning teacher.
- ◆ Immersion into teaching is gradual, permitting teacher candidates to assume increasing responsibility as they demonstrate proficiency.
- ◆ Within the framework of an extended practicum, teacher candidates participate in a variety of teaching and observational experiences.
- ◆ Teacher candidates are involved in the assessment of their own teaching practice.
- ◆ The practicum provides opportunities for teacher candidates to systematically and analytically reflect upon teaching in a professional and educational community.
- ◆ Because of the pivotal part they play in the preparation of teacher candidates for the profession, faculty and school advisors continually reflect on the nature of their responsibilities.

Suggested Models for Extended Practicum Teaching Load:

Model 1

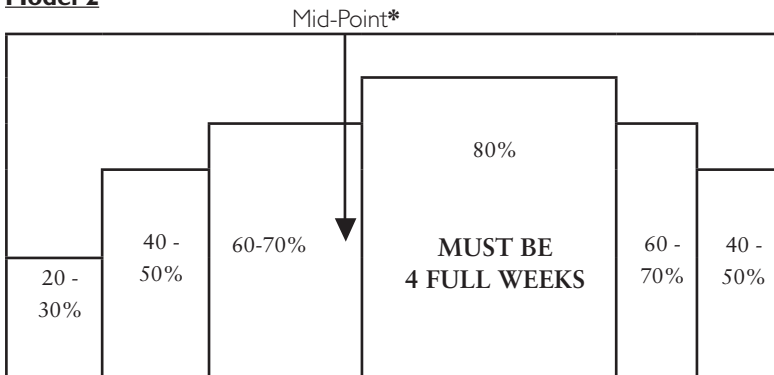


Week

1 2 3 4 5 6 7 8 9 10 11 12 13

This model is suitable for EDUC 418C (Fall practicum). In the first two weeks, there may be school variations as teacher candidates assume teaching responsibilities.

Model 2

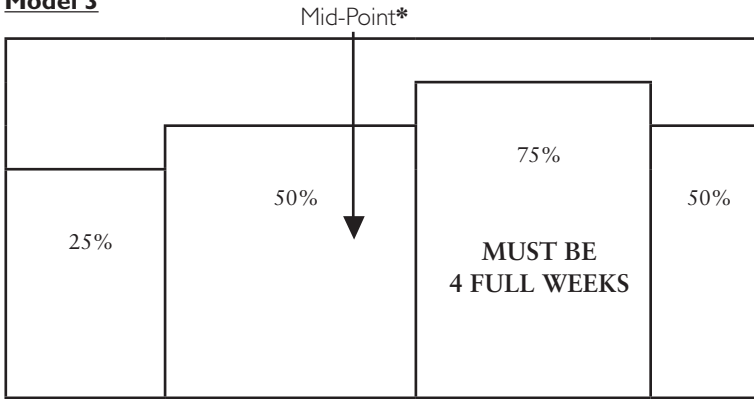


Week

1 2 3 4 5 6 * 7 8 9 10 11 12 13

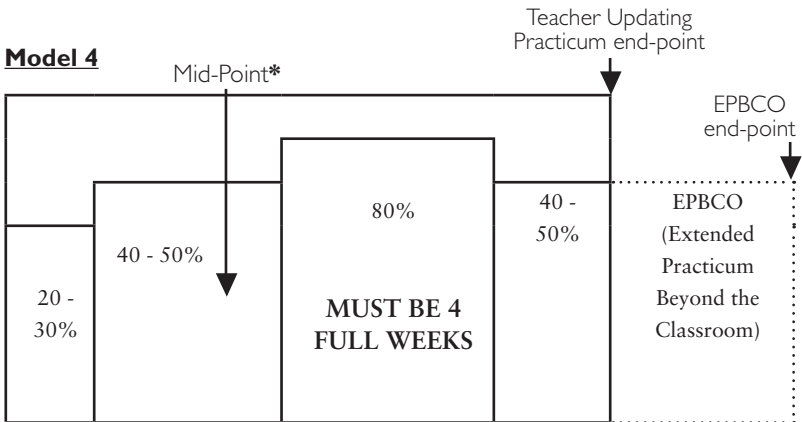
* There should be some flexibility regarding the timing of the 80% teaching load; however, it should not occur until after mid-point meeting has been held.

Model 3



Week
1 2 3 4 5 6 * 7 8 9 10 11 12 13
This model is suitable for Semestered Schools (4-Block System)

Model 4



Week
1 2 3 4 * 5 6 7 8 9 10 11 12 13
This model is suitable for 10-week practicum (Teacher Updating, Beyond Classroom or International Practica Options, see p. 32).

* There should be some flexibility regarding the timing of the 80% teaching load; however, it should not occur until after mid-point meeting has been held.

Throughout the extended practicum, teacher candidates are expected to prepare lesson and unit plans according to the advice of both the school and faculty advisors and to make copies of lesson plans available at least 24 hours in advance so that plans can be changed if necessary.

► Note: Unit teaching plans must be approved at least one week before being taught.

TEACHING LOAD: ALL PROGRAMS

- ◆ An 80% teaching load means 80% of any school day or 80% of the school week.
- ◆ Once teacher candidates have completed four weeks at 80% teaching load, it is appropriate for their teaching load to taper off.
- ◆ When teacher candidates are not teaching, they assist or observe their school advisors in the classroom. They may also prepare teaching reflections and update e-portfolios. Lesson preparation is only to be done during the class preparation block or during class time with the permission of the school advisor.
- ◆ Throughout the extended practicum, teacher candidates prepare lesson and unit plans according to the advice of both school and faculty advisors and make copies available at least 24 hours in advance so that plans can be changed if necessary.
- ◆ With approval of the school and faculty advisors, variations in teaching load are possible; additionally, teacher candidates may assume a 100% teaching load for a portion of the extended practicum.

TEACHING LOAD: ELEMENTARY

- ◆ The Elementary options prepare teacher candidates to teach all subjects in grades K–7. Teacher candidates assigned to grades 5–7 will be expected to teach Core French classes.

TEACHING LOAD: SECONDARY

- ◆ In the Secondary program, maximum teaching loads will be approximately 80% of school advisors' normal teaching loads, e.g., 6 out of 8 blocks, or 4 out of 5 blocks in a semestered school (provided the four blocks are not all new preparations). In a semestered school arranged on a four-block system, 80% load means three out of four blocks (75%). Teacher candidates with two teaching fields arrange their teaching loads so that approximately 50% is spent in each field. (These percentages may vary depending upon the availability of

classes for teacher candidates and on host school teachers for teacher candidates' supervisory teams).

- ♦ The faculty and school advisors collaborate with teacher candidates to ensure there is an appropriate mix of new preparations and repeat lessons within teaching loads. Effort should be made to ensure that all 6 blocks (in a linear school) are not each different preparations, as this is considered too heavy a load for teacher candidates.

Semestered school teacher candidates are encouraged to receive repeat preparations, although this may be challenging to accomplish. Teacher candidates in certain subject areas (such as business education) may be assigned more preparations due to timetabling restrictions within their host schools.

Alternative Extended Practica Options

EXTENDED PRACTICUM BEYOND THE CLASSROOM*

Available to both 12-month Elementary and Secondary Program options, teacher candidates, with consent from their school and faculty advisors, may apply for the Extended Practicum Beyond the Classroom (EPBCO) experience. Following a highly successful 10-week practicum in the school setting, teacher candidates participate in a subsequent 3-week practicum placement in a facility such as the Vancouver Aquarium, Science World or the HR MacMillan Space Centre. This practicum consists of a facility initiation and program orientation followed by a full teaching practicum experience within that setting. Teacher candidates should contact Dr. David Anderson at david.anderson@ubc.ca or their Program Coordinator (Practicum) if they are interested in pursuing this opportunity.

INTERNATIONAL PRACTICUM*

The Faculty of Education supports the UBC Globalization initiative by providing opportunities for Bachelor of Education teacher candidates to apply for a limited number of practical educational experiences outside of Canada. These opportunities are additional to the requirements for completion of the Teacher Education Program, and in most cases, necessitate extra costs which are the responsibility of the successful applicants.

Participation in an international teaching and learning opportunity requires the demonstration of a high level of success in the Bachelor of Education program courses and practica prior to the international experience. The Faculty reserves the right to withhold the opportunity from any applicant to this option who does not meet the expected high standards.

Announcements relating to the opportunities available in a given year, and the application process, will be posted. Interested teacher candidates are responsible for making themselves aware of these opportunities by reviewing postings at regular intervals.

* For practicum model, refer to Model 4, p. 29.

Contact: Mr. Gary Rupert, Program Coordinator
Teacher Education Office

Tel: 604-822-2214

Email: gary.rupert@ubc.ca

The Practica Team: Guidelines

TEACHER CANDIDATES

Professional Conduct

- ⓘ During practica, teacher candidates are subject to The School Act, and they are expected to comply with standards of professional conduct followed by school personnel and to act in accordance with guidelines published in the Member's Guide to the BCTF (► [Calendar](#) Chapter IX: 8). A copy of the Members' Guide is available to download from the [BCTF website](#).

Teacher candidates are expected to:

- ♦ Follow the Code of Ethics in the Members' Guide to the BCTF in their relations with principals, teachers, faculty advisors, fellow teacher candidates, students, and their parents/guardians.
- ♦ Respect the dignity of children and their right to confidentiality.
- ♦ Be good role models for students regarding the use of language, attitudes toward study and learning, respect for others, fair decision-making, and collegiality.
- ♦ Be good role models for students by dressing professionally.
- ♦ Speak professionally about colleagues and members of the profession.
- ♦ Observe all legal aspects as set out in the School Act, included in the BCTF Members' Guide, regarding treatment of pupils and school property, school arrival and leaving time.
- ♦ Anyone who has reason to believe that a child has been or is likely to be abused or neglected has a legal duty under the Child, Family and Community Service Act to report the matter. Teacher candidates should also inform the school administration.
- ♦ Observe normal social courtesies befitting to guests in sponsoring schools.

Attendance and Participation

- ♦ Attend all seminar and school experiences as arranged by faculty advisors. Teacher candidates who are ill and unable to attend, must inform school and faculty advisors.
- ♦ Participate actively in school and seminar activities suggested by their school and faculty advisors, and follow all protocols outlined in the BEd Practica Guidelines.
- ♦ Understand that vacations, weddings and other personal events must not conflict with practica.

Initial School Experiences

Observation

- ◆ Observe students inside and outside of the classroom.
- ◆ Focus on students as learners.
- ◆ Become reflective about the teaching practices observed.
- ◆ Collect artifacts for e-portfolio.
- ◆ Ask questions of both school and faculty advisors.
- ◆ Talk with the students.
- ◆ Listen.

Collegiality

- ◆ Discuss appropriate arrival and departure times with school and faculty advisors.
- ◆ Begin to set goals for professional development.
- ◆ Learn about the philosophy and culture of the school.
- ◆ Become acquainted with the library and resource centres.
- ◆ Consult school advisor(s) about school policy regarding teacher conduct during field trips and professional development activities.
- ◆ Speak positively about colleagues and advisors in social situations.

TWO-WEEK PRACTICUM

Plan, Teach, Reflect

- ◆ Plan for and teach a series of connected lessons.
- ◆ Show planning to advisors well in advance of teaching the lesson.
- ◆ Become acquainted with the school advisor and establish a working relationship.
- ◆ Plan to be at school early each day and allow for time after school for planning and discussion with advisors and students.
- ◆ Seek out suggestions on lessons and on planning.
- ◆ Try to implement all suggestions for improvement of lessons.
- ◆ Enquire about assigned units/themes responsible for during the extended practicum.
- ◆ Speak to Faculty Advisor or to Program Coordinator (Practica) if there are concerns about any aspect of the practicum experience.
- ◆ Continue to collect artifacts for e-portfolio.

EXTENDED PRACTICUM

Teacher candidates are expected to:

Demonstrate Professional Behaviour

- ◆ Show enthusiasm, initiative, adaptability, and curiosity.
- ◆ Treat students, teachers and members of staff with respect.
- ◆ Behave in accordance with professional ethical standards.
- ◆ Be dependable and punctual.
- ◆ Engage in long-term planning as well as daily lesson planning.
- ◆ Show plans to advisors well in advance of teaching lessons or beginning units of study.
- ◆ Make provisions for assessment and evaluation in the planning process.
- ◆ If absent, notify school and faculty advisors.
- ◆ If absent, leave lesson plans for the school advisor.

Cooperate, Collaborate, Contribute

- ◆ Work with school advisors to ensure a gradual immersion into teaching over thirteen weeks to reach a minimum of four consecutive weeks at an 80% work load.
- ◆ Be receptive to suggestions and feedback on improvements to teaching.
- ◆ Continue to engage in reflection on teaching.
- ◆ Be willing to share reflections on teaching with advisors.
- ◆ Take responsibility for eliciting feedback from school and faculty advisors.
- ◆ Seek clarity when interpreting feedback in the goal of developing skills and improving teaching practice.
- ◆ Set goals for professional development.
- ◆ Observe the teaching of other teacher candidates, school advisors and other teachers where possible.
- ◆ Assist other teacher candidates.
- ◆ Cooperate and collaborate with members of the supervisory team and other school personnel.
- ◆ Contribute to the life of the school outside of the classroom.

Consider

The following activities will enhance the practicum experience and help facilitate reflection:

- ♦ Collect artifacts for the e-Portfolio to show evidence of attainment and understanding of the standards of the Profession described by [BCCT](#), and to use to write reflections on teaching experiences.
- ♦ Videotape your own and peers' teaching to help review presentation skills and make changes or improvements. A series of videotapes, taken at intervals during the practicum, is useful to indicate professional growth and improvement. Refer to the **Evaluation & Report Writing: Guidelines for Videotaping** section of this handbook.
- ♦ Keep a logbook or a journal and make daily entries to provide perspective of work and plans in the classroom, the students' needs, alternative teaching strategies observed, suggestions received, and ideas for professional development.
- ♦ Collect artifacts for e-portfolio and share with school advisor(s).

SCHOOL ADVISORS

During the two-week practicum, school advisors begin the process of acting as both mentor and model for the teacher candidate. This process continues throughout the extended practicum.

The following guidelines may be helpful.

Relationship Building

- ♦ Get to know your teacher candidate. Endeavour to create a warm, friendly working relationship
- ♦ Learn specific strengths and needs of your teacher candidate. What does he/she need to know and understand about you and your classroom to help ensure a successful working partnership?
- ♦ Be a listener. Be empathic, patient, and encouraging. Provide opportunities for your teacher candidate to discuss what was learned in coursework on campus.
- ♦ Introduce your teacher candidate to your class as a "teacher."
- ♦ Help your teacher candidate become a welcome and participating member of the school staff.
- ♦ Maintain open communication and consultation with the faculty advisor.
- ♦ Ensure that the match between your teacher candidate and yourself and your class is appropriate. Raise any concerns with the faculty advisor and/or school coordinator at the earliest opportunity.

- ♦ Provide opportunities for your teacher candidate to become familiar with the school and district personnel.
- ♦ Support your teacher candidate in the collection of artifacts and reflections from the practicum.

Role Model

- ♦ Demonstrate good professional practice in planning, teaching and evaluating.
- ♦ Discuss ethical/professional issues.
- ♦ Model reflective teaching practice: talk, think out loud, share professional readings, and discuss reasons for decisions made.
- ♦ Share assessment and evaluation strategies, and ask your teacher candidate to assist in the writing of report cards.

Supervision

- ♦ Engage in regular, appropriate, systematic use of the observation/feedback cycle.
- ♦ Provide written feedback at least once a week on the forms provided (more often is helpful particularly in the earlier stages of development or when there are concerns). There is no expectation that these forms will be typed or rewritten. They are formative evaluations and intended to provide feedback and suggestions.
- ♦ Through reflection and discussion with your teacher candidate, provide support for autonomy and independence, and experimentation with different styles and instructional strategies.
- ♦ Ensure that your teacher candidate consistently engages in both short and long term planning. Advise and assist with planning as required.
- ♦ Meet regularly with your teacher candidate to establish effective routines and expectations for students in the class.
- ♦ In the event that concerns arise, follow the procedures outlined in the section: **Guidelines for School and Faculty Advisors Who Have Serious Concerns about a Teacher Candidate's Performance.**
- ♦ Monitor your teacher candidate's teaching performance, and gradually increase workload and responsibility for the classroom. Consult with your teacher candidate and with the faculty advisor in making this decision.
- ♦ Collaborate with other teacher advisors and the staff as a whole to provide support and professional development for your teacher candidate.

Evaluation

During the **two-week practicum**:

- ♦ Observe lessons taught by your teacher candidate.
- ♦ Provide suggestions and opportunity for reflection.
- ♦ Discuss teaching assignments for the extended practicum.
- ♦ Complete the **Two-Week School Experience Feedback Form**, and share it with your teacher candidate on the last day of the practicum.
- ♦ An evaluative checklist may also be completed to assist the teacher candidate in reflecting on strengths and weaknesses.

During the **extended practicum**:

- ♦ Discuss evaluation forms and procedures leading to the mid-point and final reports with the faculty advisor and teacher candidate.
- ♦ Discuss growth areas with your teacher candidate. Use the information gained from assessment to set goals or to identify priorities for future observations.
- ♦ Guide your teacher candidate in self-assessment on a regular basis.
- ♦ Keep a portfolio/file of data on your teacher candidate's growth and progress.
- ♦ Meet with your teacher candidate and the faculty advisor at practicum mid-point to review performance.
- ♦ Determine when your teacher candidate should assume an 80% teaching load (**not before mid-point/three way conference**).
- ♦ At the end of the practicum, use data collected to prepare a **Final Summative Anecdotal Report** and a **Final Checklist**.
- ♦ If your teacher candidate is having difficulty, discuss with him/her about specific concerns and complete an interim report. Consult with the Faculty Advisor and, if necessary, the Program Coordinator (Practica).

SCHOOL COORDINATORS AND ADMINISTRATORS

The school coordinators or administrators play an important role in providing a satisfactory practicum experience for a teacher candidate.

Communicate

- ♦ with teacher candidates regarding school philosophy, how to become contributing members of school staff, and procedures for handling difficult students
- ♦ with school and faculty advisors where required

Support

- ♦ school advisors and teacher candidates in problem solving issues when required
- ♦ provide cross checks for teacher candidates if necessary

FACULTY ADVISORS

Once teacher candidates arrive in the school, it is important to assist the school in making adjustments in the placement of the teacher candidates. Where necessary, support school advisors in working with their teacher candidates, respond to questions about the UBC program, and confer with teacher candidates. Faculty advisors also observe lessons and provide oral and written feedback.

The faculty advisor is the liaison or link between:

- ♦ the teacher candidate and the school advisor
- ♦ the school and the university
- ♦ teacher educators in the school and at the university
- ♦ university coursework and school-based practice

The following guidelines will assist faculty advisors in their roles overseeing teacher candidates' practica placements.

Communication

- ♦ Help to clarify expectations and evaluation procedures for all involved.
- ♦ Bring school advisors together to discuss issues, problems, solutions and questions regarding being mentors and teacher educators.
- ♦ Maintain contact with school administrators.

Support for School Advisors and Teacher Candidates

- ♦ Provide support and guidance.
- ♦ Participate in three-way meetings.
- ♦ Collaborate/consult in decision-making.
- ♦ Facilitate transition for teacher candidates from UBC to the classroom.
- ♦ Ensure that immersion into responsibilities is gradual.
- ♦ Listen, discuss, question, counsel.
- ♦ Encourage autonomy and independence through reflection and discussion.
- ♦ Be available on a regular basis for individual and group needs.

- ◆ Ensure that teacher candidates receive regular and constructive feedback from school advisors.

Supervision and Evaluation

- ◆ Engage in regular, appropriate, systematic use of the observation/feedback cycle: for faculty advisors with less than 14 teacher candidates, every 5-7 days; for faculty advisors with more than 14 teacher candidates, once every two weeks.
- ◆ Provide formal written feedback on a regular basis.
- ◆ Monitor and assist teacher candidates with planning, especially in initial stages.
- ◆ Guide teacher candidates in self-assessment and reflection.
- ◆ Meet with teacher candidates and school advisors at mid-point to review performance.
- ◆ Contribute to determining dates for teacher candidates to assume an 80% teaching load (after mid-point meetings have been held).
- ◆ Use data from observations and conferences to compile a **Final Summative Anecdotal Report** and **Final Checklist** for each assigned teacher candidate.

Practica Evaluation and Report Writing

DOCUMENTATION OF THE TEACHER CANDIDATES' PROGRESS

It is important that teacher candidates **receive regular written feedback** from their advisors provided on forms by the university. Two forms (an **Anecdotal Open-ended Form** for written comments and a **Checklist**) are used to record observations of candidates' teaching. These will be distributed to all school advisors by faculty advisors and should be used throughout the practicum. The **Mid-point Evaluation Form** should be used for mid-point meetings.

GUIDELINES FOR SCHOOL AND FACULTY ADVISORS REGARDING VIDEOTAPING TEACHER CANDIDATES ON PRACTICUM

When videotape is used on practicum to provide teacher candidates with feedback or to stimulate discussions about their teaching practices, there are guidelines to follow:

- ♦ The school has given permission for videotaping to occur.
- ♦ The teacher candidate consents to being videotaped.
- ♦ The teacher candidate is aware that the taping will occur and understands the purpose of the taped observation.
- ♦ The focus of the videotape is the teacher candidate and not the pupils in the classroom.
- ♦ The videotape is used for professional purposes only (i.e., not for general viewing).
- ♦ The videotape is erased when its purpose has been fulfilled.

GUIDELINES FOR SCHOOL AND FACULTY ADVISORS WHO HAVE SERIOUS CONCERNS ABOUT A TEACHER CANDIDATE'S PERFORMANCE (EDUC 315, 319, 321, 323, 329, 418, 419, 495, 496)

Should there be serious concerns about a teacher candidate's teaching performance or ability to accept professional responsibilities, please follow the procedures outlined below.

Dealing with Concerns

- ♦ Communicate concerns to faculty advisor, teacher candidate, and/or school advisor(s) without delay.
- ♦ Keep the lines of communication open.
- ♦ Continue to observe and document the teacher candidate's progress.
- ♦ Keep accurate records of the feedback given to the teacher candidate, observed behaviours, suggestions, lesson plans, time, dates, etc.
- ♦ If concerns persist, consult with the faculty advisor and/or other school advisors.
- ♦ Complete an **Interim Report*** clearly specifying the nature of the concerns, suggestions for improvement, and consequence(s) if improvement does not occur. Ensure that the teacher candidate is given detailed suggestions as to how to improve in the area(s) of concern and adequate time to implement the suggestions. Establish a clear time frame for improvement in the area(s) of concern.
- ♦ If improvement does not occur, contact the faculty advisor or the Program Coordinator (Practica) in the Teacher Education Office to arrange for a **cross-check.****
- ♦ Arrange for an interim conference at the school. This may be attended by those who have observed the teacher candidate, i.e. principals, cross-checks within the school, and/or a representative from the Teacher Education Office.
- ♦ Inform the teacher candidate of the decision reached at the meeting.
- ♦ In the event that the practicum is terminated, contact the Program Coordinator (Practica) in the Teacher Education Office.

*INTERIM REPORT

The Interim Report is designed to alert teacher candidates to concerns about classroom performance or professional conduct. It needs to be written early enough in the practicum to allow for improvement. An **Interim Report Form** is available from the Teacher Education Office. The report form is signed by the teacher candidate, and faculty and school advisors.

The purpose of the interim report is to:

- ♦ inform teacher candidates about the specified concerns so that they may remedy the problem(s) or deficiency(ies)
- ♦ outline a reasonable time line for improvement in the areas of concern
- ♦ indicate consequence(s) should concerns continue

****CROSS-CHECK**

A cross-check is an independent observation by, for example, an administrator in the school or another faculty advisor. As well as observing the lesson, a cross-check includes evaluating the related unit and lesson plans.

FINAL STANDING

At the end of the practicum, school and faculty advisors are asked to prepare two kinds of documentation of the teacher candidate's performance:

1. a copy of the **Checklist** marked FINAL, and
2. an **Anecdotal Report** also marked FINAL.

The reports summarize the teacher candidate's performance demonstrated throughout the practicum and form the basis for assigning the final standing. Advisors will agree on assigning a standing of Pass (P) or Fail (F). Only teacher candidates who earn a standing of Pass (P) from all their advisors will earn a standing of Pass (P) for the extended practicum. Cases where there is disagreement about the status of teacher candidates will be adjudicated by the Teacher Education Office after all reports have been received.

GUIDELINES FOR WRITING THE FINAL SUMMATIVE REPORT

The final evaluation documents the growth of the teacher candidate focusing on the final 6 weeks or summative phase, and it should contain no surprises. All items on the final evaluation should have been discussed during the practicum and documented in the formal written weekly observations. This report is not a letter of reference; however, it is often requested when teacher candidates apply for jobs.

1. Read through all of the observations made of your teacher candidate. Look for patterns, areas where there has been growth and where your teacher candidate will, in your estimation, continue to grow.
2. Write a first draft using the checklist headings to organize the material. It is appropriate, at this time, to include your teacher candidate in the drafting of this report. An **open-ended Final Report Form**, on which you may write the formal report, is available from the faculty

advisor. However, school advisors are encouraged to write Final Reports on school letterhead.

The report should contain the following items:

- ♦ detailed description of the context in which the practicum took place
- ♦ general description of the units/themes prepared by the teacher candidate
- ♦ general description of workload and extent of involvement outside of the classroom
- ♦ general observations supported by examples on each of the main **Checklist** areas

3. After revising and sharing the final report with your teacher candidate, make three copies available for: the teacher candidate, school advisor, and the teacher candidate's file.

ACCESS TO REPORTS

Teacher candidates may be concerned about who has access to their reports. All formative and summative reports are confidential. They become part of the teacher candidate's cumulative record for determining final standing on the extended practicum. This confidential information about teacher candidates is not for distribution by schools, school advisors, or faculty advisors. Reports may only be used by teacher candidates. The intent of all formative reports is to provide teacher candidates with feedback and suggestions. The intent of the summative final reports is to document areas of achieved and expected continuing growth, and whether teacher candidates are ready to enroll a class upon completion of the program.

TERMINATION OF PRACTICUM (EDUC 315, 319, 321, 323, 329, 418, 419, 495, 496)

Occasionally, the university or the school will terminate a practicum prior to completion. The teacher candidate will receive a written statement detailing causes for the termination.

Prior to terminating a practicum, school and faculty advisors should consult the **Guidelines for School and Faculty Advisors who have Serious Concerns about a Teacher Candidate's Performance** regarding writing an Interim Report and requesting a cross-check. It is

desirable that teacher candidates who experience significant difficulties receive an Interim Report and that their performance be cross-checked by another observer(s).

► In some cases, it is necessary to terminate a practicum prior to writing an Interim Report or to requesting a cross-check. The university and the host school reserve the right to act to exclude teacher candidates from practicum where necessary.

See also **Frequently Asked Questions - Practica - Regulations** for information pertaining to withdrawals from practica and supplemental practica.

EVALUATION CHECKLIST

Upon completion of the extended practicum, teacher candidates will have demonstrated the ability to plan, implement, and evaluate instruction at a standard expected of a beginning teacher. This checklist may be used for summative or formative evaluation. The following indicators are: N = does Not meet expectations, Min = Minimally meets expectations, or M = Meets expectations.

The Faculty reserves the right to require a teacher candidate to withdraw from the Faculty and/or to withhold its recommendation for certification if the teacher candidate is considered to be unsuited to proceed with the study or practice of teaching.

Section 1: Professional Qualities	N	Min	M	Written Comments
1. Demonstrates enthusiasm for teaching/learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Assumes the role of the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Communicates appropriately with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Behaves in accordance with ethical and professional standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Is dependable, punctual and responsible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is collegial with advisors and other professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Maintains appropriate records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is reflective and open to suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Acts on advice to improve practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Contributes to the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Section 2: Planning	N	Min	M	Written Comments
1. Selects appropriate goals/objectives (in accordance with IRPs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Designs units/lessons that support identified goals/objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Designs logically organized units/lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Designs units/lessons to engage students in meaningful learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Plans that address individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Plans lessons that allow for individual and group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Uses appropriate resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Uses appropriate assessment, evaluation and reporting methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 2: Planning (continued)	N	Min	M	Written Comments
9. Demonstrates understanding of subject content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Demonstrates understanding of current pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Units/lessons designed to engage students in meaningful learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Prepares units/lessons in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 3: Implementation	N	Min	M	Written Comments
1. Models correct written and oral language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Uses effective volume, inflection, and tone of voice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses effective questioning techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. States directions clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Provides clear examples	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Designs introductions that motivate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Makes links to students' past experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Engages students in meaningful learning throughout lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Lessons allow for appropriate individual and group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Adjusts pacing of lessons to the needs of the learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Responds appropriately to the students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Pacing of lessons is adjusted to the needs of the learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Draws lessons to suitable conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Section 4: Classroom Management/Environment	N	Min	M	Written Comments
1. Organizes the physical environment for learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Encourages respectful relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Uses suitable gestures, proximity, wait-time, and eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Develops rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Establishes appropriate classroom procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Consistently reinforces rules and expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Ensures smooth transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Teacher Candidate's Signature _____

Observer's Signature _____

Date Discussed _____

Frequently Asked Questions: Practica

This section of the Practica Guidelines is directed to teacher candidates, school advisors and faculty advisors. The following topics and policy issues are presented through teacher candidate questions:

Practicum Placements (1-2)

Workload Responsibilities (3-5)

Supervision Expectations (6)

Regulations (absence, withdrawal, appeals etc.) (7-20)

PLACEMENTS

1) Where will I be placed for my practica?

For **Secondary** teacher candidates, every effort is made to place you in one of two preferred school districts. However, depending on your timetable and teaching subject area, it may not be possible to accommodate your placement requests. Moreover, certain cohorts may have designated practica sites. Therefore, be prepared to accept the placement deemed appropriate for you by the Faculty of Education.

Elementary and Middle Years teacher candidates select a “cohort” at the time of registration. Each cohort is assigned to a particular geographic area, and this is where you will be placed.

2) May I arrange my practicum placement?

- ⓘ Under no circumstances may you make your own arrangements for a practicum placement.

If you are placed in a school whose employees include a close friend or relative, or where you have been an employee or a volunteer, or where a family member is a student, or from which you have graduated, or in a district where your parent or relative is an administrator, the Program Coordinator (Practica) should be alerted as soon as the placement is posted.

3) What if I have special circumstances that could affect my practicum placement?

If you have special circumstances that need to be considered, notify the Program Coordinator (Practica) early in September of the year you begin the program.

WORKLOAD

4) Can I be used as a teacher-on-call during the extended practicum?

You may not be used as a teacher-on-call (substitute teacher), nor may you accept payment for work in the schools. In the event that a school advisor is absent, it is expected that a teacher-on-call or an appropriate replacement appointed by the principal will assume responsibility for the students in your assigned classroom.

5) Am I expected to teach ESL during the extended practicum?

When working with a teacher who is responsible for instructing students for whom English is a second language, you will assume similar responsibility.

In the **elementary** program, it is assumed that you will teach all subjects in the elementary curriculum including instruction to ESL students with the exception of newly arrived ESL students (“reception ESL”).

In the **secondary** program, you should teach only those courses related to your particular subject areas and for which you have completed the relevant curriculum and instruction (methods) courses. In cases where you are matched with teachers who instruct students for whom English is a second language, you will assume similar responsibility with the exception of newly arrived ESL students (“reception ESL”).

6) Am I responsible for students with special needs?

When working with a teacher who has instructional responsibility for students with special needs, you will assume similar responsibility. In the **secondary** program, you are normally expected to teach only those courses related to your particular subject areas and for which you have completed the relevant curriculum and instruction (methods) courses. Since special education is not a teaching concentration in the secondary program, you are unlikely to have completed the required coursework prior to proceeding to the practicum. However, if matched with teachers who instruct special education, you are expected to take responsibility for those students as assigned. Exceptions may be made in cases where students are severely disabled.

SUPERVISION

7) How often should I expect to be observed by my faculty advisor?

Elementary and **Middle Years** faculty advisors with fewer than 14 teacher candidates observe their teacher candidates every 5-7 school days. Faculty advisors with large supervision loads will likely observe their teacher candidates once every two weeks.

Secondary faculty advisors observe their teacher candidates every 5-7 school days. Based on the number of teacher candidates assigned to your Faculty Advisor, this will generally equate to a minimum of 8 formal observations.

Teacher candidates concerned about the level of supervision by their faculty advisors should contact the Program Coordinator (Practica) in the Teacher Education Office at the earliest opportunity.

REGULATIONS

8) What if a labour dispute occurs during the practicum?

When a labour dispute affects the staff of the school where you are placed, no instruction or extracurricular activities or other duties should be undertaken that are not performed by your school advisor. Nor should you become involved in any labour dispute(s) between the school districts, teachers' associations, or support staff. Where questions arise, you should contact your faculty advisor.

9) Am I required to complete course requirements during the practica?

You need to devote your full attention to the responsibilities of the practicum set by the school and faculty advisors. Coursework may not be taken during the practicum. Instructors will not require teacher candidates to undertake assignments or research related to coursework during the practicum.

10) Can I work part-time during the practicum?

In order to give your full attention to practice teaching, it is strongly recommended that you not continue employed work during the practicum. Please note that employment will not be taken into account

when making practicum arrangements or when evaluating practicum performance.

11) What if I am absent during the orientation to the extended practicum (EDUC 315, 319, 321 or 323)?

Teacher candidates who are absent from the orientation practica will be expected to make up all absences. In some cases, absence from practica may cause a delay in completion of the program.

12) What if I need to be absent during the extended practicum?

There are times when either university or personal commitments may require you to miss a day of practice teaching. If the reason is personal, your request to be absent for one day must be approved by the faculty and school advisors. If the request is for more than one day, approval must be obtained in advance from the Program Coordinator (Practica), and arrangements must be made to make up the missed time.

- ⇒ For permission to be absent from the practicum for personal reasons, or to participate in approved scholastic, athletic, or performance activities, you must submit a written request to the Program Coordinator (Practica) at least six weeks prior to the proposed absence. If the school advisor or school administration objects to your absence, your request will likely be denied. Vacations, weddings, and other personal events must not conflict with practica.

Illness

In the event of illness, you must notify the faculty and school advisors without delay. If you are absent because of illness for four or more days, you will be expected to submit a physician's medical note to the Teacher Education Office. You may be required to make up the missed time by extending the practicum by a corresponding period.

- ⇒ You will need to provide your school advisor(s) with lesson plans and resources for any lessons you are scheduled to teach.

Bereavement

In the event of absence due to bereavement, you must inform both your school and faculty advisors. As with all absences, you may be required to make up for time missed.

13) Can I arrange for job interviews during the practicum?

You may miss one day of practicum for personal reasons, including job interviews. However, interviews should be scheduled for weekends or after school hours where possible.

14) Is it possible to withdraw from the extended practicum with the standing of W?

Withdrawal from practicum is governed by the regulations regarding withdrawal in the **UBC** (► [Calendar](#) Chapter V). You may withdraw voluntarily, with due notice and courtesy to everyone involved, up to the mid-point of the practicum. The Program Coordinator (Practica) in the Teacher Education Office must approve your withdrawal. A standing of “W” may have implications for student loans and tuition fees.

15) If I am granted a “W” on the extended practicum, may I take the practicum again?

The Faculty’s policy on withdrawal from practicum states:

- ⇒ Students who are granted a “W” on the extended practicum (EDUC 329, 418, 419, 495 or 496) must wait until the next time the extended practicum is scheduled in their program to re-enrol. Students will not normally be granted two withdrawals from the Extended Practicum. (► [Calendar](#) Chapter IX: 8).

Teacher candidates will meet with the Program Coordinator (Practica) in the Teacher Education Office to review their options.

16) What if I encounter serious personal or medical problems during the practicum?

Consultation with your faculty advisor, school advisor(s) and Program Coordinator (Practica) is required. Teacher candidates who are in good standing and who are unable to continue the practicum because of extenuating circumstances may be granted a Standing Deferred (standing of SD). Documentation (e.g. medical statement) will be requested to support the SD. Circumstances regarding bereavement should be discussed with the faculty advisor and Program Coordinator (Practica).

17) When and under what conditions do I finish the practicum if I am granted a standing of SD?

See the UBC calendar regulations that govern the standing of SD (► [Calendar](#) Chapter V).

18) What are the consequences if I am asked to leave my practicum?

The Faculty's policy on termination of practicum (EDUC 315, 319, 321, 323, 329, 418, 419, 495, 496) states:

- ⇒ When, in the judgment of the Faculty of Education in consultation with the schools hosting their practica, students do not make satisfactory progress, their practica may be terminated. Those whose practica are terminated or do not complete their practica satisfactorily, and who qualify for neither a supplemental practicum nor a deferred practicum, will be assigned a failing grade and will be required to discontinue or to withdraw from the program (► [Calendar](#) Chapter IX: 8).

Teacher candidates will meet with the Program Coordinator (Practica) in the Teacher Education Office to review their options.

See the sections in this handbook **Guidelines for School and Faculty Advisors who have Serious Concerns about a Teacher Candidate's Performance** and **Termination of Practicum** for further information.

Leaving the practicum in-term may have implications for loans and tuition fees.

19) How many times am I permitted to repeat the practicum?

The Faculty's policy on repeating the practicum states:

Students who fail or withdraw from a practicum are granted only one more opportunity to repeat that practicum (► [Calendar](#) Chapter IX: 8).

20) When is a supplemental practicum granted?

The Faculty's policy on repeating the practicum as a supplemental practicum states:

- ⇒ The Faculty may prescribe a supplemental Practicum, not to exceed six weeks, for teacher candidates who, at the conclusion of the Extended Practicum, have made significant progress but who have not attained the required standard of teaching

performance. The Teacher Candidate must first meet with the Program Coordinator (Practica) to discuss the option of doing a Supplemental Practicum. In the event that a teacher candidate is granted a supplemental practicum, an Application for Supplemental Form needs to be completed by the teacher candidate and together with the application fee, must be returned to Enrolment Services to confirm the supplemental registration (► [Calendar](#) Chapter IX: 8).

21) Can I appeal a decision regarding my practicum?

In accordance with university regulations, you may appeal decisions regarding practicum after you have received a letter from the Teacher Education Office in the Faculty of Education regarding your status. Appeals should be initiated as soon as practicable but no later than 60 days from the end date of the practicum experience being appealed. Appeals should be directed first to the appropriate Program Coordinator (Practica). If not resolved, appeals should be directed in writing to the Associate Dean, Teacher Education. If still not resolved, you may appeal to the Committee on Curriculum, Admissions and Standings. Your appeal to the Committee on Curriculum, Admissions and Standings must be received within 30 days of being informed in writing of the Associate Dean's decision. If the appeal is still not resolved, you may appeal to the Senate Committee on Appeals and Academic Standing (► [Calendar](#) Chapter V & Chapter IX: 8).

School Advisor Opportunities

ACCESS TO UBC LIBRARY

Teachers who sponsor teacher candidates are able to use the UBC Library system. Each academic year, the Faculty sends the names of school advisors to the Circulation Division of the UBC Koerner Library. School advisors who wish to have library cards for the remaining portion of the academic year are asked to request a card from the Circulation Division in person. Photo ID will be required.

TUITION FEE CERTIFICATES

The Faculty provides tuition fee certificates to school advisors to pursue their own programs of professional development. The tuition fee certificates may be used for credit courses at the undergraduate and graduate level during winter or summer sessions. All teachers who host a teacher candidate during the Extended (13-week) Practicum are eligible. Certificates are also applicable to Guided Independent Study courses offered by the External Programs and Learning Technologies: www.eplt.educ.ubc.ca, or to non-credit courses offered by Continuing Studies: www.cstudies.ubc.ca.

- ⓘ **Tuition Fee Certificate Policy:** UBC Tuition Fee Certificates are not transferable by eligible teachers to colleagues who did not supervise, nor are they transferable by eligible teachers to friends, students, or family members who wish to enroll in UBC courses.

EDUC 432(3): THE SUPERVISION OF TEACHING

Based upon interest in a given year, the Faculty will offer a 3-credit course, (EDUC 432) Supervision of Teaching, in various locations in the Lower Mainland. The course examines recent research devoted to teaching effectiveness and develops the knowledge and skills needed for effective supervision of instruction. The tuition fee certificates may be used to pay the fees for this course.

PROFESSIONAL DEVELOPMENT EDUCATION

The Faculty of Education offers a variety of courses and diploma, certificate and graduate programs, for further professional development. Please go to the following websites for more information:

External Programs and Learning Technologies <http://eplt.educ.ubc.ca/>

Diplomas or Certificates in Education http://teach.educ.ubc.ca/professional_dev/index.html

Graduate Programs <http://educ.ubc.ca/graduate.html>

The School Act & Professional Associations

SCHOOL ACT, PROVINCE OF BRITISH COLUMBIA

In Canada, education is a responsibility of the provinces under the terms of the Constitution Act. The provincial systems of education differ in such matters as school district organization, curricula, and school laws.

Every teacher working in the public schools in British Columbia must hold a valid British Columbia teacher's certificate. The sole authority for granting a teaching certificate is the British Columbia College of Teachers.

The School Act and Regulations for the province of British Columbia is the legislation that governs the school system of the province. The Ministry of Education is required to furnish, free of charge, copies of the act and regulations to those teaching in its public schools. The manual of School Law K-12 is available on-line: <http://www.bced.gov.bc.ca/legislation/schoollaw/>. Refer to the Teaching Profession Act.

BRITISH COLUMBIA COLLEGE OF TEACHERS

The B.C. College of Teachers was created under the Teaching Profession Act effective January 1, 1988.

Under the direction of the Registrar, the College is responsible for the evaluation of qualifications and the issuing of teaching certificates, and for maintaining the register of members of the College of Teachers.

Every person employed as a teacher, administrative officer, or superintendent of schools in the B.C. public school system is required to have a valid teaching certificate issued by the B.C. College of Teachers. Credentials are issued only to qualified people who have established permanent residence in B.C.

Teacher candidates who successfully complete the Teacher Education Program at UBC and who apply for graduation are recommended by the Faculty to the B.C. College of Teachers for a professional certificate. The Faculty provides official transcripts in support of the recommendation. Teacher candidates must apply for membership in the College.

Refer to the *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* for a complete list of the Standards expected from BC certified educators: <http://www.bcct.ca>.

To access the *Attainment of Standards Report*, UBC's document that describes how UBC will ensure that "the mutual goals and interests of the BCCT and the BCDE with respect to the registration of the Institutions' graduates" are met, refer to the Teacher Education website: <http://teach.educ.ubc.ca/publications/index.html>

For further information:

British Columbia College of Teachers
400-2025 West Broadway, Vancouver, BC V6J 1Z6
Tel: 604-731-8170
Fax: 604-731-9142
Website: www.bcct.ca

TEACHER QUALIFICATION SERVICE

The Teacher Qualification Service (TQS) is an agency operated jointly by the BCTF (British Columbia Teachers' Federation) and the BCSTA (British Columbia School Trustees Association) to determine salary categorization. All teachers who are issued British Columbia certificates must also be evaluated by the TQS to establish their salary category which is based upon both academic and professional preparation and years of appropriate teaching experience. Teacher candidates who have successfully completed the Teacher Education Program at UBC are normally assigned a Category 5. Teacher candidates are responsible for providing any documents required by TQS.

For further information:

Teacher Qualification Service
106 - 1525 West 8th Avenue, Vancouver, BC V6J 1T5
Tel: 604-736-5484
Fax: 604-736-6591
Website: www.tqs.bc.ca

BRITISH COLUMBIA TEACHERS' FEDERATION

The British Columbia Teachers' Federation (BCTF) was established to foster and promote the cause of education, raise the status of the

teaching profession, and promote the welfare of the teachers of British Columbia.

The BCTF has a number of Professional Specialist Associations (PSAs) to which teachers may belong. The PSAs sponsor various conferences on the annual PSA Day each fall. The Faculty encourages teacher candidates to attend. Most PSAs have student rates for conference fees.

Publications of the BCTF and its PSAs are provided to students in teacher education programs on request for a nominal fee, and they carry useful articles on teaching practices and on other matters of professional interest. The BCTF can provide current salary scales for all school districts in the province.

A complete list of the Professional and Ethical Standards of the BCTF are available in the [BCTF Member's Guide](#).

PROFESSIONAL AND ETHICAL STANDARDS OF THE BCTF (excerpts from)

1. The teacher speaks and acts toward pupils with respect and dignity and deals judiciously with them, always mindful of their individual rights and sensibilities.
 2. The teacher respects the confidential nature of information concerning pupils and may give it only to authorized persons or agencies directly concerned with their welfare.
 3. The teacher recognizes that a privileged relationship with pupils exists and refrains from exploiting that relationship for material, ideological or other advantage.
 4. The teacher is willing to review with colleagues, students and their parents/guardians the quality of service rendered by the teachers and the practices employed in discharging professional duties.
 5. The teacher directs any criticism of the teaching, performance and related work of a colleague to that colleague and only then, after informing the colleague of the intent to do so, may direct in confidence the criticism to appropriate officials who are in a position to offer advice and assistance.*
- It shall not be considered a breach of Clause 5 of the Code of Ethics to report reasonable grounds for suspecting child abuse to proper authorities according to legal provisions and official protocol requirements.

- * “Appropriate officials” in clause 5 of the Code of Ethics shall mean those responsible authorities who are in a position to properly address and remedy a situation where teaching practices are deficient or potentially harmful to students. The first emphasis should at all times be on exploring means of assisting, rehabilitating and correcting.

GUIDE TO PROFESSIONAL PRACTICE

In relation to pupils: The professional responsibility of teachers is for the intellectual, physical, social and emotional development of the students entrusted to their care.

The teacher:

1. Assesses educational needs, prescribes and implements instructional programs and evaluates the progress of individual teacher candidates and shall not delegate these responsibilities to any person who is not employed as a teacher. The teacher seeks professional assistance in any of the above functions when such is required.
2. Directs and supervises the delegation of specific, limited aspects of learning activities to auxiliary personnel.
3. Is mindful of the child’s safety, the child’s right to equality of opportunity and successful learning experiences and is considerate of the child’s personal circumstances.
4. Endeavors to provide for a range of fact and opinion when dealing with controversial matters in the curriculum.
5. Regards as confidential and does not divulge, other than to appropriate persons, any information of a personal nature concerning pupils.
6. Does not tutor that teacher’s own pupils for additional pay.
7. Speaks constructively of pupils in the presence of pupils, teachers, officials, or other persons.

In relation to parents or guardians: The teacher cooperates with the home whenever possible.

The teacher:

1. Respects the uniqueness of each pupil’s home.

2. Is receptive to the viewpoints of parents in regard to the educational needs of their children.
3. Seeks parental involvement in the educational processes designated for children.
4. Shares with the parents, information that will assist in the growth and development of the pupils.
5. Takes appropriate steps to protect the rights of the child.

In relation to the public: The teacher endeavours to improve the quality of education to enhance the reputation of the teaching profession.

The teacher:

1. Cooperates with and encourages the involvement of the community and other agencies in the examination of present and future educational needs of teacher candidates.
2. Before accepting a position, becomes aware of the expectations the community holds with regard to the profession.
3. Understands that if there are reasons to seek additional employment, discretion should be used in doing so.
4. Refrains from using the teaching position to promote the sale of books or other teaching aids for personal gain.
5. Is cognizant of individual rights and responsibilities in the event of a strike of school district employees.

In relation to the profession: The teacher recognizes a responsibility toward both colleagues and the professional organization.

The teacher:

1. Accepts as a professional and individual responsibility the duty of reporting in an appropriate manner all matters harmful to the welfare of the school.
2. Speaks constructively of other teachers in the presence of pupils, teachers, officials or other persons.
3. Exercises the right to privileged counselling and assistance from colleagues designated by the local association.

4. Seeks the advice of the federation concerning any problem of relationship with colleagues that cannot be resolved by personal discussions or with local assistance.
5. Does not undermine the pupils' confidence in other teachers.
6. Is prepared to cooperate with colleagues seeking or providing professional assistance.
7. Communicates with any other teacher whose pupils the teacher proposes to tutor on a regular basis.
8. Recognizes a responsibility to assist in teacher education programs.
9. Regards it as a right and responsibility to examine and, if necessary, suggest changes in the conduct of the professional organization within the organization.
10. Recognizes service to the federation at the local or provincial level as a professional responsibility.
11. Assumes responsibility for the teacher's own personal professional growth
12. Recognizes the need for personal professional growth and takes advantage of opportunities provided.

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ECOLOGICAL SUSTAINABILITY: DOING OUR PART TO PROTECT THE PLANET

Preparing Teacher Candidates for the 21st Century: Living Sustainably

UBC provides you with information about our program in the BEd Policy Handbook by means of this online handbook found at www.teach.educ.ubc.ca.

One of the ways we are protecting our environment is by reducing our use of paper products. With your support, UBC's Teacher Education Program can make a difference in conserving our resources. We hope you will join us in our goal of contributing to a more sustainable environment and economy by referring to it online or by downloading it from our website.

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