

Bachelor of Education Program  
Practicum Guidelines

Faculty of Education

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The University of British Columbia

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# 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 fit 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, collect artifacts, and 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 and faculty 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.

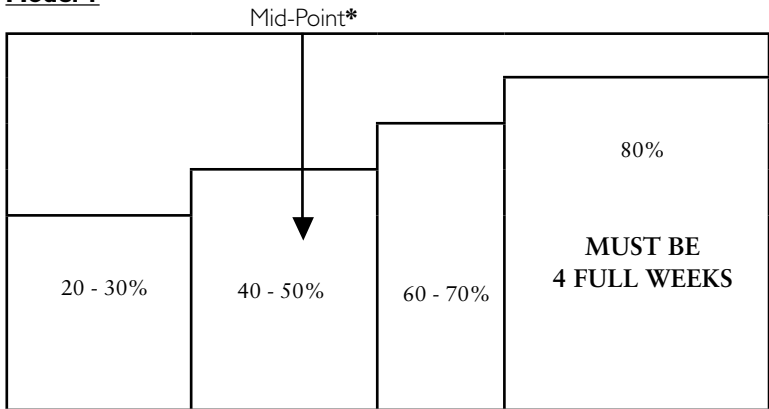
**Principles**

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**

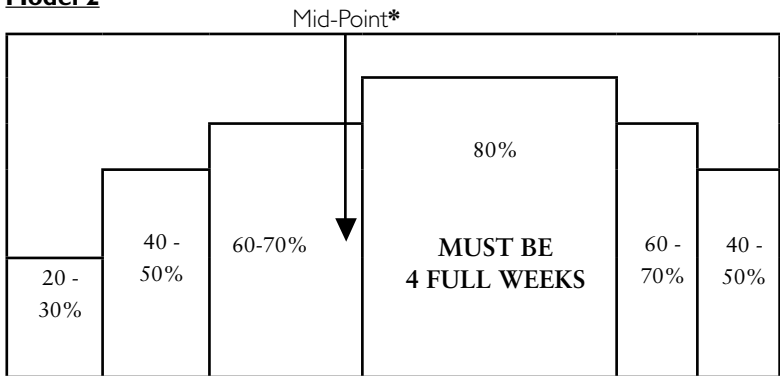


Week

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**

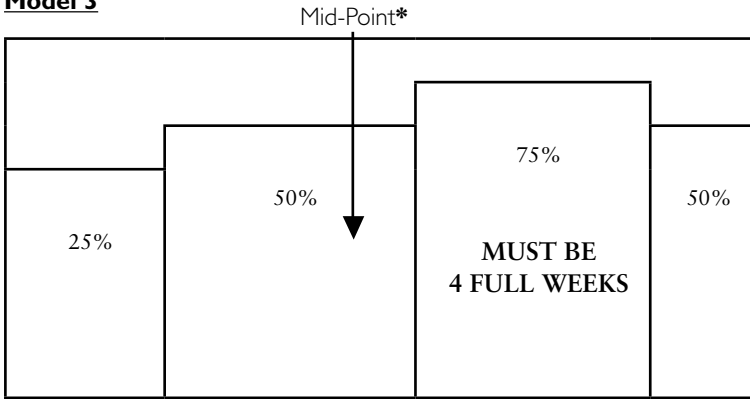


Week

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**

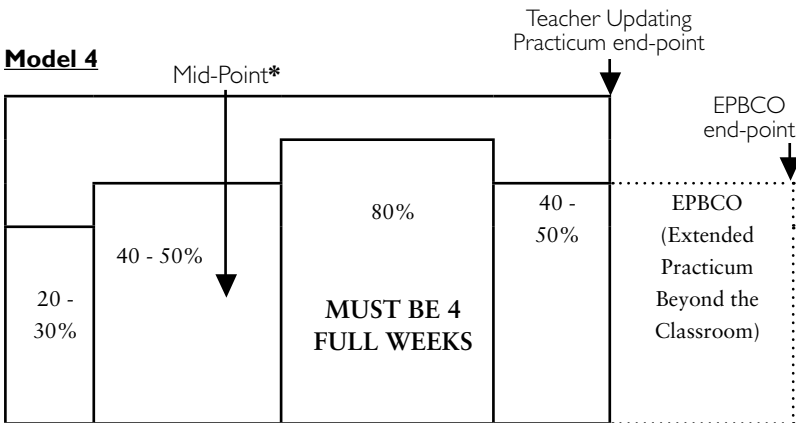


Week

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. 11).

\* 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.
- ♦ 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 (e.g. on “TOC Day”); 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

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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. 8.

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Teacher Education Office

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**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 directly.
- ◆ 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 to be used in the e-portfolio.

### **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 challenges.

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. Follow up with a **Cross-Check** if no improvement occurs. 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 summary 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.

<b>Section 1: Professional Qualities</b>	<b>N</b>	<b>Min</b>	<b>M</b>	<b>Written Comments</b>
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"/>	
<b>Section 2: Planning</b>	<b>N</b>	<b>Min</b>	<b>M</b>	<b>Written Comments</b>
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"/>	

<b>Section 2: Planning (continued)</b>	<b>N</b>	<b>Min</b>	<b>M</b>	<b>Written Comments</b>
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"/>	

<b>Section 3: Implementation</b>	<b>N</b>	<b>Min</b>	<b>M</b>	<b>Written Comments</b>
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"/>	

<b>Section 4: Classroom Management/Environment</b>	<b>N</b>	<b>Min</b>	<b>M</b>	<b>Written Comments</b>
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 (► [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, 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](http://www.eplt.educ.ubc.ca), or to non-credit courses offered by Continuing Studies: [www.cstudies.ubc.ca](http://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.

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## **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](http://teach.educ.ubc.ca/professional_dev/index.html)

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

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## **ECOLOGICAL SUSTAINABILITY: DOING OUR PART TO PROTECT THE PLANET**

### **Preparing Teacher Candidates for the 21<sup>st</sup> Century: Living Sustainably**

Welcome School Advisors and thank you for sponsoring a UBC teacher candidate! UBC provides you with information about our program in the BEd Practicum Handbook by means of this handbook, on a CD version, and as an online summary found at [www.teach.educ.ubc.ca](http://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 enjoying this handbook printed on recycled paper or by downloading it from our website.

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The University of British Columbia