

THE UNIVERSITY OF BRITISH COLUMBIA



# *Teacher Education Program Handbook 1999-2000*

*Teacher Education Office  
Faculty of Education  
The University of British Columbia  
2125 Main Mall, Vancouver, B.C., V6T 1Z4*

## *Equity Statement*

The University of British Columbia is committed to providing its employees and students with the best possible environment for working and learning. Every student and member of faculty and staff at The University of British Columbia has the right to study and work in an environment free from discrimination and harassment. In keeping with the University's commitment to equity, the Faculty of Education does not condone discrimination and harassment of any kind, including sexual harassment. Indeed discrimination and harassment are regarded as serious offenses that are subject to a wide range of disciplinary measures, including the requirement to withdraw from the Teacher Education Program.

# THE UNIVERSITY OF BRITISH COLUMBIA



## Faculty of Education

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## Office of the Dean

September 7, 1999

Dear Students:

*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.*

*Providing British Columbians with a good education is crucial for individual development and for the social, economic and political vitality of the Province. Without competent, skilled, well-educated teachers who respect children and adolescents, understand teaching and learning and have knowledge of social issues, life for the next generation of British Columbians will be less satisfying than it could be.*

*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, rewarding, and useful. We know from past experience that the program is heavy and the schedule is hectic. It is designed, however, so that when you finish you should make excellent beginning teachers for the schools of British Columbia.*

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

Sincerely,

A handwritten signature in cursive script, reading "Nancy M. Sheehan".

Nancy M. Sheehan  
Dean

# *The Mission of Teacher Education at UBC*

The Mission of Teacher Education at The University of British Columbia is to prepare teachers for their responsibilities in British Columbia schools. To achieve its objectives, and complementing the best of current classroom practice with the results of recent research on teaching, learning and curricular planning, the Faculty of Education provides programs of both initial and continuing teacher education.

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 and cultural diversity and on recognition of the position of First Nations people within British Columbia and Canada.
- ▶ The Faculty's programs of initial teacher education are designed to enable individuals to begin their career in any of the general instructional assignments common for beginning teachers within 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 to support the kinds of specialized roles required in the complex modern educational systems, which exist in British Columbia.
- ▶ Although the Faculty acknowledges a special responsibility for educating teachers for the public schools of British Columbia, it recognizes also a responsibility to prepare personnel for non-public schools, for educational settings other than schools, and for national and international educational responsibilities.

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# *Welcome to Teacher Education at The University of British Columbia*

*Marion Porath, Acting Associate Dean (Teacher Education)*

I would like to congratulate you on choosing teaching as a profession and welcome you to the Teacher Education Program at UBC. You have chosen a challenging, demanding, and rewarding profession. Teaching is a highly complex endeavour in which each year brings new learning experiences. In meeting the challenges of teaching, you will find personal and professional satisfaction.

The challenge for the Faculty of Education is to provide you with the best possible foundation for beginning a career in teaching. UBC's program is designed as an initiation to the professional culture of teaching. As adult learners, you assume responsibility for your professional development. During your program, you become a member of a professional community to which you are expected to contribute and in which you are expected to work collaboratively. As a professional school, the Faculty of Education will introduce you to your responsibilities in the teaching profession. These include professional and ethical standards as outlined by the British Columbia Teachers' Federation, the School Act of the Province of British Columbia, and the British Columbia College of Teachers. Professional and ethical standards for the profession are outlined in a subsequent section of the Program Handbook.

In your program, you acquire a foundation of knowledge about teaching and learning, the curriculum in British Columbia schools, the developmental characteristics of the learners with whom you will work, and assessment and evaluation of learning. You also engage in analysis of the aims and means of education. The program fosters teaching practices that respect the national origin, gender, skin colour, sexual orientation, and socio-economic background of learners. It also fosters teaching practices that promote awareness and understanding of developmental differences of learners with special emotional, physical, or intellectual disabilities as well as learners with special abilities. You will link the knowledge acquired in courses to practice in schools. After an extended practicum, you return to the campus to build on your teaching experience through further study.



### Program Options for 1999-2000

The coming academic year should be an exciting one. Over the years the Faculty has offered different options to students preparing to teach in British Columbia. During 1999-2000 we will continue to offer options that have been developed in previous years.

In the elementary 2-year version, the Faculty will continue to provide students with the opportunity to acquire broad preparation for teaching in the elementary classroom as well as specialized preparation in one of six areas: *Early Childhood Primary*, *English as an Additional Language*, *Humanities*, *Mathematics and Science*, *Special Education*, and *The Expressive Arts in Education*.

Those preparing to teach at the elementary level in the Faculty's 12-month version will have a number of different pathways to common program objectives. The *Elementary Integrated Option*, offered to a cohort of 36 students who take much of their course work together with an instructional team, and experience their practica in partner schools in Delta, continues to promote the development of strong generalist teachers for elementary schools. The *Community of Inquiry for Teacher Education* (C.I.T.E.) was a new initiative in 1997. It offers a cohort of 36 students the opportunity to meet the program's objectives by taking their classes together with an instructional team, and experience their practica in selected partner schools. C.I.T.E. emphasizes curricular integration, community involvement, and opportunities for student-based inquiry into teaching and learning.

The *Problem-based Learning Option* began in 1998. This option uses tutorial and resource approach to identifying and addressing issues of professional practice. This option is available to 36 students who will work in groups of 9 students throughout the program. The *Primary Integrated Option*, offered to a cohort of 36 students who take much of their course work together, is designed to emphasize preparation for teaching grades K-3.

The faculty has pursued partnerships with teachers' associations and school districts in the conduct of the practicum. The Surrey project will continue to use a sponsor-schools approach to the practicum, expanding to offer 36 students the opportunity to undertake their course work in Education 310 and Education 316 as well as their practica in the Surrey School District. Practicum projects in Langley School District will begin their second year.

The Faculty will also continue to offer the *French as a Second Language Option* to applicants who have satisfactory French language skills and who wish to develop the knowledge and skills to introduce French as a second language in classrooms, and the *French Immersion Option* to those fluent in French who teach the school curriculum in primary or intermediate grades in the French language or in bilingual schools.

In 1999-2000, we will once again offer 72 students the opportunity to enroll in the middle years version of the teacher education program. Our collaboration with the Coquitlam School District and the Coquitlam teachers will continue and our more recent collaboration with the Chilliwack School District will continue as well.

Those preparing to teach at the secondary level will also have a variety of options from which to choose. In addition to the *French Second Language and French Immersion* options, the Faculty will offer students preparing to teach particular subjects at the secondary level the opportunity to study certain of their courses together. Those preparing to teach art will enroll in the *Secondary Methods in Art Education*, those preparing to teach mathematics will enroll in the *Secondary Mathematics Integrated project*, and those interested in technology studies education will enroll in the *Technology Studies Integrated Option*.

A cross-disciplinary experience is offered to students interested in *Secondary Mathematics, Science and Technology*. To students with an interest in teaching English and social studies from a perspective that emphasizes the humanities and a commitment to exploring issues of social justice, the *Secondary Humanities and Social Justice* option is offered.

As you can see, the Faculty of Education continues to offer a variety of different pathways to the common goal of preparing excellent, beginning classroom teachers. Regardless of the program version or option that they have chosen, all students meet the same requirements and address the same program content.

### **Teacher Certification and the Opportunities for Continuing Professional Education**

Teacher certification in British Columbia is the responsibility of the British Columbia College of Teachers. Names of candidates who successfully complete their program of prescribed studies in teacher education are forwarded to the College as eligible for the Professional Teaching Certificate. Further information on the College appears in a subsequent section of the Program Handbook.



The Faculty also offers programs for teachers returning to the profession after a period of professional inactivity. These recertification programs enable teachers to rejoin their colleagues after renewing their certification with the British Columbia College of Teachers.

The initial teacher education offered by the Faculty provides a foundation for professional practice. Cognizant that it is neither desirable nor possible to prepare beginning teachers for more than the initial phase of their career, the Faculty of Education also offers a variety of courses, diploma and graduate programs for further professional development. We look forward to welcoming you back to the Faculty for further study in education.

### **Professional Development for School Advisors**

Teachers who sponsor student teachers are able to use the UBC library system. Each academic year, the Faculty sends the names of sponsoring teachers 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.

The Faculty provides tuition fee certificates to teachers who host student teachers during the extended practicum to make it possible for them 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. The certificate is also applicable to Guided Independent Study, the Office of Continuing Professional Education or non-credit courses offered by the Centre for Continuing Education.

Each year the Faculty offers a 3-credit course devoted to the Supervision of Teaching, Education 432, in a number of 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.

# UBC Teacher Education Program

## 2-Year Elementary Teacher Education Option Year 1 (1999-2000)

### September - December, 1999

**EDUC 310:** *The Principles of Teaching (4 credits)*

Introduction to principles and instructional procedures related to classroom management, instructional planning, and the assessment of learning as applicable across grade levels and subject matter fields.

**EDUC 315:** *Pre-practicum Experience (0 credits)*

Observation and instruction in educational settings.

**EDUC 316:** *Communication Skills in Teaching (3 credits)*

Study and practice of communication skills in educational settings. Candidates will be required to demonstrate satisfactory oral communication abilities.

**LANE 310:** *Introduction to Elementary Reading & Language Arts Instruction (3 credits)*

Curricula, methods, materials, and evaluation in the teaching of Reading and Language Arts.

**EDST 314:** *Analysis of Education (3 credits)*

Concepts, abilities, and procedures for assessing educational claims, policies, and practices.

**EPSE 313:** *Educational Application of Development Theories (3 credits)*

Theories of human development; physical, social, cognitive, moral, and emotional developmental characteristics from infancy to adolescence; implications for educational practice with students of different age and developmental status during the elementary school years.

**EPSE 317:** *Development and Exceptionality in the Regular Classroom (3 credits)*

The teacher's role in dealing with major developmental and special educational issues and problems within the regular classroom program, including working with supportive services, parents, and communities. Designated sections will focus on early childhood, middle childhood, or adolescence.

### January - April, 2000

**EDUC 321:** *Orientation School Experience (0 credits)*

A two-week sequence of observations and instructional assignments in a selected elementary school.

**LANE 320:** *Curriculum & Instruction in Language Education: Elementary (4 credits)*

Curriculum organization in language arts; principles and methods of instruction applied to teaching language arts.

**MAED 320:** *Curriculum & Instruction in Mathematics: Elementary (2 credits)*

Curriculum organization in mathematics; principles and methods of instruction applied to teaching mathematics.

**SCED 320:** *Curriculum & Instruction in Science: Elementary (2 credits)*

Curriculum organization in science; principles and methods of instruction applied to teaching science.

## Programs

**SSED 320: Curriculum & Instruction in Social Studies: Elementary (2 credits)**

Curriculum organization in social studies; principles and methods of instruction applied to teaching social studies.

**PETE 320: Curriculum & Instruction in Physical Education (2 credits)**

Curriculum organization in physical education; principles and methods of instruction applied to teaching physical education.

**ARTE 320: Curriculum and Instruction in Art: Elementary (2 credits)**

Curriculum organization in art; principles and methods of instruction applied to teaching art.

**MUED 320: Curriculum and Instruction in Music: Elementary (2 credits)**

Curriculum organization in music; principles and methods of instruction applied to teaching music.

### Year 2 (2000-2001)

#### September - December, 2000

**EDUC 418: Extended Practicum — Elementary (18 credits)**

A developmental program of teaching practice, normally in one B.C. elementary school. Candidates will teach all subjects in the elementary curriculum. The assignment covers the full school term. Prerequisite: All requirements set to precede this practicum.

#### January - April, 2001

**EDUC 420: School Organization in its Social Context (2 credits)**

The organization and administration of schools, including issues in governance, finance, and community and professional control and influence.

**EPSE 423: Learning, Measurement Teaching (3 credits)**

Theories of learning and instruction; principles and practices in the assessment of classroom learning; special attention is given to research on motivation, retention, transfer, problem solving, and concept development.

#### One of the following:

**EDST 425: Educational Anthropology (3 credits)**

Selected concepts from educational anthropology for teachers. Comparative study of school and classroom culture, school teaching, and multicultural education.

**EDST 426: History of Education (3 credits)**

An examination of selected topics in the history of European, Canadian and American education and of the relationship between historical development and current educational policy.

**EDST 427: Philosophy of Education (3 credits)**

An introductory course in which consideration is given to the philosophical foundations of education and to the practical bearing of theory upon curriculum content and classroom practice in our schools.

**EDST 428: Social Foundations of Education (3 credits)**

An application of the social sciences to the study of education.

**EDST 429: Educational Sociology (3 credits)**

Selected theories of society and schooling applied to Canadian education.

# 12-Month Elementary Teacher Education Option

## September - December, 1999

### **EDUC 310:** *The Principles of Teaching (4 credits)*

Introduction to principles and instructional procedures related to classroom management, instructional planning, and the assessment of learning as applicable across grade levels and subject matter fields.

### **EDUC 315:** *Pre-practicum Experience (0 credits)*

Observation and instruction in educational settings.

### **EDUC 316:** *Communication Skills in Teaching (3 credits)*

Study and practice of communication skills in educational settings. Candidates will be required to demonstrate satisfactory oral communication abilities.

### **LANE 310:** *Introduction to Elementary Reading & Language Arts Instruction (3 credits)*

Curricula, methods, materials, and evaluation in the teaching of Reading and Language Arts.

### **EPSE 313:** *Educational Application of Development Theories (3 credits)*

Theories of human development; physical, social, cognitive, moral, and emotional developmental characteristics from infancy to adolescence; implications for educational practice with students of different age and developmental status during the elementary school years.

### **EDST 314:** *Analysis of Education (3 credits)*

Concepts, abilities, and procedures for assessing educational claims, policies, and practices.

### **ARTE 320:** *Curriculum and Instruction in Art: Elementary (2 credits)*

Curriculum organization in art; principles and methods of instruction applied to teaching art.

### **MUED 320:** *Curriculum and Instruction in Music: Elementary (2 credits)*

Curriculum organization in music; principles and methods of instruction applied to teaching music.

## January - March, 2000

### **EDUC 321:** *Orientation School Experience (0 credits)*

A two-week sequence of observations and instructional assignments in a selected elementary school.

### **LANE 320:** *Curriculum & Instruction in Language Education: Elementary (4 credits)*

Curriculum organization in language arts; principles and methods of instruction applied to teaching language arts.

### **MAED 320:** *Curriculum & Instruction in Mathematics: Elementary (2 credits)*

Curriculum organization in mathematics; principles and methods of instruction applied to teaching mathematics.

### **SCED 320:** *Curriculum & Instruction in Science: Elementary (2 credits)*

Curriculum organization in science; principles and methods of instruction applied to teaching science.

### **SSED 320:** *Curriculum & Instruction in Social Studies: Elementary (2 credits)*

Curriculum organization in social studies; principles and methods of instruction applied to

## Programs

### **PETE 320: Curriculum & Instruction in Physical Education (2 credits)**

Curriculum organization in physical education; principles and methods of instruction applied to teaching physical education.

### **March - June, 2000**

#### **EDUC 418: Extended Practicum — Elementary (18 credits)**

A developmental program of teaching practice, normally in one B.C. elementary school. Candidates will teach all subjects in the elementary curriculum. The assignment covers the full school term. Prerequisite: All requirements set to precede this practicum.

### **July - August, 2000**

#### **EDUC 420: School Organization in its Social Context (2 credits)**

The organization and administration of schools, including issues in governance, finance, and community and professional control and influence.

#### **EPSE 423: Learning, Measurement Teaching (3 credits)**

Theories of learning and instruction; principles and practices in the assessment of classroom learning; special attention is given to research on motivation, retention, transfer, problem solving, and concept development.

#### **EPSE 317: Development and Exceptionality in the Regular Classroom (3 credits)**

The teacher's role in dealing with major developmental and special educational issues and problems within the regular classroom program, including working with supportive services, parents, and communities. Designated sections will focus on early childhood, middle childhood, or adolescence.

#### **One of the following:**

#### **EDST 425: Educational Anthropology (3 credits)**

Selected concepts from educational anthropology for teachers. Comparative study of school and classroom culture, school teaching, and multicultural education.

#### **EDST 426: History of Education (3 credits)**

An examination of selected topics in the history of European, Canadian and American education and of the relationship between historical development and current educational policy.

#### **EDST 427: Philosophy of Education (3 credits)**

An introductory course in which consideration is given to the philosophical foundations of education and to the practical bearing of theory upon curriculum content and classroom practice in our schools.

#### **EDST 428: Social Foundations of Education (3 credits)**

An application of the social sciences to the study of education.

#### **EDST 429: Educational Sociology (3 credits)**

Selected theories of society and schooling applied to Canadian education.

**Total Program Requirements: 61 credits**

## 12-Month Middle Years Teacher Education Option

### September - December, 1999

**EDUC 310:** *The Principles of Teaching (4 credits)*

Introduction to principles and instructional procedures related to classroom management, instructional planning, and the assessment of learning as applicable across grade levels and subject matter fields.

**EDUC 315:** *Pre-practicum Experience (0 credits)*

Observation and instruction in educational settings.

**EDUC 316:** *Communication Skills in Teaching (3 credits)*

Study and practice of communication skills in educational settings. Candidates will be required to demonstrate satisfactory oral communication abilities.

**EPSE 306:** *Education during the Adolescent Years (2 credits)*

Developmental characteristics of persons from pre-school age through adulthood. Physical, social, cognitive, moral, and emotional growth of both normal and exceptional children in grades 8-12. The teacher's role in assisting such students to deal with major developmental issues and problems.

**EPSE 317:** *Development and Exceptionality in the Regular Classroom (3 credits)*

The teacher's role in dealing with major developmental and special educational issues and problems within the regular classroom program, including working with supportive services, parents, and communities. Designated sections will focus on early childhood, middle childhood, or adolescence.

**EDST 314:** *Analysis of Education (3 credits)*

Concepts, abilities, and procedures for assessing educational claims, policies, and practices.

Course(s) related to teaching concentration (4 credits)

### January - March, 2000

**EDUC 323:** *Orientation School Experience (0 credits)*

A two-week sequence of observations and instructional assignments with students between the ages of 10 and 14 years.

12 credits to complement teaching concentration from

**ARTE 320:** *Curriculum and Instruction in Art: Elementary (2 credits)*

Curriculum organization in art; principles and methods of instruction applied to teaching art.

**LANE 320:** *Curriculum & Instruction in Language Education: Elementary (4 credits)*

Curriculum organization in language arts; principles and methods of instruction applied to teaching language arts.

**MAED 320:** *Curriculum & Instruction in Mathematics: Elementary (2 credits)*

Curriculum organization in mathematics; principles and methods of instruction applied to teaching mathematics.

**MUED 320:** *Curriculum and Instruction in Music: Elementary (2 credits)*

Curriculum organization in music; principles and methods of instruction applied to teaching music.



## Programs

**PETE 320: Curriculum & Instruction in Physical Education (2 credits)**

Curriculum organization in physical education; principles and methods of instruction applied to teaching physical education.

**SCED 320: Curriculum & Instruction in Science: Elementary (2 credits)**

Curriculum organization in science; principles and methods of instruction applied to teaching science.

**SSED 320: Curriculum & Instruction in Social Studies: Elementary (2 credits)**

Curriculum organization in social studies; principles and methods of instruction applied to teaching social studies.

### March - June, 2000

**EDUC 419: Extended Practicum — Middle Years (18 credits)**

A developmental program of teaching practice, normally in one B.C. middle school. Candidates will teach the subjects for which they have been academically and pedagogically prepared. Prerequisite: All requirements set to precede this practicum

### July - August, 2000

**EDUC 420: School Organization in its Social Context (2 credits)**

The organization and administration of schools, including issues in governance, finance, and community and professional control and influence.

**EPSE 423: Learning, Measurement Teaching (3 credits)**

Theories of learning and instruction; principles and practices in the assessment of classroom learning; special attention is given to research on motivation, retention, transfer, problem solving, and concept development.

**LANE 426: Language Across the Curriculum: Secondary (4 credits)**

Understanding the demands of the language diversity of the classroom and of the subject areas within the secondary school curriculum. Analysis of oral and written language from various curriculum areas; implications for learning and instruction.

#### *One of the following:*

**EDST 425: Educational Anthropology (3 credits)**

Selected concepts from educational anthropology for teachers. Comparative study of school and classroom culture, school teaching, and multicultural education.

**EDST 426: History of Education (3 credits)**

An examination of selected topics in the history of European, Canadian and American education and of the relationship between historical development and current educational policy.

**EDST 427: Philosophy of Education (3 credits)**

An introductory course in which consideration is given to the philosophical foundations of education and to the practical bearing of theory upon curriculum content and classroom practice in our schools.

**EDST 428: Social Foundations of Education (3 credits)**

An application of the social sciences to the study of education.

**EDST 429: Educational Sociology (3 credits)**

Selected theories of society and schooling applied to Canadian education.

# 12-Month Secondary Teacher Education Option

## September-December, 1999

### **EDUC 311:** *The Principles of Teaching (4 credits)*

Introduction to principles and instructional procedures related to classroom management, instructional planning, and the assessment of learning as applicable across grade levels and subject matter fields..

### **EDUC 315:** *Pre-practicum Experience (0 credits)*

Observation and instruction in educational settings.

### **EDUC 316:** *Communication Skills in Teaching (3 credits)*

Study and practice of communication skills in educational settings. Candidates will be required to demonstrate satisfactory oral communication abilities.

### **EDUC 319:** *Orientation School Experience — Secondary (0 credits)*

A two-week sequence of observations and instructional assignments in a selected secondary school.

### **EPSE 306:** *Education during the Adolescent Years (2 credits)*

Developmental characteristics of persons from pre-school age through adulthood. Physical, social, cognitive, moral, and emotional growth of both normal and exceptional children in grades 8-12. The teacher's role in assisting such students to deal with major developmental issues and problems.

### **EPSE 317:** *Development and Exceptionality in the Regular Classroom (3 credits)*

The teacher's role in dealing with major developmental and special educational issues and problems within the regular classroom program, including working with supportive services, parents, and communities. Designated sections will focus on early childhood, middle childhood, or adolescence.

### **EDST 314:** *Analysis of Education (3 credits)*

Concepts, abilities, and procedures for assessing educational claims, policies, and practices.

*Curriculum and Instruction Studies* (Candidates preparing to teach only one subject will instead enroll in 2-4 credits of additional courses related to that subject):

Course(s) related to first subject (4 credits)

Course(s) related to second subject (2-4 credits)

## January - April, 2000

### **EDUC 329:** *Extended Practicum — Secondary (18 credits)*

A developmental program of teaching practice, normally in one B.C. secondary school. Candidates will teach the subjects for which they have been academically and pedagogically prepared. The assignment covers the full school term. Prerequisite: All requirements set for Term 1.

### **EDUC 420:** *School Organization in its Social Context (2 credits)*

The organization and administration of schools, including issues in governance, finance, and community and professional control and influence.

## May - August, 2000

### **EPSE 423:** *Learning, Measurement Teaching (3 credits)*

Theories of learning and instruction; principles and practices in the assessment of classroom learning; special attention is given to research on motivation, retention, and transfer.

## Programs

### **LANE 426:      *Language Across the Curriculum: Secondary (4 credits)***

Understanding the demands of the language diversity of the classroom and of the subject areas within the secondary school curriculum. Analysis of oral and written language from various curriculum areas; implications for learning and instruction.

***One of the following:***

### **EDST 425:      *Educational Anthropology (3 credits)***

Selected concepts from educational anthropology for teachers. Comparative study of school and classroom culture, school teaching, and multicultural education.

### **EDST 426:      *History of Education (3 credits)***

An examination of selected topics in the history of European, Canadian and American education and of the relationship between historical development and current educational policy.

### **EDST 427:      *Philosophy of Education (3 credits)***

An introductory course in which consideration is given to the philosophical foundations of education and to the practical bearing of theory upon curriculum content and classroom practice in our schools.

### **EDST 428:      *Social Foundations of Education (3 credits)***

An application of the social sciences to the study of education.

### **EDST 429:      *Educational Sociology (3 credits)***

Selected theories of society and schooling applied to Canadian education.

Elective or prescribed courses related to major or concentrations selected in consultation with an advisor. (9 credits).

**Total Program Requirements: 60-62 credits**

# *Teacher Education Program Calendar 1999-2000*

## *12-Month Elementary Option*

### *TERM 1 - 1999*

- SEPT 7** Orientation, Old Auditorium, 10:30-11:30 am  
Dean's Reception, Ponderosa Cafeteria, 12:00-1:30 pm  
Oral Speech Test for all first-year students, will occur in first lab of EDUC 316
- SEPT 14** EDUC 315 seminars begin
- SEPT 28** EDUC 315 half-day school visits begin. Schools will be assigned by the Teacher Education Office
- NOV 16** EDUC 315 ends
- DEC 3** Classes end
- DEC 7** Term 1 examination period begins
- DEC 22** Last day of Term 1 examination period

### *TERM 2 - 2000*

- JAN 3** EDUC 321 begins. Students will be assigned to the same school for this two-week practicum and for EDUC 418, the extended practicum
- JAN 14** EDUC 321 ends
- JAN 17** Term 2 classes begin
- JAN 20** Debriefing Meetings with Faculty Advisors for EDUC 321 and EDUC 418. Locations to be announced
- MAR 10** Term 2 classes end
- MAR 13** Term 2 examination period begins
- MAR 15** Term 2 examination period ends
- MAR 16-24** Time-off in lieu of mid-term break
- MAR 27** EDUC 418 (extended practicum) begins
- JUNE 23** EDUC 418 (extended practicum) ends

### *TERM 3 - 2000*

- JULY 3** Term 2 of Summer Session begins
- AUG 11** Last day of classes for Summer Session
- AUG 12** Summer Session Term 2 examinations if required

## *12-Month Middle Years Option*

### *TERM 1 - 1999*

- SEPT 7** Orientation, Old Auditorium, 10:30-11:30 am  
Dean's Reception, Ponderosa Cafeteria, 12:00-1:30 pm  
Oral Speech Test for all first-year students, will occur in first lab of EDUC 316
- SEPT 14** EDUC 315 seminars begin
- SEPT 28** EDUC 315 half-day school visits begin. Schools will be assigned by the Teacher Education Office
- NOV 16** EDUC 315 ends
- DEC 3** Classes end
- DEC 7** Term 1 examination period begins
- DEC 22** Last day of Term 1 examination period

### *TERM 2 - 2000*

- JAN 3** EDUC 323 begins. Students will be assigned to the same school for this two-week practicum and for EDUC 419 the extended practicum
- JAN 14** EDUC 323 ends
- JAN 17** Term 2 classes begin
- JAN 20** Debriefing Meetings with Faculty Advisors for EDUC 323 and EDUC 419. Locations to be announced
- MAR 10** Term 2 classes end
- MAR 13** Term 2 examination period begins
- MAR 15** Term 2 examination period ends
- MAR 16-24** Time-off in lieu of mid-term break
- MAR 27** EDUC 419 (extended practicum) begins
- JUNE 23** EDUC 419 (extended practicum) ends

### *TERM 3 - 2000*

- JULY 3** Term 2 of Summer Session begins
- AUG 11** Last day of classes for Summer Session
- AUG 12** Summer Session Term 2 examinations if required

# 12-Month Secondary Option

## TERM 1 - 1999

- SEPT 7** Orientation, Old Auditorium, 9:00-10:00 am  
Dean's Reception, Ponderosa Cafeteria, 12:00-1:30 pm  
Oral Speech Test for all first-year students, will occur in first lab of EDUC 316
- OCT 20** Meetings with Faculty Advisors for EDUC 319 and EDUC 329, 12:30-1:30 pm. Locations to be announced
- OCT 25** EDUC 319 begins. Students will be assigned to the same school for this two-week practicum, and EDUC 329, the extended practicum
- NOV 5** EDUC 319 ends
- DEC 3** Classes end
- DEC 7** Term 1 examination period begins
- DEC 22** Term 1 examination period ends

## TERM 2 - 2000

- JAN 4** EDUC 420 begins
- JAN 20** EDUC 420 ends
- JAN 24** EDUC 329 extended practicum begins
- APR 28** EDUC 329 ends

## TERM 3 - 2000

- MAY 15** Term 1 of Summer Session (Term 3) begins for most classes in Secondary program
- JUNE 23** Term 1 of Summer Session most classes in Secondary program end
- JUNE 24** Summer Session, Term 1 examinations if required
- JULY 3** Term 2 of Summer Session begins
- AUG 11** Last day of classes for Summer Session
- AUG 12** Summer Session Term 2 examinations if required



## *Year 1 of 2-Year Elementary Option*

### *Year 4 NITEP Option*

#### *TERM 1 - 1999*

- SEPT 7** Orientation, Old Auditorium, 10:30-11:30 am  
Dean's Reception, Ponderosa Cafeteria, 12:00-1:30 pm  
Oral Speech Test for all first-year students, will occur in first lab of EDUC 316
- SEPT 14** EDUC 315 seminars begin
- SEPT 28** EDUC 315 half-day school visits begin. Schools will be assigned by the Teacher Education Office
- NOV 16** EDUC 315 ends
- DEC 3** Classes end
- DEC 7** Term 1 examination period begins
- DEC 22** Term 1 examination period ends

#### *TERM 2 - 2000*

- JAN 4** Term 2 classes begin
- JAN 31** EDUC 321 begins. Students will be assigned to the same school for this two-week practicum and EDUC 418, the extended practicum
- FEB 11** EDUC 321 ends
- FEB 14-18** Mid-term break. Classes cancelled
- FEB 21** Classes resume
- FEB 24** Debriefing meetings with Faculty Advisors. Locations to be announced
- APR 6** Term 2 classes end
- APR 10** Term 2 examination period begins
- APR 22** Term 2 examination period ends

## *Year 2 of 2-Year Elementary Option*

### *Year 5 NITEP Option*

#### *TERM 1 - 1999*

- SEPT 7** EDUC 418 begins
- DEC 3** EDUC 418 ends

#### *TERM 2 - 2000*

- JAN 4** Term 2 classes begin
- FEB 14-18** Mid-term break. Classes cancelled
- FEB 21** Classes resume
- APR 6** Last day of Term 2 classes
- APR 10** Term 2 examination period begins
- APR 22** Term 2 examination period ends

## *Teacher Education Program Policies and Procedures*

**How do I know whether I have registered in the required courses for the program in which I am registered?**

Follow the program guidelines in the Registration Guide. You should ensure that you are enrolled in the appropriate courses related to the program in which you are registered and in the total number of credits specified for each term as indicated in the Registration Guide.

**How do I change courses after Telereg closes?**

To add or drop courses after Telereg closes you must submit a Change of Registration form to the Teacher Education Office for authorization. The form must include the signatures of the instructors for courses that are dropped and the courses that are added. Change of Registration forms may be obtained in the Teacher Education Office.

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

The Teacher Education Program is an intensive full-time program. Students may therefore not add credit to their prescribed course load.

**What happens if I miss classes?**

Students who must miss a class should notify their instructor as soon as possible. In the event that four or more classes are unavoidably missed, the Teacher Education Office should be notified immediately. Since class participation is an essential part of the educational experience, students should note that regular attendance, including lectures, laboratories, tutorials, seminars, and practica, is expected.

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

Students who neglect their academic course work and assignments may be excluded from the course. Likewise, students on the practicum who do not submit unit or lesson plans as requested may be excluded from the practicum. (See Attendance subsection of Academic Regulations in The UBC Calendar).

**What happens if I must miss classes or am unable to complete an assignment due to illness?**

If you are absent or unable to complete an assignment due to illness, you must obtain a statement from your physician or Student Health Services. The

statement must be submitted to the Teacher Education Office as soon as possible. Students requiring an academic concession due to illness or extenuating circumstances should, when possible, contact the instructor of the course for which the concession is being sought. It is also advisable to contact a Program Advisor or the Director of Professional Programs in the event of illness.

### **How do I obtain an academic concession?**

Requests for academic concession must be directed to the Acting Associate Dean or the Director of Professional Programs as close as possible to the time attendance is adversely affected. Concessions may include permission to drop courses, withdrawal from the university, deferred standings, and aegrotat standings. To obtain an academic concession students must submit a Request for Academic Concession form, which is available in the Teacher Education Office, along with a statement from Student Health Services or personal physician to confirm the illness, or other relevant evidence as appropriate in support of the request. Please note that untimely notification will normally not be taken into account.

### **What happens if I am granted an academic concession?**

A Deferred Standing (SD) may be granted only when a student has a valid reason for not completing course requirements as scheduled and does not qualify for an Aegrotat Standing. Students granted Deferred Standing in the Winter Session must complete all outstanding course requirements by the following mid-August. Students granted Deferred Standing in the Summer Session must complete all outstanding course requirements by the following mid-December. Students granted Deferred Standing are responsible for making satisfactory arrangements with their instructors for completion of outstanding requirements. If a student fails 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.

An Aegrotat Standing (AEG) allows a student credit for a course even though the course requirements have not been successfully completed. This standing is awarded only if the instructor and the Acting Associate Dean agree that the student has demonstrated the capacity to deal with the course material satisfactorily. When a AEG standing is awarded, a letter grade is assigned. This will be converted to the minimum percentage for the calculation of averages.

### **May I proceed to the next term without completing all the requirements of the preceding term?**

Students must have successfully completed all the requirements for a term or terms prior to the extended practicum before proceeding to the practicum.

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

Students who have not undertaken all of their post-secondary studies in an English speaking institution(s) are required to provide evidence of an acceptable standard of writing by means of a written English test set by the Faculty of Education. Other students who do not demonstrate an acceptable standard of written English during the program will also be required to sit a written English test. Students who do not demonstrate an acceptable standard of written English may be required either to improve their standard of English before proceeding to the extended practicum and/or before being recommended for the B.Ed. degree and a teaching certificate, or to discontinue or withdraw from the Faculty.

### **What happens if I do not demonstrate an acceptable standard in oral English?**

All students admitted to the Teacher Education Program must pass an Oral English Competency Test before proceeding to the extended practicum. The test is administered in class during the first term of the program. Students who do not pass the test are required to undergo an evaluation of their spoken English. Students with language difficulties will be required to undertake a program of remedial work in spoken English. Should their language difficulties be such as to preclude effective participation in course work and/or the practicum, students may be asked to discontinue or withdraw from the program.

### **Where will I be placed for my practicum placement?**

Every effort is made to place students in one of the four locations of their choosing. However, depending on the program option and teaching area in which a student is enrolled, it may not be possible to accommodate a placement request. Students should therefore be prepared to accept a placement as deemed appropriate by the Faculty. Students are reminded that the cost of transportation and accommodation are their responsibility.

### **May I arrange my practicum placement?**

Under no circumstances may students make their own arrangements for a practicum placement. If a student is placed in a school whose employees include a close friend or relative, or where a student has been an employee or a volunteer, or where a family member is a student, or from which a student has graduated, or in a district where a parent or relative is an administrator, the Program Coordinator should be alerted as soon as the placement is posted.

### **What if I have special circumstances that could affect my practicum placement?**

Students who have special circumstances that need to be considered should notify the Program Coordinator (Secondary) or the Program Coordinator (Elementary and Middle Years) as soon as possible, providing relevant details.

### **Am I required to complete course requirements during the practica?**

Students are expected to devote their full attention to the responsibilities of the practicum set by their school and faculty advisors. Instructors should not require students to undertake assignments or research related to their coursework during the practicum.

### **What if I am absent during the two-week orientation to the extended practicum?**

Students who miss more than 25% of the two-week practicum cannot be regarded as having successfully completed the course. Should this be the case, a student will be assigned a failing grade and will not be permitted to proceed to the extended practicum until the two-week orientation has been successfully completed. In some cases, this could mean postponement until the next time the two-week practicum is offered.

### **What if I need to be absent during the extended practicum?**

There are times when either university or personal commitments may require a student to miss a day of practice teaching. If the reason is personal, the request to be absent must be cleared with the Faculty Advisor and the School Advisor. If the request is for more than one day, approval must be obtained in advance from the Program Coordinator and arrangements must be made to make up the lost time. For permission to be absent from the practicum for personal reasons or to participate in scholastic, athletic, or performance activities, a written request must be submitted to the Program Coordinator at least six weeks prior to the proposed absence. An objection to the absence from the School Advisor or school administration will likely result in the request being denied.

In the event of illness, a student must notify the Faculty Advisor and the School Advisor as soon as possible. If a student is absent because of illness for four or more days, it is expected that a medical note from a physician will be submitted to the Teacher Education Office. In the event of absence for four or more days, the student may be required to make up the lost time by extending the practicum by a corresponding period up to a maximum of two weeks. An absence of nine teaching days during the extended practicum will normally result in the practicum being terminated.

**Can I work part-time during the practicum?**

Students are reminded that employment should not interfere with either the two-week or the thirteen-week practicum. In order to give full attention to practice teaching, it is strongly recommended that students not work during the practicum. Please note that employment will not be taken into account when making practicum arrangements or in evaluating practicum performance.

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

Student teachers may not be used as teachers-on-call (substitute teachers), nor may they 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 the classroom to which the student teacher has been assigned.

**Am I expected to teach ESL during the extended practicum?**

When working with a teacher who has some responsibility for instructing students for whom English is a second language, it is expected that a student teacher will assume similar responsibility. In the elementary program, it is assumed that student teachers 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, student teachers should teach only those courses related to their particular subject areas and for which they have completed the relevant curriculum and instruction courses in the first term. In cases where student teachers are matched with teachers who instruct classes of students for whom English is their second language, student teachers are expected to take on the responsibility for those students as assigned. One exception to the above is that of classes of newly arrived ESL students ("reception ESL").

**Am I responsible for students with special needs?**

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



### **Can I arrange for job interviews during the practicum?**

Student teachers will not be granted permission to be absent in order to attend job interviews. Such interviews should be scheduled for weekends or after school hours.

### **What if a labour dispute occurs during the practicum?**

In the event of a labour dispute which affects the staff of the school in which a student is placed for the practicum, no instruction or extracurricular activities or other duties should be undertaken by the student teacher that are not performed by the school advisor. Nor should a student teacher become involved in any other labour dispute between the school districts, teachers' associations, or support staff.

### **Under what conditions can I withdraw from the extended practicum?**

Students may withdraw voluntarily during the first two weeks of the extended practicum. Voluntary withdrawal is not permitted after the first two weeks. Students who withdraw after the first two weeks will normally receive an F (Fail) on their transcript. Students who have successfully completed more than seven weeks of the extended practicum and are unable to continue because of extenuating circumstances may be allowed to defer the remaining practicum requirements. In such cases, the Faculty will consider the circumstances and if, in its judgment, a student appears likely to be able to complete the remaining requirements successfully with an additional six weeks of classroom experience, the student may be granted an SD (Standing Deferred) for the practicum.

### **What are the consequences of not completing the extended practicum?**

Since voluntary withdrawal after the first two weeks of assuming a practicum placement is not permitted, students may not drop this course (Education 329, 418, 419, 495 or 496) from their records. When, in the judgment of the Faculty of Education and the schools hosting their practica, students do not make satisfactory progress, their practica may be terminated. Those whose practica are terminated or who do not complete their practica satisfactorily, and who qualify for neither a supplemental practicum (see Supplemental Examinations in the Academic Regulations section of The UBC Calendar) are assigned a failing grade and will be required to discontinue or to withdraw from the program.

### **If I am unsuccessful in the extended practicum can I enroll in the next term of the program?**

Students who fail a practicum and are required to discontinue or withdraw from the program are normally not allowed to proceed to the next term. Those who are granted a deferral or a supplemental practicum may proceed to the next

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

Students who are required to discontinue may apply for re-admission after one year. Requests for re-admission should be directed to the Director of Professional Programs and should include evidence of having satisfied any conditions set at the time the student was required to discontinue. Re-admission is not automatic. In reviewing an application for re-admission, remedial actions taken to address any concerns noted regarding previous academic or practicum performance will be considered.

Students who are required to withdraw are normally not re-admitted to a teacher education program. In exceptional circumstances a student 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 approval by the Senate Admissions Committee.

**How do I apply for a supplemental practicum?**

In the event that a student should be granted a supplemental practicum, an Application for Supplemental form will be sent to the student. The completed application form, together with the application fee, must be returned to the Registrar's Office to confirm the supplemental registration.

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

Students may appeal a decision made about their progress, should they choose to do so. Appeals regarding academic decisions should be directed first to the instructor. If the appeal remains unresolved, it should then be referred to the head of the department.

**What are the consequences of voluntarily withdrawing from the teacher education program?**

Students who withdraw voluntarily from the program will not be entitled automatically to return. Requests for re-instatement will be considered on individual merit. Students who withdraw should note that the Teacher Education Program must be completed in its entirety within four years of first admission.

**How do I obtain my degree?**

As soon as the grades are received after the final term of the program, the Program Planning Supervisor reviews individual transcripts and forwards a Graduation List of all those who successfully completed the requirements of the Teacher Education Program to Senate for confirmation of the Bachelor of Education degree. Please note that students must make formal application to graduate. Application forms are available from the Registrar's Office and must be submitted to the Registrar's Office by February 15 for Spring Commencement and no

### **How do I obtain my professional certificate?**

Similarly, a list of all those who have successfully completed all the requirements of the Teacher Education Program is prepared by the Program Planning Supervisor for recommendation to the British Columbia College of Teachers (BCCT) for professional certification. This Certification List, and unofficial transcripts, are forwarded to the BCCT for evaluation. Graduating students must make application to the BC College of Teachers and the Teacher Qualification Service. In addition, students must arrange to have an official UBC transcript, showing degree granted, sent to the TQS.

### **Who has access to my records?**

All information in a student's file is considered to be confidential. With the exception of confidential letters of reference to support application for admission, students may request copies of any information in their file. Requests for information must be submitted in writing at least one month prior to release of records. Under no conditions are student records forwarded to potential employers. Students are expected to retain copies of practicum reports for this purpose.

### **How long are my records kept?**

Upon completion of the program, student records are normally retained for a period of one year only.

## *Introduction to the Practica*

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

- a) Prior to undertaking the extended practicum, student teachers should engage in a variety of activities designed to ensure successful completion of the practicum.
- b) Student teachers should have a practicum of sufficient duration to enable them to demonstrate that they can independently plan, implement, and evaluate instruction in the manner expected of a beginning teacher.
- c) Immersion into the responsibilities of teaching should be gradual, permitting student teachers to assume increasing responsibility as they demonstrate proficiency at their current levels.
- d) Within the framework of an extended practicum, student teachers should have a variety of teaching and observational experiences.
- e) Because of the pivotal part they play in the preparation of student teachers for the profession, faculty and school advisors should themselves be specially prepared for their responsibilities.
- f) Student teachers should be involved in the assessment of their own teaching practice.
- g) The practicum should provide opportunities for student teachers to reflect systematically and analytically upon teaching in a professional and educational community.

## *Elementary, Middle Years and Secondary*

There are three school-related experiences in all program options. Each experience plays an important part in the professional education of prospective teachers and is a prerequisite for the next school experience.

### *Initial School Related Experience*

#### **EDUC 315**

EDUC 315 is the initial experience for all students and will vary according to the program option students are in.

### *The Two-Week Practicum*

#### **EDUC 321 (Elementary), EDUC 323 (Middle Years), and EDUC 319 (Secondary)**

The school placement for the two-week practicum usually becomes the setting for the extended practicum. It is hoped that all student teachers will have the opportunity to observe in a number of classrooms and settings throughout the school in addition to observing in the classroom of the school advisors.

Student teachers typically observe for the first few days and begin teaching on a gradual basis toward the end of the first week. During the second week, an appropriate workload is 20% (about 1 hour per day).

Prior to teaching a lesson, student teachers are asked to prepare a lesson plan and show it to their school advisor well before the school day begins.

Toward the end of the second week, school advisors and student teachers should begin what will be a continuing dialogue about the units/themes/topics, which the student teacher will be responsible for during the extended practicum. In the interim, it is important for students to consult with school and faculty advisors, so that decisions about both the content and the methods of teaching topics are discussed and approved.

A debriefing session will be held on campus after the two-week practicum.

**Secondary** - Wednesday, November 10, 1999, 12:30-1:30 p.m.

**Middle Years** – Thursday, January 20, 2000, 12:30 – 1:30 p.m.

**Elementary (Twelve Month)** - Thursday, January 20, 2000, 12:30 – 1:30 p.m.

**Elementary (Two-Year)** - Thursday, February 24, 2000, 12:30 – 1:30 p.m.

In addition to all course work, student teachers must successfully complete both EDUC 315 and EDUC 321/323/319 before proceeding to the extended practicum (see page 31).

## **Protocol and Suggestions for UBC Student Teachers during All School Experiences**

- Become familiar with the professional and ethical standards of the Members' Guide to the British Columbia Teachers' Federation (BCTF) as outlined in the Professional Associations section of this handbook.
- Be guided by the Code of Ethics in the Members' Guide to the BCTF in your relations with principals, teachers, faculty advisors, fellow student teachers, students, and their parents/guardians. Respect the dignity of children and their right to confidentiality.
- Be a good role model for students regarding the use of language, attitudes toward study and learning, respect for others, fair decision-making and collegiality.
- Observe all legal aspects as set out in the School Act, included in the Members' Guide, regarding treatment of pupils and school property, school arrival and leaving time.
- Observe normal social courtesies as a guest in the sponsoring school.

As you begin your practicum experiences in the Faculty of Education, endeavour to:

- Observe students inside and outside of the classroom.
- Focus on students as learners.
- Become reflective about the practices you observe.
- Ask questions of both your school and faculty advisors.
- Talk with the students.
- Listen.
- Arrive on time and prepared to teach.
- Follow the dress code in your school.
- Be receptive to suggestions on your lessons and on your planning.
- Begin to set goals for your own professional development.
- Learn about the philosophy and culture of your school.
- Become acquainted with the library and resource centers.
- Engage in discussions with your school advisor and students.

During the two-week practicum:

- Plan for and teach a series of connected lessons during the two week practicum.
- Become acquainted with your school advisor and establish a working relationship.
- Enquire about the units/themes you will be responsible for during the extended practicum.

Further suggestions and expectations of student teachers are on pages 31-35.



## Suggestions for School Advisors

During the two-week practicum, school advisors begin the process of acting as mentor and model for the student teacher which continues throughout the extended practicum. The following guidelines may be helpful:

### a) Relationship Building

- Get to know your student teacher. Endeavour to create a warm, friendly working relationship.
- Know specific strengths and needs of your student teacher. What does he/she need to know and understand about you to help ensure a successful working partnership?
- Be a listener. Be empathic, patient, and encouraging. Provide opportunities for your student teacher to discuss what was learned in coursework on campus.
- Introduce your student to your class as a "teacher".
- Help your student teacher understand how to become a welcome and participating member of your school staff.
- Maintain open communication and consultation with the faculty advisor.
- Ensure that the match between your student teacher and yourself/your class is appropriate. If not, raise concern with the faculty advisor and/or school coordinator.

### b) Modeling

- Demonstrate good professional practice in your planning, teaching and evaluating.
- Be prepared to discuss ethical/professional issues.
- Model reflective teaching practice: talk, think out loud, share professional reading, discuss the reasons for the decisions you make.
- Share your assessment and evaluation strategies and ask your student teacher to assist in the writing of report cards (approximately 6-10).

### c) Supervising

- Engage in regular, appropriate, systematic use of the observation/feedback cycle.
- Provide written feedback at least once a week on the forms provided (more 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 feedback only and intended to provide feedback and suggestions.
- Encourage your student teacher to become autonomous and independent through reflection and discussion.
- Ensure that your student teacher engages consistently in both short and

long term planning. Advise and assist your student teacher with planning as required.

- Meet regularly with your student teacher to establish effective routines and expectations for students in the class.
- Monitor your student teacher's classroom teaching performance and gradually increase the workload and responsibility for the classroom as appropriate. Consult with your student teacher and with the faculty advisor in making this decision.
- Collaborate with other sponsoring teachers and the staff as a whole to provide support and professional development for your student teacher.

**Should Problems Arise:** In the event that there are serious concerns about a student's teaching performance or ability to accept professional responsibilities, please follow the guidelines on page 36. A three-way conference involving the student, school advisor and faculty advisor should be held. Usually a mutual understanding can be reached. In some cases, an Interim Report will be prepared by the faculty and/or school advisor (see page 36). Copies of the Interim Report should be given to the student and filed with the Teacher Education Office.

#### **d) Evaluating**

During the **two-week practicum:**

- observe most lessons taught by your student teacher.
- provide suggestions and opportunity for reflection.
- begin to discuss teaching assignments for the extended practicum.
- complete the two-week school experience feedback form and share it with your student teacher on the last day of the practicum.

During the **extended practicum:**

- Discuss evaluation forms and procedures leading to the final report with the faculty advisor and your student.
- Discuss growth areas with your student teacher. Use the information gained from assessment to set goals or to identify foci for future observation.
- Guide your student teacher in self-assessment on a regular basis.
- Keep a portfolio/file of data on your student teacher's growth and progress.
- Meet with your student teacher and the faculty advisor at practicum mid-point to review performance.
- Determine when your student should assume an 80% teaching load (**not before the mid-point**).
- At the end of the practicum, use the data you have collected to prepare a Final Summative Anecdotal Report and a Final Checklist.

*Who Has Access to Reports?* Frequently students are concerned about who has access to their reports. All reports - formative and summative - are confidential. They become part of the student's cumulative record for determining final standing. This is confidential information about the student and is not for distribution by the school, school advisors or faculty advisor - only by the student. The intent of all formative reports is to provide the student teacher with feedback and suggestions. The intent of the summative *final* reports is to document growth, to indicate areas in which the student teacher will continue to grow and to indicate whether he/she is ready to enroll a class upon completion of the program.

### **Suggestions for Faculty Advisors**

Once student teachers arrive in the school, it is important to assist the school in making adjustments in the placement of the student teachers if necessary, support teachers in work with student teachers, respond to questions about the UBC program, and confer with student teachers. Faculty advisors also observe lessons and provide oral and written feedback.

The faculty advisor is the liaison or link between:

- the school and the University
- teacher educators in the school and at the University
- theory and practice
- the student teacher and the school advisor

The faculty advisor's role will include:

- a) Communicating
  - facilitate clarity in regard to expectations and evaluation procedures for all involved.
  - bring school advisors together to discuss issues, problems, solutions and questions in regard to being a teacher educator.
  - communicate with school administrators on a regular basis.
- b) Supporting School Advisors and Student Teachers
  - provide support and guidance.
  - participate in three-way meetings.
  - collaborate/consult in decision-making.
  - facilitate transition from UBC to the classroom for your student teachers.
  - ensure that immersion into responsibilities is gradual.
  - listen, discuss, question, counsel.
  - encourage your student teachers to become autonomous and independent through reflection and discussion.
  - be available on a regular basis for individual and group needs.

## c) Supervising and Evaluating

- engage in regular, appropriate, systematic use of the observation/feedback cycle.
- provide formal written feedback.
- monitor and assist your student teachers with planning especially in initial stages.
- guide your student teachers in self assessment and reflection
- meet with student teachers and school advisors at mid-point to review student teachers' performance.
- contribute to determining a date for your student teachers to assume an 80% teaching load (after Mid-Point Meeting has been held).
- use data from observations and conferences to compile a Summative Anecdotal Report and Final Checklist for each of your student teachers.

**Suggestions for School Coordinator or Administrators**

The school coordinator or administrator can play an important role for student teachers by:

## Communicating

- with student teachers particularly in regard to school philosophy and procedures for handling difficult students.
- with school and faculty advisors as the practicum progresses.

## Supporting

- school advisors and student teachers (problem solving, facilitating); helping student teachers understand how to become contributing members of school staff.

**Change of Placement**

Occasionally the initial pairing of student teacher and school advisor does not match the student teacher's program. In such cases, the student or school advisor should contact the **faculty advisor** either during the two-week practicum or shortly thereafter. Students may also contact the Program Coordinators, Sydney Craig (Elementary and Middle Years), or Suzanne Windsor-Liscombe (Secondary), in the Teacher Education Office.

*The Extended Practicum***EDUC 418 (Elementary), EDUC 419 (Middle Years), EDUC 329 (Secondary)**

The extended practicum provides student teachers with opportunities to demonstrate that they are capable of assuming the responsibilities expected of an enrolling teacher. Prerequisite: all of Term 1 and Term 2 coursework.

Student teachers who have successfully completed the thirteen-week **extended** practicum will have demonstrated that they can independently plan, implement, and evaluate instruction over substantial periods of time *at a standard expected of a beginning teacher*.

In order to receive a 'pass' standing, they must receive a **satisfactory**

## THE UNIVERSITY OF BRITISH COLUMBIA

Teacher Education Office

2125 Main Mall, Vancouver, B.C.

V6T 1Z4

Tel: (604) 822-5242 Fax (604) 822-8227

Date of Observation \_\_\_\_\_ Subject/Grade \_\_\_\_\_

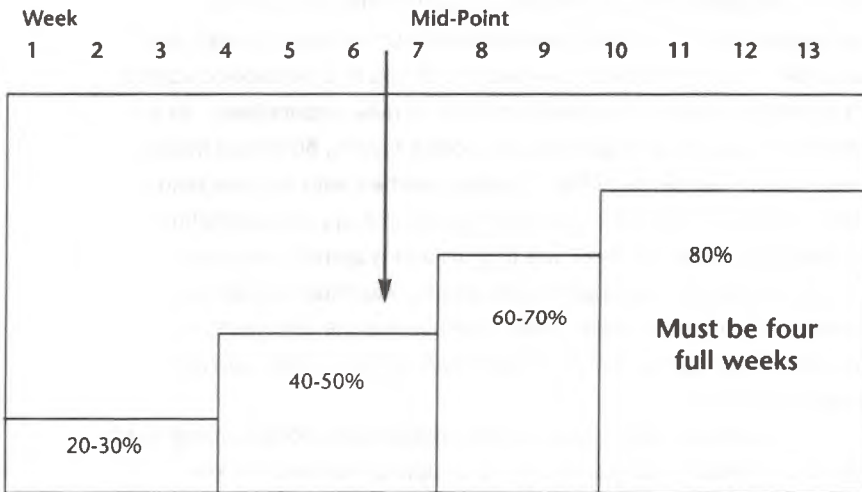
Student Teacher \_\_\_\_\_

Observer's Name \_\_\_\_\_

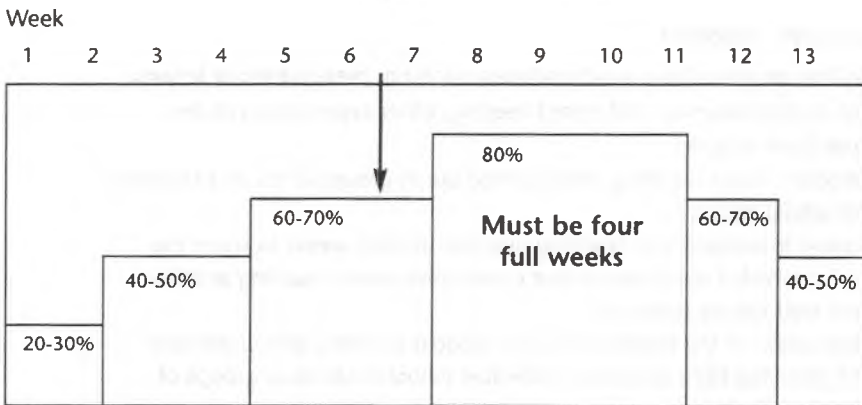
This checklist can be used for both formative and summative evaluation. By the time student teachers have completed the extended practicum, they are expected to have demonstrated the ability to plan, implement and evaluate instruction at a standard expected of a beginning teacher. The Faculty reserves the right to require a student to withdraw from the Faculty and/or to withhold its recommendation for certification if she or he is considered to be unsuited to proceed with the study or practice of teaching. At this point in the practicum, the following are: L = less than satisfactory or S = Satisfactory

Section 1: Professional Qualities			Written Comments
1. Demonstrates enthusiasm for teaching and learning	L	S	
2. Exhibits initiative, adaptability, and curiosity	L	S	
3. Treats students, parents, and members of staff with respect	L	S	
4. Behaves in accordance with ethical and professional standards	L	S	
5. Is dependable and punctual	L	S	
6. Cooperates with other professionals	L	S	
7. Maintains professional records and plans	L	S	
8. Accepts and acts on advice and suggestions	L	S	
9. Thinks carefully about own practice; is self-evaluative	L	S	
10. Is aware of the school and its community	L	S	
Section 2: Instructional Planning ( ) Unit ( ) Lesson			
<i>The Student teacher's planning reflects:</i>			
1. The student teacher's planning reflects:			
2. Clearly stated goals and objectives	L	S	
3. Good reasons for instructional plans and decisions	L	S	
4. Adequate knowledge of subjects taught	L	S	
5. Logical organization of lessons and units	L	S	
6. Use of appropriate learning resources	L	S	
7. Appropriate assessment, evaluation, and reporting	L	S	
8. Appropriate time allocation	L	S	
9. Provision for individual differences and active participation	L	S	
Section 3: Instructional Implementation			
1. Lessons are introduced and students are motivated	L	S	
2. Explanations and demonstrations are coherent	L	S	
3. The logical development of the lesson or unit is evident	L	S	
4. Questions are clear, concise, and appropriately directed	L	S	
5. Directions are clearly stated	L	S	
6. Clear examples and illustrations are provided	L	S	
7. Individual and group work is provided and well-organized	L	S	
8. Lessons proceed at an appropriate pace	L	S	
9. Student attention and accountability is maintained	L	S	
10. Appropriate feedback is provided to students	L	S	
11. Lessons are drawn to an appropriate conclusion	L	S	
Section 4: Classroom Management			
1. The physical environment is suitably organized for instruction	L	S	
2. Emergency and safety procedures are known and followed	L	S	
3. Students are treated with respect	L	S	
4. Rules are clearly stated, and are consistently and fairly enforced	L	S	
5. Encouragement, praise and consequences are suited to the situation	L	S	
6. Transitions between activities are smooth	L	S	
Section 5: Communication			
1. Listens and responds well to students and adults	L	S	
2. Volume, inflection and tone of voice are appropriate	L	S	
3. Uses suitable gestures, proximity, wait-time, and eye contact	L	S	
4. Grammar, vocabulary and fluency are correct	L	S	
5. Written work is correct and appropriate	L	S	

## Extended Practicum Teaching Load



## \*Alternative Graph for Assuming Responsibility for Teaching



Throughout the practicum student teachers are asked to prepare lesson and unit plans in accordance with the advice of both school and faculty advisors and to make copies of lesson plans available at least 24 hours in advance so they can be changed if necessary.

Note #1: An 80% teaching load means 80% of any school day or 80% of the school week.

Note #2: There is some flexibility with respect to the timing of the 80% teaching load; however, it should not occur until after mid-point meetings have been held.



Note #3: Once student teachers have completed four weeks at 80% teaching load, it is appropriate for their teaching load to taper off.

Note #4: In the **Secondary** program the maximum teaching load will be approximately 80% of the school advisor's normal teaching load; for example, 6 out of 8 blocks, or 4 out of 5 blocks in a semestered school (this last 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%). Student teachers with two teaching fields should arrange their teaching loads so that approximately fifty percent is spent in one field, and fifty percent is spent in the other. (These percentages are approximate and are dependent upon the availability of classes for the student teacher and the willingness of teachers in the host school to become part of the student teacher's supervisory team).

The faculty and school advisors should work collaboratively with the student teacher to ensure there is an appropriate mix of new preparations and repeat lessons in the student teacher's load. All 6 blocks (or all 3 or 4 blocks in a semestered school) should not all be new preparations, as this is too heavy a load for a student teacher.

### **Tips for Student Teachers:**

In addition to instruction, which includes planning, presentation of lessons, evaluation of student progress and record keeping, other expectations of the extended practicum include:

- Reflection about teaching, often carried out in groups of student teachers and school advisors.
- Gradual immersion into teaching over the thirteen weeks to reach the level at which a minimum of four consecutive weeks teaching at 80% work load can be sustained.
- Observation of the teaching of other student teachers, school advisors and other teachers; observing individual school students or groups of school students.
- Giving assistance to other student teachers.
- Being cooperative and collaborative with members of the supervisory team and other school personnel.

The following kinds of activities could enhance your experience during the practicum and help facilitate reflection:

- Videotaping your own teaching and that of your peers will help you review your presentation skills and make changes or improvements. A series of videotapes, taken at intervals during the practicum, is a useful indicator of your professional growth and improvement.

- Keeping a logbook or a journal and making daily entries will provide perspective on what you are doing and planning to do, your students' needs, alternative teaching strategies you could use, suggestions you have received, and your own professional development.

### **Forms - Formative and Summative**

Two forms (an **Anecdotal Open-ended Form** for written comments and a **Checklist**) are used to record observations of student teaching. These will be distributed to all school advisors by the faculty advisor and should be used throughout the practicum. A **Mid-point Evaluation Form** should be used for mid-point meetings.

### **Final Standing**

At the end of the practicum, school and faculty advisors are asked to prepare two kinds of documentation of the student teacher's performance: a copy of the Checklist marked FINAL, and an Anecdotal Report also marked FINAL. These reports should summarize the pattern of performance for the student teacher throughout the practicum. These reports form the basis for assigning the final standing for the practicum. It is hoped that there will be an agreement on a standing of Pass (P) or Fail (F). Only student teachers who earn a standing of Pass (P) from all their advisors will earn a standing of Pass for the extended practicum. The status of students who fail the practicum 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 student teacher over the thirteen-week period and should contain no surprises. All items on the final evaluation should have been discussed during the practicum and be documented in the formal written weekly observations.

This report is not a letter of reference; however, it is often requested by school districts when student teachers apply for jobs.

**Step One:** Read through all of the observations made of your student teacher.

Look for patterns, areas in which there has been growth, and areas in which your student teacher will, in your estimation, continue to grow.

**Step Two:** Write a rough draft. It is often helpful to use the headings from the Checklist as a way of organizing material. It is also appropriate, at this time, to include your student teacher in the drafting of this report.

**Step Three:** After revision and sharing the final draft with your student teacher, ensure that four copies of the report are available (for student, school advisor, faculty advisor and the student's file).

The Report should contain:

- Detailed description of the context in which the practicum took place.
- General description of the units/themes prepared by the student.
- General description of workload and extent of involvement outside of the classroom.
- General observations supported by specific detail on each of the main areas of the Checklist.

### **Cross-Checks During Practicum**

Cross-checks during practicum allow the gathering of more than one point of view about a student teacher. Unofficial cross-checks can be very helpful. Where there is a serious concern, faculty advisors can make arrangements through the Program Coordinator for an official cross-check.

### **Guidelines for School and Faculty Advisors regarding Videotaping Student Teachers on Practicum**

When videotape is used on practicum to provide student teachers with feedback on their practice or to stimulate discussions about practice then the person responsible for the videotaping must ensure that:

- the student teacher consents to being videotaped,
- the focus of the videotape is on the student teacher and not on the pupils in the classroom,
- the videotape is used for professional purposes only (i.e., is not to be used for general viewing), and
- the videotape is erased when the use for which it was made has been fulfilled.

### **Guidelines for School and Faculty Advisors Who Have Serious Concerns About a Student's Performance**

The Interim Report is designed to alert students to concerns that have been expressed about classroom performance or professional conduct. The purpose of the report is to:

- (i) inform students about such concerns so that they may direct their energies to rectify the problem(s) or remedy the deficiency(ies).
- (ii) indicate consequence(s) should concerns persist.

### **Where there are concerns:**

1. Keep the lines of communication open.
2. Continue to observe and document student progress.
3. Keep accurate records of the feedback given to the student, observed behaviours, suggestions, lesson plans, time, dates, etc.
4. If concerns persist, consult with the faculty advisor and other teachers in

5. Complete an Interim Report specifying clearly the nature of the concerns, suggestions for improvement, and consequence(s) if improvement does not occur. Ensure that the student teacher has been given specific suggestions about how to improve in the area(s) of concern and adequate time to attempt to put the suggestions into effect. It is helpful to place a specified time frame within which improvement in specified area(s) should occur.
6. Continue to observe and document student progress.
7. If improvement does not occur or other areas deteriorate, arrange for a cross-check through the Program Coordinator in the Teacher Education Office.
8. Arrange for an Interim Conference at the school. This may be attended by any persons who have observed the student (principals, cross-checks within the school, or a representative from the Teacher Education Office).
9. Inform the student teacher of the decision reached at the meeting.
10. In the event that the practicum is terminated, contact the Teacher Education Office.

### **Termination of Practicum**

It is occasionally necessary for the university or the school to terminate a practicum prior to completion. In such cases, the student will receive in writing a statement indicating 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 Student's Performance*, above, in regard both to writing an Interim Report and to requesting a cross-check. It is desirable that students experiencing serious difficulties receive an Interim Report and that their performance be cross-checked by another observer(s). However, in some instances it is necessary to terminate a practicum prior to the writing of an Interim Report or to requesting a cross-check. The university and the school reserve the right to act to exclude students from practicum if necessary.

### **Practica for Students who are Updating their Certificates**

EDUC 495 and EDUC 496 provide the opportunity for teaching experience for students in many categories: experienced teachers who have not been in the teaching field for more than ten years, certificated teachers who did not teach after receiving a degree, teachers from other jurisdictions seeking certification in British Columbia, or, in some cases, secondary teachers who now wish to teach at the elementary level. These practica involve supervised teaching in a B.C. elementary school. Expectations and evaluation are similar to those of students enrolled in the initial teacher education program as outlined on the preceding pages. Prerequisite: Recent updating of teaching methods.

## *Faculty of Education Services*

### **Education Library**

The Education Library maintains an in-depth collection of professional monographs, journals, integrated resource packages and microfiche. It also loans representative curriculum materials such as children's literature, video cassettes, computer software, kits and study prints. Study tables, preview facilities and photocopiers are available. Brief reference help is offered at most times. Tours or workshops concerning the effective use of library resources related to teaching may be arranged in consultation with librarians. A valid UBC library card is required to borrow materials.

Location:	First Floor, Scarfe Building
Hours:	Winter Session (September - April) Monday to Thursday, 8:00 a.m. - 10:00 p.m. Friday, 8:00 a.m. - 6:00 p.m. Saturday, 12:00 noon - 6:00 p.m. Sunday, Noon - 6:00 p.m.
Contact:	Tim Atkinson, Head Jo-Anne Naslund, Ruth Patrick, Education Librarians
Renewals:	822-3115 or self-service
Overdues:	822-5024
Reference Desk:	822-3767
E-mail Reference:	edlib@interchange.ubc.ca
Web Page:	<a href="http://www.library.ubc.ca/edlib/">http://www.library.ubc.ca/edlib/</a>

### **Audio/Visual and Media Services**

Education Audio/Visual and Media Services provides Audio/Visual equipment and supplies to faculty and students of the Faculty of Education. Items such as camcorders, tripods, microphones, cassette recorders, slide, overhead and movie projectors, portable video playback units and still cameras are available for loan for class assignments and presentations.

The workroom in AVMS is set-up to provide the necessary equipment to help students plan and produce their own audio visual aids, duplicate non-copyrighted audio and video tapes, preview slides, film strips and videotapes, and even try out their presentations in a small seminar room.

Tours of the facilities can be arranged and informational workshops will be available on the operation and use of various types of audio visual equipment. Students can purchase poster and binding supplies, audio and video-cassettes, photocopy copycards, overhead transparencies and water soluble as well as permanent overhead pens. Flat materials from business card size to large posters can be laminated for protection and display.

Printing Services orders for multiple photocopies required by Education students are placed at the Audio Visual & Media Services reception desk. The cost is \$0.05 per copy on a 24 hour turnaround basis.

Location: Scarfe 1 (in the basement of the Lecture Block)

Hours: Monday to Friday, 7:45 a.m. - 4:45 p.m.  
(Evening and weekend hours will be posted when available.)

While we attempt to maintain extended hours for most of the year, equipment loans and bookings may only be made between

7:45 a.m. and 4:45 p.m. Monday to Friday.

Contact: Mr. Paul Darquin, Supervisor

A/V Technicians: Tel: (604) 822-5372

### **Xwi7xwa Library (First Nations House of Learning Library)**

The Xwi7xwa\* Library collects information by and about First Nations people of North America, with an emphasis on British Columbia and Canada. The information is found in books, articles, unpublished reports and papers, government publications and videos. The subjects available are:

- Education
- Self-Government
- History and Culture
- Economic Development
- Literature
- Native Law
- Aboriginal Title and Rights
- Language
- Health and Social Services
- Resource Management

As this collection was formerly the Native Indian Teacher Education

Program Library, there is a focus on First Nations education.



All Xwi7xwa materials are catalogued on the UBC Library online system and are available for loan to all holders of a UBC Library card.

Location: First Nations House of Learning - 1985 West Mall

Hours: Monday - Friday: 9:00 a.m. - 4:30 p.m.

Contact: Xwi7xwa Library (First Nations House of Learning Library)

Ann Doyle, Librarian Tel: (604) 822-2385

e-mail: [doyle@unixg.ubc.ca](mailto:doyle@unixg.ubc.ca)

Fax: (604) 822-8944

Linda Allen, Circulation Desk (604) 822-8738

\* "Xwi7xwa" is pronounced 'whei-wha' means "echo" in the Squamish language.

### Education Computing Services (ECS)

Education Computing Services (ECS) provides computing services for faculty, staff and students in the Faculty for course and research related use. Among the services provided are access to a variety of computer equipment and programs, assistance in using these resources, and consulting on general computing as well as statistical computing in education. ECS maintains several microcomputer laboratories with programs for word processing, spreadsheets, presentations, statistical analysis, electronic mail and accessing the Internet and the World Wide Web. Equipment is available for scanning pictures and text into computer files. Black and white, and colour laser printing can be purchased.

Location: ECS Offices Scarfe 1008

Windows Microcomputer Lab Scarfe 1006

Macintosh Microcomputer Lab Scarfe 1007

Overflow Lab Scarfe 1011

Hours: The ECS microcomputer laboratories in Scarfe 1006 and 1007 are normally open 24 hours/day. Scarfe 1008 and 1011 are open with staff in attendance to assist users during posted times:

Regular Term: Monday - Thursday 8:30 a.m. - 8:00 p.m.

Friday 8:30 a.m. - 4:30 p.m.

Contact: Vicki Domansky (Clerk) 822-5248 [ecs@interchange.ubc.ca](mailto:ecs@interchange.ubc.ca)

Michael Shepard (Systems/Consultant)

Sue Wood (Systems/Consultant)

Dr. Maria Trache (Statistics)

## Language Education Resource Centre

LERC contains materials related to all English/Language Arts curricula. The collection includes: teacher references, secondary English texts, reading/language arts programs, ESL materials, children's and young adult literature, journals, computerized language materials, theses/major papers and course files. Professional assistance, access to on-line information, world wide web, e-mail access and study space available.

Location: Ponderosa F, Room 103

Hours: Monday to Friday, 8:30 a.m. - 4:30 p.m.

Contact: Keith McPherson, LERC Supervisor: 822-5368

## Career Services

Career Services is the central recruitment office on campus. Through an on-line job posting and career education site, students and alumni are linked to employers and employment opportunities and a host of career related information.

Let UBC Career Service help you! Put us on your list of things to do:

- **Visit *CareersOnline*** at [www.careers.ubc.ca](http://www.careers.ubc.ca) daily to find out which school districts have a job posting with UBC Career Services. A special Education Student section will be available in late September that will outline important dates and details to follow. *Please note that NOT ALL districts post through Career Services.* Other sources for job postings and district information is available on the website.
- **Develop** your job search skills by attending one of our **Career Workshops** on resume/cover letter writing, interviewing for success, or networking skills.
- **Schedule** an appointment for a **Resume or Cover Letter Consultation** and prepare professional documents that let school districts know you can add value.
- **Watch** for our **Teacher Education Job Search Handbook** that will be available through your faculty advisor in late October. This book further outlines what Career Services offers to help you in your job search. It also contains important tips on how to apply to districts, what are the deadlines, and where to find district contact information. You cannot undertake your job search without it!

For more information, call **UBC Career Services** at 822-4011, or visit us in Brock Hall Room 307, 1874 East Mall, Monday to Friday 8:30 a.m. to 4:00 p.m. (**Note:** September office hours will be 10:30 to 4:00.)

## Psychoeducational Research and Training Centre

The Psychoeducational Research and Training Centre (PRTC) is a multidisciplinary centre for research and graduate training in the Faculty of Education. As a setting for the training of various specialists in education (i.e., school psychologists, counselors, learning assistance teachers, etc.), the PRTC maintains an up-to-date Test Library which contains standardized tests, assessment instruments, reference materials and other educational resources which can be borrowed by qualified UBC faculty and students, and houses a suite of rooms for research and graduate students training in counseling, school psychology and related educational disciplines. In addition, the Centre provides service and leadership in the field and in the community through the sponsorship of various workshops, institutes, self-study groups, etc., and through the PRTC Hotline, an information service aimed at providing information to school professionals on issues related to psychoeducational assessment and research in schools. The PRTC Reading Clinic provides comprehensive diagnostic assessments of reading difficulties in Elementary and Secondary school students at reasonable cost to the community and an ongoing research data base on reading problems. Finally, as part of its mandate, the Centre supports both applied and basic, externally funded and collaborative research in education and psychology. As a Centre for research, training and service, the PRTC is designed to function within the scientist-practitioner model of clinical training in the behavioral and social sciences.

Location: 1121 Scarfe Building (North-east corner of the first floor)

Directors: Dr. Shelley Hymel and Dr. William McKee

Contacts: General Inquiries: Ms Leona Spencer, PRTC Secretary:  
Tel: (604) 822-5384

PRTC Test Library: Graduate Academic Assistants:  
Tel: (604) 822-1364

Hours: PRTC: Monday through Thursday 8:00am to 8:00pm  
Test Library: Monday through Thursday  
9:30am to 1:00pm &  
4:00pm to 8:00pm

Website: [www.educ.ubc.ca/centres/prtc.html](http://www.educ.ubc.ca/centres/prtc.html)

## *Teacher Education Office*

The Teacher Education Office is responsible for the administration of teacher education programs. Teacher Education Office staff work cooperatively with department heads, instructional faculty, university administration, school districts, administrators and classroom teachers to coordinate all aspects of students' programs. Major functions of the Teacher Education Office include program advising and the practicum placements. Program Advisors assist with registration and registration changes, provide course options and approve minor program modifications. Practicum Coordinators arrange school placements and monitor all aspects of the practicum experience.

### **Members of the Teacher Education Office staff include:**

#### **Acting Associate Dean**

**Dr. Marion Porath** 822-6045

#### **Director of Professional Programs**

**Ms June Lythgoe** 822-2214

#### **Practicum Coordination**

**Ms Suzanne Windsor-Liscombe (Secondary)** 822-5222

**Dr. Sydney Craig (Elementary and Middle Years)** 822-5243

#### **Program Advisors**

**Ms Yvonne Brown** 822-2046

**Ms Cynthia Lyman** 822-5413

#### **Program Planning Supervisor**

**Ms Lois Bishop** 822-5389

#### **Admissions Officer**

**Ms Yasko Sugai** 822-2249

#### **Administrative Manager**

**Ms Peggy Speidel** 822-3888

## *Professional Associations*

### **British Columbia College of Teachers**

The B.C. College of Teachers was created under the Teaching Profession Act effective January 1, 1988, and is governed by a twenty-member Council which meets monthly. The Council is made up of fifteen elected representatives, each representing a geographic zone of the province, and five appointed members; two appointed by the Provincial Cabinet, two by the Minister of Education, and one nominated to represent the Deans of the Faculties of Education in the province.

Under the direction of the Registrar, the office of the College is responsible for the evaluation of qualifications and the issuing of teaching certificates. It is also responsible 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 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.

Students who successfully complete the Teacher Education Program at UBC are recommended to the B.C. College of Teachers for a professional certificate.

For further information contact the British Columbia College of Teachers at 405-1385 West 8th Avenue, Vancouver, BC, V6H 3V9. Tel: (604) 731-8170, Fax: (604) 731-9142.

### **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. Salary categorization is based on both academic and professional preparation and years of appropriate teaching experience. Students who have successfully completed the Teacher Education Program at UBC are normally assigned a Category 5.

Inquiries regarding salary categorization should be directed to the Teacher Qualification Service, 106 - 1525 West 8th Avenue, Vancouver, BC, V6J 1T5, Tel: (604) 736-5484, Fax: (604) 736-6591.

### **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. It is organized into local associations and has approximately 40,000 members.

BCTF services to teachers include bargaining, income security, professional development, national and international links.

The BCTF has entered into affiliation with the executives of student teacher societies at UVIC, UBC and SFU.

Student executive representatives are entitled to attend Representative Assemblies, Annual General Meetings and Summer Conferences and are kept informed on the work of the BCTF. Student representatives also attend portions of the meetings of the BCTF Teacher Education Committee.

**The purpose of the affiliation is to:**

- (a) facilitate exchange of information;
- (b) provide more regular links between practicing and student teachers for the study of, and recommendations on, teacher training programs;
- (c) assist students in assessing the job market and in their awareness of their rights as on call, temporary, or first year teachers;
- (d) encourage associate BCTF membership among student teachers in their professional training year;
- (e) encourage active membership upon graduation should students not immediately be employed;
- (f) provide student access to BCTF services in the following areas:
  - (i) Lesson Aids Service
  - (ii) Opportunity to attend BCTF workshops that are offered to practicing teachers while the student teachers are in schools.
  - (iii) Opportunity to book up to two BCTF workshops per academic year for on-campus students at no cost to the Students' Association Executive.

For further information contact Jan Eastman, BCTF-University Liaison Representative at (604) 871-1847 or [jeastman@bctf.bc.ca](mailto:jeastman@bctf.bc.ca) or the BCTF at 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. Tel: (604) 871-2283 or on-line at <http://www.bctf.bc.ca>



## PROFESSIONAL AND ETHICAL STANDARDS

Teachers in British Columbia adhere to a well developed and articulated body of professional standards and ethics. The material reproduced below is from the Members' Guide to the British Columbia Teachers' Federation. As persons entering the profession, student teachers should become familiar with this material and use it to guide their behaviour.

### Principles

#### Centrality of Teaching Relationships with Students

Teaching relationships are interactive, caring and ethical. As such they take into account both the importance and the uniqueness of the individual, in particular history, developmental (social, emotional, physical, cognitive) level, and personal learning style.

#### Commitment to Collegial and Collaborative Relationships

Teaching relationships with peers are based on professional qualifications, ethical conduct, trust, equality and collaboration.

#### Commitment to Democratic Processes

Communication, interpersonal skills and decision-making in all professional interactions are based on the encouragement of values of trust, mutual respect, equality, acceptance and co-operation.

#### Commitment to Community Building

Community building involves developing a sense of belonging and honoring the uniqueness and diversity of each individual.

#### Commitment to Standards of Professional Practice

Teaching as a planned process is based upon defined standards and practice.

Teachers believe that it is through the knowledge, skills and example of teachers that public school education nurtures the growth of students intellectually, socially, physically and emotionally, so that they may be and become self-reliant, self-disciplined, participating members with a sense of environmental and social responsibility within a democratic society. Teaching, as a planned process, is based upon a set of Standards of Professional Practice which incorporate principles of pedagogy, social responsibility, ethical practice, and collaborative relationships.

## Social Responsibility

Teachers have an obligation to maintain a standard of professional practice based on the following principles of social responsibility to ensure that:

- a. the purpose, goals and values of a public school education are consistent with those that foster the growth of students into autonomous, socially responsible citizens in a democratic society;
- b. global concerns and perspectives and related social developments are incorporated into classroom activities;
- c. the array of resources and services within the community available to students, parents and teachers are appropriately utilized;
- d. communication with students, parents, colleagues and other members of the educational community are ongoing and effective;
- e. a sense of community in the school setting is established;
- f. interactions with students, parents and colleagues, and other members of the educational community are conducted in an ethical manner free from gender, social, cultural and other biases.

## Ethical Practice

Teachers maintain a standard of professional practice based on the following principles of ethical practice. Specifically, teachers have a professional responsibility to:

- a. model honesty, integrity, self-reliance, self-confidence, self-discipline and the spirit of co-operation and encouragement that teachers seek to develop in students;
- b. engage in critical reflection, based on both research and experience, about professional practice;
- c. model a commitment to learning and personal and professional growth by engaging in a process of self-evaluation, and individual professional development;
- d. participate as an advocate for public education;
- e. adhere to the profession's Code of Ethics.

## Collaborative Practice

Teachers have an obligation to maintain a standard of professional practice based on the following principles of collaborative practice:

- a. Collegial:
 

Professional teachers are committed to relationships with colleagues that:

  - i. encourage on-going programs of collegial professional development;
  - ii. promote co-operation in the teaching/learning process which includes planning, teaching, reflecting and evaluating;

- iii. reflect the commitment to expand the body of professional expertise;
- iv. promote shared decision-making practice at the school and district level;
- v. demonstrate a commitment to accept and act in accordance with democratic principles;
- vi. contribute to the education, training and induction of pre-service and novice professionals;
- vii. demonstrate a commitment to uphold standards of professional practice.

b. Co-worker:

Professional teachers are committed to collaborative relationships with co-workers that:

- i. provide for effective direction and supervision of auxiliary personnel who work directly with students;
- ii. promote effective interactions with associated professionals who work directly with students, e.g., speech language pathologists, physiotherapists, family and social workers, community workers;
- iii. promote effective interactions with administrative officers, clerical and custodial staff, and others who are part of the school's educational setting, in the development of a sense of community within the school.

### Code of Ethics

- 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 recognized 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. (see note below).

## Guide to Professional Practice

The following constitute professional conduct:

**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 students, 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 general 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 students.
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 that teacher's own personal professional growth.
12. Recognizes the need for personal professional growth and takes advantage of opportunities provided.

Note: "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.

### **School Act, Province of British Columbia**

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

Each teacher in the public schools in the province of 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. Every teacher should acquaint themselves with part VII of the Act, Sections 128 to 156, and Regulations 38 to 92. Refer also to section on the B.C. Teachers' Federation (BCTF) in this Handbook.



## *Faculty of Education Directory*

Department	Office	Telephone
Applied Research and Evaluation Services	Scarfe 6	822-4145
Audio Visual Services	Scarfe 1	822-5372
Centre for the Study of Curriculum & Instruction	Scarfe 309F	822-6502
Centre for the Study of Teacher Education	Scarfe 305G	822-2733
Centre for Policy Studies in Education	Ponderosa H 125	822-2593
Continuing Professional Education, Office of	Scarfe 1306	822-2013
Counselling Psychology	Scarfe LIB BLK 271	822-5259
Curriculum Studies	Scarfe 2226	822-5422
Dean's Office	Scarfe 2616	822-5211
Education Computing Services	Scarfe 1008	822-5248
Education Library	Scarfe LIB BLK 1st flr.	822-3767
Education Students' Association	Scarfe 2F	822-5632
Educational Psychology & Special Education	Scarfe 2519	822-8229
Educational Studies	Ponderosa G 4	822-5374
French Immersion & Cadre Teacher Education	Ponderosa E 100	822-3890
Graduate Programs & Research, Office of	Scarfe 2601	822-5512
Human Kinetics, School of	Memorial Gym 210	822-3838
Language Education	Ponderosa E 100	822-5788
Language Education Resources Centre	Ponderosa F 103A	822-5368
Mailroom/Lost & Found	Scarfe 2127	822-4708
Merlin Lab	Scarfe 1224	822-3569
Multicultural Teacher Education Program	Ponderosa G 11	822-5068
Native Indian Teacher Education Program	Longhouse	822-5240
Psychoeducational Research & Training Centre	Scarfe 1121	822-5384
Standing Committee on the Evaluation of Teaching	Scarfe 1303A	822-5352

**Teacher Education Office** Scarfe 103 822-5242

Email: [teacher.ed@ubc.ca](mailto:teacher.ed@ubc.ca)

Website: <http://www.educ.ubc.ca>

## Your Notes

## Your Notes

## QUICK ACCESS PHONE NUMBERS

### EMERGENCY 911

ON CAMPUS (dial 9 first, or dial 2 then the last four digit number)

Parking & Transportation Campus Security . . . . .	822-8609
AMS Safe Walk Program. . . . .	822-5355
Personal Security Coordinator. . . . .	822-6210
Sexual Assault Information Line. . . . .	822-9090
RCMP University Detachment. . . . .	224-1322
Parking & Access Control Services. . . . .	822-6786
Security Patrol (Emergency) . . . . .	822-2222

#### MEDICAL ASSISTANCE

##### Emergency

UBC Hospital. . . . .	822-7662
Vancouver General Hospital. . . . .	875-4995

##### Non-Emergency

UBC Hospital. . . . .	822-7121
Vancouver General Hospital . . . . .	875-4111
UBC Student Health Service. . . . .	822-7011
Family Practice Teaching Unit . . . . .	822-5431

#### POLICE

Vancouver Police Department. . . . .	717-3321
RCMP: Campus Police . . . . .	224-1322

#### PERSONAL ASSISTANCE

First Nations House of Learning . . . . .	822-8940
International Students Services . . . . .	822-5021
Graduate Student Society. . . . .	822-3203
Women Students' Office. . . . .	822-2415
Speakeasy (AMS) . . . . .	822-3700
Student Health (Psychiatry) . . . . .	822-7689
Counselling Services (Student Resource Centre). . . . .	822-3811
WAVAW Rape Crisis Line. . . . .	255-6344
Disability Resource Centre. . . . .	822-5844
Legal Advice Program (UBC). . . . .	822-5791
Equity Advisors . . . . .	822-6353

