

# Teacher Education Program Handbook



2011 - 2012

## Message from the Dean



Welcome to the Teacher Education Program (TEP) in the Faculty of Professional Studies at the University of the Fraser Valley. This twelve-month program seeks to provide teachers and aspiring teachers with a unique opportunity to develop the necessary pedagogical skills in keeping with current teaching and learning practices. As students in the Teacher Education Program, you will gain an understanding of the theoretical and philosophical foundations of teacher education through classroom activities and supervised practica. It will be important for you to engage in reflective teacher education approaches that merge theory and practice and to critically examine and question the tacit ideas you bring to your educational experience. Through collaborative activities and teamwork, you will have the opportunity to explore teaching from the perspectives of a diverse group of people who bring varied experiences and frames of reference to the classroom. The discourse created in this rich, authentic context will be key in understanding the roles and functions of today's teacher in an ever changing social, political and economic landscape. I see the Teacher Education Program at UFV as essential to effective teacher preparation and the professionalization of teaching as characterized by the principles of equity and social justice. I hope that as you undertake your program of studies you will enhance your expertise, build transformative visions of learning, contribute to the shaping of emerging practices and rise to the challenge of becoming effective teacher-leaders in your communities.

I thank the faculty in the Teacher Education Program for their dedication and commitment and I am grateful to the Abbotsford, Chilliwack, Fraser-Cascade and Mission school districts for their ongoing partnership with the Faculty of Professional Studies on this significant program.

Dr. Rosetta Khalideen  
Dean  
Faculty of Professional Studies

## Message from the Department Head



Dear STUDENT,

Congratulations on your acceptance to the Teacher Education Program (TEP) at UFV! I am pleased to bring greetings on behalf of the Faculty Instructional Team and welcome you to the TEP, a program which is deeply connected to Fraser Valley communities and school districts and shares a strong reputation as an outstanding teacher education program. You are entering an innovative, responsive and challenging 12 month program which is unique in several ways. The TEP operates in a cohort model and fosters learning through community with an emphasis on collaboration, reflection and inquiry as central features of its design. The program structure includes a variety of courses integrated with practica and is supported by the TEP's five main program values: social justice, reflective practice, critical mindedness, pedagogical sensitivity and integration of knowledge and practice. These values reflect our belief that teachers ought to be socially just and inclusive, reflective, critically engaged, child-centered and life-long learners who embody these values in all aspects of their lives as professionals. The values are further articulated in 14 program goals which reflect the degree of growth and competency required on completion of the program. Collectively, the TEP's values and goals inform program design and delivery to create rich learning experiences which explore the complex nature of the profession and, at times, challenge and disrupt previously held understandings about teaching and learning. As a student in the TEP, the program draws on your strengths, builds on your interests and helps you become conversant with a variety of instructional models, designs for learning, management strategies, planning and assessment approaches, administrative conventions and applications of these in classroom and practica settings. The program challenges you to articulate a coherent philosophy of education that merges the range of theoretical concepts and practical experiences explored in the program.

But, there is more. While you participate in courses, practica, reflection and collaboration, and focus on your own growth and transformation, the program also promotes the broader vision that teaching matters and teachers make a difference in the world. As a future teacher, you will have a profound and lasting impact on the lives of young people and play a critical role in the development and advancement of society. You will be an agent in the changing landscape of 21st century learning and in shaping education and schooling in the dynamic times ahead. Embrace this wonderful opportunity before you and be prepared for an exciting journey in the TEP. In the words of Buzz Lightyear, "to infinity and beyond" we go!

Awnet Sivia  
Department Head  
Teacher Education Program

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## MISSION STATEMENT AND PROGRAM VALUES

### Mission Statement of the UFV Teacher Education Program

The *mission* of the UFV Teacher Education Program (TEP) is to educate teachers who will become responsible and effective professionals. Through our emphasis on the integration of knowledge, educational theory and practice, on social justice, and on curriculum development, our graduates will be distinguished by the knowledge, skills and values expected of educators in the contemporary classroom.

### Program Values

Our Program is informed by these values:

#### *Pedagogical Sensitivity*

TEP supports a pupil-centered view of teaching. Educators must develop an understanding of the primacy of the pupil-teacher relationship and its ethical underpinning while honouring and respecting the needs of each pupil. Educators must have the knowledge, skill, and confidence to adapt and develop curriculum to meet the specific needs of each pupil.

#### *Reflective Practice*

TEP believes that educators must engage in *reflective practice*. Reflective practice is the ability to reflect in a thoughtful way on the significance of different teaching situations and on their role in defining a learning environment. Educators must demonstrate self-knowledge by openly identifying personal biases and projections. Reflective practice, guided by the principles of self-evaluation and self-directed learning, is considered the foundation of continuous professional growth.

#### *Critical Mindedness*

TEP believes that educators must understand the complexity, subtlety, and difficulty of contemporary educational questions and issues. In an attempt to solve problems, educators must show a high degree of flexibility in comparing various perspectives and alternative solutions.

#### *Social Justice*

TEP believes that educators must be open to and respectful of diversity and difference. Educators require the ability to see beyond their own ways of defining the world and to be advocates of social justice and the inclusive classroom. A high value is placed on the ethical responsibilities of educators.

#### *Integration of Knowledge and Practice*

TEP supports the seamless connection between knowledge (academic disciplines), educational theory, and practice (methods for achieving educational ends). Educators must constantly engage in the recursive interplay of knowledge, educational theory and practice throughout their professional lives.

## PROGRAM GOALS

The Teacher Education Program is dedicated to educating teachers who will become responsible and effective professionals. Our graduates will be distinguished by the knowledge, skills, and values expected of educators in the contemporary classroom. The five program values form the basis for the goals of TEP.

**The fourteen goals that follow do not represent either the maximum or minimum competencies to be demonstrated by an effective teacher. They do, however, represent those competencies that we in TEP consider extremely important.** Organized into three key areas and sequenced in a developmental progression, the fourteen goals are listed below. Each goal is then elaborated to ensure that student teachers, faculty mentors, and teacher mentors clearly understand how these goals relate to observable student teacher (ST) actions. **These elaborations are not meant as a checklist for student teachers, but instead as an assessment “as” learning opportunity.** Instead, for each goal, the ST and mentor (both teacher mentor (TM) and faculty mentor (FM) should review how these goals relate to their specific classroom and school placement (all classrooms are quite different). Whether a ST should demonstrate all, or more, of these elaborated points for successful completion of EDUC 490 and EDUC 492 is based on the professional judgment of the mentors involved.

### **Demonstrating a strong, professional, teacher presence:**

#### 1. **Professional:** the ST can demonstrate this by...

- dressing appropriately;
- using appropriate language;
- being punctual, demonstrating effective preparation for teaching;
- acting as a positive role model, remaining ethical and trustworthy;
- respecting personal and physical boundaries;
- ensuring continual, effective communication with TM and FM (including the maintenance of a practicum binder);
- demonstrating consistent attendance; and,
- maintaining ongoing day plans (long practicum only).

#### 2. **Strong connection with students:** the ST can demonstrate this by...

- valuing and caring for children, always acting in the best interests of those children;
- instilling in students a love of learning;
- supporting students' attempts to meet academic and social expectations; and,
- sharing both academic and social interests with each child in the ST's class (in this way, the ST shares information about him or herself with students and vice versa).

#### 3. **Classroom management:** the ST can demonstrate this by...

- ensuring the safety of all students at all times, including responding effectively during crises and demonstrating knowledge of school-wide safety and first aid procedures;
- observing the challenges and successes of children in his or her classroom and responding effectively

- proactively planning for individual students and the class as a whole;
  - developing, sharing, and consistently reinforcing behaviour expectations with students in the classroom;
  - implementing consequences for misbehaviour that are relevant to the student(s) involved, the behaviour in need of correction, and the classroom setting;
  - creating, implementing, and possibly revising behaviour management plans;
  - creating a positive reinforcement system for the entire class and, possibly, for individual students (when appropriate);
  - managing transitions in a timely manner; and,
  - consistently documenting classroom and/or individual student incidents.
4. **Reflective practitioner:** the ST can demonstrate this by...
- thinking through lessons ahead of time and identifying possible problems and proactively planning how to manage those problems;
  - reflecting on successes and challenges in the classroom and the school as a whole;
  - implementing changes in one's own practice based on those reflections with the goal of improving one's teaching; and,
  - seeking out solutions to difficult or challenging situations or behaviours.
5. **Working with feedback:** the ST can demonstrate this by...
- responding positively to feedback or suggestions for changes;
  - implementing feedback from others and reflecting on those changes;
  - being willing to negotiate changes with those who provide feedback; and
  - seeking out constructive criticism.
6. **Clear and observable vision:** the ST can demonstrate this by...
- articulating his or her own values and beliefs regarding all children, learning, and teaching (this articulation begins with the credo developed prior to the first practica, becoming clearer and more concrete through both practica);
  - demonstrating those values and beliefs in an observable practice; and,
  - responding positively to diverse opinions and cultures.

### **Demonstrating knowledge and skills related to teaching**

7. **Knowledge of students:** the ST can demonstrate this by...
- identifying, planning, and implementing activities that meet a range of student needs (including physical, social, emotional, moral, and cognitive development);
  - knowing when to encourage students to take risks and supporting the effort needed to take those risks;
  - accurately identifying student levels of learning readiness and implementing activities that meet those levels;
  - connecting new concepts with students' prior knowledge and experiences;

- varying his or her response to student performance to maximize opportunities for student success; and,
- implementing activities that support diverse groups and cultures.

8. **Knowledge of content:** the ST can demonstrate this by...

- developing unit, lesson, and day plans that accurately address curricula content;
- scaffolding instruction to meet the needs of individual students;
- being flexible with curricula, planning, and scheduling to enable students to be successful and engaged;
- responding effectively to student questions that extend beyond planned lesson content;
- integrating knowledge and skills both within a discipline as well as across disciplines;
- writing and speaking using correct Canadian English; and,
- demonstrating effective use of a variety of technological resources (including assistive technology when possible); and
- researching and learning about a specific topic for impromptu events.

9. **Effective communication with students:** the ST can demonstrate this by...

- providing both visual and verbal instructions for academic tasks;
- providing both visual and verbal instructions regarding behaviour expectations;
- having students able to follow directions independently (demonstrating clarity of instructions);
- providing concrete, observable models/demonstrations;
- breaking instructions into manageable chunks appropriate for the students' developmental needs;
- incorporating the modelling and reinforcement of respectful social interactions (e.g., turn taking, cooperation, conflict resolution, dealing with challenges positively, supporting friendships, etc.);
- implementing a variety of student checks for understanding; and,
- encouraging discussion, listening, and responding to individuals and groups.

10. **Effective teaching practices:** the ST can demonstrate this by...

- pacing lessons so that individuals and entire class maximize their learning;
- being open to, seeking out, implementing, and refining innovative and challenging teaching strategies (e.g., project based learning, cooperative groups, visits into the community, guest speakers, experiments, stations, etc);
- being open to, seeking out, implementing, and refining the use of new academic programs in the district or school;
- identifying and effectively responding to “teachable moments” that emerge while teaching;
- being flexible with their lesson plan, altering if needed (even within the moment) to meet student needs, changes in school schedules, etc.;
- providing opportunities for active engagement, manipulation, and student exploration/ experimentation with ideas and materials;

- providing opportunities for students to assume responsibility for the shaping of their own learning tasks;
- providing time for students to analyze and consolidate new concepts between accessing prior knowledge and independent practice;
- responding to connections that students make to concepts and refining those connections to maximize student understanding; and,
- moving students through activities that develop their procedural and conceptual knowledge.

**11. Valid and reliable assessment practices: the ST can demonstrate this by...**

- planning for assessment “as”, “for”, and “of” learning opportunities throughout all units;
- providing students with opportunities to practice assessment formats and content prior to an assessment “of” learning;
- providing a variety and number (more than one) of assessments “of” student learning;
- completing quick visual checks of student understanding while having students work through an activity;
- sharing developmentally appropriate assessment criteria, standards, and/or examples with students;
- gradually developing students’ ability to self and peer assess constructively;
- gathering and recording evidence of student understanding, both “for” and “of” learning;
- gathering daily recorded observations and comments of student learning and behaviour;
- developing, implementing, reflecting on, and revising tools and questions for interviews designed to assess academic knowledge;
- completing periodic, timed (usually 5 to 20mins) observations of individual student behaviours (in relation to work habits, social/emotional development, and cooperative skills);
- developing, implementing, reflecting on, and revising observation records, checklists, scoring keys, rating scales, and rubrics designed to assess academic knowledge and skills; and,
- developing multiple tools and strategies (even multiple tools for the same academic content) to accurately assess individual learners.

**12. Inclusive and individualized teaching: the ST can demonstrate this by...**

- creating a climate of inclusivity in the classroom;
- developing a variety of tasks designed to enable individual student success and challenge (e.g., altering number of questions to complete, making different versions of the same worksheet, assigning different questions, adding challenge questions to an assignment, etc.);
- identifying those students who require more challenge to remain engaged in their learning and altering (or developing new) tasks for these students;
- providing additional scaffolding for those students who are not experiencing success;
- identifying when students require more concrete or hands-on activities to develop their understanding and facilitating those activities within the classroom;

- implementing different behaviour management strategies designed to effectively support students and keep them involved with the activities of the classroom;
- responding appropriate to hurtful comments/jokes related to individuals and/or groups;
- using instructional practices that respect and reflect the diversity amongst students and the community;
- where possible, incorporating student IEP goals into his or her own instructional planning; and,
- seeking out and implementing activities that promote an understanding of diverse cultures and lifestyles.

### **Becoming a positive member of the school and the community**

#### **13. Working respectfully with parents:** the ST can demonstrate this by...

- initiating and maintaining positive, ethical relationships with parents;
- respecting the diverse cultures and value systems of parents and guardians;
- initiating contact with parents to increase student success;
- keeping a written log of parent communications (both verbal and written);
- keeping parents informed in a variety of ways (including notes home, phone calls, meetings, etc.); and,
- participating in parent-teacher interviews, school based team meetings, and student led conferences (when possible).

#### **14. School culture and community:** the ST can demonstrate this by...

- establishing positive interactions with faculty, staff (including janitorial and administrative), volunteers, parents, and students beyond your classroom walls;
- becoming involved in extra-curricular activities throughout the school;
- participating in staff meetings and professional development opportunities (including professional learning communities and curriculum based team meetings);
- initiating collaboration with education specialists (e.g., LA, ESL, resource, music, prep teachers, TOCs, and student support);
- participating in school based team meetings and IEP meetings when appropriate for his or her students;
- communicating and supporting educational assistants; and,
- initiating contact and communication with principals and school administration; and
- helping in other areas of the school outside of one's classroom.

## Overview of the Teacher Education Program (TEP) at UFV

The Teacher Education program at UFV is a 12-month program commencing each July. It will provide professional development for elementary school pre-service teachers in a K-7 module. The first cohort of 30 students completed TEP in June 2008. This will be the start of the fifth cohort at UFV. There are four terms in this program. TEP will select teacher mentors (TM), classroom teachers who will be supervising student teachers in the classroom, from the local school districts in the Fraser Valley, especially the Abbotsford, Chilliwack, Fraser-Cascade, and Mission school districts. The school districts' cooperation makes possible the integration of knowledge, educational theory, and practice that is at the core of our Mission statement. In phase 2, when a secondary module comes on-stream, TEP will select master teachers from local secondary schools to be teacher mentors. As well, some teacher mentors may instruct methods courses in TEP.



## Program Outline

### Semester 1 July and August (12.5 credits)

EDUC 410 Schooling in a Diverse Society	3 credits
EDUC 420 Designs for Learning Elementary Language Arts	3 credits
EDUC 421 Designs for Learning Elementary Social Studies	2 credits
EDUC 425 Designs for Learning Elementary Physical Education	1 credit
EDUC 445 Planning and Assessment	2 credits
EDUC 446 Information Technology in Teaching	1 credit
EDUC 495A Applications of Reflective Practice I	0.5 credits

### Semester 2 September to December (18.5 credits)

EDUC 412 Introduction to Development and Special Learning Needs	3 credits
EDUC 422 Designs for Learning Elementary Fine Arts	1 credit
EDUC 423 Designs for Learning Elementary Science	2 credits
EDUC 424 Designs for Learning Elementary Mathematics	3 credits
EDUC 444 Classroom Management Strategies	1 credit
EDUC 447 Indigenous Youth and Schooling	1 credit
EDUC 448 Conflict Resolution in Schools	1 credit
EDUC 490 School Experience (Practicum 6 weeks)	6 credits
EDUC 495B Applications of Reflective Practice II	0.5 credits

### Semester 3 January to April (17.5 credits)

EDUC 450 Second Language Learning in Classroom Practice	2 credits
EDUC 452 Unit Planning, Assessment, Evaluation and Reporting	2 credit
EDUC 453 Literacy Across the Curriculum	1 credits
EDUC 492 Integration of Knowledge and Practice (Practicum 2)	12 credits
EDUC 495C Applications of Reflective Practice III	0.5 credits

### Semester 4 May to June (6.5 credits)

EDUC 442 Introduction to Classroom Research	1 credit
EDUC 454 Mental Health and Special Learning Needs in Schools	2 credits
EDUC 460 Governance and Reform in Public Education	3 credits
EDUC 495D Applications of Reflective Practice IV	0.5 credits

### Total credits

**55 credits**  
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## Course Descriptions

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### SEMESTER 1

### July and August (12.5 credits)

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**EDUC 410 Schooling in a Diverse Society****3 credits**

This course will combine various social justice theories with educational policy and pedagogy. The course aims to build an analytical framework that will lead to the development of progressive teaching practices. Policy and pedagogy that support both the inclusive classroom and the integration of the goals of social justice into the mainstream curriculum will be explored.

**EDUC 420 Designs for Learning Elementary Language Arts****3 credits**

This course provides an introduction to fundamental theoretical concepts and pedagogical skills necessary to create a rich and dynamic English language arts program for the elementary classroom. Approaches to teaching oral language (speaking and listening) skills, reading and viewing competence, and writing and representing will be explored. The BC English Language Arts K-7 Integrated Resource Package (IRP) will be used to explore the creation of a balanced and diverse program and to develop sound principles and strategies for teaching language and literacy in primary and intermediate grades. The course will highlight the use of quality children's literature and the power of story and storytelling.

**EDUC 421 Design for Learning Elementary Social Studies****2 credits**

This course provides an introduction to fundamental theoretical concepts and pedagogical skills necessary to teach and assess the prescribed learning outcomes (PLOs) as detailed in the BC Social Studies K – 7 Integrated Resource Package (IRP). Approaches to teaching active citizenship, critical thinking and decision-making, environmental responsibility, and cultural sensitivity will be explored. Opportunities for incorporating information technologies will be provided.

**EDUC 425 Designs for Learning Elementary Physical Education****1 credit**

This course provides an introduction to fundamental theoretical concepts and pedagogical skills for implementation of a physical education program for the elementary classroom. Approaches to teaching about active, healthy lifestyles and wellness will be explored. The BC provincial curriculum Integrated Resource Packages (IRP) will be used as a focus for exploring diverse pedagogical strategies and inclusion. Participants need to be prepared to take part in physical activity in class and outdoors.

**EDUC 445 Planning and Assessment****2 credits**

This course teaches students how to lesson plan effectively for all subject areas and grade levels identified by the British Columbia Ministry of Education. In addition, students will be introduced to how lesson planning is an integral part of unit planning. An integral part of the planning process is the assessment and evaluation of student academic, social, and emotional development. Consequently, the principles of assessment and evaluation will be introduced, with students learning how to create and implement valid and reliable assessment tools.

**EDUC 446 Information Technology in Teaching****1 credit**

This course is designed to be an interactive and hands-on introduction to learning and teaching with information technology: computers and audio-visual equipment. Through readings, discussion, and practical assignments, the course aims to introduce students to some of the major social, cultural, and instructional issues surrounding the use of computing and communications technologies in K-12 teaching. Students will gain some concrete ideas about how to integrate information technology into their teaching, and they will develop a critical approach to the selection and use of computer software and audio visual-materials available for the K-12 classroom.

**EDUC 495A Applications of Reflective Practice I****0.5 credits**

This year-long portfolio project is designed as a form of narrative inquiry for student teachers in which they portray and reflect on their knowledge, experiences, and developing educational philosophy. The guided questioning each term supports critical reflection on existing preconceptions of teaching and learning, on academic coursework, and on the activities during the program. This reflective process will help the students derive new levels of understanding and aid them in the development of justified principles and theories to guide future actions in the classroom. Students will become accustomed to reflection for problem solving and making pedagogical decisions. The project is further designed to promote a disposition for self-education and life-long learning. Feedback from faculty will serve an important mentorship function. The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia, as developed by the British Columbia College of Teachers (2nd ed., May 2004), will provide the focus and guidelines to assist each student in the development of their e-portfolio.

**Note:** EDUC 495 is offered in four 0.5 credit parts (A, B, C, D) over the entire year-long program. Grading will be credit/no credit. The four sections must be completed in the same academic year. The final objective is for each student to have completed an electronic portfolio by the end of the program. Students will become increasingly comfortable with the process of reflection for problem solving and for pedagogical decision-making. The process of developing and maintaining portfolios will facilitate development as a growing professional.

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**SEMESTER 2**                      **September to December (18.5 credits)**

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**EDUC 412 Introduction to Development and Special Learning Needs**                      **3 credits**

This course reviews the main models and theories associated with learning and development and their implications for understanding the learning needs of children in schools. Relevant issues in child development and educational practice will be reviewed and critiqued regarding their implications on children's physical, cognitive, and socio-emotional development. The model of Universal Design for Learning (UDL) and differentiating instruction to promote access to the curriculum is reviewed. The impact of educational legislation regarding the inclusion of students with special learning needs is discussed. The process of the identification of a child with special needs and working in a collaborative school-based team is reviewed. An overview of the educational, psychological, behavioral and social needs of students with high incidence special needs, including learning disabilities, attention deficit hyperactivity disorder, autism spectrum disorder, and fetal alcohol spectrum disorders will be reviewed. The course will also address examples of adaptations to support these students in the classroom.

**EDUC 422 Designs for Learning Elementary Fine Arts**                      **1 credits**

This course is designed to provide students with an overview of the Fine Arts including Movement and Dance, Drama, Music, and Visual Arts. Students will familiarize themselves with the British Columbia Fine Arts Curriculum Guidelines for the elementary grades. Attention will be paid to the elements that are particular to each Fine Arts discipline. We will explore meaningful ways to connect the Fine Arts to other subject areas in the elementary curriculum, with a focus on deep learning and exploratory work that evolves out of interest.

The focus of this course will be on experiential, student-centered, and process-oriented learning in, through, with and about the arts. We will actively participate in experiences that engage us in the arts, with the understanding that in order to teach the arts we must first experience them ourselves.

This course is designed to be an initial introduction to and overview of the four fine arts areas—music, dance, drama and visual arts. We will work from the premise that the arts are fundamental to learning and that progressive, sequential experiences and opportunities in each of the arts disciplines develop the skills and abilities of all children. Underlying our work is the recognition that for all learners, experiences in the arts open up possibilities for creative and critical thinking, flexibility, self-knowledge, self-confidence, risk-taking and open-mindedness.

**EDUC 423 Designs for Learning Elementary Science**                      **2 credits**

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of elementary science. The BC provincial curriculum integrated resource package (IRP) will be used as a focus for exploring diverse pedagogical strategies. The course will explore the theory and practice of two pedagogical approaches: inquiry and direct instruction. Instruction will take place in a context of community-based science. Integration of science with other subject areas will be addressed.

**EDUC 424 Designs for Learning Elementary Mathematics****3 credits**

This course provides an introduction to fundamental pedagogical concepts and skills necessary for the effective teaching of elementary mathematics. The BC provincial curriculum Integrated Resource Package (IRP) and Common Curriculum Framework will be used as a focus for exploring diverse pedagogical strategies. The course will highlight the theory and practice of cooperative learning. The course will also emphasize a range of mathematical activities that develop children's mathematical reasoning, concepts and skills across the elementary grades. Integration of mathematics with other subject areas will be addressed.

**EDUC 444 Classroom Management Strategies****1 credit**

This course will introduce students to traditional and contemporary approaches to classroom management and how these approaches relate to sources of power and authority in the K – 12 classroom. The use of routines, individual behaviour plans, whole class reward systems, environment supports, and student choice will be examined.

**EDUC 447 Indigenous Youth and Schooling****1 credit**

This course is an introduction to Indigenous education. Throughout the course teacher candidates will critically examine historical and contemporary issues in education, develop knowledge of indigenous philosophies of education and the multifaceted policies that have and continue to influence indigenous education and its pedagogies. Successful teacher candidates will be able to make meaningful links between the issues, philosophies, and policies examined in the course and their own practice as educators.

**EDUC 448 Conflict Resolution in Schools****1 credits**

Conflict inevitably occurs at some levels among people in various roles in the K-12 school setting: students, teachers, administrators, and parents. This course will introduce student teachers to contemporary responses to conflict resolution in schools.

**EDUC 490 School Experience****6 credits**

This six week school experience allows students to observe and experience the teaching environment. The course will include individual observations of students, classroom and school routines, and observations of students. Opportunities will be given for small group instruction and designing lesson plans within the larger context of unit plans and prescribed learning outcomes. The practicum will also allow students to implement effective teaching strategies and to apply assessment strategies. Proactive organization and classroom management for teaching whole classes are also emphasized.

**EDUC 495B****0.5 credits**

See above description for EDUC 495A

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**SEMESTER 3****January to May (17.5 credits)**

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**EDUC 450 Second Language Learning in Classroom Practice****2 credits**

This course will prepare pre-service teachers in effective elementary curriculum and instruction strategies for students from a wide variety of linguistic and cultural backgrounds. Children of minority language backgrounds (those often labeled as ESL students) face particular challenges and bring particular strengths to learning English in elementary school. The course will consider the theory and research in second language learning, examine recommendations for K-12 classroom practice, and develop plans for effective instructional programs. Pre-service teachers will integrate theoretical knowledge about language acquisition with K-12 lesson planning and practices.

**EDUC 452 Unit Planning, Assessment, Evaluation and Reporting****2 credits**

Building on the foundation established by EDUC 445 (Planning and Assessment), this course teaches students how to unit plan, ensuring that the Prescribed Learning Outcomes (PLOs) of the British Columbia Ministry of Education can be effectively taught to a variety of student learners and then assessed, evaluated, and reported. Validity and reliability with regards to assessment, evaluation, and reporting will be discussed. Aspects of assessment and evaluation (e.g, portfolios, student-led conferences, parent teacher interviews, and individual education plans) will be examined. As well, unit planning and lesson planning will be compared against day plans and year plans (as required by individual school boards in British Columbia).

**EDUC 453 Literacy Across the Curriculum****1 credit**

This course will focus on literacy and learning across the curriculum. The BC English Language Arts Integrated Resource Package (IRP) will be consulted to explore the ways in which language arts in the primary and intermediate grades relate to the elementary curriculum overall. We will develop knowledge, skills, and strategies in content area literacy, that is, reading, writing, speaking, listening, viewing, and representing to learn in various subjects of the curriculum. To this end, we will explore texts as print, electronic, oral, visual, and multimodal (multi literacies) to foster curricular integration.

**EDUC 492 Integration of Knowledge and Practice****12 credits**

This twelve week practicum allows students to continue working in the classroom environment. Students will be individually placed and will work with a teacher mentor and supervising faculty mentor. Students will begin teaching in the first week and will gradually take on more teaching duties, depending on the judgment of the supervising faculty and teacher mentor. Between weeks 3 and 9 inclusive student teachers will be teaching 80% of a teacher's normal working load as required by the BC College of Teachers. During the final week(s) of the practicum, student teachers conclude teaching at levels of 80% or less. A collaborative mid-term report and final evaluation are included.

**EDUC 495C****0.5 credits**

See above description for EDUC 495A

**SEMESTER 4****May and June (6.5 credits)****EDUC 442 Introduction to Classroom Research****1 credit**

This course introduces students to the principles and ethics of classroom research and the role such research plays in a teacher's ongoing professional development. Students will create and implement their own participatory action research project in relation to their school practicum placement.

**EDUC 454 Mental Health and Special Learning Needs****2 credits**

This course orients prospective teachers to the various needs experienced by students requiring special education or mental health services. The course will introduce behavioural descriptions of the most common mental health and special learning needs, and will provide a survey of treatment options and other resources relevant to these students and their care providers. The focus of this course is to provide prospective teachers with an introduction to the concepts, issues, language, and resources relevant to the needs of their students. The intent is two-fold: first, to prepare them to seek and understand information about these topics; second, to enhance their familiarity with the activities of service providers. The aim is to have teachers actively participate in the support of these students, and offer information and resources to counsellors, school psychologists, therapists, and administrators.

**EDUC 460 Governance and Reform in Public Education****3 credits**

Since its inception in the mid-nineteenth century, the public school has been the site of many struggles, most often over ideological differences between the various stakeholder groups involved with schooling. This course is designed to help beginning teachers gain an understanding of the issues emerging from these struggles by examining different philosophies of education, the history of education in BC, and the development of different stakeholder groups. The aim is to help the student teacher understand and negotiate a teaching career as a knowledgeable and responsible professional.

**EDUC 495D Applications of Reflective Practice IV****0.5 credits**

See above description for EDUC 495A

**Total****55 credits**

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## Supervision and Development of Student Teachers

The Teacher Education Program allows students to draw on the experiences of several faculty, experienced teachers, an education librarian, a program coordinator, and an educational advisor. Each member of the department supports students to ensure they develop professionally and successfully, and have a high quality educational experience.

The *faculty mentors*, along with the department head, teach within TEP and supervise students during their practica. They will have specific specializations and expertise in certain areas which will help determine the instructor for the courses taught within TEP. On occasion other UFV faculty members may take on instructional responsibilities depending on the subject matter and their areas of expertise. Education faculty is also involved in the overall planning and direction of the program.

The role of the *teacher mentor* is crucial to the growth of the student teacher. The teacher mentor introduces the student teacher to the school life of the professional teacher, assists in developing their skills, and helps them understand the curriculum. Teacher mentors have a vital role in preparing novices for the complex experiences in the daily lives of teachers.

A *program coordinator* at TEP works with the faculty mentors and the department head to facilitate school placements for student teachers. They assist in clarifying placement procedures, and collaborate with education faculty in the supervision and counseling of individual students in a variety of situations. The coordinator maintains liaisons with school districts and promotes cooperative working relationships among students, faculty, teacher mentors, and school personnel. They may also be called upon to do specific program tasks, give workshops for teacher mentors, and provide instruction in their area of expertise. The coordinator also provides an important liaison between the school in which a student is placed and TEP faculty by:

- ◆ initiating contact and communication with principals and school district administration;
- ◆ reviewing the progress of student teachers with faculty mentors and school administrators;
- ◆ initiating feedback from principals, teacher mentors, and school districts for future direction of the student teacher placements through TEP.

## Student Placement Policy

Student teachers should be prepared to accept placement deemed appropriate by TEP. In addition, while every effort is made to place students in schools within a reasonable distance from their homes, students should be prepared to travel up to one hour to their school placements. Coordinators consider many factors in finding the best possible placement, including location and grade preference. Yet, placement within a reasonable distance from home at a grade level of choice, and with a specific school district/or school is not always possible. It is the coordinator's role to make contact with school administration and staff to recruit teacher mentors and facilitate placements. Under no circumstances may student teachers make their own arrangements for a practicum placement. Placements are intended to provide students with a new context in which to develop as teachers, therefore prior or existing relationships with individuals in a school where one has been placed should be made clear by the student to the coordinator. These relationships would include close friends of the student, family members, parents working at that school or having spent time as a volunteer or former student at that school.

### Supervision

The teacher mentors, faculty mentors, and the coordinator are involved in the supervision of student teachers.

### Teacher Mentors

- Prepare pupils for the arrival of the student teacher.
- Welcome and introduce student teacher to staff, administration, and students.
- Read the TEP Handbook and become familiar with the TEP goals and forms.
- Have on hand curriculum guides, resources, a seating plan or name tags, and your daybook/plans for your ST.
- Schedule meetings with your ST to discuss responsibilities, expectations, professional growth, and application of theory and practice on a regular basis.
- Think about initial in-class involvement and phase-in for the student teacher (i.e., gradually take over lessons and subject areas each day) and have these activities grow into an 80% teaching load for immersion.
- Make your expectations clear with respect to how your classroom is run and what you will require of the ST.
- Discuss the ways you will observe and supervise the ST's performance. Be sure to reference the TEP handbook for this discussion. It will be important for you to discuss your interpretation of the TEP goals with your ST.
- Schedule regular conferences with your ST regarding his or her performance.
- Complete a minimum of two formal observations per week (see description of the formal observation procedure on the following pages).
- Discuss your ST's in-class experiences with the FM and the ST to ensure that educational growth is discussed and documented and that there is agreement about the extent and nature of the ST's development as an effective and professional teacher.

- Communicate regarding units and subject areas that enable the ST to gain competence as a practicing teacher.
- Participate in the phase-out by gradually taking back the teaching of your class and making this transition in collaboration with the ST.
- Designate a space (including desk and chair) in the classroom for the ST where he or she can work.
- Allow for flexibility so that your ST experiences a variety of groupings, management strategies, routines, and instructional strategies—these may not necessarily be your preferred, personal practice, but balance your ST’s opportunity for growth with the needs of your classroom students.
- Model, reflect upon, and articulate good teaching practice, remaining open to alternatives.
- If you have concerns with how your ST is behaving in your classroom, or performing when teaching, identify those concerns with the ST immediately.
- Regularly communicate with the FM regarding progress and concerns you have regarding your ST.
- Meet with your ST and FM to collaborate on the final report for EDUC 490 and the midterm for EDUC 492.
- Independently write, discuss, and receive feedback from your ST and FM on your final report for 492.

## Student Teachers

- Ask questions if you are unclear about expectations and requirements.
- Maintain professional relationships with all students, teachers, and school personnel.
- Continue to familiarize yourself with TEP goals and program values, initiating conversations regarding these aspects with your mentors.
- Meet your TM and Principal prior to the start of EDUC 490. Throughout EDUC 490, take time to meet with all school personnel.
- Get acquainted with the observation and assessment tools used during practica.
- Obtain complete and accurate information about your placement prior to EDUC 490.
- Prepare autobiographical information to give to the TM prior to EDUC 490.
- Throughout EDUC 490, and EDUC 492 where appropriate, arrange to observe and participate in other classrooms.
- Write letters of introduction to the parents of your students at the beginning of 490, reintroduce yourself at the beginning of EDUC 492, and, if appropriate, when you begin immersion during your 492 practicum.
- Integrate yourself into the school community, progressively increasing that integration throughout EDUC 490 and EDUC 492.
- Assume responsibility for organizing the scheduling for FM observations and collaborate with fellow STs about that schedule.
- Identify the TEP goal for formal observations in consultation with your mentors and be able to discuss how this goal can be observed.

- Assume responsibility for the organizing and submitting of lesson plans, copies of formal observations by mentors, and post-conference reports in a binder that remains in the classroom.
- Collaborate with other STs (including peer observations and co-teaching) and teachers at your school.
- Maintain ongoing verbal and written communication with parents throughout your EDUC492 practicum.
- Work with your TM to plan your teaching assignments and units.
- Write lesson plans and unit plans for all teaching assignments and provide them for conferences with your mentors.
- Discuss the progression of activities that have been planned for your immersion ensuring that you will have the opportunity to gain competence as a practicing teacher.
- At the completion of immersion in EDUC 492, provide your TM with a minimum of three completed report cards and summative evaluations for all units you were responsible for teaching.
- Write a collaborative final for EDUC 490, a collaborative midterm for EDUC 492, and an independent final report for EDUC 492.

### Faculty Mentors

- Design experiences for STs so that they have adequate information, preparation, instruction, and supervision during the course of EDUC 490 and EDUC 492.
- Work in partnership with the department head, educational advisor, teacher mentors, and program coordinator
- Work in conjunction with the coordinator to contact TMs and administrators to familiarize them with TEP at UFV.
- Develop systematic, on-going, and consistent procedures for observing and recording information about STs' work in the school setting.
- Discuss school and school district policies with your TM and ST.
- Attend TM and ST orientations and FM meetings.
- Support the TM as needed.
- Implement the procedures as outlined by TEP.
- Provide feedback as needed to help your STs identify strengths and areas of needed growth.
- Discuss your STs' professional development and assess your STs' progress in reaching certification readiness in relation to the goals of TEP.
- Ensure that lines of communication are open between all members of the placement.

- If and when an ST experiences difficulty with any aspect of the TEP goals, the FM needs to communicate those concerns to the ST immediately. At that time, the FM needs to work with the ST (and possibly the TM) to develop clear, observable action plans (including timelines) with the aim of helping the ST in overcoming these areas of concern. If the ST does not overcome these areas of concern within the timeline identified, the FM must initiate an informal (and possibly formal) contract with the assistance of the program co-ordinator.
- Meet with your ST and FM to collaborate on the final report for EDUC 490 and the midterm for EDUC 492.
- Independently write, discuss, and receive feedback from your ST and FM on your final report for EDUC 492. Formalize the closure of the placement.



## FORMAL OBSERVATION CYCLE

Mentors engage in a variety of activities to support the development of STs. Some of these activities include: completing formal and informal observations, co-teaching with STs, reviewing and critiquing lesson plans, observing and participating in the assessment of students (providing STs with informed feedback on the validity of their evaluations), assisting STs in the development of concrete action plans to improve specific TEP goals. These activities should move STs towards successful demonstration of all TEP goals, push STs to challenge and move beyond their already demonstrated strengths, and encourage STs to reflect on their teaching in a critical manner. As such, mentors model, support, counsel, give feedback, and evaluate. Formal observations are one of the activities by which mentors support the development of STs. Formal observations provide regularly scheduled documentation of student development and growth, becoming a key piece of evidence for the final written evaluations of the ST. The process itself is comprised of three components:

**Pre-Conference:** The purpose of the pre-conference is to provide the ST with feedback on his or her lesson plan and prepare for the observation. As a result, the ST needs to provide the mentor with the completed draft of the lesson plan the day before the scheduled observation. The ST and mentor then review the lesson plan (verbally or electronically depending on the needs of the ST and the mentor). This review should have the ST: (a) summarize the lesson, (b) explain how he or she knows that students will be successful, (c) identify how individual student needs will be met during that lesson, and (d) identify when and where the ST and mentor will post-conference. At this time, the ST can also ask questions or request specific feedback on the lesson plan from the mentor. Following these ST-initiated discussions, the mentor may then ask questions regarding the lesson plan and challenge/push the ST to examine his or her lesson plan more critically. At the conclusion of the pre-conference, the ST identifies the TEP goal he or she is focusing on for that lesson and how he or she would like the mentor to gather information/data on that goal. At this time, the ST should also be able to identify how his or her lesson plan demonstrates the TEP goal he or she is working on.

**Observation:** The purpose of the observation is to gather evidence that: (a) describes how the ST did or did not achieve the identified TEP goal; (b) identifies additional TEP goals the ST demonstrated successfully; and (c) identifies additional TEP goals the ST that could be, or needs to be improved upon. This evidence needs to be descriptive and non-judgmental in nature. It is important to note that some observations may include student-mentor interaction to enable the mentor to gather accurate and detailed evidence.

**Post-Conference:** The purpose of the post-conference is to critique the lesson, reflect on how this critique relates to the STs overall development as a teacher, and identifies the appropriate next steps in the STs progression towards being an effective educator. This is accomplished by answering the following four questions: (a) what worked well; (b) what were the surprises, if any; (c) what would you do differently; and (d) what will you focus on in future observations? To reinforce each ST's own reflective practice, the ST needs to begin answering each question independently. It is important for the ST to realize that improvement in teaching often comes as a result of critical personal reflection. Therefore, it is essential to develop the habit of regular self-reflection during practica. For each of the aforementioned questions, the emphasis should be on recognizing personal growth. It is not enough to say "This lesson went well" or "This lesson went poorly." It is important to analyze how your actions as a ST contributed to those successes and

difficulties. For example, “the students were on task BECAUSE I gave clear instructions (everyone knew what to do) and provided individual alterations so that each student experienced success.” The mentor may add probing questions to expand the ST’s reflection. Mentors may also add observations that were not identified by the ST. It is critical that any concerns or problems observed by the mentor, but not mentioned by the ST, are brought forward during the post-conference.

Throughout EDUC 490 and EDUC 492, the TM will complete at least two formal observations a week. The FM will complete at least one formal observation a week. If a ST is experiencing difficulty, additional formal observations will be scheduled.

The ST will maintain a binder containing all unit plans, lesson plans, formal observation data sheets, and post-conference sheets. This binder will remain in the classroom at all times so that the ST, TM, or FM can review it at any time. The post-conference sheets will be completed in triplicate—one for the ST, one for the mentor, and one for the binder. This will enable the ST and mentors to reference their own copies of their post-conferences when completing midterm and final reports.

Informal observations may be completed throughout EDUC 490 and 492 by a mentor. These observations may be documented on a post-conference form to ensure that any important evidence is documented for the ST, TM, and FM.



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## **UFV TEP Student Teachers: A typical teaching load of increasing responsibility during the school experience (short practicum - EDUC 490)**

Students initially participate in a three day orientation at the school where they will be doing their following four week practicum. The goals of this orientation week are to become acquainted with the school community, the staff members and students with whom they will be working. Student Teachers will spend time in their classroom, observing classroom routines and getting to know their Teacher Mentor and the names of each of the children. STs also assist with individuals or small groups of students as requested by their TM.

Following their orientation the ST's will participate in a four week practicum experience. As ST's have had a variety of background experiences, STs will demonstrate readiness in taking over the entire class and teaching whole-class lessons varying times. Hence the tasks described below are meant only as a guideline for STs and TMs.

It is expected that by Week 4 STs will demonstrate the readiness to take over the class for two to three days, and teach two to three connected lessons that they have developed themselves.

### **Week 1**

- \* Observe in classroom, e.g., reconnect with students, ensure you know students' names, be familiar with school/classroom routines.
- \* Work with individual or small groups of students.
- \* Develop a collaborative relationship with teachers, peers, students.
- \* Have regular conversations with Teacher Mentor
- \* Select two foci to work on for TM formal observations
- \* Be prepared for pre conferences, and post-conferences with TM.
- \* Select focus to work on for formal observation with FM [week 1 or 2]; Be prepared for pre- and post-conference with FM.
- \* Clarify expectations specific to the classroom setting.
- \* Structure and keep an organized day plan book and share format with Teacher Mentor and Faculty Mentor.
- \* Possibly team-teach a lesson with Mentor Teacher, or teach part of a lesson
- \* Review Teacher Planning Guides, and Curriculum Resources
- \* Discuss and plan with TM curriculum area for lesson focus in last week; review available resources.
- \* At end of week write post-conference summary. Send via email to FM [deadline Saturday at 11:59pm].

### **Week 2**

- \* Continue with tasks as described above
- \* Work with students with diverse learning needs, in small groups or on an individual basis.

- \* Increase amount of responsibility in order to be teaching lessons to the whole class from teacher guides [e.g. Math skills], review/follow up lessons. Teach for increased amounts of time as ready.
- \* Ensure expectations are aligned with final evaluation, e.g., teaching load, lesson planning, classroom management, and assessment expectations.
- \* Review Instructor Planning Guide Books discuss with TM examples of ways to organize student data [e.g. student marks, homework completion].
- \* Dialogue on a daily basis with TM your experience--, e.g., discuss lessons, reflections, and observations; discuss own progress and areas for improvement; establish specific management and instructional strategies; review future lesson plans.
- \* Continue with planning, and conferencing regarding two formal observations with TM, and possibly one with FM.
- \* At end of week write post-conference summary, send via email to FM within a deadline. Possibly send to entire sub-cohort-and/or respond to another student's. \*\*[to discuss]

### Week 3

- \* Continue with tasks as per week 2, gradually increasing responsibility as ready. Take more responsibility for planning.
- \* Continue with formal observations with TM and FM
- \* Prepare 2-3 connected lessons in one curricular area, to be given to TM at latest the Thursday before teaching them the following week. [minimum of 3 school days prior to teaching first lesson]. TM will review and provide constructive feedback. Be prepared to discuss feedback, and make changes as needed.
- \* Provide TM and FM with Draft of Final Progress Report by Wednesday of this week [email format to FM, hard copy or email-as preferred by TM]. Continue to explore effective classroom management techniques. Participate in whole school activities
- \* Teach entire class for increased amount of time (e.g. half days).
- \* At end of week write post-conference summary, send via email to FM within a deadline. Possibly send to entire sub-cohort-and/or respond to another student's.

### Week 4

- \* Continue as above, increasing responsibility to teach whole class independently one-three days.
- \* Complete required teaching of 2-3 connected lessons in one curriculum area to the whole class.
- \* Take more responsibility for planning.
- \* Review and discuss final progress report with TM and FM.
- \* Provide Student Teacher comments for the final evaluation document.
- \* Collect artifacts for possible inclusion in Professional Teaching ePortfolio.
- \* Return all teaching resources borrowed from the school and/or TM.

## **UFV TEP Student Teachers: A typical teaching load of increasing responsibility during the school experience (long practicum - EDUC 492)**

Note: Workload that pertains to the portion of a full day that the student teacher (ST) will be teaching the class, will be discussed with the program coordinator and FM. We will also outline expectations during the TM orientation. Variations in the workload schedule will likely occur, depending on the situation and the progress of each individual ST.

- Week #1 – Phase-in, ST observes pupils, classroom routines, and TM
- Week #2 – Phase in, At the beginning of the week, ST teaches a lesson per day. Gradually through this week the ST load increases daily
- Week #3 – Moving to immersion
- Week #4 – Immersion
- Week #5 – Immersion
- Week #6 – Immersion
- Week #7 – Immersion
- Week #8 – Immersion
- Week #9 – Immersion
- Week #10 – Phase out, preparation for final report
- Week #11 – ST wraps up the units they have been teaching, hands back assignments, projects, tests/quizzes; TM takes over all of the lessons in all subject areas throughout the week.  
Final conferences



## Student Guidelines and Policies

These guidelines and policies are a supplement to the University of the Fraser Valley (UFV) Student Handbook and the University of the Fraser Valley Policy Manual. In some cases, the Teacher Education Program policies reflect and/or re-state the UFV-wide policies.

The guidelines described in this manual have a significant role in ensuring student success in the program. Students should thoroughly review them throughout their attendance in the program. Relevant sections will be reviewed during the orientation, during some of the course work, and prior to starting each practicum.

There will be an opportunity at the orientation for discussion and questions to ensure complete understanding. We expect that all guidelines and policies have been read and understood. The development and revision of policies and guidelines is an ongoing process and new policies may be added to this manual throughout the program. It is the student's responsibility to ensure that additions to these policies are read and understood.

### Student Attendance

*Attendance at scheduled lectures, laboratories, field trips, seminars, tutorials, and examinations is expected unless the student is given instructions to the contrary by the instructor.*

*(UCFV Policy 310.02)*

Students are expected to attend all classes, seminars, school visits, and practica. Irregular attendance, including tardiness, may be dealt with in the following ways: Academic Warning, a grade of NC, or student withdrawal from the course and therefore the program. (see page 35.) Courses may also be graded as incomplete if students do not write exams or complete all course assignments. **Please note that attendance may become a component of your final evaluation.**

### Classroom Guidelines

1. The student is responsible for the content of all classes. An absence from classes does not guarantee an assignment extension.
2. The student is required to notify the instructor and the TEP Department
3. Prolonged illness (more than 5 days) requires a doctor's certificate to be submitted to the department head, substantiating the absence and confirming the ability to return to full time study.
4. Faculty will notify the student if the amount of absent classes is a concern.
5. In the event that illness or other unavoidable absence prohibits a student from completing course assignments or practica, the student will:
  - notify the department in advance of missing course assignments or practicum time.
  - provide a medical certificate or other appropriate documentation if requested.
  - notify the department and/or program coordinator regarding the planned return date.
6. Assignments may be re-scheduled under extenuating circumstances within 3 days from the originally scheduled due date and/or at the discretion of the department.

### Practicum Guidelines

1. Frequent or prolonged absences during planned practicum placements may interfere with the completion of course requirements.
2. In the case of illness or unavoidable absence from a practicum, the student will:
  - notify the teacher mentor as soon as possible (details will be provided during the orientation to the practicum placement).
  - notify the TEP Department as soon as possible and notify your FM
  - provide a medical certificate if requested.
  - In most circumstances for an absence, it is expected that during full immersion a lesson plan will be provided to the TOC or TM by the ST.
  - provide support and feedback
  - Look for strengths in the ST's practice, encourage, suggest, gently guide when necessary

### Professional Conduct

The British Columbia College of Teachers has outlined Standards for the Education, Competence and Professional Conduct of Educators in British Columbia. It is expected that students in the Teacher Education program at UFV adhere to these standards at all times, in class, during practicum experiences, and outside of class. The BC Teachers Federation has outlined a Guide to Professional Practice and a Code of Ethics which is outlined on page 46 of this handbook. Please also refer to the Standards for the Education, Competence, and Professional Conduct of Educators in BC outlined on page 53 of this handbook.

Professional conduct is expected in all communication, including verbal, non verbal and written. Professional misconduct will be dealt with in the same manner as academic and personal misconduct as outlined in the UFV Student Conduct Policy (310.12).



## Student Academic and Personal Conduct

### *UFV Student Conduct Policy ( 310.12)*

It is expected that students familiarize themselves with UFV's *Student Conduct Policy*. It refers to academic misconduct, such as plagiarism, cheating, and personal misconduct. Information on procedures and penalties are outlined in that policy together with information on the student conduct registry. Please see [http://www.ufv.ca/senate/policy\\_manual.htm](http://www.ufv.ca/senate/policy_manual.htm) policy 310.12.

### **Social Networking Sites**

As a student teacher within the Teacher Education Program you are joining the professional group of teachers. As such you are following the established standards of the British Columbia College of Teachers in areas of your personal and professional life. As well, school district human resources staff and tech savvy students may try to gain information about you on the internet. Please review with a critical eye any pages or contributions including pictures/videos that you have made to social networking sites, and reset your privacy settings. Pay attention and ensure that the content and your personal conduct is appropriate for the profession you are now entering. Student teachers cannot be "friends" with students on facebook.

### **Computer Use in the TEP Classroom**

Most of our instructors have taught at other institutions where wireless access is available. All instructors wish to preserve the constructivist environment where everyone is participating. There are concerns about student teachers being distracted by internet use from participating fully during class time.

We are requesting the following guidelines.

1. During any class each instructor will be responsible for allowing any computer use. Please accept each instructor's decision if and when computers and the internet can be used.
2. Student teachers will be permitted to use computers during breaks, before and after class.

## Communication Channels

### General Information

Students and members of the TEP department meet periodically during the year to disseminate information and provide opportunities for discussion. This is done to broaden knowledge of teaching by examining trends, issues, and legislation. This is also done to keep students, faculty, and other members of the TEP department informed.

Students having concerns about the program will utilize the following procedure:

The student will discuss the problem with the involved faculty member as soon as possible after encountering the problem. The faculty member will attempt to resolve the issue, and may request that the problem be clarified in writing. If the concern is not resolved, the student(s) and the faculty member will consult with the department head. A written record of all meetings will be maintained. The outcome of the discussion will be communicated to the students. Students who have concerns about an instructor will refer to UFV Policy Manual 310.13, *Student Instructional Complaint Policy*.

## Teacher Education Program Grading

### Grading System

Grading for all courses in TEP is on a credit, no credit basis. Students who achieve a level equivalent to a C+ or better will be assigned a CR (credit) grade. It is expected that students will complete all assignments and revisions to assignments as required. Students achieving below a C+ level will be assigned NC grade and will be asked to withdraw from the program. Please see sections on withdrawals.

**Please note that students may not audit any courses within the Teacher Education Program**

### Program Regulations

#### Continuance in the program

Students must demonstrate a satisfactory level of understanding in all foundations courses, designs for learning courses and short courses in order to receive credit. Courses are evaluated on a credit/no credit basis and students must achieve a CR grade in each course in order to continue in the program. Please note that the details of how a student is evaluated in a course are specified in each course outline. Students must receive credit in the school experience and practica in order to complete the program. Moreover, students are expected to be guided by ethically responsible professional conduct that includes behaviour consistent with BCCT's Standards for the Professional Conduct of Educators.

**Interruption of TEP due to extenuating circumstances**

Students may apply for permission to interrupt TEP due to extenuating circumstances such as medical, personal, or financial difficulties. There is an *interrupt form* which must be completed by the student and reviewed by the program coordinator. A recommendation is then made to the department head. Conditions for the student's re-admission into TEP are specified at this time. Students who interrupt TEP will be considered to have withdrawn from the program. They must apply for re-entry into the program by the specified deadlines within two years of the interruption. **Interruption is not an option once performance issues have been identified.**

**Withdrawal from TEP****a) Academic Warning**

Students must achieve credit in all courses to maintain standing in the program.

Academic warning in the Teacher Education Program is provided in the form of a *Notice of Potential Withdrawal Contract*. Students who do not achieve credit in a course will be withdrawn from the program. Please see the section on course withdrawal below.

**b) Course withdrawal**

Students who withdraw from any of the TEP courses will be considered to have withdrawn from the program. (See Re-entry and Re-admission to TEP for information on completing the program).

The withdrawal of a student from TEP may be a difficult experience for all concerned. It is important that all affected parties have a thorough understanding of the withdrawal process in order to lessen discomfort and ensure transparency of the process.

**Withdrawal Procedures****a) Voluntary withdrawal by the student**

If a student acknowledges his/her inability to meet the goals of the Teacher Education Program, s/he may withdraw from the program. It is required of the student to inform their Faculty Mentor, Teacher Mentor, and the Registrar's office of his/her intention to withdraw. The student is required to fill out the withdrawal form and to meet with the program coordinator. In a student-initiated withdrawal, a variety of conditions for re-entry may be identified on the Withdrawal Form. These conditions will reflect the student's performance and the circumstances surrounding the student-initiated withdrawal.

**b) Withdrawal initiated by TEP**

If in the professional judgment of the Faculty Mentor, Teacher Mentor, or Coordinator, a student has not adequately demonstrated competency in meeting the goals of the Teacher Education Program, certain procedures are initiated in the following sequence:

### The Contract/Notice of Potential Withdrawal

As problems in the student's work are identified and persist, the Faculty Mentor may put the student *on contract*. This contract is developed in consultation with the student, Faculty Mentor, Teacher Mentor, and Coordinator, so that the requirements of the contract are clear. This contract identifies the student's performance weaknesses and specifies the conditions the student must meet in order to demonstrate improvement. A deadline will be set to determine whether the conditions have been met (The student will have a minimum of five working days to meet the terms of the contract.) When the student has demonstrated that she/he has met the conditions by the deadline, she/he must demonstrate that the improvements are sustained during the remainder of the practicum. Failure to meet or sustain the conditions of the contract will result in immediate withdrawal.

### Withdrawal

At the time of a student's withdrawal, a *withdrawal form* is completed and signed by the student, the Faculty Mentor, the Teacher Mentor, and the Coordinator. The withdrawal form lists the reasons for the withdrawal and specifies the conditions that the student must meet before he/she can apply for re-entry and re-admission. These conditions for re-entry should identify the student's performance issues clearly, and should allow for the presentation of observable data at the time of re-entry, both in an interview and in the student's portfolio.

*Students who withdraw or who are withdrawn from a course in the first semester must re-apply to TEP. Students who withdraw from any of the TEP courses will be withdrawn from the program (See Re-entry and Re-admission to TEP for information on subsequent attempts to complete the program).*

### **c) Immediate Withdrawals**

For situations that are considered very serious, a student may be immediately removed from the classroom. Examples include instances when physical, emotional, intellectual, and social safety of children may be at risk, or when the principal at the sponsoring school refuses to allow the student to continue. In this case, the Placement Coordinator will remove the student from the program immediately without following the usual steps in the withdrawal process. The process is outlined in the TEP Handbook.

**There are three ways to re-join TEP. The specific options available relate to the length of time spent in the program before withdrawing: Re-application, Re-admission, or Re-entry to TEP**

#### **1) Re-application to TEP**

Students who withdraw or are withdrawn from EDUC 490, or any first semester course, are required to repeat the first semester and must re-apply for admission to TEP. Admission is competitive and the student must be successful in the application to be re-admitted. A previous admission does not imply any guarantee for re-admission; the application is subject to the same criteria for admission as are those from all other candidates. An interview with the admissions committee may be required.

**2) Re-admission to TEP**

Students who withdraw or are withdrawn from second semester courses (except EDUC 490), or third semester courses (except EDUC 492) may apply for re-admission to TEP. They must show evidence of meeting the terms of the withdrawal contract. An interview with the admissions committee may be required.

**3) Re-entry to TEP**

Students who do not meet the objectives of EDUC 492 may be put on a contract. If the student withdraws or is withdrawn from EDUC 492, the student can apply for re-entry into the program. There are specific written requirements for re-entry as stated on the withdrawal form, which can be obtained from the TEP Coordinator. A student who re-enters TEP is required to repeat the semester in which the withdrawal occurred. Students who have withdrawn from EDUC 492 must be successful in their application to be re-admitted within 2 years after interrupting or withdrawing from TEP. Deadline for re-entry is Oct.15th and part of the application to re-enter is a submission of supporting data which demonstrates that all re-entry conditions have been met.

Only students who withdraw from EDUC 492 and apply by the deadline will be considered for re-entry into TEP.

**Requirements for Re-Entry to TEP may include one or more of the following:**

- a) The student may need to show documentation of new observation and/or volunteer experience working in educational/instructional contexts.
- b) The student may need to show completion of required coursework.
- c) The student may be required to complete specific tasks involving reading, writing, reflection, planning and/or instruction.
- d) The student must apply for re-entry within two years of interrupting or withdrawing from TEP and must demonstrate that professional/personal growth addressing the circumstances of withdrawal has been undertaken.

The student may be required to have an interview with the Admissions Committee.

A student who re-enters TEP is required to repeat the semester in which the withdrawal occurred. Students who withdraw or are withdrawn from the program for the second time will not be considered for re-entry to the program. This includes any withdrawals which have been appealed successfully.

*Although every effort is made to accommodate students who wish to re-enter the program in the semester of their choice this cannot be guaranteed. Factors such as space availability for re-admitted students, as well as the total number of applicants in any given semester, inevitably influence the possibility of re-admission even for candidates who are otherwise qualified.*

### **Appeal Procedures for Withdrawals**

According to UFV Policy 310.01, a student has the right to appeal a faculty-initiated withdrawal. Appeals are made in writing (please see the appeal process chart on page 43). A student may not appeal a student-initiated withdrawal. The purpose of the appeal is to:

- a) establish that due process was followed and was consistent with withdrawal procedures, and
- b) review the evidence on which the decision was made in order to establish that an appropriate decision was made.

### **Procedures and Guidelines**

It is expected that all parties to an appeal behave in a calm and respectful way toward the other parties, and recognize that students have a right to appeal and faculty or staff to defend their decisions. Where the Student Affairs Officer (SAO) or the Chair of a Hearing Panel determines that the behaviour of any of the parties is inappropriate, the Student Conduct Policy will be invoked in the case of a student, and the behaviour reported to the appropriate Vice President for further investigation and appropriate action in the case of a faculty or staff member. Where either party behaves inappropriately, the matter will be decided on the basis of written submissions in their absence.

### **Step A Facilitated Resolution**

Participants in the facilitated resolution stage of an appeal are entitled to bring one support person with them to meetings, but that person is not permitted to speak. No other persons are entitled to be part of any proceeding unless the SAO or designate invites them to be.

1. A student who wishes to appeal a decision (the appellant) must file a written description of the problem (Notice of Appeal) with the SAO within 30 working days of the end of the term in which the decision was made. The deadline may be extended, by no more than 30 working days, if the SAO, in his or her judgement, believes that the student was prevented from filing the appeal earlier due to circumstances beyond his or her control.
2. Upon receipt of the Notice of Appeal, the SAO or designate will determine whether or not the appeal falls within the scope of this policy. If it does, the appeal is accepted, and the Notice will be sent, within 10 working days, to the person (or persons) who made the decision (the respondent(s)). In the case of decisions made by committee, any committee members may be included as respondents and the chair of that committee will be asked to speak for the committee. If the appeal does not fall within the scope of this policy, the SAO or designate will advise the student of the applicability of any other UFV policies.
3. Within 10 working days of the receipt of the Notice, the respondent shall send a written response to the Notice, setting out the reasons for the decision (Response to Notice of Appeal), to the SAO. Where the respondent is no longer employed by UFV, or is not able to respond, the Department Head will provide, to the best of his or her ability, a response in the respondent's stead.

4. Upon receipt of the 'Response to Notice of Appeal', or sooner if possible, the SAO or designate may attempt a facilitated resolution, which may involve an external marker, an outside evaluation of a student's performance, the intervention of a Dean or Department Head, facilitated meetings, formal mediation, investigation of the facts, or any other strategy likely to produce a satisfactory resolution for all concerned. If it appears unlikely to the SAO or designate that a facilitated resolution is possible, or if either party is not willing to engage in a resolution process, the matter will be referred by the SAO to Step B of this process. The appellant, or the respondent, or the SAO, may end Step A by filing an 'End to Facilitated Resolution' form of which all parties must be notified. The decision to end the Facilitated Resolution stage of this process will be communicated to both parties of the dispute by the SAO, and the appellant will be notified that the next step, should he or she wish to proceed, is to file an 'Application for Panel Decision.'
5. Normally, the Facilitated Resolution stage will not exceed 30 working days. The SAO may extend this period if the resolution appears to be progressing. Otherwise, the 'End to Facilitated Resolution' form will be filed by the SAO.
6. Because of the University academic year and legitimate periods of vacation and professional development, the time lines referred to above may be extended by a maximum of 40 working days, by the SAO or designate, where necessary. This possibility for extension applies to both appellants and respondents, at the discretion of the SAO.

### **Step B Panel Decision**

1. To initiate a request for a decision from an Academic Appeal Panel, the appellant must file an 'Application for Panel Decision' with the SAO within 10 working days of receiving notice that Step A of this process is ended. This deadline may be extended, by no longer than 10 working days, if the SAO believes that the student was prevented from filing earlier due to circumstances beyond his or her control.
2. This 'Application for Panel Decision' must include a statement regarding the nature of the appeal, the respondent's name, the appellant's name and address and contact information, the remedy sought, the names of any witnesses along with a summary of the evidence to be presented by each, and all relevant arguments. The appellant can have a support person present during the Hearing but this must be indicated in the Application, along with the name of the support person. The appellant must speak for him or herself. The support person is not permitted to speak at the Hearing.
3. The SAO will send the Application to the respondent, who will send back a written response within 10 working days of receipt (Response to Application for Panel Decision). This period may be extended, at the discretion of the SAO, due to circumstances such as those outlined in A.6. However, if no response is received within a reasonable length of time, and no extenuating circumstances appear to exist, the appeal documents will be forwarded without further notice to the Chair of the Standing Academic Appeal Committee (SAAC).

4. The 'Response to Application for Panel Decision' will consist of all items included in the 'Application for Panel Decision' – the arguments, the witnesses, a summary of the evidence to be presented by each witness, other evidence, and the name of the support person.
5. The Application and the Response, and a report from the SAO, if appropriate, reviewing the facilitated resolution phase, will be forwarded to the Chair of the SAAC, the appellant, the respondent, and the Dean of the area. The appellant and the respondent each have 5 working days from the date they receive their packages to submit any additional evidence to the Chair of the SAAC, who will provide copies of the additional materials to the Hearing Panel and the other party. No additional evidence or arguments, beyond what is contained in these documents, will be considered by the Panel, other than that provided orally at the Hearing by the respondent and the appellant, with the exception of additional evidence which the Panel may seek after a review of the materials. Evidence given orally at the Hearing is expected to follow the evidence summary in the 'Application for Panel Decision'.
6. Upon receipt of the appeal documents, the Chair of the SAAC will draw a Hearing Panel of 3-5 members from the SAAC membership, including at least one faculty member and preferably at least one student member. Only in the last resort will a Hearing Panel not have at least one student member. The Hearing Panel members will then select a Hearing Panel Chair from among themselves. The Chair of the SAAC will forward all the appeal documents to the members of the Hearing Panel. The Hearing Panel will be formed and review the evidence presented within 10 working days. When necessary a list will be compiled of any additional information required. Where appropriate, witnesses or expert advice may be sought by the Panel. The Chair of the SAAC or designate will seek from the parties involved, or elsewhere in the institution, any additional evidence that the Hearing Panel would like to consider. The appellant and respondent will be advised of such additional evidence at least 5 working days before the Hearing. All the evidence must be available to the Hearing Panel at least 5 working days before the Hearing.
7. The Hearing shall be conducted as soon as possible after all the evidence has been submitted or collected by the Panel, at a regularly scheduled monthly meeting, which shall be set at least one semester in advance. Additional meetings may be called by the Chair of the SAAC.
8. Only in exceptional circumstances will Hearings be held outside the normal Hearing schedule. The Chair of the SAAC will set the date and time of the Hearing, and will inform the parties involved. **If either party fails to appear, the matter will be decided in his or her absence on the basis of the submitted information. In unavoidable circumstances, the appellant or respondent may attend the Hearing via telephone.** The respondent must speak for him or herself, with the exception of the case where the respondent is no longer employed by UFV, or is not able to respond, when the Department Head will provide, to the best of his or her ability, a response in the respondent's stead.

9. The Hearing Panel shall consider the appeal and render a decision according to the following procedural rules:
- a. Parties to the appeal will be given written (including email) notice of the time and date of the Hearing, together with a description of Hearing procedures.
  - b. The appellant, respondent, and Panel members will all be provided with the same information in advance, and no information will be used at the Hearing that is not shared with all parties.
  - c. A written record of the Hearing proceedings will be kept by the Chair of the Hearing Panel or designate.
  - d. Parties may bring with them to the Hearing one person only to act as a support person in the process. However, the appellant and respondent must speak for themselves, and no legal representation is permitted. Support people will not be permitted to speak, and cannot also act as witnesses. If the Hearing is disrupted in any way by a support person, the support person will be asked to leave.
  - e. The University may be represented by legal counsel at the Hearing to advise the Panel on procedural matters.
  - f. Witnesses are allowed to enter the Hearing only to provide evidence, and must leave the Hearing when their evidence is complete. Where a witness cannot attend as expected, a letter may be submitted, but the content must reflect the summary provided in the appeal documents. No new evidence will be considered.
  - g. Observers are permitted only with the permission of all the parties, including the Panel.
  - h. Neither the appellant nor the respondent may introduce evidence that was not presented prior to the Hearing in the documents submitted to the SAO or the Chair of the SAAC. However, if in the questioning of witnesses or in some other way relevant new evidence is presented, the Panel may choose to adjourn and reconvene later to allow all the parties adequate time to respond.
  - i. The appellant makes the first presentation, presents arguments, and calls witnesses as desired. Each witness may be questioned by the Panel members, and also by the respondent.
  - j. On completion of the appellant's case, the respondent makes a statement and calls witnesses as desired.
  - k. Both the appellant and the respondent will be invited to make concluding arguments, after which they may be questioned by the Panel. The Hearing will then be closed, and the Panel will retire to a private session. The appellant and the respondent will leave. Where the Panel

sees a need to reconvene due to a need to provide notice to all parties of new evidence, they may advise the parties of the date of the next Hearing. Normally, the Panel will render a decision within 10 working days.

1. A written statement of the decision, including the reasons for the decision, will be sent to the appellant and the respondent within 10 working days of the Hearing. A copy will be sent to the Dean of the area, who will be responsible for implementing any remedy the Panel determines. The Panel may also make recommendations regarding policy or departmental practices, and these recommendations will be sent to the relevant parties for their consideration. The Panel decision is final, unless procedural errors adversely affected the decision, or compelling new evidence which could not have been presented at the Hearing appears.
- m. If either party wants to challenge the Panel decision on procedural grounds, a description of exactly which procedure was not followed, and how this omission adversely affected the decision, should be sent to the Vice President, Academic. This should be submitted within 5 working days of the decision. If the procedural error is deemed, by the VP, Academic, to have adversely affected the decision, then a new hearing may be called to rehear the appeal. The same procedure will be followed as for the first appeal, with care taken to correct the procedural error.
- n. Where new evidence appears that could not have been presented at the original Hearing, and where this evidence may have affected the decision, a new Panel may consider the case again, at the discretion of the Chair of the SAAC.

### **Standing Academic Appeal Committee (SAAC)**

The Standing Academic Appeal Committee (SAAC) comprises 10 members of the UFV academic community, including faculty, students, staff, and the Chair. The Chair of the SAAC is appointed by the VP, Academic. Members of the SAAC are appointed jointly by the VP, Academic and the Chair of the SAAC. The membership will have approximately equal numbers of faculty, staff and students. Membership on the committee will normally be for a renewable 2 year term. The Chair of the SAAC is responsible for conducting or arranging for ongoing training of committee members.

### **Residency**

This is a full-time program in which all students take all the courses. Thus, transfer of courses from other institutions or earlier studies will not be considered.

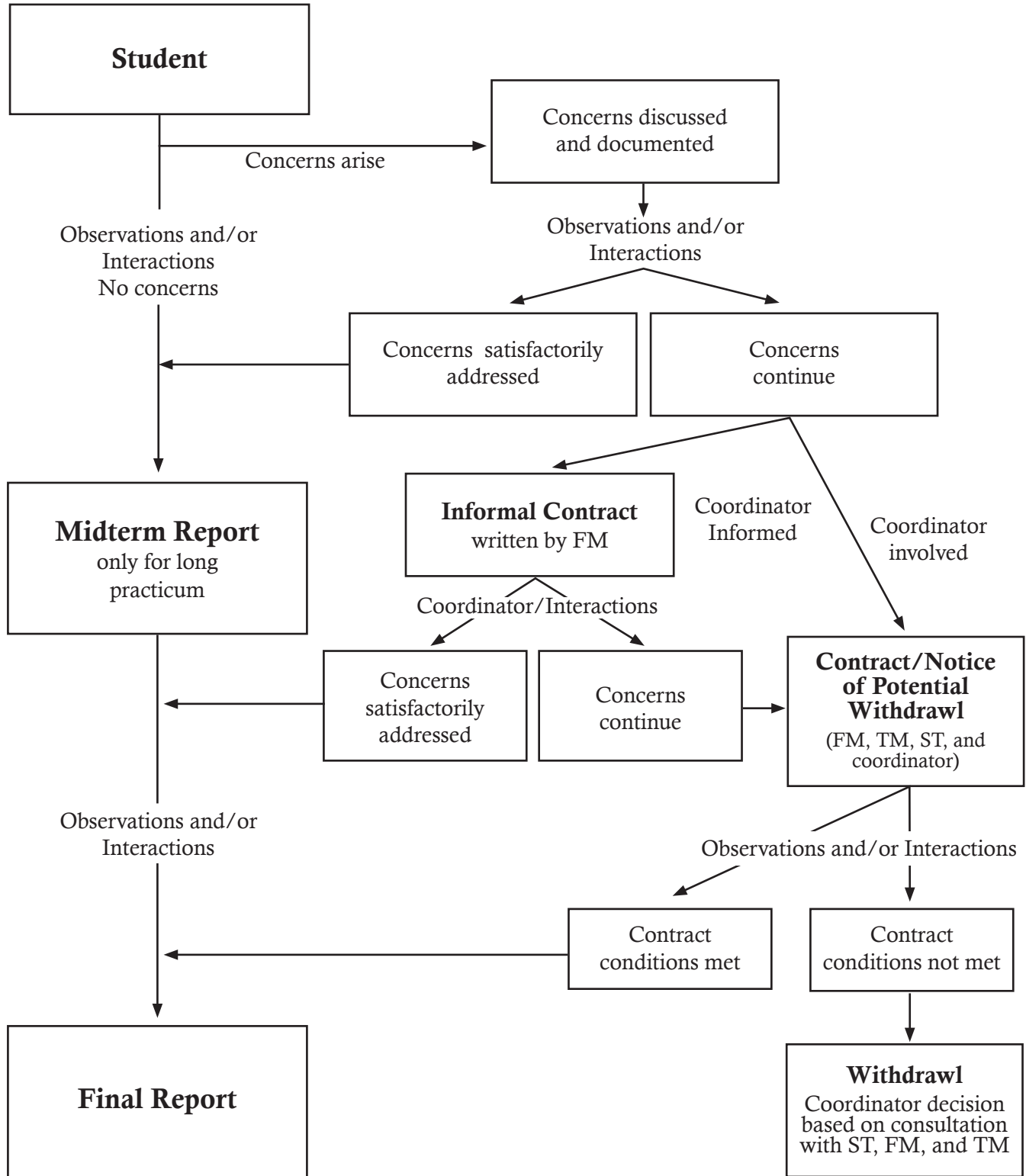
### **Auditing courses**

Students will not be permitted to audit courses.

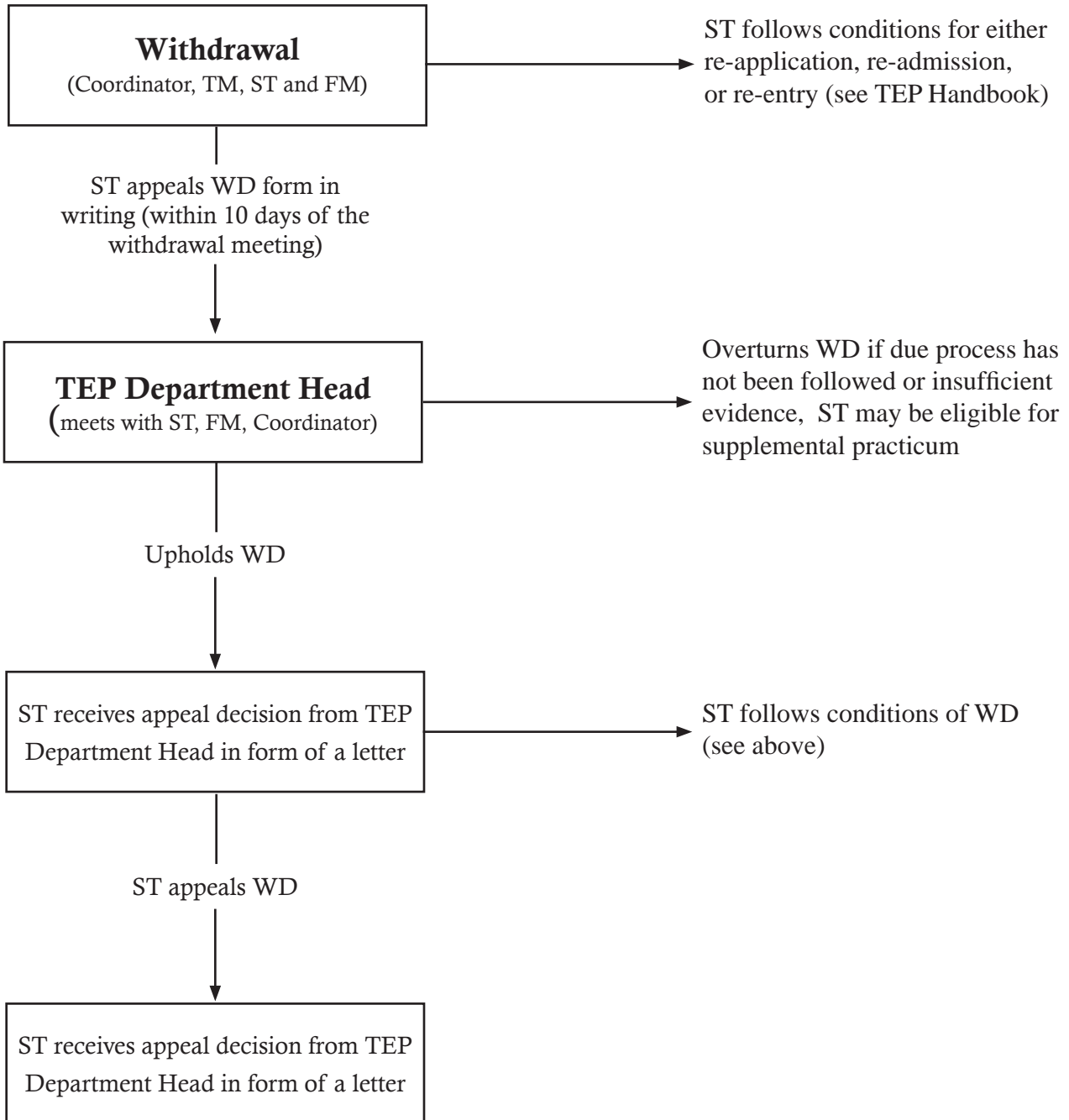
### **Graduation**

Upon successful completion of all program requirements, students are recommended to the BC College of Teachers for professional certification.

### Teacher Education Program Providing Due Process



### Processes after Withdrawal from Long Practicum



## Certification

During the last semester of the Teacher Education Program, eligible students are recommended by TEP faculty to the British Columbia College of Teachers (BCCT) for certification. It is the responsibility of the student to inform both the Admission and Registration office and the TEP office of any changes of address upon completion of TEP.

The following describes the process by which a student obtains a teaching certificate and acquires a teaching classification from the Teacher Qualification Service (TQS):

1. BCCT and TQS application forms are made available to students and procedures for completion of these forms are discussed on campus. If possible, representatives are invited from the BCCT and TQS to discuss questions from students.
2. It is suggested that students apply for certification as soon as they are eligible, even if they do not plan to teach in British Columbia immediately. Complete applications should be sent to the BCCT.
3. Students may also apply to the TQS for teacher category classification as soon as the application form is received. A category cannot be assigned, however, until the TQS has received a copy of the student's teaching certificate. In order to teach in BC public schools, all teachers must hold an approved classification from the TQS. Completed applications are to be sent to the TQS.

### British Columbia College of Teachers

#400 – 2025 West Broadway  
Vancouver, BC V6J 1Z6

### Teacher Qualification Service

#103 – 1765 West 8th Avenue  
Vancouver, BC V6J 5C6

## Access to Student Files

Access to student files is governed by the Freedom of Information and Protection of Privacy Act (FOIPOP). Most information contained in TEP files was submitted by students and their referees. With respect to access to reference letters, please be advised that UFV considers them to be submitted in confidence unless the referee states otherwise in the letter. **Please note that it is important for students to keep their evaluation reports accessible in case it is requested at a job interview**

## BC Teachers' Federation (BCTF)

The BCTF has approximately 44,000 fee-paying members. This membership is mandatory for all public school teachers in British Columbia. It is organized through 70 local teacher associations and controlled by teachers elected to office.

The BCTF was incorporated in 1919 with the following objectives: to foster and promote the cause of education; to raise the status of the teaching profession and to promote the welfare of the teachers in British Columbia. More information can be found at [www.bctf.bc.ca](http://www.bctf.bc.ca)

For professional development, some of BCTF's services include:

- Workshops and conferences
- Working with Ministry committees for curriculum development and education change
- Provincial Specialist Association (PSA) – 33 Provincial Specialist Associations, organized through the BCTF, which cover teaching areas and provide in-service, research, publication and teacher leadership. PSA have student membership rates.
- Lesson aids – curriculum support materials. These are also available online at [www.bctf.bc.ca/lessonaids](http://www.bctf.bc.ca/lessonaids)
- Teacher Newsmagazine (copies can be found in our classroom)

For bargaining, some of BCTF's services include:

- Salaries and benefits
- Working conditions (class size, composition, health and safety, etc.)
- Grievance Assistance

## **BCTF Code of Ethics**

The Code of Ethics states general rules for maintaining high standards of professional service and conduct toward students, colleagues and the professional union.

1. The teacher speaks and acts towards pupils with respect and dignity, and deals judiciously with them, always mindful of their individual rights and sensibilities.
2. The teacher respects the confidential nature of information concerning pupils and may give it only to authorized persons or agencies directly concerned with their welfare.
3. The teacher recognizes that a privileged relationship with students 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 teacher 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 in private and only then, after informing the colleague in writing, of the intent to do so, may direct in confidence the criticism to appropriate individuals who are in a position to offer advice and assistance. (It shall not be considered a breach of clause 5 of the Code of Ethics for a member to follow legal requirements or official protocols in reporting child protection issues)
6. The teacher acknowledges the authority and responsibilities of the BCTF and its locals and fulfills obligations arising from membership in his/her professional union.

7. The teacher adheres to the provisions of the local collective agreement.
8. The teacher acts in a manner not prejudicial to job actions or other collective strategies of his/her professional union.
9. A teacher neither applies for nor accepts a position which is included in a federation in-dispute declaration.
10. The teacher, as an individual or as a member of a group of teachers, does not make unauthorized representations to outside bodies in the name of the Federation or its locals.

For further information, contact the  
BC Teachers' Federation at  
100-550 West 6th Avenue  
Vancouver, BC V5Z 4P2  
Telephone: 604-871-2283  
[www.bctf.bc.ca](http://www.bctf.bc.ca)

## **BCTF Guide to Professional Practice**

In relation to students:

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 student's safety, the student's right to equality of opportunity and successful learning experiences, and is considerate of the student'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 students.
6. Does not tutor the teacher's own students for additional pay.
7. Speaks constructively of students in the presence of students, teachers, officials, or other persons.

In relation to parents and guardians:

The teacher cooperates with the home whenever possible.

**The teacher:**

1. Respects the uniqueness of each student's home.
2. Is receptive to the viewpoints of parents in regards to the educational needs of their children.
3. Seeks parental involvement in the educational processes designated for students.
4. Shares with the parents information that will assist in the growth and development of the students.
5. Takes appropriate steps to protect the rights of the student.

In relation to the general public:

The teacher endeavors to improve the quality of education and to enhance the reputation of the teaching profession.

**The teacher:**

1. Co-operates 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 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 school boards and the Ministry of Education:

The teacher is cognizant of the terms and conditions of employment.

**The teacher:**

1. When considering accepting a position in a district with which she/he is unfamiliar, should contact the BCTF for information regarding teaching conditions.
2. Protests both the assignment of duties for which the teacher feels unqualified and any conditions that make it difficult to render professional service.
3. Refrains from attempting to influence individual school board members to further a personal career or to gain professional favour.
4. Is aware of the provisions of the School Act and Regulations and with the policies of the employing school board and where changes are deemed necessary, seeks revision through the BCTF and/or local association.

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 problems of relationship with colleagues that cannot be resolved by personal discussions or with local assistance.
5. Does not undermine the students' confidence in other teachers.
6. Is prepared to cooperate with colleagues seeking or providing professional assistance.

7. Communicates with any other teacher whose students 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 professional growth and takes advantage of opportunities provided.

### **School Act for the Province of British Columbia**

Under the terms of the British North America Act, public education is the responsibility of the provincial governments. The provincial systems of education differ in such matters as school district organization, curricula, and school laws.

In British Columbia, each teacher in the public school system must hold a valid British Columbia teacher's certificate, and the sole authority for granting a teaching certificate is the British Columbia College of Teachers (BCCT).

The School Act and Regulations for the Province of British Columbia is the legislation that governs the school system of the province. All teachers should acquaint themselves with sections 15-19 of the Act and Sections 4-6 of the School Regulations.



## Support Services at UFV

**To the UFV TEP student:**

### Counselling

Counsellors at UFV can help you with studying, personal issues, and career choice. You can make a confidential appointment in Student Services anytime. Chilliwack: E Building, or phone 604-792-2808. Abbotsford: Room B 214, or phone 604-854-4528. In the event of a personal crisis, contact the counsellors right away. After hours please use the Crisis Line at 604-820-1166

### Financial Aid

The Financial Aid and Awards Office covers awards, bursaries, loans and scholarships. See their website [www.ufv.ca/fineaid](http://www.ufv.ca/fineaid) for important application and deadline information. For specific questions please drop by their office in either Abbotsford (B214) or Chilliwack (E Building), or phone 604-864-4601 or 604-702-2618. E-mail [finaid@ufv.ca](mailto:finaid@ufv.ca)

### Disability Services

Access Advisors in Disability Services are available to facilitate and provide accommodations for students with disabilities. You can contact them anytime at 604-795-2843 (Chilliwack), or 604-504-7441 local 4283 (Abbotsford). E-mail [disabilityservices@ufv.ca](mailto:disabilityservices@ufv.ca)

### Writing Centre/Math Centre

The Writing Centre offers one-on-one instruction in the academic, professional and/or technical writing that you are doing as part of your course work. Centre instructors can help you at any stage of your writing process and can help you understand various writing assignments, such as research essays, annotated bibliographies, literature or critical reviews, and resumes. Please drop by the Writing Centres during posted hours (G158 Abbotsford; A205 in Chilliwack).

The Math Centres' assistants can help similarly by giving you extra insights into your mathematics and statistics problems. Drop by during posted hours at G161 Abbotsford, or A205 Chilliwack.

### Crisis Line

If you are experiencing a personal crisis, contact Student Services immediately. Counsellors will make every effort to stop everything and help you. Chilliwack E-Building 604-792-2808, Abbotsford B214, 604-854-4528. If you have a personal crisis after 4:30pm, please call the crisis line at 604-820-1166. In the event of a medical crisis, call 911.

### **Women's Centre**

The Community Women's Centre at UFV is located at the Abbotsford campus. It operates as a drop-in centre and provides support through a walking club, low-cost clothing exchange, emergency food cupboard, computer access, resource library, referrals, information, lesbian support club. Contact them at 604-864-4669.

### **Student Life**

The Student Life department offers all UFV students a connection to the UFV community. Events and programs available are: Intramural Sports, Leadership Institutes, Campus Recreation and Wellness, facilitation of student organizations, associations and clubs, and anything else that is fun around UFV. Contact Martin Kelly in Chilliwack at 604-792-0025 local 2509 or visit [www.ufv.ca/studentlife](http://www.ufv.ca/studentlife) for a monthly calendar of events.

### **Instructional Media Services**

IMS is a Centre for students, staff, and faculty that offers a variety of easily accessible instructional technologies for producing and enhancing classroom presentations and course assignments. If you need help creating more interesting presentations, using digital images, audio, video to make your point, come to IMS. On the Chilliwack campus, IMS is located within the library. In Abbotsford IMS is located in the Peter Jones Learning Centre (G-building). More information can be found at [www.ufv.ca/ims](http://www.ufv.ca/ims) or call 604-854-4546. In Chilliwack contact June Pitcher at local 2617.

### **UFV Library Resources**

The UFV library is dedicated to providing access to collections, services and facilities of the highest possible quality to support the learning, teaching and research goals of UFV. The library provides indexes and databases, such as ERIC online. It provides access to journals (online and print) and a growing collection of books and textbooks for BC schools.

### **Education Librarian**

TEP is in the unique position to have access to an Education Librarian whose specific mandate is to support students in the Teacher Education program. She will teach one course within TEP and will provide support to students and faculty in TEP in regards to resource materials, lesson plans and lesson aids. A dedicated curriculum lab has been set aside for TEP at the Chilliwack campus library, which is overseen by the Education Librarian. She will also assist in helping faculty and students research educational publications, materials and current professional literature. The Education Librarian is part of the TEP team.

For current library hours and services please refer to the library website

[www.ufv.ca/library](http://www.ufv.ca/library)

## Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia

BC College of Teachers Second Edition, May 2004

The BC College of Teachers is the professional body for the majority of educators in British Columbia, and is directed through legislation to set standards for the profession. Section 4 of the *Teaching Profession Act* (TPA) states:

It is the object of the college to establish, having regard to the public interest, standards for the education, professional responsibility and competence of its members, persons who hold certificates of qualification and applicants for membership and, consistent with that object, to encourage the professional interests of its members in those matters.

Section 25 of the TPA requires that the College admit only those who have met “standards of qualification and fitness” and are of “good moral character.”

### The Purpose and Meaning of the Standards in Practice

The *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* are intended to honour and advance the profession by highlighting the complex and varied nature of educators’ work. They articulate the knowledge, skills and attitudes that professional educators would possess as well as the responsibilities that accrue to them as professionals who hold the public trust. The Standards contribute to a safe and high quality learning environment for students, provide a basis for professional leadership, and define the attributes and expertise that educators bring to bear for the benefit of children and society.

As a tool for the public good, the Standards are intended to support the goals of our society by supporting the education of its citizens. Educators who embody these Standards should be able to relate intellectually, pedagogically and ethically with children as they teach the specific subjects and curriculum of British Columbia. In developing the Standards and in consultation with partner groups to revise them, the College based the Standards on the following values:

- Education is a moral activity intended to benefit both the individual citizen and society as a whole.
- Education is the foundation of a healthy and compassionate constitutional democracy.
- Educators are one medium for the transmission and translation of knowledge, skills, culture, and values.
- Educators are role models.
- Educators are responsible for students and are accountable to them, their parents, and the society at large.
- Educator competence is directly related to the quality of teacher education and to student achievement.

- Educator competency is positively affected by the congruence among educator self-assessment, professional development and student achievement.
- Educators, like students, must be continual learners.
- Educators acknowledge their professional obligations to the well-being and educational growth of students.
- Educators shall behave in a manner that reflects credit upon the teaching profession.
- Educators recognize the public trust of their positions and respect the privileged nature of their relationship with students.

Standards are a profession's way of communicating to its members and the public the description of the work of professionals – what they know, what they are able to do, how they comport themselves as they serve the public. The Standards provide the foundation and stability on which the profession can grow, articulating both the values and characteristics that distinguish the profession. Professionals enter into a contract with the public that provides them with a level of autonomy and self-regulation in return for an agreement that the profession will place the interests of the public above individual interests. Professionals agree to be accountable to the public, and the Standards serve as a touchstone for this accountability.

Members of the College may ask “How will having standards influence our work? What’s in for us? To be truly useful, members should see themselves and their work reflected in the Standards for the profession. As members contemplate their practice, the Standards can provide direction for their professional development, enriching practice in all aspects of the members’ work. A classroom teacher, an administrator, or a curriculum coordinator should feel ownership of the standards and take pride in saying to the world, “I am a professional and this is what I can do.”

A critical consideration that often accompanies the development of standards is the question of how they will be used in practice. As with any set of standards, there are questions about whether standards are absolute requirements or aspirations for which an individual professional may strive. The answer is not simply one or the other.

One value that supports Canada’s judicial and quasi-judicial systems, of which the College is a part, is informed judgment rather than rigid rules. Using this principle the first ten standards, in particular standards 7 – 10, are not meant to replace judgment when determining the qualification or competence of an educator. Rather, the Standards are intended to support those judgments and important decisions that educators and organizations such as the College must make. The College designed the *Standards for the Education and Competence of Educators* within a context of professionalism that is grounded in reflective practice rather than in a narrowly focused or inflexible set of rules. Such a philosophy implies that professionals are life-long learners within their craft. It is in a holistic sense that the *Standards for the Education and Competence of Educators support assessment in these areas.*

The practice of education is an ongoing journey of growing understanding and developing skills. The notion that a professional can attain perfection in practice flies in the face of the notion of continual learning and suggests that “meeting” a standard can be relative. The question should not be “has the Standard been

met?” but “To what extent has the Standard been met for the particular context in which the educator is preparing or working?” A deficit in a single standard is not necessarily a fatal flaw that destroys professional competence, though in certain substantive circumstances it may be. Even the most eminent and competent professionals will continue throughout their careers to learn about and build their repertoires in pedagogy and subject area knowledge. The College hopes that the Standards will be used in ways that help the individual educator and the profession as a whole to grow and develop, with the goal being improved student achievement and self-actualization.

Educators may use all of the Standards as they contemplate their practice and professional knowledge needs. School-based administrators may refer to the Standards as they work collegially with their staffs to develop plans for individual or school-wide professional development. District-based administrators may refer to the Standards as they set goals for their districts. Teacher educators in university programs will use the Standards as the benchmarks to assess their graduates and recommend them to the college for admission to the profession.

The Standards can provide confidence to the public and parents that educators are well-educated, that they are competent and skilled in carrying out their duties and that they are fit and proper persons to be working with the children of British Columbia. Parents and the public may also use the Standards as a means to understand the complex roles played by, and the expectations of, educators in their children’s schools at all levels of the system. Employers may use the Standards as a guide to help assess educator applicants or continuation of employment. The College will use the Standards as it creates bylaws and policies for the practice of educational professionals as it relates to the interests of the public.

### **Understanding the Context of Standards**

Professions are called “practices” because those who work within them are developing their professional knowledge and skill throughout their careers. The College acknowledges that the context within which educators work is critically important to the attainment of professional standards. The College further recognizes that the Standards can not guarantee that educators will be good at their jobs, only that they have demonstrated that they have the prerequisites that the profession believes are necessary in order to achieve excellence.

### **Commitment to the Standards**

The College believes that the Standards are a positive force for educator professionalism that will honour the profession and benefit the children and people of British Columbia through supporting higher student achievement and social development and an informed citizenry. As new professionals enter the profession, they will be asked to sign a commitment that their professional practice will be governed by the ethics and principles as outlined in the Standards document. By agreeing to abide by the Standards, a professional educator enters into a contract with the public in which parents can confidently send their children into an educator’s care.

### Next Steps: Development of Criteria

Over the next few years, the College will work with educational partners to develop the criteria that further describe each Standard. While the Standards convey an overarching image of the work of professionals, they do not provide a clear picture of what standards look like in practice. Criteria are more detailed descriptors that bring the Standards to life and form a basis upon which professional educators can assess their own or other's capacity to meet the Standard and upon which the College can make decisions. The College looks forward to engaging with others in the creation of these criteria and will include these criteria as they are developed in later versions of the Standards.

Note To view the complete *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*, please see <http://www.bcct.ca/Standards/StandardsDevelopment.aspx> The complete version included more on the criteria, definitions, and a bibliography.



## **Standards for the Education, Competence and Professional Conduct of Educators in British Columbia**

May 2008

### **1. Educators value and care for all students and act in their best interests.**

Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.

### **2. Educators are role models who act ethically and honestly.**

Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.

### **3. Educators understand and apply knowledge of student growth and development.**

Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.

### **4. Educators value the involvement and support of parents, guardians, families and communities in schools.**

Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.

### **5. Educators implement effective practices in areas of planning, instruction, assessment, evaluation and reporting.**

Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.

### **6. Educators have a broad knowledge base and understand the subject areas they teach.**

Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English

or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.

**7. Educators engage in career-long learning.**

Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.

**8. Educators contribute to the profession.**

Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.

## Glossary of Terms

<b>A&amp;R</b>	<b>Admission and Registration office</b>
<b>BCCT</b>	<b>BC College of Teachers</b>
<b>BCTF</b>	<b>BC Teachers' Federation</b>
<b>FM</b>	<b>Faculty Mentor</b>
<b>ST</b>	<b>Student Teacher</b>
<b>TEP</b>	<b>Teacher Education Program</b>
<b>TQS</b>	<b>Teacher Qualification Service</b>
<b>TM</b>	<b>Teacher Mentor</b>
<b>TPA</b>	<b>Teaching Profession Act</b>
<b>UFV</b>	<b>University of the Fraser Valley</b>



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TEACHER EDUCATION PROGRAM
NOTICE OF POTENTIAL
WITHDRAWAL CONTRACT

To be completed by the Faculty Mentor, Teacher Mentor and Student Teacher in consultation with the Department Head.

Education 490 [ ] Education 492 [ ] Education \_\_\_ [ ]

Student:: \_\_\_\_\_
School: \_\_\_\_\_
Grade(s): \_\_\_\_\_
Teacher Mentor: \_\_\_\_\_
Faculty Mentor: \_\_\_\_\_

AREAS REQUIRING ATTENTION:

\_\_\_\_\_
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RECOMMENDED ACTIONS TO BE TAKEN:

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\_\_\_\_\_
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Fulfillment of conditions will be evaluated on \_\_\_\_\_ (date). Should the conditions be met, the student must continue to sustain the improvements during the rest of the practicum. Failure to meet or sustain conditions of the contract will result in immediate withdrawal without further notice.

Read and discussed by the following on \_\_\_\_\_ (date):

Student: \_\_\_\_\_
Teacher Mentor: \_\_\_\_\_
Faculty Mentor: \_\_\_\_\_
Coordinator: \_\_\_\_\_



**B. STATEMENTS BY INFORMED PARTIES:**

a) Student:

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b) Teacher Mentor:

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c) Faculty Mentor:

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d) Coordinator:

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**C. CONDITIONS FOR RE-ADMISSION OR RE-ENTRY (use attached sheet, if necessary):**

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Signature of Teacher Mentor: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Faculty Mentor: \_\_\_\_\_ Date: \_\_\_\_\_  
Signature of Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

**I have read this report, and I have been informed about provisions for appeal:**

Signature of Student: \_\_\_\_\_

Dated: \_\_\_\_\_ at: \_\_\_\_\_

For students withdrawing during weeks 1 to 5, the University withdrawal form must also be completed. However, from week 6 to the end of the semester the completion of the University withdrawal form is not required. (See University Calendar for details on refund.)



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