



Faculty of Education

**Attainment
of
Standards
Report**

November 2009

The UBC Attainment of Standards Report

November 2009

The Attainment of Standards Report (ASR) of the UBC Faculty of Education is aligned with the letter of understanding between the Association of British Columbia Deans of Education (ABCDE) and the British Columbia College of Teachers (BCCT). As stated:

The BCCT and the BCDE have created this Letter of Understanding to facilitate the process of nominating candidates for registration in the teaching profession. The process recognizes the independent responsibilities and obligations of the BCCT and the BCDE and provides for the implementation of credible performance based assessments to measure whether candidates meet the standards and related criteria set by the BCCT for certification in this province.

Since approval of UBC's first ASR in 2007, the BCCT *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia* ("BCCT Standards") have been revised. Accordingly, UBC is submitting a revision of its ASR to ensure that "the mutual goals and interests of the BCCT and the BCDE with respect to the registration of the Institutions' graduates" are met. The ASR includes details of the "assessment process for its teacher education program graduates" relative to the standards set by the BCCT, and describes how the BCCT could audit relevant material to check these assessments, if needed, thereby ensuring these records afford an adequate record of the assessment process.

The ASR sets out the material that will be available for audit by illustrating how UBC intends to pursue assessment of its teacher candidates by way of the standards, keeping in mind that we are not restricted to those standards.

The appendix to the Letter of Understanding outlines a set of guidelines for the development of credible performance assessments.¹ UBC has aligned its assessment of

¹ *The guidelines for the development and use of credible performance assessments include:*

1. **Ethical Standards:** *The assessments should be done in a manner that (a) fully informs all participants (teacher educators and teacher candidates) of the intent and nature of all assessments; (b) includes opportunity for internal appeal or renegotiation if necessary; and (c) addresses issues of disclosure and access in accordance with privacy legislation.*
2. **Sampling adequacy:** *Assessments will be based on an adequate sampling of individual performance including his/her understandings across all of the applicable standards for a beginning teacher. Multiple forms of assessment that respect diverse talents, program diversity, and varied ways of learning should be used.*
3. **Evidence:** *Assessment artifacts (e.g. copies of the evaluation forms and notes of those judging the student, observational notes or assignments, lesson plans, journal entries, portfolios, scholarly papers, examinations) should be maintained in a file for each teacher candidate.*
4. **Professional Judgments:** *Assessments of student performance and understandings will involve constructs consistent with the BCCT standards and criteria. Judgments about students meeting the standards will be made by appropriately qualified personnel (university teacher educators and representatives, and school-based personnel with BCCT membership) who are directly involved in the teacher education program including practicum placements. Periodically, a representative*

teacher candidates with the following guidelines as stated in this appendix: “To be credible, assessments need to be administratively feasible, professionally acceptable, publicly responsible, ethically sound, and legally defensible”.

With these goals in mind, the Faculty requires written, final evaluations of each teacher candidates’ practicum from both the perspective of the Faculty Advisors and through the lens of the candidates’ School Advisors—the onsite sponsor teachers. In addition, teacher candidates collect as artifacts various assignments from their related course work as evidence of their learning and professional growth.

It is important to stress that these artifacts and records differ from student to student as do the factors and considerations undergirding the evaluations—for example, some evidence emerges spontaneously from unpredictable “teachable moments”. Because, as the memorandum states under 5. *Individuality and Distinctiveness*, “Assessment methods used to assess teacher candidates may vary from individual to individual, program-to-program, and across situations”, teacher candidates’ collections vary, reflecting not only a diversity of evaluation strategies across the program, but broad perspectives among teacher candidates regarding what they understand to be valid assessments of what they can do, and what they know about the profession. In other words, “The guidelines for assessing candidates ... do not presuppose sameness or standardization and a margin of flexibility in making decisions is essential”.

The collections developed by each teacher candidate are recorded in e-portfolios. This assignment also requires each teacher candidate to link their artifacts to each of the BCCT standards. A final capstone course enables and requires each graduating teacher candidate to complete a thorough, professional reflection concerning each standard. If deemed credible by the supervising Faculty Associate, and instructor for the Capstone course, the teacher candidate will be recommended to the BCCT for licensure; if not, the

sample of these assessments will be reviewed to ensure that these judgments are consistent within and across institutions (for instance as part of a five-year program review).

5. *Individuality and Distinctiveness*: Assessment methods used to assess students may vary from individual to individual, program-to-program, and across situations. The guidelines for assessing candidates in this Appendix do not presuppose sameness or standardization and a margin of flexibility in making decisions is essential.

6. *Audit and Jeopardy*: Relevant assessment material would be available for audit by the BCCT, but the findings of audit alone could not normally be used to jeopardize teacher candidate’s eligibility for certification.

7. *Continuous refinement*: The responsibilities of the BCCT, BCDE and individual programs as defined in the Agreement notwithstanding, these assessment guidelines will be periodically reviewed for the purpose of clarifying and eliminating requirements that might lead to complications in procedures.

In sum, teacher candidates will be evaluated using these assessment guidelines that afford judgments of context-based performance including student understandings. The judgment by qualified individuals reflects a verifiable assessment in accordance with a construct befitting the standards for a teacher to be certified.

student will pursue additional requirements to meet the standards or will be denied recommendation.

As we proceed with the documentation by teacher candidates and faculty, we are keen that: a) an a priori and limiting connection between the BCCT standards (or any other set of principles or standards) be resisted; and b) teacher candidates discuss their pursuits and accomplishments in a fashion which is generative and open ended rather than overly prescribed.

UBC Goals, Standards and Expectations

UBC's pre-service programs have a history of preparing teachers who have been licensed to teach in elementary and secondary classrooms within the province, nationally and internationally. The program includes a range of engagements with research, theory and practice directed at ensuring teacher candidates' achievements and our programmatic expectations are aligned with our goals and values discussed in our program descriptions and most recently in our self-study document. As stated in that document:

In our Teacher Education Program, we encourage beginning teachers to develop a rich understanding of their students and their learning contexts as they question practices, explore possibilities, and acquire the skills and understandings needed to serve as professionals in different settings. They are expected to meet standards set for their profession by the British Columbia College of Teachers, other groups, and ourselves. We expect our students to become informed educators and educational advocates, who are responsive, collaborative, and learner-centered. They are engaged in these explorations on campus as well as during their practicum placements. (p. 24)

Most recently, the Dean signed the Association of Canadian Deans of Education Accord on Teacher Education and indicated a commitment to the Association's Principles on Teacher Education. These include:

- An effective teacher education program demonstrates the transformative power of learning for individuals and communities.
- An effective initial teacher education program envisions the teacher as a professional, who observes, discerns, critiques, assesses, and acts accordingly.
- An effective initial teacher education program encourages teachers to assume a social and political leadership role.
- An effective initial teacher education program cultivates a sense of the teacher as responsive and responsible to learners, schools, colleagues, and communities.
- An effective initial teacher education program involves partnerships between the university and schools, interweaving theory, research, and practice and providing opportunities for teacher candidates to collaborate with teachers to develop effective teaching practices.
- An effective initial teacher education program promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities.

- An effective initial teacher education program engages teachers with the politics of identity and difference and prepares them to develop and enact inclusive curricula and pedagogies.
- An effective initial teacher education program supports a research disposition and climate that recognizes a range of knowledge and perspectives.
- An effective initial teacher education program ensures that beginning teachers understand the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral) and the nature of learning.
- An effective teacher education program ensures that beginning teachers have sound knowledge of subject matter, literacies, ways of knowing, and pedagogical expertise.
- An effective initial teacher education program provides opportunities for candidates to investigate their practices.
- An effective initial teacher education program supports thoughtful, considered, and deliberate innovation to improve and strengthen the preparation of educators.

In conjunction with these principles, the program ensures the pursuit of a range of experiences in order to enable teacher candidates to develop the wisdom, craft and judgment needed to be effective teachers. This includes meeting the requirements outlined by the BCCT standards and more. In broad terms, the standards published by the College of Teachers are as follows:

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

While UBC's instructional faculty sees the pursuit of these aforementioned principles and the standards as common goals, they also provide a variety and range of engagements within our programs by which teacher candidates are prepared for the teaching profession within B.C. schools and elsewhere.

We have the same end goal—namely, being able to reach a decision on whether a teacher candidate has attained certain standards and goals. However, the achievement of these standards will likely differ in form and quality across students.

Evidence and Professional Judgments

Learning to teach carries with it a host of uncertainties that mitigate against presupposing what will count as a measure of the engagement and development of teachers. It may be the unpredictables that are most salient— "...mistakes, the accidents, the detours, and the

unintelligibilities” (Britzman, 1998, p. 60). Therefore, we need to guarantee that the evidence and ways of judging that evidence will vary. We should be wary of standardization of evidence and judgments lest we underestimate the adventure that teacher candidate education entails for our students (Phelan, 2005). Just as in a court of law, a jury examines different evidence and considers a variety of arguments for purposes of reaching a verdict, so our staff will likely pursue evidence and arguments that are pertinent but not always the same in order to assess whether the standards and goals are attained. Further, standards and this accompanying Attainment of Standards document should not predetermine outcomes, learnings, evidence or criteria. As Anne Phelan, Gaalen Erickson, Linda Farr Darling, Steve Collins and Sylvia Kind (2005) concluded in their paper *The Filter of Laws: Teacher education and The British Columbia College of Teachers teaching standards*,

Given the propensity of prospective teachers to try to accommodate the standards, the concern persists that in doing so their view of teaching is stabilized. As such, there is no space for introducing new ideas and practices into the profession. As teacher educators, we have a responsibility not only to introduce aspiring teachers to the traditions, practices and values of the profession to date, but to respect and encourage their capacity to act in ways that renew the profession. Standards can be potentially paralyzing if there is no possibility for newness. (pp. 19-20)

Standard 1: Educators value and care for all students and act in their best interests.

Source of evidence	Evidence
<p><u>Pre-programmatic</u> During admission: Confidential Reports are received from referees who must have observed the candidate's work with children or youth.</p>	<p><u>Pre-programmatic</u> A pre-programmatic assessment of applicants is undertaken as a preliminary review of a range of related qualities. For example, referees are asked to rank the candidate's work ethic, including dependability and reliability, and his/her interpersonal skills with children/youth, including the ability to set reasonable limits. These non-academic admission criteria are contained in the teacher candidate's file and maintained in the Teacher Education Office. They are reviewed by qualified professional staff to ensure a record of an earnest commitment to respecting students.</p>
<p><u>Programmatic</u> The program is oriented to preparing teachers who pursue an understanding of the students' past engagements and experiences en route to meeting their individual and group needs in a fashion that has integrity and respects differences. The notion of the teacher as a reflective practitioner committed to inquiry with students in a learner-centred and ethical fashion is central to our mission. As Coulter and Orme (2000) have stated: <i>Teaching is fundamentally and critically (in all senses of that word) a moral activity; to teach is to influence the present and future by affecting the lives of particularly vulnerable others -- children. Each day, teachers and students make powerful connections with other people as they all attempt to learn what it is to lead good lives. In this endeavor, good teachers make the right decisions in the right circumstances for the right reasons. ... We see this kind of judgment routinely in the actions of good</i></p>	<p><u>Programmatic</u> Throughout teacher candidates' programs, various assignments, journal reflections and supervised school-based experiences will be archived by each teacher candidate alongside records of review and feedback by qualified faculty and staff. For example, this includes observed professional conduct as teacher candidates engage with one another and explore issues related to teaching and learning. More specifically, teacher candidates and instructional staff will include evidence in e-portfolios or the equivalent of a teacher candidate's commitment to the principle of inclusion, intervention strategies and issues, and knowledge of legal and ethical boundaries. In addition, teacher candidates will be expected to provide artifacts that reveal understandings of how changes in definitions of childhood reflect societal change over time, with</p>

teachers: the kindergarten teachers who welcome children into the world of the school; the elementary teachers who help their students gain the tools to access human culture and simultaneously help children to live that culture by treating one another with kindness and respect; the high school teachers who both deepen children's understanding of the human condition by initiating their students into the particular traditions or "subjects" that humans have developed to understand their experience and who attempt to model living a good life.

The program introduces students to a diversity of language and cultural richness and differences especially for groups in B.C., (including Aboriginal people, language minorities etc.) and informs them of their legal and educational obligations as presented by the BCTF and other groups. For example, teacher candidates are introduced to ethics codes such as:

- the teacher speaks and acts toward pupils with respect and dignity and deals judiciously with them, always mindful of their individual rights and sensibilities;
- 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;
- the teacher recognizes that a privileged relationship with pupils exists and refrains from exploiting that relationship for material, ideological or other advantage;
- the teacher is mindful of the child's safety, the child's right to equality of opportunity and successful learning experiences and is considerate of the child's personal circumstances;
- the teacher regards as confidential and does not divulge, other than to appropriate persons, any information of a personal nature concerning pupils;

implications for contemporary beliefs.

A major source of evidence is derived during practica and through other opportunities to explore practice. Faculty and school personnel provide reviews of teaching practices (which include lesson plans and student reflections as well as pertinent assignments).

These reviews of the teacher candidates' engagements focuses on ensuring they understand how to, and indeed can, act in ways which are legal and are ethically, culturally, socially and cognitively supportive of students. Reviews entail feedback to teacher candidates as they learn to assess and meet student needs while following their progress in a fashion which is reflective, well-informed, multi-perspectival and learner-centred.

These reviews take a variety of forms:

- written observations by school advisors and faculty advisors;
- practica reports by school advisors and faculty advisors;
- observed behaviour in class and school settings.

Information is recorded on lesson summaries and in periodical reports. For example, checklists or other forms of reporting are tied to areas akin to the following:

- behaves in accordance with ethical and professional standards;
- designs units/lessons to engage students in meaningful learning;
- plans to address individual and cultural differences;
- plans lessons that allow for individual and group work;
- engages students in meaningful learning throughout the lesson;

- the teacher speaks constructively of pupils in the presence of pupils, teachers, officials, or other persons.

Expectations for Teacher candidates' Professional Conduct

Teacher candidates in the Faculty of Education are expected to adhere to standards of professional practice and ethics in their interactions with faculty, peers, teachers, staff, and students in the schools. During practica and other opportunities to explore practice, teacher candidates are subject to the School Act and they are expected to comply with standards of professional conduct followed by school personnel and to act in accordance with guidelines published in the Members' Guide to the BCTF or other applicable teachers' associations/unions' publications.

In terms of reflective practice, teacher candidates are expected to develop an understanding of developmental issues and the skills needed to address the diversity of learners and provide inclusive learning experiences which ensure that the learners' emotional and physical safety is paramount. This includes, but is not limited to, educational applications of professional and ethical treatment of children, intervention for protection of children, and meeting the needs of students with exceptionality within the regular classroom.

Various site-based or practicum experiences ensure that teacher candidates engage in a range of experiences and are afforded feedback on their practices by qualified professionals.

- adjusts pacing of lessons to the needs of the learners;
- responds appropriately to students;
- develops rapport with students.

Standard 2. Educators are role models who act ethically and honestly.

Source of evidence	Evidence
<p><u>Pre-programmatic</u></p> <p>Application material, letters of reference, criminal record check.</p> <p>The program is oriented to preparing teacher candidates whose applications to the program indicate a predisposition to a broad perspective regarding personal and professional accountability and responsibility to society as a whole.</p> <p>During admission: Confidential reports on applicants from referees who must have observed the candidate in the context of working with children or youth.</p> <p><u>Programmatic</u></p> <p>Through seminars, direct instruction in course work, case study and practica experiences, teacher candidates engage in exploration of legal, moral and ethical conduct that relates to their relationships to and with children, students’ parents and the public at large, beyond the parameters of their jobs and their profession. Teacher candidates learn societal as well as professional and legal expectations toward their responsibility to children and youth, modeling this through their conduct in practice and through their behaviour during the program. Students will learn about the professional conduct requirements of the BC College of Teachers, and its responsibilities as their certifying body, throughout their professional careers.</p>	<p><u>Pre-programmatic</u></p> <p>Criminal records check and letters of reference indicate no conduct unbecoming of a potential teacher.</p> <p>A pre-programmatic assessment is undertaken to judge the applicant’s record of ethical behaviour and leadership skills. Non-academic admission criteria are contained in the teacher candidate’s file and maintained in the Teacher Education Office.</p> <p><u>Programmatic</u></p> <p>Conduct during their course work, seminars and practica is assessed for professionalism. Teacher candidates’ understanding of their status as role models and their ethical responsibilities is made evident through artifacts, reflections and statements of educational philosophies in their e-portfolios. In this format, they provide evidence of their knowledge, understanding and anticipation of legal, ethical and societal expectations for their conduct with children and youth, parents and the public, and in their responsibilities to the profession beyond the bounds of their professional, on-the-job duties. This knowledge includes an awareness of their own obligations re:</p> <ol style="list-style-type: none"> 1) Professional conduct and responsibility e.g. identifying and understanding why certain behaviours that have been identified by the profession as misconduct or conduct unbecoming a teacher. 2) Legal and ethical boundaries e.g. identifying and

Such considerations extend also to their legal, moral and ethical conduct relating to their responsibility to their profession, beyond the parameters of their workplace.

During their experience in the teacher education program, teacher candidates address issues of ethical and professional behaviour in conjunction with considerations of themselves as teachers and the roles that they serve and sponsor. As Coulter and Orme (2000) suggested:

Teaching is fundamentally and critically (in all senses of that word) a moral activity; to teach is to influence the present and future by affecting the lives of particularly vulnerable others -- children. Each day, teachers and students make powerful connections with other people as they all attempt to learn what it is to lead good lives. In this endeavour, good teachers make the right decisions in the right circumstances for the right reasons.... We see this kind of judgment routinely in the actions of good teachers: the kindergarten teachers who welcome children into the world of the school; the elementary teachers who help their students gain the tools to access human culture and simultaneously help children to live that culture by treating one another with kindness and respect; the high school teachers who both deepen children's understanding of the human condition by initiating their students into the particular traditions or "subjects" that humans have developed to understand their experience and who attempt to model living a good life. Ironically, fostering phronesis (practical wisdom or understanding) in contemporary democratic multicultural Canadian society is far more complex than it was in an ancient Greek city state, yet the need for good judgment is even greater.

Throughout our program we pursue an approach to teaching based upon ethically and morally-informed reflective inquiry. In

understanding why certain behaviours have been judged by the courts as misconduct or conduct unbecoming a professional.
3) The concept of teachers as role models, held to a higher moral standard than others in the community.

Throughout teacher candidates' programs, various assignments, journal reflections and supervised school-based experiences will be archived by each teacher candidate alongside records of review and feedback by qualified faculty and staff. These archives will include observed professional conduct as teacher candidates engage with one another and explore issues related to teaching and learning.

E-portfolios will contain teacher candidates' assessment and synthesis of this archival record and their understanding of their professional legal and ethical boundaries.

Faculty and school personnel provide reviews of teaching practices summarized in final reports. These reports address ethical and professional behaviours as well as leadership roles.

For example, these observations may include evidence that the teacher candidate behaves in accordance with ethical and professional standards; cooperates and is collegial with advisors and other professionals, accepts and acts on advice and suggestions; and contributes to the school community.

terms of moral judgments we are committed to developing what Daniel Vokey (2005) terms “moral discernment” which we attempt to uncover and develop through the “exercise” of moral judgment across real and hypothetical cases. Working collaboratively with colleagues, school and university personnel, teacher candidates are given opportunities to develop and refine their personal philosophy of education. By viewing the education system in its social context, teacher candidates come to understand their roles as professionals working in the public interest and thus, are engaged in meeting the specific moral and legal obligations, duties and responsibilities of their profession.

Standard 3. Educators understand and apply knowledge of student growth and development.

Source of evidence	Evidence
<p><u>Programmatic</u> Through case studies, observations, readings and other engagements, teacher candidates study the history of childhood and youth, theories of the nature of development and individual differences, including those of special needs students, and a variety of educational practices intended to support ongoing learning (cognitively, aesthetically, emotionally, morally, socially and physically) across the lifespan.</p> <p>Included in these studies are issues such as bullying, poverty, multiculturalism/ESL, inclusion, drugs, eating disorders, suicide, depression, crime and delinquency.</p> <p>Beyond a critical understanding of developmental research, so in the future teacher candidates are able to keep up to date on new research findings and be able to apply findings to their classroom teaching, our goal is to prepare them to embrace an inquiry disposition and be reflective practitioners with the tools and perspectives to plan successful learning experiences and possibilities for all students.</p> <p>This requires: an understanding of the various factors that influence development and their relevance to the school and classroom setting; an understanding of strategy and skill development, practices by which to assess needs and directions; and strategies for improving learning. In terms of measurement, we expect our teacher candidates to explore methods of evaluation, measurement and learning as they apply to the</p>	<p><u>Programmatic</u> Qualified staff review the evidence derived from programmatic engagements—especially the practicum—to ensure that our teacher candidates have documented their experiences, reflections, journal entries, assessments, lessons and artifacts and illustrate their understanding of children and youth development as well as their pursuit, creation and implementation of developmentally suitable instruction. Teacher candidates will record artifacts and course experiences in an e-portfolio or the equivalent to demonstrate the acquisition of instructional, management, pedagogical and communication skills that meet the needs of and enhance the motivations and learning of different students in different settings with a variety of abilities, challenges, strengths, interests and needs. Teacher candidates will be expected to show evidence of the following:</p> <ul style="list-style-type: none"> • the transformative power of learning for individuals and communities; • being a professional who observes, discerns, critiques, assesses, and acts accordingly; • promoting diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities; • Understanding the development of children and youth (intellectual, physical, emotional, social, creative, spiritual, moral).

education of students enrolled in grades K-12, including:

- assessing and interpreting student progress
- standardized tests (i.e., achievement and aptitude)
- classroom measurements (i.e., objective & subjective)
- observational instruments
- reporting student progress
- student self-evaluation practices
- parent conferences
- matching learning outcomes to evaluation
- adaptations for special needs students.

In terms of special needs students, we inform our teacher candidates of current issues relevant to special education in Canada, and the impact recent changes will have for regular classroom teachers; knowledge regarding stereotypes and professional classifications of children and/or adolescents with special needs; issues related to the labeling process and treatment and inclusion; characteristics of and support for high-incidence disabled, low-incidence disabled, gifted and talented, culturally diverse and at-risk students.

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

Source of evidence	Evidence
<p><u>Pre-programmatic</u> Admissions procedures require prospective teacher candidates to have experiences working with children or youth. In reviewing the suitability of candidates for the program, an emphasis is given to prior engagements that include an awareness of the role of communities and families in learning contexts.</p>	<p><u>Pre-programmatic</u> Qualified professional staff concerned with reviewing applicant’s engagements with communities and parents undertake pre-programmatic assessments. These non-academic admission criteria are contained in the student’s file and maintained in the Teacher Education Office.</p>
<p><u>Programmatic</u> The program involves a range of engagements designed to assist the teacher education candidates in understanding the role of parents and the home in the education of children and youth—especially in the areas of language, culture and ways of knowing. As teacher candidates explore curriculum goals, the program stresses the importance of building upon the prior experiences and relating new knowledge to past, present and future pursuits.</p> <p>We are committed to preparing teachers who are able to engage with students and parents in joint decision-making and as co-educators. We pursue a position consistent with the arguments suggested by Tierney, Crumpler, Bertelsen and Bond (2000): <i>The partnerships we imagine include teachers, parents and other caregivers, students, school administrators and others who come together with the purpose of developing assessments that support teaching and learning and encourages joint decision making. This development should be viewed as part of a larger process of inquiry in which both process and goals are valued. Mutual</i></p>	<p><u>Programmatic</u> Teacher candidates are engaged in a range of assignments that address this standard, as well as other goals of the program. They will be expected to archive their assignments and related explorations with related feedback and self-evaluations. Archived materials will form part of a teacher candidate portfolio or the equivalent. Examples will include relevant journal entries and written reflections on their partnerships with parents and unit and lesson plans that reflect the role of parents and differing family values. They may also include unit and lesson plans that reflect the role of parents and differing family values and also support the role of parent as co-educator.</p> <p>On practica, Faculty Advisors and School Advisors will document the teacher candidates’ ability to communicate appropriately with parents, and their observations of their participation in formal and informal meetings with parents.</p> <p>The teacher candidate will demonstrate and document his/her</p>

respect, connectedness to curriculum and a recognition that all the partners can contribute to a learning community inform these partnerships and support this type of inquiry. Central to our vision is a belief in the importance of trust. This trust must be nurtured as teachers work with students, parents and caregiver. We believe that these new partnerships will provide opportunities for re-imagining learning communities where inquiry is both a belief and a practice, and that they must begin at the classroom level with support from schools and districts if it is to have possibilities for success.

The program goals include preparing teacher candidates to

- understand the potential of shared decision-making (with students and their parents) set within the requisite moral and democratic underpinnings;
- plan activities and engagements for their students that build upon prior knowledge and socio-cultural awareness.

Teacher candidates are governed by these principles while on practica and in other opportunities to explore practice. The relationship between home and teacher is central to the teaching/learning process and this principle permeates many of the teacher education courses. More specifically, we expect that a teacher candidate does the following:

- respects the uniqueness of each pupil's home;
- is receptive to the viewpoints of parents in regard to the educational needs of their child;
- seeks parental involvement in the educational processes designated for children;
- shares information with parents that will assist in the growth and development of the pupil;
- takes appropriate steps to protect the rights of the child.

- understanding of the role of family and home;
- participation in activities and the ability to enlist strategies related to engaging with parents in meaningful, ethical and democratic decision-making directed at supporting student learning and development;
- participation in meetings with sponsor teachers and parents, including Parent-Teacher reporting conferences;
- development of strategies that promote an inclusive learning community with parents who have felt marginalized or who have not been involved with their child's school.

The above judgments are documented in practicum reports and other documents gathered throughout the program. Teacher candidates will record their experiences in the school community (such as attending PAC meetings, parent interviews, and working with parents to assist pupils to learn) in their e-portfolios or the equivalent.

Various discussions, workshops and readings are directed at preparing teachers with the following:

- recognition of the importance of the home in learning;
- understanding the role of parents in students' emotional, aesthetic, social and cognitive development, and the corresponding implications for educational practice;
- recognition of the special needs of children of different cultural, cognitive and linguistic backgrounds, and the need to adapt lesson plans accordingly. This includes topics such as Aboriginal education, multicultural education, anti-racism education, cultural differences in family and educational values, perceptions of education, the role of school, teachers, and parents and societal, cultural, and ethnic differences about the purposes of education. Race, gender, class and ethnic influence on student learning are central topics in these disciplines;
- development of skills for effective communication with students, parents and colleagues;
- recognition of societal historical, political, social and cultural factors that have made parents, particularly Aboriginal parents, feel uncomfortable or marginalized in home-school relationships. The inter-generational impact of the Residential School era continues to impact the relationship that Aboriginal families have with public schooling.

Among various programmatic pursuits, teacher candidates take part in an extended practicum and other opportunities where they explore these understandings and pursuits. For example, they are expected to take part in parent-teacher interviews and the development of communications with parents via memos,

<p>conversations and assessment opportunities such as the use of portfolios, report cards, etc. The practicum allows teacher candidates the opportunity to learn about other forms of parent and student involvements in school and classroom life such as the governance of parent advisory councils and the role they play in school life.</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Standard 5. Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.

Source of evidence	Evidence
<p><u>Programmatic</u></p> <p>As stated in the introduction to the ASR submission, we are committed to a reflective practitioner orientation. For example, our program encourages an action inquiry disposition as a way of informing the complex decision-making facing practicing teachers. Cochran-Smith describes this disposition in this way:</p> <p><i>We need to be clear about what views of teaching and learning are central. Is it assumed, for example, that teaching is a more or less linear process that proceeds from teacher to student, conveying some fixed bit of knowledge? Or, are teaching and learning seen as complex and uncertain processes with knowledge constructed in the interactions of teachers, students, materials, text and prior experiences? Ultimately, we will need to debate purposes, values and ideology, as well as evidence if we are to understand the possible and reasonable roles of research....”</i> (from Cochran-Smith, M. 2004) Promises and politics: images of research in the discourse of teaching and teacher education. (53rd Yearbook of the National Reading Conference, Oak Creek Wisconsin, p.43).</p> <p>Further, these engagements are consistent with the view espoused in a report out of the United Kingdom:</p> <p><i>In our view, teachers should be involved not only experimenting with the outcomes of research, but also in identifying the problems, setting up hypotheses and carrying out the collection and assessment of data. We should particularly like to see more action research...for we believe that this form of activity holds</i></p>	<p><u>Programmatic</u></p> <p>In accordance with the Association of Canadian Deans of Education Accord on Teacher Education: Principles on Teacher Education, we expect evidence on the following:</p> <ul style="list-style-type: none"> • the teacher observes, discerns, critiques, assesses, and acts accordingly; • the teacher is responsive and responsible to learners, schools, colleagues, and communities; • the teacher assumes a research/inquiry disposition that recognizes a range of knowledge and perspectives, and uses this knowledge to explore his or her students’ learning in response to different practices; • the teacher engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making, moment by moment and more periodically., <p>More specifically, we expect evidence indicating that teacher candidates:</p> <ul style="list-style-type: none"> • Learn and practice a variety of instructional strategies • Understand principles and processes related to classroom management, instructional planning, instructional strategies and assessment and evaluation • Develop an awareness of the multi-faceted role of the teacher • Acquire dispositions towards reflection, inquiry, goal-setting

considerable promise for the development of new practices in school. (Bullock, A. [1975]. *A language for life*. Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science. London: Her Majesty's Stationery Office. p.553)

Indeed, as Clarke et al. (2005) stated:
...inquiry is a defining feature of professional practice. When members of the teaching profession cease to be inquisitive about their practice, as when teachers are no longer inquisitive about how students learn or about new approaches and strategies, then their practice ceases to be professional. Without inquiry, one's practice becomes perfunctory and repetitive, duplicative and routinized. This is an important distinction for us, as the concept of inquiry distinguishes teaching as a profession in contrast to labour or technical work. (pp. 160-161)

Practicum experience and other opportunities provide a learning context.

Programmatic

The program engages teacher candidates in deliberations on the role of assessment in student and school improvement, as well as in society more broadly, and with teaching and learning more specifically. In their program they learn methods of evaluation, measurement and related matters as they apply to the education of

and critical thinking

- Are able to connect theory and practice
- Are able to develop a sense of community
- Are effective at lesson and unit planning
- Understand principles and processes related to curriculum design, planning and adaptation
- Are able to demonstrate the use of subject-specific teaching strategies
- Can organize the physical environment for learning
- Can establish appropriate classroom procedures
- Consistently reinforce rules and expectations
- Ensure smooth transitions between classroom activities

Examples of Artifacts

- action research initiatives
- reflections on practice
- the use of observational instruments, anecdotal records and other artifacts to plan instruction
- journals
- lesson plans, unit plans
- videotapes of practice teaching
- written observations by school advisors and faculty advisors
- practica reports by school advisors and faculty advisors

Inquiry projects undertaken by teacher candidates will be documented in e-portfolios or the equivalent.

Programmatic

Qualified faculty reviews and adjudicates teacher candidates' understanding and competence in relation to this standard. Teacher candidates will be expected to demonstrate their

<p>students enrolled in Grades K – 12. UBC teacher candidates utilize a variety of measurement tools as they acquire an interpretive understanding of assessment practices used to document student progress. Our teacher candidates become knowledgeable about the role of standardized achievement and aptitude tests and their functions. In addition, they acquire the ability to adapt their measurement and reporting practices for special needs students.</p> <p>The program is oriented to preparing teacher candidates to understand the strengths and limitations of assessment and reporting instruments, while also developing an understanding of the critical inter-relationship of assessment, teaching and learning. In the context of an inquiry-driven orientation to teaching and learning, we pursue dynamic forms of assessment protocols, which include various forms of classroom observations and learner-centred assessments. This includes engaging students in assessments of their own progress and extends to notions of assessment that engage students-teachers-parents and others in meaningful and ethical transactions around assessment, evaluation, learning and goal-setting.</p> <p>UBC teacher candidates encounter learning experiences directed at subject, curriculum and context-appropriate methods of assessing and evaluating student learning in these aforementioned dynamic ways. They also experience learning opportunities in criterion-referenced assessment, in portfolio assessment, various student self-assessment practices and in the effective use of the B.C. Ministry Performance Standards.</p> <hr/> <p>In the practica, teacher candidates are encouraged to plan and develop a range of assessment practices that are integrated into</p>	<p>competency through entries in their e-portfolios or the equivalent. These may include artifacts such as examples of student feedback and reports, rubrics, assessment instruments, observational instruments, anecdotal records, a philosophy of evaluation position statement, and IEPs for non-typical learners. Other possible artifacts are lesson and unit plans that include plans for assessment of student learning, examples of student self-assessment, photographs and video of classroom activities related to student evaluation.</p> <hr/> <p>In the extended practicum, teacher candidates are expected to participate in various forms of relevant communication with parents, including, but not restricted to, the development of term report cards and participation in conferences with parents, students and other stakeholders. Related checklists, etc., as well as written reports from school and faculty associates will become part of the teacher candidate’s e-portfolio or the equivalent. Observational analyses focus on areas such as:</p> <ul style="list-style-type: none"> • system for maintaining records efficiently and effectively; • using appropriate assessment, evaluation and reporting; • engaging students in appropriate self-assessment pursuits.
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>and inform their teaching and student learning as well as assist the classroom teacher in preparing student narratives and report cards. When possible, teacher candidates participate in parent conferences and various forms of engagements with students, parents and others around assessment, teaching and learning.</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Source of evidence	Evidence
<p><u>Pre-programmatic</u> A range of admission requirements exists. Applicants to the Elementary and Middle Years program are expected to submit evidence of a breadth of general knowledge as well as numeracy and fluency in either English or French. Middle Years teacher candidates are required to have the equivalent of a subject area concentration within a secondary subject.</p> <p>Secondary expectations include specific subject requirements for majors and concentrations. Subject area requirements are reviewed annually with related Faculty of Education departments acting in concert with other appropriate academic units within the universities or colleges of the applicant.</p> <p>Non-academic criteria in the Admissions Package.</p> <p><u>Programmatic</u> <u>Command of Literacies</u> Teacher candidates are engaged in a range of experiences designed to assist them in developing their competencies consistent with the demands of teaching and the literacies they will need. This includes various digital communication literacies as well as face-to-face skills, thereby ensuring they become effective communicators, presenters, collaborators, guides, assessors, archivists and respondents.</p>	<p><u>Pre-programmatic</u> Transcripts in the teacher candidate’s admission package and student file. Admissible on academic criteria (background knowledge and GPA) and non-academic criteria. Student file contains evidence of university degree attainment. Review of these materials is undertaken by qualified professionals. All incoming elementary and middle years teacher candidates are required to have completed three credits of university level mathematics as part of their entrance requirements. The secondary program is a post-baccalaureate program. The Faculty of Education accepts graduates of accredited secondary and university programs as having sufficient competence in numeracy.</p> <p><u>Programmatic</u> <u>Command of Literacies</u> Teacher candidates will be expected to archive evidence of their effective use of various modes of communication (digital and face to face) in their e-portfolios or the equivalent. Reviews of the engagement and performance of teacher candidates are done in conjunction with determining the adequacy of their abilities/literacies.</p>

<p><u>Elementary, Middle Years, and Secondary Options: Command of Subject Areas</u></p> <p>In accordance with the qualifications pursued by teacher candidates, our program is directed at developing subject area pedagogical knowledge within the following subjects: Art, Language Arts, Math, Music, Physical Education, Science, Social Studies, Reading, French and other language instruction, Drama/Theatre, Home Economics, Computing Studies and Technology. These may also include the development of pedagogical knowledge within the following interdisciplinary areas: English as a Second Language, Early Childhood, Humanities, Expressive Arts, and Special Education. Teacher candidates engage in learning in those subject areas that correspond to the requirements of the options offered in the program.</p> <p>In each of the above areas, teacher candidates are engaged in exploring multiple perspectives, critiques, relevant research, theory and practice through reflective inquiry. They are expected to understand the developmental process of learning within and across subject areas for different students. They are also expected to formulate observational procedures to study and respond to student learning. They explore a variety of curriculum material and suggested practices including relevant provincial ministry documents, such as the British Columbia IRPs that support and guide learning.</p>	<p><u>Elementary, Middle Years, and Secondary Options: Command of Subject Areas</u></p> <p>Teacher candidates are expected to demonstrate substantial engagement in the subject areas relevant to the positions they intend to pursue.</p> <p>They are expected to provide evidence that demonstrates intellectual curiosity and professional understandings of research, theory and practice related to subject based and/or integrated curricular planning.</p> <p>The teacher candidate’s submissions are assessed and evaluated throughout the program by qualified subject area specialists by way of oral presentations, class participation, written assignments and projects. In particular, through in-class assignments and workshops, teacher candidates are expected to:</p> <ul style="list-style-type: none"> • demonstrate an ability to select a wide array of information for student and teacher use; • show an understanding of how to critically evaluate information in the subject area relevant to their professional pursuit; • demonstrate that they have an understanding of the curriculum, practices, theories, research, concepts and structures within and across subject areas relevant to their assignments; • demonstrate an understanding of the writing processes and techniques used in the assessment of writing; • demonstrate an understanding of the role of oral language in the classroom; • demonstrate competence in written and spoken English; • demonstrate an understanding of resources such as IRPs in developing lesson and unit planning within their subject areas;
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

world. This knowledge provides the background content for the teaching of the provincial school curriculum.

Programmatic

The program provides teacher candidates with the opportunity to demonstrate their understandings of Canadian history, geography, culture, and the contributions of diverse cultures/groups to Canadian society. A special emphasis is given to engaging with matters of immigration and indigeneity from pluralistic perspectives, ideologically and legally.

In examining the social context of schools and their organizations, teacher candidates investigate how changes in the values and composition of the Canadian population affect the nature of elementary and secondary schooling.

An emphasis within the Teacher Education Program is a commitment to democratic processes; that is, communication, interpersonal skills and decision-making in all professional interactions that are based on trust, mutual respect, equality, acceptance and co-operation across cultures.

Issues of internationalism, global citizenry, and glocal ideas are explored and critiqued within the context of teaching and learning. Consideration is given to understanding how teachers can develop and implement culturally-responsive pedagogy.

Programmatic

Teacher candidates engage in critical reviews of assigned readings and produce journal reflections of their knowledge and understandings gained about Canadian history, geography, and diversity of cultures. These will be archived by each teacher candidate alongside records of review and feedback by qualified faculty and staff. In addition, teacher candidates will be expected to provide artifacts that reveal understandings of Canadian and world societal values as well as an understanding of, and advocacy and educational support for, the diverse populations that they serve.

Our review of the teacher candidates' engagements focuses on ensuring they understand how to, and indeed can, act in ways which are, culturally, socially and cognitively supportive of, and proactive for, different students.

Standard 7. Educators engage in career-long learning.

Source of Evidence	Evidence
<p><u>Programmatic</u> As part of the overall richness and complexity of our teacher education program, UBC teacher candidates participate in a variety of workshops and conferences, on campus and in school districts, adding different dimensions to their learning experiences. This participation illustrates the opportunities available to the practicing teacher for informing and refining his/her own practice. Teacher candidates experience “hands-on” resource workshops where they learn to use internet search engines and education databases. They are informed about the range of resources for continued improvement of practice, such as PSAs, on-line subject discussion groups and professional publications. They learn to locate and use scholarly and educationally-relevant literature to inform themselves and others about continuing and current educational issues, observations and practices that might inform their teaching and understandings of student learning.</p> <p>Further, the teacher candidate is exposed to faculty and school advisors, as well as instructors on campus, who act as positive models of educators engaged in continued professional development.</p>	<p><u>Programmatic</u> The teacher candidate participates in university and school-based professional development. These experiences, as well as their reflections about these experiences will be recorded in their e-portfolios or the equivalent.</p> <p>Demonstration of commitment to professional development while in the pre-service mode will be documented by the teacher candidates in their e-portfolios or the equivalent.</p> <p>Faculty and school personnel provide reviews of teaching practices that are summarized in final reports. The practicum feedback and the final reports are maintained in the teacher candidate’s file in the Teacher Education Office. Areas of professional expectation in the school-based experience include</p> <ul style="list-style-type: none"> • goal setting and plans to pursue ongoing development of craft and understandings; • demonstration of enthusiasm for teaching and learning; • ability to collaborate with others and pursue advice as needed; • acceptance and action on advice and suggestions; • reflection about and ability to improve practice.

Standard 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.

Sources of evidence	Evidence
<p><u>Programmatic:</u></p> <p>Instructors, professors and seconded adjunct professors serve as role models for teacher candidates as they evolve from students to full professionals. They are encouraged to explore the contributions of their mentors—School Advisors and others on their practicum staffs—as well as their campus faculty. Course work following their practica examines the profession from its various working bodies eg. BCTF, BCCT, and the Ministry of Education, where teacher candidates are encouraged to consider their own potential professional contributions.</p>	<p><u>Programmatic:</u></p> <p>During the course of the teacher education program, teacher candidates are encouraged to become involved in various professional activities, not only as participants, but also as leaders. Examples include:</p> <ul style="list-style-type: none"> • Education Students Association (ESA) • Conference presenters (WestCAST, e-Learning, I.O.P.) • E-Coaching (peer-tutoring and workshop presentations) • Provincial Professional Development Day (October) <p>While on practicum, teacher candidates are encourage to participate in professional development activities offered at the school and district levels. They are encouraged to take leadership roles in diverse activities such as providing specialty workshops (ie. Computer, or computer program instruction, P.E. workshops, language instruction, etc.)</p>

References

Association of Canadian Deans of Education/Association canadienne des doyens d'éducation (2006). *General Accord*.

Association of Canadian Deans of Education/Association canadienne des doyens d'éducation (2006). *Accord on initial teacher education*.

British Columbia College of Teachers (BCCT), (2004). *Standards for the Competence and Education of Teachers*. Vancouver, BC: BCCT. (See <http://www.bcct.ca/default.aspx>)

Britzman, D. (1998). *Practice makes practice: A critical study of learning to teach*. Albany, NY: SUNY.

Bullock, A. (1975). *A language for life*. Report of the Committee of Inquiry appointed by the Secretary of State for Education and Science. London: Her Majesty's Stationery Office.

Clarke, A., Erickson, G., Collins, S., & Phelan, A. (2005). Complexity Science and Cohorts in Teacher Education, *Studying Teacher Education*, 1(2), 159-177.

Cochran-Smith, M. (2004). *53rd Yearbook of the National Reading Conference*, Oak Creek Wisconsin.

Coulter, D. & Orme, E. (2000). Teacher professionalism: the wrong conversation *Education Canada*. Toronto: Spring, 40, (1) 4.

Nicol, C. & Crespo, S. (2003) Learning in and from practice: Preservice teachers investigate their mathematics teaching. In N. Pateman, B. Dougherty, & J. Zilliox (Eds.), *Proceedings of 2003 Joint Meeting of the International Group for the Psychology of Mathematics Education and Psychology of Mathematics Education- North American*, Vol. 3, pp. 373-381. Honolulu, Hawaii: University of Hawaii.

Phelan, A. (In Press). A Fall from Someone Else's Certainty: Reclaiming Practical Wisdom in Teacher Education. *Canadian Journal of Education*.

Phelan, A., Erickson, G., Farr Darling, L., Collins, S. & Kind, S. (2005) "The Filter of Laws": Teacher Education and The British Columbia College of Teacher Teaching Standards. Paper presented at the University of Toronto Teacher Education Conference, Toronto, Ontario, May 2005.

Tierney, R. J., Crumpler, T. Bond, E., & Bertelsen, C. (2003). *Interactive assessment: Teachers, students and parents as partners*. Norwood, MA: Christopher Gordon Publishers, Inc.

Todd, S. (2005). *Promoting a just education: Dilemmas of rights, freedoms and justice*. Retrieved from website of Sharon Todd. 1-8.

Vokey, D. (2005). Teaching professional ethics for educators: Assessing the “multiple ethical languages” approach. In K. Howe (Ed.) *Philosophy of Education 2005* (pp. 125-133). Urbana-Champaign: Philosophy of Education Society.