



**Fall 2020 – EDUC 490(4) – Course Outline
Classroom Practice and Seminar III**

Prince George Campus – Secondary Years Cohort
Prince George Campus – Elementary Years Cohort
Terrace Campus – Elementary Years Cohort

Coursework: SYNCHRONOUS/ASYNCHRONOUS ONLINE DELIVERY
Practicum Experience: TBD (due to COVID-19)

*I would like to acknowledge that I am on the unceded traditional territory of the shishálh Nation where I gratefully and humbly live, learn, and teach online with you.
I would also like to acknowledge the land on which we gather is the traditional unceded territory of the Lheidli T'enneh from which I live and work at UNBC.*

OVERVIEW

Course Times: Mondays, 8:20 am to 3:20 pm (practicum time)
Mondays, 3:30 pm to 5:20 pm (seminar time)

4-week Practicum: November 9, 2020 to December 4, 2020

Note: Practicum times will be used for instructional time before Teacher Candidates receive their placements in K-12 schools. This time may be used for guest speakers, collaborative work, planning time, or lectures. To be determined by the instructor.

Course Start Date: Monday, September 14, 2020

Course End Date: Monday, December 7, 2020

Course Location: Online – Zoom, Collaborate Ultra, and Blackboard LMS

Orientation dates: September 8 and 9, 2020 (online via Zoom)

Education Fair: Monday, December 7, 2020

Instructor: Dr. Christine Ho Younghusband
Email: younghusb@unbc.ca

Office Phone: 250-960-6313 (Prince George Campus)
Office Location: Room 10-4048 (Prince George Campus)

Office Hours: Send Christine an email to book a Zoom appointment.

DESCRIPTION

Calendar Description:

Four weeks supervised practicum in a school, along with weekly seminars with team members addressing ongoing practice issues such as: practical skills, case management, reflection, problem-solving, assessing resources, professional issues, teacher research, and portfolio development. Graded on a Pass/Fail basis.

Graded on a PASS/FAIL basis.

Course Details:

This course is designed to prepare teacher candidates for their 4-week practicum. Teacher Candidates will review the expectations of the Professional Standards for BC Educators (2019) <https://www2.gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators>, use single point rubrics to self-assess performance and document evidence of learning during practicum, and e-Portfolios to communicate student learning.

Teacher Candidates will design age and subject matter appropriate lessons using the UNBC lesson plan template, BC's Curriculum (2019) <https://curriculum.gov.bc.ca/>, SD57 District Learning Commons http://prin.ent.sirsidynix.net/client/en_US/dlc (or other school resources), FNESC (First Nations Education Steering Committee) Teacher Resource Guides <http://www.fnesc.ca/learningfirstpeoples/>, and other assessment tools.

Teacher Candidates will also participate in Triads during the course and practicum to collaborate, peer-assess, and mutually support one another as professionals. It will be expected that Triad members will observe each other at least once during practicum.

The course will also entail group discussions, co-construction of knowledge, sharing ideas, and journal reflections. School District No. 57 (Prince George) District Learning Commons resources will be accessed for lesson planning as students of UNBC. This is an opportunity to assess different learning resources and develop ideas for practicum.

The course concludes with a 4-week practicum and EduFair. Days/times are reserved throughout the term as part of EDUC 490 to support and prepare students for practicum. Attendance, participation, and completion of learning activities are expected to deepen and demonstrate learning but also to build and contribute to our collective efficacy.

Course-Level Educational Goals:

By the end of the course, students should be able to:

- Use the Professional Standards for BC Educators to set goals, self-assess, peer-assess, and guide one's teaching practice during practicum
 - Create age appropriate lesson plans using BC's Curriculum, UNBC lesson template, guidance from Coaching Teachers, FNEC Teacher Resource Guides and other learning resources and assessment tools to facilitate learning.
 - Work collaboratively with peers with Triads, the cohort, coaching teacher(s), and broader learning community to provide and accept ongoing feedback and support
 - Implement BC's Curriculum, First Peoples Principles of Learning, Formative Assessment strategies, and Inclusive strategies during practicum and in planning
 - Identify and describe exemplars that best reflects attributes of the Professional Standards for BC Educators to include in e-Portfolios and reflect on learning
 - Assess and evaluate different learning resources appropriate for the grade level, subject area, and learners in the classroom for planning and during practicum
 - Participate and contribute to small group discussions on professional issues; and continue conversations with Triad members and/or Coaching Teacher(s)
 - Be prepared for the 4-week practicum in terms of planning and pedagogy; engage in the practicum experience in K-12 schools with their Coaching Teacher(s)
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GRADING (Pass/Fail)

Learning activities during the Seminar include:

- Participating in class and small group discussions; and, student self-reflections
- Lesson planning, sharing ideas, and co-developing/co-designing learning
- Integrating and synthesizing course content and competencies from the program

Learning activities during Classroom Practice include:

- Engaging in a supervised practicum in a school with your Coaching Teacher (CT)
 - Planning, prepping, assessing/evaluating, teaching, and facilitating for practicum
 - Three-way discussions with CT and practice evaluator/course instructor; and, continued ongoing formative discussion within Triads during practicum
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TRIADS:

Teacher Candidates will form a "Triad" with other Teacher Candidates within their Cohort. It is expected that Triads will meet regularly during practicum. Contact and ground rules for each Triad will differ and established early in the term. Triad members will observe each other's classes at least once during the 4-week practicum and will make the appropriate arrangements with the Coaching Teachers and School Principals. Your Triad is a SAFE PLACE. This is your learning community to share ideas, co-lesson plan, ask tough questions, and provide feedback. The Professional Standards are adhered to.

SINGLE POINT RUBRICS:

The practicum and EDUC 490 is based on a PASS/FAIL grading system. The criteria are based on your performance on each of the Professional Standards for BC Educators. There are 9 professional standards (which are different from BCTF's Code of Ethics). Each professional standard is self-assessed and evaluated during practicum, except for *Standard 2: Educators act ethically and maintain the integrity, credibility and reputation of the profession*. THIS IS AN EXPECTATION throughout the program and your career. Failure to meet the expectations of Standard 2 as a Teacher Candidate, you may be asked to leave the program. You must be a professional at all times, in and out of school.

The Single Point Rubric can be subdivided into specific criteria for each standard. Teacher Candidates are expected to maintain a Single Point Rubric during practicum with regular entries to identify areas for growth and areas of strength. The Single Point Rubric is used as a guide to set goals for oneself but also as a collaboration tool with your Coaching Teacher or Triad to ask for feedback or strategies to improve performance.

Single Point Rubrics are intended to be FORMATIVE and used as a self-assessment tool. Entries need to be dated, descriptive, and evidence based. The Single Point Rubric can also be a record keeper of teaching and learning activities and show growth over time. The rubric will not be graded, but it must be available to the course instructor if needed.

A working copy of the Single Point Rubric will be provided via UNBC Blackboard LMS.

Single Point Rubrics – CRITERIA BASED (SELF) ASSESSMENT

Breakfast in Bed

Areas for Improvement	Criteria <i>Standards for This Performance</i>	Evidence of Exceeding Standards
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

Image from: <https://www.cultofpedagogy.com/single-point-rubric/>

Other links to learn more about the SINGLE POINT RUBRIC:

<https://www.edutopia.org/article/6-reasons-try-single-point-rubric>

<https://pernillesripp.com/2019/02/24/using-the-single-point-rubric-for-better-assessment-conversations/>

<https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1004&context=tedefacpub>

Four Point Provincial Proficiency Scale - HOLISTIC RUBRIC


Proficiency Scale				
	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

Image From: <https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/student-reporting-policy-pilot-handbook.pdf>

RUBRIC FOR JOURNAL REFLECTIONS USING EXEMPLARS:

Not Meeting Expectations	"I like this class. We talked in groups. I like the people in this group. We watched a video. The video was interesting. After the video, my group talked about grades and how grades are used as punishment. Then we wrote on the board on what is curriculum."
Approaching Expectations	"I did not know what to expect from this course. I have to take this course for my education minor. I heard that it might be an easy mark. I liked the video that we watched and how schools are killing creativity. I think this is true. Schools are more about getting grades than learning. That's how it was for me. There are very few courses I enjoyed."
Meeting Expectations	"It is my first day back to school and I end my day with Educ360. Initially, I was not sure what this course is about. I appreciate that I am able to move around in class, talk to peers, and contribute in some way to the course. So far, this course is nothing like my other classes. We work in groups or learning communities, do self-reflections, and watch videos. The video stated what I had always believed. Sometimes I think that I am in school just to make the grade instead of enjoying learning. It seems that how we are graded or judged affects how we learn and what we learn. I shared my own learning experiences in class today. Not great ones. Schools can be so much better and curriculum can fix this."
Exceeding Expectations	"The first class has got me thinking. Teaching and learning in the 21st Century is different from the industrial model of learning where schools are trying to grade students on quality of work how do we really know if the students learned anything? According to Yong Zhao who speaks about 21st Century Learning and personalized learning, that we can't be doing the same things as we always have. Machines can easily replace people in the workplace. He also speaks of entrepreneurialism as part of learning. Should schools be more in tuned to what students can do versus know? I would love to have been more creative in school but I was too worried about grades and what the teacher wanted. What would it mean to personalize my learning? How will I know if I'm succeeding if I don't get an A? There should be standards but we honour students' strengths and interests as well."

E-PORTFOLIOS:

Documentation of your competencies during practicum with respect to the Professional Standards for BC Education in addition to the integration of theories to practice from course work to teaching and learning in the K-12 classroom, Teacher Candidates will highlight their achievements and learning using an e-Portfolio. The preferred platform is WordPress from <https://opened.ca/>, which has a template and is FOIPPA compliant.

Web design and web page development also occur in EDUC 431 (EdTech). The goal is not to create more work or replicate work if it is completed in another course. Teacher Candidates will have to navigate between the two courses to determine what will work best to demonstrate their learning during practicum. E-Portfolio use will be used for EDUC 491 (the final practicum), in addition to the Single Point Rubric and Triads.

E-Portfolio pages and/or blog can be shared on December 7, 2020 at EduFair2020. Teacher Candidates are encouraged to share their e-Portfolios with their Triad throughout practicum to share ideas, provide or accept formative feedback, and provide assistance.

TWITTER and Professional Learning Network (PLN):

Teacher Candidates are encouraged to create a professional Twitter account as a means of professional learning and vehicle for networking. It is also an opportunity for Teacher Candidates to create a digital footprint, but also develop digital literacy and digital citizenship as a learner and educator. FOIPPA rules apply. To be discussed further.

MATERIALS

Readings, videos links, and other learning resources required for this course will be made available to Teacher Candidates via UNBC Blackboard LMS, Twitter, or class blog.

ACCOMODATIONS

Students with diverse learning styles and needs are welcome in this course. If you have a disability or health condition that may require accommodations, please feel free to approach me and/or the UNBC Access Resource Centre (ARC) as soon as possible.

ARC staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations to assist you in achieving your academic goals. ARC is located in the Teaching & Learning Building in Room 10-1048.

More information regarding registration can be found at www.unbc.ca/access-resource-centre. They can also be reached by telephone at 250-960-5682 or email at arc@unbc.ca.

CHEATING OR PLAGIARISM

According to the UNBC Undergraduate Regulations and Policies:

<https://www.unbc.ca/calendar/undergraduate/regulations>

Go to website for full description of Academic Regulation 45 (Academic Offenses).

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- o <http://admin.video.ubc.ca/tiny/wz0af> (Blackboard link)
 - o <https://libguides.unbc.ca/copyright/student-resources> (video at top of page)
 - o <https://youtu.be/G6QsR8-NBM0> (YouTube link)
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PRACTICUM:

Safety protocol to be reviewed with Teacher Candidates regarding COVID-19

ELEMENTARY YEARS TEACHING REQUIREMENTS:

Elementary Teacher Candidates teach in all areas. They are required to teach half a day including two sets of three linked lessons as well as three full days in Week Four. The full days only require formal lesson plans in **Language Arts, Math, Socials and Science**. All other content can be taught from a daybook format. Elementary Teacher Candidates will have 60 minutes a day for preparation and expected to observe and assist the Coaching Teacher for the remainder of the day.

SECONDARY YEARS TEACHING REQUIREMENTS:

Secondary Teacher Candidates will teach two blocks each day. They will observe and assist their Coaching Teacher(s) in a third block and have one block for preparation.

LESSON PLANS:

- Must be written on the UNBC lesson plan template (with minor revisions)
- Make arrangements with Coaching Teacher and Practice Evaluator when formal lesson plans must be received prior to formal observations
- Teacher Candidates are responsible for adapting and modifying the lesson plan as required by Coaching Teacher's and Practice Evaluator's feedback.

REQUIRED FORMAL OBSERVATIONS:

- Minimum of one from Practice Evaluator
- Minimum of three from Coaching Teacher

COURSE FRAMEWORK

Week	Dates	Topics/Themes
1	Sept. 8/9 –	BEd Orientation for Teacher Candidates via Zoom
2	September 14*	Course Syllabus, Triads, Single Point Rubric, e-Portfolio, The Professional Standards
3	September 21*	First Peoples Principles of Learning BC’s Curriculum UNBC Lesson Plan Template Learning Intentions Differentiation Case Studies of Professional Issues
4	September 28*	Trauma Informed Practice (guest speaker) – TBD
5	October 5	Lesson Planning – Core Competencies and FPPL Topics related to practicum preparation
6	October 12	Lesson Planning – Big Ideas and Learning Standards Topics related to practicum preparation
7	October 19	Lesson Planning – Learning Resources and UDL Topics related to practicum preparation
8	October 26	Lesson Planning – Assessment and Evaluation Topics related to practicum preparation
9	November 2	Lesson Planning – Communicating Student Learning Topics related to practicum preparation
10-13	Nov. 9 to Dec. 4	4-Week Practicum
14	December 7 – UNBC School of Education - EduFair 2020	
Fall term ends December 21, 2020		

**INDICATES FULL-DAYS – PLACEMENT FOR PRACTICUM SET FOR OCTOBER*

Note: Topics/themes, content, and/or flow of the course framework are subject to change.