Summary – Phase 1 Teacher Education Program Renewal

University of Victoria- Faculty of Education

Submitted June 2023

Table of Contents

Introduction

This document, **Teacher Education Program Renewal**, is a collection of the work of the Phase 1 Design Committee, compiled throughout the work of the design committee. The Design Committee was organized by Dr. Todd Milford, Chair of the Department of Curriculum and Instruction.

The following elements provided the rationale for the renewal efforts:

- Respond to changes in the British Columbia (BC) Curriculum
- Respond to changes in the Teacher Education Program Standards
- Respond to needs / feedback from our end users (recent graduates, partner students, school districts, etc.)
- Build on recommendations / insights from most recent program review
- Act on student feedback
- Respond to requests / directions from Central Administration at University of Victoria (Uvic)
- Articulate a vision and identity for our Teacher Education program
- Create a sense of urgency to revisit and renewal our Teacher Education program

The Terms of Reference for the Design Committee were agreed upon by the committee and shared with members of the Faculty of Education (see Appendix 1 – Terms of Reference for the Design Committee).

The following meetings have informed this document:

April 25, 2022	Initial planning session with Kerry, Todd and Susan
June 24, 2024	Initial Faculty Group Meeting
August 31 – September 1, 2022	Faculty Retreat
November 9 – 10, 2022 – May 17, 2023	Phase 1 Design Committee Meetings (Approximately 25 meetings)
November 2022	Pop Up Consult Opportunity with Faculty members
January and February 2023 (see Appendix 2)	Consultation Meeting with Critical Friends
April 18, 2023	Design Charrette with Faculty

This document reflects the evolving nature of the Design Committee's work. Therefore, the initial work in this document should be reviewed as such – the initial work rather than being edited as final thinking and conclusions.

Program Renewal Deliverables Per Consultant's Contract

Dr. Crichton's consulting contract required (1) recommendations for program re-structuring and (2) re-design and renewal documents (re-vision, renewal of processes, etc.) that would meet the requirements for continued program accreditation from the British Columbia Teacher's Council. The following documents attempt to meet those contractual obligations:

- Signature pedagogy statement – not completed as of May 17, 2023

- Constraints, etc. Guiding Our Renewal
- Draft Program Wireframe for BEd Program
- Reference list – Whose shoulders we are standing on? This list will be modified throughout the design process
- Revised learning outcomes - not completed as of May 17, 2023
- Revised course descriptions - not completed as of May 17, 2023
- Identification of cross cutting themes informing the program – see Program Wireframe
- Assessment options – portfolios, PASS / FAIL – see Program Wireframe
- Design principles guiding the renewal efforts – see Appendix 4 - Design Principles Consultations – January & February 2023
- Summary of Consultation Comments – see Appendix 5
- Timeline of Teacher Education at University of Victoria – see Appendix 6
- Questions Guiding Our Thinking – see Appendix 7
- Draft Wireframe
- Program Structure Phase 1 Design ideas
- Recommendations Arising from Phase 1

Recommendations Arising from the Phase 1 Design Committee Work

The following recommendations are provided by the Teacher Education Program Renewal Consultant, Dr. Susan Crichton.

Recommendations 1 – 13 have surfaced during the Phase 1 design work which culmination May 2023. They have been reviewed by the Design Committee. Recommendations 14 – 18 are requirements of the consultant's contract.

1. The Phase 1 Design Committee Members should be recognized for their professional and collegial work. There have been approximately 25 committee meetings , along with the Pop Us Consult Sessions, Design Charrettes with Faculty, and the 11 Critical Friend Consultation Meetings. Drs. Todd Milford and Kerry Robertson should be recognized for their leadership in this progress.

2. Phase 2 should start immediately and continue the work of the Phase 1 Design Committee. Members of the of the Phase 1 Design Committee should be encouraged to continue with the Phase 2 work. However, the Phase 2 committee would benefit from being a small core group with the mandate of reaching out to additional Faculty members and Critical Friends within the academic and educational community as needed for specific expertise.

3. In support of the Phase 1 and Phase 2 efforts, a Deans' Committee must be formed to address and inform the program constraints as well as consider alternative program structures (i.e., block rather than semesters, etc.), workload considerations, implications for budget, and implications for program enrollment numbers, etc. The Deans' Committee might consist of the acting dean, Catherine McGregor; the incoming dean, Dr. Vanessa Andreotti; Dr. Leslee Francis-Pelton, Associate Dean Undergraduate Programs; Dr. Todd Milford, Department Chair Curriculum and Instruction; and the program renewal consultant.

4. Additional colleagues from the East Kootenay Teacher Education (EKTEP) program should be consulted during Phase 2 of the program renewal. To date, Maureen Farish has done an excellent

job representing EKTEP, and the strength of that program should continue to inform the renewal efforts of University of Victoria's Teacher Education programs.

5. Design Committee members should continue to document the references / materials from which they draw their insights and ideas. The initial lists of references are included in many of the deliverables and were initially captured in the section, On Whose shoulders Do We Stand – What's Our Common Library. This list must be expanded. This list could provide valuable insights to instructors in the renewed program, offering them a sense of the Design Committee's philosophical and pedagogical stances.

6. The Phase 2 Design Committee must consider the overarching concepts that will build the core identity of the renewed teacher education programs. Whether they call it a signature pedagogy (Shulman, 2005 – see Digital Folder – Final Report – Signature Pedagogies.pdf) or something different, it is essential these ideas provide the distinction for the renewed program. These distinctions will help to organize the program, thematically, as well as help prospective students to make informed choices as to which of the nine British Columbia teacher education programs they which to apply. A clear identity will help market the renewed program both provincially and nationally.

7. As the Phase 2 work continues, the core Design Team must meet regularly with Critical Friends, both inside the university and across the province. It is essential the subsequent iterations of the program design be shared with those individuals who attended the initial Consultation Meetings in January and February.   Those individuals were assured the Design Committee would share its work prior to program approval.

8. Phase 2 should complete one program structure template. Phase 1 drafted an initial template for a 60 credit, 4 semester, after degree program. Phase 2 should complete that template before considering other program options, such as a French K-12 option, the undergraduate program, etc.

9. The Phase 2 Design Committee should consider collaborating closely with local school districts (i.e., SD 61, 62, 63, & 64) to re-imagine partnerships, reciprocal relationships, and classroom observations and practicum opportunities.

10. Design Committee member, Dr. Leslee Francis-Pelton, must be encouraged to continue to source and plan necessary Faculty, university, and external program approval pathways, including the actual document templates and timelines.

11. Design Committee should continue to use Room 555 as a site for Faculty Design Charrettes. Faculty and staff must be encouraged to review the work of the Design Committee, continuously. The Design Committee must continue to document all the program engagement opportunities to ensure that all Faculty members and staff remembers that they have been consulted and their voices have been heard.

12. Program and course learning outcomes must be developed along with a clear curriculum map.

13. Assessment practices and grading (Pass / Fail or marks) must be considered further.

14. Phase 2 must continue to work with Indigenous leaders, educators and scholars to inform the core identity of the renewed program. Further, Phase 2 must deepen the focus on Call to Action 62 – Truth and Reconciliation and embed ways to Indigenize the curriculum throughout the renewed program.

15. Senior administration needs to consider creating a Department / Division of Teacher Education separate from the Department of Curriculum and Instruction. This changed organizational structure would allow for direct leadership and governance for Teacher Education by a department chair with specific expertise in Teacher Education. Further, it would allow for workload to be more easily organized across the other departments within the Faculty of Education. Workload credits required for the delivery of Teacher Education could be more specifically managed by a Department of Teacher Education. This change in organization would need to be considered more carefully during Phase 2 of the program renewal process.

16. A professional learning program will need to be offered for instructors to ensure they are able to create exemplary models of contemporary teaching and learning and align with the pedagogical practices required to support the BC Curriculum.

17. The Program Structure – Phase 1 Design Ideas suggests approximate timelines for each of the program parts; however, it will be essential to re-visit these timelines to ensure they actually meet learning needs. The allocation of 6 weeks for the Opening of the Program, 30 weeks for the middle, etc. were merely estimates to facilitate the initial design of the program.

18. Following the completion of Phase 2, the Design Committee must complete a curriculum map for all programs within Teacher Education. This process will be informed by the development of program and course learning outcomes suggested in Recommendation 12.

Program Structure - Phase 1 Design Ideas

The initial renewed Teacher Education program structure was based on the following numbers. Please note, these numbers are merely for planning purposes.

- Enrollment of **100 students** in a K-12 program. All 100 students would be gathered together for a variety of learning experiences facilitated by a team of **4 instructors**.
- The program will be organized into learning blocks of varying lengths within the officially recognized **4 semesters** of the program.
- Smaller Learning Groups of **25 students,** mentored by **1 instructor** per group, would facilitate seminar topics, case studies, field experiences, completed core assignments, maintain portfolios, etc. across the program.
- Instructors / Faculty members needed:
  - Program narrator – continuous presence in the program to coordinate program components – blocks, themes, learning activities, program cohesion, instructor communications, field experiences, etc. Possibly the chair of the newly organized Department / Division of Teacher Education
  - Block instructors with expertise in block topics
  - Learning Group instructors who stay with the students throughout program structures (Opening, Middle, Closing) and provide program continuity.
  - Practicum partners

The program is informed by the following overarching themes:

- Climate, complexity, and design
- Inquiry and holistic learning
- Transdisciplinary thinking
- Explorations of areas of passion – Fine Arts, Physical Education, Career Life, Humanities, STEAM, ADST

The program will be offered using a variety of instructional strategies to allow students to experience different ways of learning and teaching. This approach will require instructors to re-consider their own pedagogical practices to ensure they are modeling good learning and teaching consistent with the current BC Curriculum and other exemplars. The Design Committee recommends that instructors be offered professional development to introduce instructors into the core readings informing the program and instructional strategies needed to deliver the program. Instructional strategies include but are not limited to the following:

- Large group instruction with opportunities for engagement and interaction
- Conference environment
- Podcasts
- Blended learning
- Seminars
- Field experiences
- Experiential learning
- Guided classroom observations
- Practicum experiences

The diagram below illustrates the intentional integration of programmatic elements, instructional strategies, and supports required.
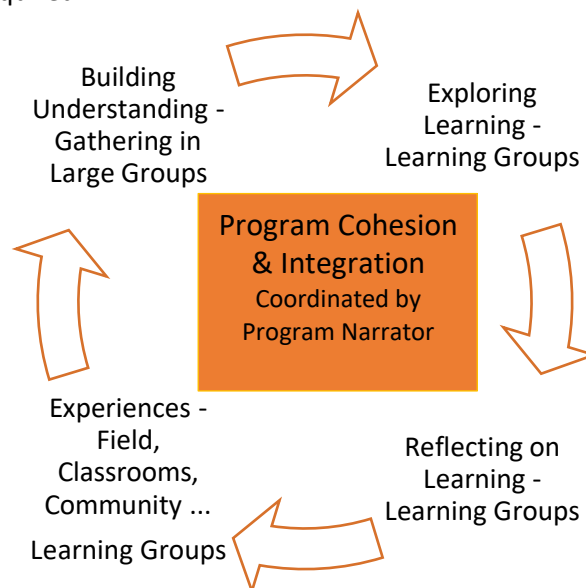
During Phase 1 and 2, the program structure models a 4 semester, post degree, Bachelor of Education. Eventually, other program possibilities can be developed based on this structure. Those possibilities include:

- A concurrent undergraduate bachelor degree and a Bachelor of Education degree (5 years duration)
- A 6 semester Bachelor of Education degree (4 years duration)
- A part time, 6 semester Bachelor of Education degree (4 years duration + needed pauses with the possibility of a maximum completion time, if required)
- Hybrid program with learning experiences at both campuses – EKTEP and Victoria

Program Design Assumptions Include and are not limited to the following:

- Officially the program is offered in four semesters to allow for tuition requirements, scholarship funding, student loans, etc. However, the semesters will be broken into instructional blocks.
- Each instructional block is facilitated by a team of instructors. Each team will have a team leader who meets regularly with the other block team leaders and the program narrator.
- Blocks are flexible and can organized by the instructional team in consultation with the program narrator
- Block instructors will need specific professional development opportunities to understand and enact program intentions and provide programmatic cohesion.
- Block instructors facilitate and mark the unifying assignments and ensure the learning meets and exceeds competency requirements – both internal to the program and external (Teacher Regulatory Requirements – TRB)
- The renewed program's organizational structure is informed by game theory which suggests there should be a clear opening, middle and closing.

Program Opening – Approximately 6 weeks

Week 1 Conference format w breakout sessions	Weeks 2 - 5 Learning Groups Move through 4 Seminar Themes Facilitated by 1 of 4 instructors in Block Team – not an instructor of Learning Group	Week 6 Transition to the Middle Gathering in Large Group
Building Our Community & Vision - Climate, Complexity, Inquiry & Design	Seminar 1 Identity	What are the essential questions framing our thinking?
Introduction to TE competencies	Seminar 2 Foundations	Revisiting our cross cutting themes
Teacher Code of Conduct	Seminar 3 Development	Social media & Digital Citizenship & professional practice
Guided Reflection	Seminar 4 Beyond Inclusion	Working to complete unifying assignment, inquiry projects, starting learning portfolios
Introduction to Learning Groups	Guided Observations in Schools	Reflections on Guided Observations in Schools
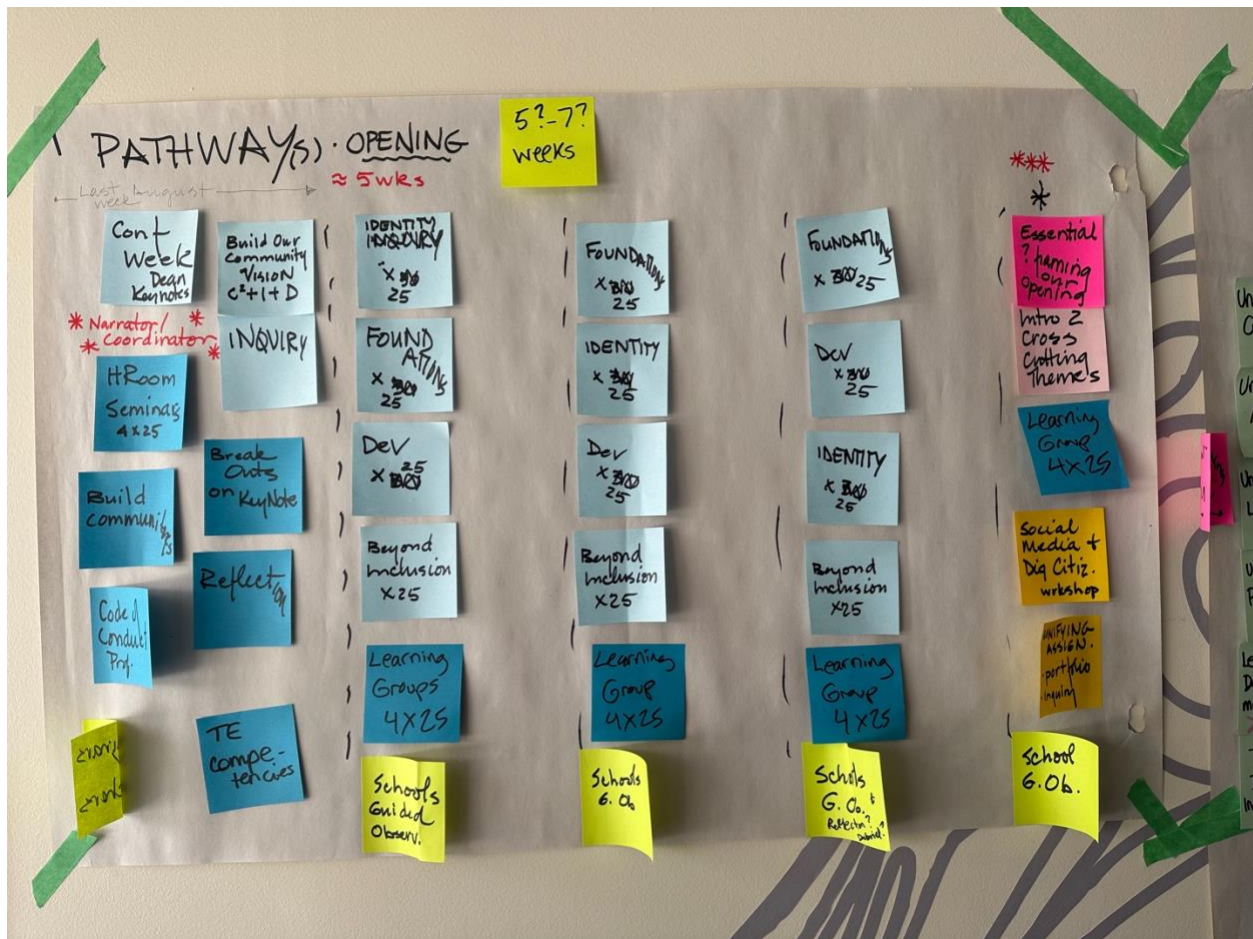
Program Middle – Approximately 30 weeks

Overarching themes are used to organize instruction within the Learning Groups for the middle of the program. These themes are introduced and amplified across the learning. A six week practicum experience is offered during the middle of the program. Middle program themes, developed on the learning experiences in the program Opening, include:

- Climate
- Complexity
- Design
- Importance of developing relationships and connections - amongst students, field, program, colleagues and more
- Relationship informal and formal learning

Core topics within the middle of program include fostering deep understanding of :

- Curriculum
- Assessment
- Learners
- Learning design for multiple spaces and contexts
- Truth and Reconciliation Calls to Action

- Declaration on the Rights of Indigenous Peoples Act (DRIPA)
- Indigenous Graduation Requirements
- Indigenizing curriculum

Program Closing – Approximately 10 - 15 weeks

The program closing includes a 1 week transition from the Program Middle to the required 10 week, continuous practicum.   With the exception of the Closing Ceremony, all learning within the Closing is facilitated within Learning Groups.   During the transition week, the topics of developing Professional Communications and Fostering a Professional Identity are explored.

Following the completion of the practicum, students are welcomed back to campus via a hybrid conference that is 1 week in duration. The hybrid option honours the need to bring closure to the official program by celebrating learning and professional growth while recognizing the expense of maintaining a residence on either campus (Victoria or Cranbrook).   Students are gathered again within the large group and engaged in a conference environment including:

- Workshops on transition to work
- Role of the Teacher on Cal
- TQS Application Process
- Career fair

- Closing ceremony

Within their Learning Groups, students will work with their instructors to
- Revisit and reflect on the themes of the program
- Debrief their learning experiences
- Finalize reflection assignments and portfolio, and
- Participate in a showcase presentation of their learning.
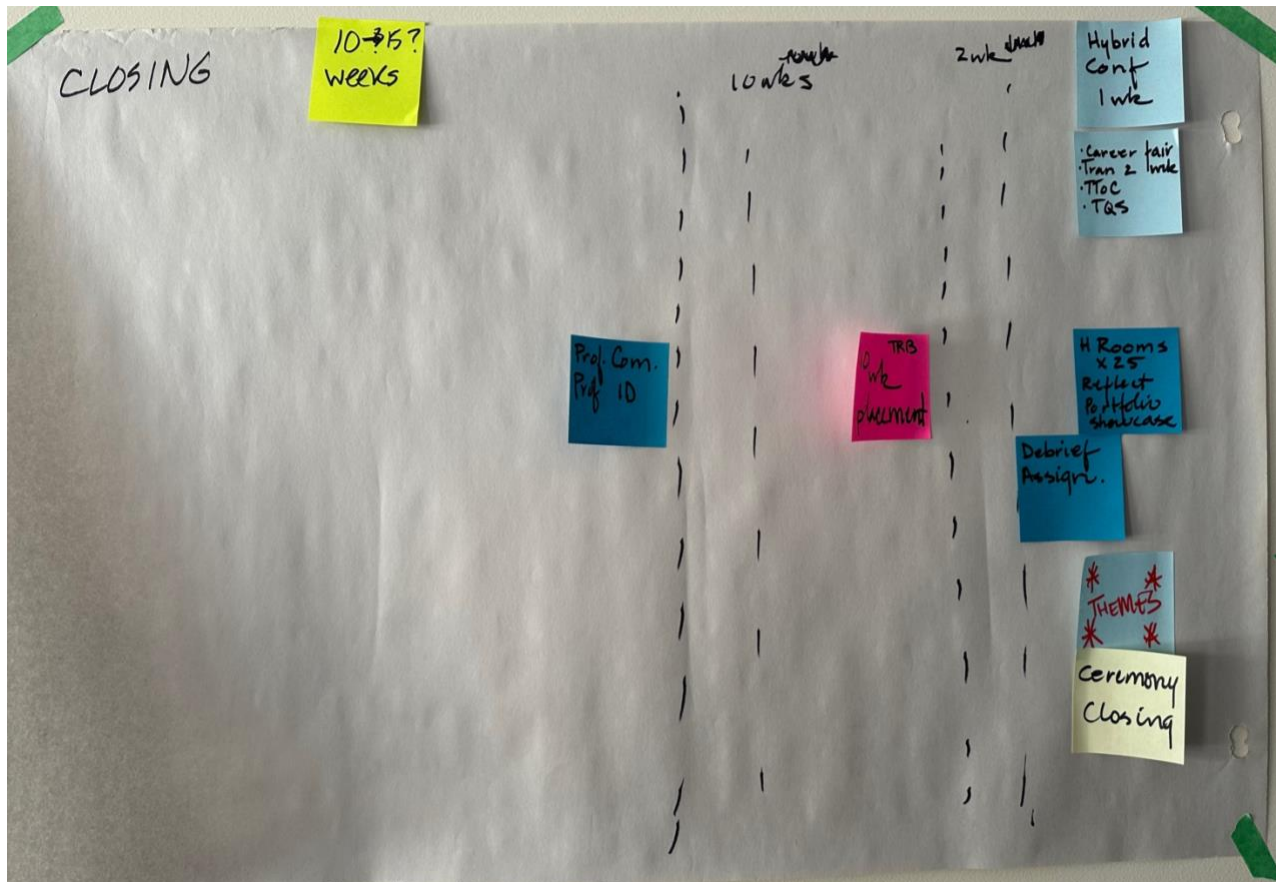
Draft Wireframe for BEd Program

An Educator's Journey – Draft Wireframe Informing University of Victoria's Renewed Teacher Education Program
April 18, 2023

Program Structure	OPENING **Possible August launch**	MIDDLE	CLOSING
Overarching Concept	**Entering, Gathering & Coming Together** *Introduction to Students, Schools, and Teachers (Intro to Competencies)*	**Exploring & Developing, Growing** *Learning Design and Assessment (Building Competencies)*	**Making Connections:** *Representing Readiness (Applying and Extending Competencies)*
Key Topics **NOTE:** These topics may inform course development or team-teaching opportunities. We may draw from existing courses or …	**Welcoming & orienting** o Entering the program in a holistic manner o Establishing what our program is about & beginning to find yourself in our learning community o Collaboratively creating a safe space for learning o Learning to generate good questions which inform applied research / reflection & journaling **School Observations** o Connection to classrooms – guided observation **Guiding Questions** o What is education and where do ideas about it come from? o What does it mean to be a teacher? o Who are the learners of British Columbia and what does it mean to learn?	**Curriculum, pedagogy, assessment – disciplinary & interdisciplinary** o Interconnections beyond individual courses o Ecological, Indigenous, design thinking, IED across the program o Reflection o Inquiry **In schools** o Early link with schools o Touch point for the resources … try it out & reflect o Connection to a classroom – guided observation; practice time; shorter time o Less lesson focus; more exploratory of inquiry or learning experiences; transitions of space / place o Initial short practicum **Designing learning** o Pedagogy and the disciplines – building on work from The Opening - Gathering o Creating healthy learning experiences & environments for diverse learners o What is curriculum? o Role of assessment – types, competencies	**Enacting learnings** from opening about EDI, etc. o Preparing for final practicum o Working collegially o Professional communications in action with mentor teacher / colleagues / faculty **Final practicum** o Offer TTOC days near the end of practicum **Guiding Questions** o How can teacher-candidates apply their learning to their final practicum - and beyond? o How can teacher-candidates communicate effectively with students, families, colleagues, and other professionals? o How can teachers reflect on their learning journey to find their place in the field of education? **Transitioning to work**

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	o What are Indigenous ways of knowing? How can these inform teachers' work? **Becoming an educator?** o How I am becoming a teacher, researcher, learner? o How do I develop my complex identity as an educator? **What does education look like in different contexts, environments?** **How do I challenge my assumptions about education?** o Situating yourself in the foundations, history, philosophy & sociology of Education & imagining where it might go o The various disciplines / fields of study that inform Education o Critically look at who are students and at the development of children & families – psychological & sociological. EDI o Inclusive education as foundational to a civil society o Focusing on learners and their learning needs	o What are instructional strategies o Creating, curating & repurposing pedagogically appropriate resources o Designing learning within specific disciplines o Diversity & inclusion o Multiple contexts **Indigenizing your curriculum as a professional action toward reconciliation** o Fostering a deep and critical understanding of the historical and ongoing impacts of colonialism o Building skills and practice in critical engagement with the colonial structure of education and schooling o Fostering a capability, confidence, and commitment to challenging content, theories, practices, and systems of that maintain colonialism. o Modelling and promoting an approach to teaching practice that is aligned with the FPPL. o Fostering relationships with local communities, cultures, languages, and land. **Fostering Communities of Learning** o Understanding the context of schools today – the realities of teaching and learning; legal and ethical practices o Shifting from compliance-based classroom management to supporting / nurturing humanizing and non-punitive approaches	o Practicum & beyond o Becoming the new teacher – TTOC, & real world of work **Developing one's Professional identity** o Ethic of care o Wellness / Well being o Transitioning from student to lifelong learner **Professional communications** o With parents, school-based teams o Advocacy for students o Newsletters o Report cards o Hosting& participating in hard conversations o Learning to advocate for yourself as a new professional **Understanding** how the BCTC & BCTC supports & requires them to teach EDI, decolonization, inclusion, etc. **Reflecting on your learning across the program** o Exit interviews – celebrations of learning

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	o Identity – what sort of educators are we wanting to foster? o Indigenous ways of knowing – blended into exploration of the origins / development of education. o Recognizing learning, informal & formal, is a global endeavour o Education as an individual & collective often within a regulated field **Understanding how learning happens** o Psychology, cognition, brain research o Understanding how learning happens as children age & development o Foundations of education – philosophy of education; our beliefs and stories about education & where they come from … origin stories of education & critically reviewing those stories o Lenses we will take to shape the rest of program – Indigenizing the curriculum starts here	o Developing strategies for dealing with diverse student needs – understanding and applying good strategies and practices o Building a Trauma informed practice o Personalizing learning to support student learning – honouring diverse learning needs and UDL o Understanding Socio-emotional learning and self-regulation **Imaging & embodying the gift of BC curriculum** o Planning for learning & teaching o Curriculum – integrated, problem based integrated learning **Designing & enacting curriculum** o Core competencies o Diverse learner needs o Working in school-based teams o Understanding the role educators play in curriculum development in BC **Understanding Pedagogies** o Developing a pedagogical stance o Engaging in the thoughtful and informed approach of "doing" and planning appropriate learning / informed approaches o Recognizing the role of teachers as researchers - seeking to understand how to engage in new ways of working o Rethinking competitive assessment amongst ourselves & our students – modeling	o curating from your dig portfolio; gallery tour. o Who am I now as I leave this program as a professional? o Finding a place for oneself in the field – conceptually, place, environments

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	Experiencing & understanding where learning happens - Informally & formally; schools & other places & spaces - Learning in the spaces inhabited by the cross-cutting threads - Role of UVic – research institution informing education - Forming a professional identity – wellness, well being - Understanding the identities of those we teach – children, parents and communities - Developing professional mindsets – how learning happens … developing understandings of the embodiment of learning through the senses - Where learning happens – museum, alt schools, community … **Reflecting Professionally** - Using digital portfolio / collection of artifacts of learning - Professional uses of social media & digital citizenship - Understanding compassion with diverse students? – via case	appropriate assessment strategies in our program **Increased understanding of the nuance of Curriculum, pedagogy, assessment** - Tie back to first learnings in Opening - Backward design / understanding by design - Communications across education community - Collaboration as a foundational element **Exploring pedagogies within & across discipline areas** - Child development - Developing curiosity & creative confidence - Scaffolding learning **Supporting learners in their learning** - Trauma informed practices - EDI - UDL - Self-regulation - Understanding by Design – informal, formative, summative assessment - Personalizing learning - How we embody teaching & learning in diverse settings **Enacting learnings from opening about EDI, etc.** - Preparing for initial practicum - Working collegially - Professional communications in action with mentor teacher / colleagues / faculty	

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	studies? Legal responsibilities …	**Applying theories / practices for diverse classrooms** o Practicing the vulnerability of not knowing o Developing creative confidence in risk taking, creative ways of working & professional decision making **Understanding & using for Instructional strategies for today's classroom** o Curriculum – resources / materials / OERs? o Assessment - Competency o Personalizing learning o Planning for learning **Appropriate use of technologies and ICT literacies and safety** o Integrating ADST with other disciplines, especially in K-9 contexts **Applying the research to practice** o Bridging the theory / practice divide **What does it mean to be a compassionate, ethical, professional educator?** **Engaging in professional conversations** o BCTF discussing Professional Code of Conduct – Professional Standards; Teaching Standards The scope that covers teachers' professional behaviours o Requirements within professional fields	

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		o Compassionate educators – professional, compassionate and ethical behaviours o Understanding compassion with diverse students? – via case studies	

Potential Examples of Unifying Cross Cutting Threads to Support Program Cohesion

- Explore and respectfully draw from Indigenous ways of knowing & being
- Learn and integrate appropriate technologies; develop digital literacy & integrate it into your work; recognizing the importance of social media within teaching and learning and society
- Experience and integrate the ADST & Arts Curricular as rich ways to create holistic learning and teaching environments – using both curricular areas to inform our pedagogical stance
- Incorporate experiential Learning (In Situ opportunities – schools and informal learning contexts)
- Establish reciprocal relationships with the schools – sharing learning, supporting continuous learning
- How do I challenge my assumptions about education?
- How do we collaboratively create place-based environments for learning – rural education? In situ, place-based, urban, rural and more
- Continuously review and attend to BCTC approval / certification standards

| **Potential Examples of Unifying Assignments to Support Program Cohesion** | o Guiding questions – observations / reflection on school observations
o Critical inquiry into what are schools through eyes of a novice teacher
o Creating and contributing to personal, reflective digital portfolio
o Relationship of personal journal to digital portfolio | o Cohesive resources developed for use in multiple grades / disciplines that is shared in collective repository
    o Contributions are peer reviewed (partner teachers, instructor, TCs, etc.)
    o Understanding Creative Commons licensing & contribution to the UVIC OER repository
o Working with informal, formative & summative assessment
o Continuing critical inquiry into what are schools through eyes of a novice teacher
o Maintaining a reflective journal of field experiences & personal learning
o Contributing & maintaining personal, reflective digital portfolio | o Preparation & participation in final practicum
o Continuing critical inquiry into what are schools through eyes of a novice teacher
o Contributing & maintaining person, reflective digital portfolio
o Exit presentation –drawing from portfolio & evidence as evidence of learning
o Addressing questions of practice as we start the profession |

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		o Creating learning experiences, gaining peer feedback, trying those experiences in classrooms & making modifications based on experience & feedback	

Design Committee Meeting Notes – November 9 – 10, 2022
What did we learn from our Pop Up Analysis?

Worksheet Analysis - Summary (Page 1 – 6)
- Tensions navigating theory and practice
- Disconnect from practicum and coursework
- What happens in the schools is different from our theory
- Schools don't feel we are doing it right
- Need better examples
- Inquiry in Ed Tech …
- Is this the same argument – again
- This creates a need to connect
- How can we facilitate the gap
- Is there a gap between high school students and those attending university?
- More school-based people teaching in our program; we graduate students who will always be new / novice with gaps
- How different are we from other professional programs – medicine, etc.
- How to line things up – university should be NEW ideas …
- What you learn and what you do …
- Are our attempts to cover a little bit of everything effective … how do we think about depth as well as coverage
- How can we bridge what we what we know if right but might be dismissed in the schools –
- Art Ed example
- Is Know, Can, Do similar to Aristotle's thinking, making, doing – praxis, theory and poiesis
- What you learn is only part of what you do and on the job learning
- TEd is only part of lifelong learning …
- Messaging what it means to be a professional … we are not doing teacher training … we are educating educators for a life time of learning
- Situating our courses within the notion of our courses are a small portion of their learning
- Integration between instructional and assessment and between and among courses; potential for shared assignments
- Lack of integration of Indigenous pedagogies … comprehending and nourishing the learning journey / learning spirit (Baptiste)
- Assessment – graded / non-graded? Where do they learning about proficiency scales, etc. Could shared assignments bridge this gap? The institute model offers some examples of this within out program
- Are there other experiences we might offer other than courses?
- Common experiences across programs – is it possible to share across programs … design differently or???
- Equity around rural and remote …
- Gap in EDIE and critical pedagogy …

Worksheet Analysis - Summary (Page 7 – 12)
- Lack of flexibility in programming – full / part time
- Nature of cohort model … what happens if something goes wrong …

- Does the pressure for continuous progress impact lifelong learning intentions and program / cohort design – are our accommodations adequate?
- Programs in colleges that could feed into our programs … ECE, etc. could they ladder into our program …
- Diversity and anti-racism = woven through / course. Topics, lenses through which we teach things … themes???
- If they aren't entrenched in course outlines are they actually being taken up
- Curriculum frameworks … identifying topics within courses throughout the program
- Technology – we need to know how to use it more appropriately? Is it used for technology as a thing or more appropriately … rural / remote divide
- Can technology be used to support rural and remote and access?
- Critical look at technology … how does it benefit us and our communities …
- Do we know how technology is used in schools?
- Assessment – instructional courses combined with assessment … consider when things are best integrated and addressed separately …
- Disconnect with university assessment formative assessment and other issues of assessment?
- Concepts as ways of learning / concepts of study / pedagogically approaches
- Literacy as an example of a cross cutting theme …
- Could assessment be done in different ways within a program? The description of a course within the calendar determines the assessment
- Who owns a course?

Worksheet Analysis - Summary (Page 13 – 18)
- Lack of focus on EDI and Indigenous and technology
- How do we build an iterative flow
- Mentoring and modeling
- Alignment
- Not just program alignment but also program leadership for support and connection for sessional instructors and other across the program
- Inclusion – special education / special populations … how do we address these concerns / components
- De-colonization – how does our program actually attend to it within / across the program? Do we have a common understanding …
- What are the barriers to admission to the program? Intake process
- Do we value who the people are that come to our program? What assets do they bring … what experiences and gifts and abilities. Do we allow them to explore Teacher Educations through their life experiences … might intake interviews help us understand our learners …
- Cross cutting courses – introduction to key principles / first principles. How do they play out within and across your
- Maureen's sharing their program:
  - Because they are smaller they have moved on some elements
  - Seeing students as cross their career cycle
  - You are leaving us as beginning teacher then will evolve in your career to be a mentor then a sessional …
  - Have maintained the entrance interview – a get to know session both ways
  - Working on cross cutting and ensuring assessment is across methods courses …
- Can we develop different languages for describing our work … training, methods, etc.

How the information from the worksheet / pop up information impacts for our work

- What will align / hold together our program
- How do we help colleagues, fields and students know we are preparing novice educators and they need support and nurturing from the field NOT expecting a binary … field and university – LIFELONG LEARNING
- How will we intentionally align the components across the program and amongst our instructors
- Need to model our core principles
- learning journey / learning spirit (Baptiste)
- Use the Institute model for examples of shared assignment / assessment????
- Need to create a program view; what really happens within our program and what should happen?
- Role of UVic for rural and remote beyond East Kootenay program
- Structure of the program that honours learners who need more flexibility … does practicum / course offering / program design impact who we get as learners … might we figure a way …
- Are we interested in scaffolding those educators from other countries … Ministry is looking at that? Internationally trained educators … may be a totally new online offering …
- Could we have an organizing framework for our program – design principles that are taken up throughout the program and within the courses – spiral curriculum …
- Key themes that are introduced, and taken up in courses and must be included throughout
- Program design demonstrates the ability to work together / combine our work / teaching
- Blending the notion of courses, topics … cross cutting?
- What does success look like
- Intake interviews – how are students admitted to our program
- Deeply consider our Intake process
- Are we collecting the right data? Do we know what really is going on and how it impacts our program – tip to tail
- Follow up with our graduates …
- New BC curriculum
- TRC
- UNDRIP
- Climate concerns
- Department strategic priorities

Components arising from the Worksheet / POP UP to Consider for Our Renewal

- **Structure** of the programs within the Faculty … oversight of Teacher education (see Snapshot doc)
  - o Do we still want the 4 year offering?
  - o Do we want a K-12 program?
    - ▪ Should we offer an introduction to becoming an educator – K=12 then allow students to specialize …
- Guiding Framework – **Design Principles** informing what it means to be UVic?
  - o Conceptual …
  - o Concern about "general" courses – are courses being opened to "other" students
  - o Who are our courses open to …

- o University colonized faculty - Influence of colonization on universities
- o Current assessment limits creativity / personalized learning / critical thinking.
- o learning journey / learning spirit / lifelong learning
- o EDID
- **Flow of the program** – Beginning, middle and end with cross cutting elements
  - o What is missing
    - Part time
    - Admissions processes
  - o What can be discarded
  - o What must be added
  - o What are things that we are still unsure about …
  - o More flexible options …
    - With perquisite milestones …
    - Prior learning
    - Thomas Haney philosophy
- **Constraints** (see Constraints doc)
- **Terminology**
  - o ~~Teacher training~~ - Educating educators?
  - o ~~Methods Courses~~ – Designing for Learning?
  - o ???
- Does the Ministry of Education and Childcare and BCTC and others see **UVic as a partner / contributor to innovation in Teacher education**?
- Who are our **critical friends** – consults

Considering Initial Design Principles Guiding Our Renewal Efforts

- Role of BCTC standards and BC curriculum as a foundation not the ceiling …
  - o While recognizing our role as research institute to lead change and be innovative …
  - o Accommodating, recognizing and supporting
  - o Balancing the rights of all within hard conversation that avoid "the easy button"
  - o Beyond binary thinking … measured approach to coming to the right thing through good thinking
  - o How we look at things – we are seeing things through a privileged lens
  - o Our graduates are able to ask good questions
  - o Strive to bring people in rather than call them out
  - o BC curriculum is our opening – our common lexicon

- Students and faculty engage in a programmatic approach
  - o Programmatic in terms of what they are entering and what they are co-creating
    - Immersive experience – why you are here and what you are part of …
    - Land, BC Principles, all the things that guide the work of an educator …
    - Deciding what is enough to get the learning started …
    - How will students demonstrate the evidence of their learning and against what standards and criteria?
    - Creative critical thinking positioned as the opening mindset / skill set and development the discernment needed to make informed choices … to have an intention that is *evidence* informed
  - o Examples include the institute, learning spirit

- o Consider the need / value to attending classes, participating and becoming professional – fit and proper is maybe no longer fit and proper

- Need to address EDI
  - o What decolonizing work is beyond a theoretical level
  - o How is it seen and experienced throughout the program
  - o How do we go beyond talking about it in another course: is it expressed in admissions, action, experiences, and everyday practice

- Program recognizes that our TC are individuals and members of a cohort who can work together and who will express their practices in different ways that align to the BCTC standards and reflect strengths and individual practices
  - o How can we draw from individual strengths
  - o How can we generate <mark>leadership / champions</mark> amongst our graduates
    - ▪ Need to work with our field partners as to how to welcome / encourage / use that championship …
    - ▪ Work with mentor teachers and others to understand our intentions and who our graduate may be …
    - ▪ Create a creative confidence to share and participate as professionals
  - o Cohorts that are not solely grade level / subject matter defined, they might be concept or thematic based
  - o Does our pedagogy and assessment model mirror this view
  - o Grounded on Ministry's new personalized, learning spirit …
    - ▪ learned about,
    - ▪ experienced deeply in the program as a student and often
    - ▪ and it becomes part of their practice

- Expression of the individual – not only an expression of individual practice and teaching is a very human, humanistic practice … understanding the value of good planning within the importance of nimble and personalize practice that is responsive and respectful. Teaching is a human endeavor. Could a classroom look like … a studio or ???

- What might different structures look like that honour individual learning?
  - o What does it been to be responsive?
  - o What does it mean to be planful and open and flexible
  - o Explore ways in which we can scaffold our graduates to be planned, aware and open ?

- Create a nurturing, supportive learning environment that support TC through their teaching cycle …
  - o school based teams who are supportive
  - o small cohorts that are supportive of each other in the program and beyond

- support working / teaching in teams to create a holistic, beneficial learning environment that models what we believe

- assessment supports continuous learning and risk taking

- learning experiences continue to model new learning and push Faculty, staff and students beyond their comfort zone

    o we value experiential, studio based learning that supports creating and making

- grounded in establishing, supporting and fostering pedagogical relationships

- consistency across curriculum design and its relationship to pedagogy and learning and subject matter
    o Attend to foundational materials – what are the tools that novices' need for their success, comfort, confidence
    o Critical and creative thinking skills – UDL?
    o Need to define what we mean here …
    o Consider what happens when we do not reach the same conclusions …
    o What is foundational to our program??? What do we collectively, as a Faculty, bring to our students?
    o Viewing "lesson plans, etc." as supports not limitations

    o <mark>TCs need to understand the BC curriculum through scaffolding and then build confidence to move beyond and embody them in practice …</mark>

- personalized learning is developmental and less tied to grade level and more connected to …

- climate crisis – how are we preparing students to address current crisis / concerns ..

    o role of educating educators to design change based on creative and critical thinking and evidence informed practice
    o moving beyond the political and become influencers of public opinion and good thinking
    o discernment – political decisions of what you share, who you read,
    o what does success look like in terms of thinking, acting well
    o ways to live well in the world; education v indoctrination
    o education as a powerful force for change; future looking while looking back and seeing other ways
    o education as an individual as well as social process
        ▪ education contributes to societal xxx
    o attuning our students to what is important and then creating a safe space for all students

- gathering place for xxx with our proximity to government and field partners
    o establishing strong relationships for mentoring, supporting and working together
    o building First Nations sense of place – a gathering place culturally, geographically, and …
    o gathering as a strength based activity

- Defining the role of education and being an educator …
    o Gregory Cajete – article …

On Whose shoulders do we stand – what's our common library?

- Dean Vanessa Andreotti's presentation TE Refresh - See Digital Folder – Final Report – TE refresh Andreotti.pdf
- Baptiste article???
- BC's course curriculum. Retrieved from https://curriculum.gov.bc.ca/.
- BCTC certification Standards (July 2022) Retrieved from https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/cert_standards.pdf
- Gregory Cajete – article …
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- Dam, R.F. (n.d.). What is design thinking and why is it so popular? Retrieved from https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular
- Kelley, T. & Kelley, D. (2013). Creative Confidence: Unleashing the Creative Potential Within Us All. NY: Crown Business.
- OECD Future of Education and Skills 2030 (2019). Conceptual learning framework: Transformative competences for 2030. Retrieved from https://www.oecd.org/education/2030-project/teaching-and-learning/learning/transformativecompetencies/Transformative_Competencies_for_2030_concept_note.pdf
- Schleicher, A. (2018). *The case for 21st-century learning.* Retrieved from http://www.oecd.org/general/thecasefor21st-centurylearning.htm.
- Shulman, L. (2005). Signature pedagogies in the professions. *Daedalus, 134: 3, 52 – 59.* Retrieved from https://www.jstor.org/stable/20027998#metadata_info_tab_contents

Rod Allen's Talk – August 31, 2022

- The world has changed, have you
- The world has changed – has our program changed
- It's not what you know but what you can do with what you know
- Need for assessment for deep learning
- Competencies for the 21st century
- See Appendix 1 – Rod's Presentation

Design Challenge Guiding Our Work

NOTE: Susan drafted the initial Design Challenge and Faculty were asked to offer revisions / comments. Comments are seen in the margin. Edits are reflected yellow highlighting or strike through.

Background

British Columbia has nine distinct Faculties / Schools of Education. Each has a variety of programs ranging from certificate and diploma programs, Bachelor of Education degrees, graduate level Masters of Education and Art degrees, to PhD and EdD programming. Common to all Bachelor of Education programs is the governance, mandated by the Ministry of Education, of the Teacher Regulation Branch (TRB) which determines teacher certification policy and standards. While the TRB and the representatives of the British Columbia Teachers Council

set the "rules" for teacher certification, each Faculty or School of Education determines its own signature pedagogy (Shulman, 2005) or way in which it educates its novice educators.

This unique signature pedagogy distinguishes individual programs. It unites Faculty, teacher candidates, partners and community around a common vision and mission. It is the responsibility of Faculty to ensure its signature pedagogy is academically sound and attends to and prepares educators to meet and exceed the standards set by the province's regulatory body.

Our Challenge

The Faculty of Education <mark>Teacher Education Program</mark> at University of Victoria has some unique opportunities and faces some interesting challenges. Renewal is timely to address these opportunities and challenges and to continue to develop a vibrant and viable program for novice and experienced educators.

To do this, we must ~~identify~~ <mark>articulate</mark> our <mark>identity</mark> in the province, define our signature pedagogies, and ~~articulate~~ <mark>communicate</mark> our renewed Vision and Mission. While we have an urgency to do this work, we must also ensure our program attends to the demands of British Columbia curriculum (https://curriculum.gov.bc.ca/) and the needs of our communities, as informed by the 21st century literacies (Schleicher, 2018) and the OECD Transformative Competencies for 2030 (2019) among others.

NOTE: Since the retreat we have expanded our references to include to reflect decolonization, EDI, Wilson, Tuck, Freire – and we need to continue this thoughtful list of references as we move into Phase 2 of our work.

References

BC's course curriculum. Retrieved from https://curriculum.gov.bc.ca/.

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What We Need to Support Our Work

- Freedom
- Creativity / critical thinking @ personal level
- Ways to collaborate with all stakeholders (C+I, IED, EPLS, profession, students, allies across campus and within Senate. Consultation with our communities (e.g. parents, school boards, Indigenous communities, etc.)
- Determine understanding through shared conversations
- Cohort driven, intensive program – internship based with a team-teaching approach - Look at Lethbridge's Internship model
- Take a deep drive into what we are currently doing in our program
  - o Identity current program goals
  - o Identity learning outcomes and goals
  - o Determine intake numbers
  - o Understand current admission requirements and processes
  - o What is the student experience at various points in their journey?
  - o What are the approval standards?
  - o Practicum – needs / assessment
  - o What is the role of inquiry in our program
- Understand BCTC and TRB roles
- Understand what other programs are doing
- Synthesis of teacher education literature / research

Constraints / Givens Guiding the Program Renewal

Revised table – November 9, 2022

CONSTRAINTS Things we as a design committee cannot change	GIVENS Current practices / ways of doing things that we keep / could change	FACTS Statements that are true but not necessarily constraints or barriers	??? A category we didn't define but that might be helpful to our work

• Workload is governed by Collective Agreements
• Maintain EETS – calculated over course units not modules
• Program components attend to BCTC requirements
• Understanding the impact of program changes on things like grad school entry, scholarship requirements
• Sessional instructors are not paid for PD –
	• BEd is a full-time program
	  o September start
	  o Cohort based
	  o Face-to-face delivery
	  o 30 credits over 16 months
	  o 4-year program = 61.5 units (Units are calculated at 1.5 for purposes of workload)
		• We need Practicum placements
		• Program is impacted by approvals from Faculty, University and regulatory bodies (BCTC, TRB, etc.)
		• Classes taught 75% by sessional instructors
		• Individual classes are housed within departments
		• Course level assessments is
			• Governance structure of the BEd program
			• Class / program curriculum impacted by issues of ownership – issues of certification and requirements
			• Do we actually know all the constraints / barriers?
			• University colonized faculty - Influence of

seek alternative funding
• University priorities and strategic initiatives
	o Spring practicum
	• There is a cap on intake
	  o Intake is GPA driven - Need ways to enhance diversity
	• 30+ students per class - aim for equitable distribution of classes while keeping classes small
	• At EKTEP cohort size is capped at 24 not 30 due to space restrictions at COTR
	• Physical constraints of space and equipment
	• Cranbrook & UVic programs are administered by different units / departments
	• Alignment with EKTEP: we work collaboratively to ensure close alignment:
	  • courses
	  • practicum plans and documents
	  • support with placements out of area when possible
	  • sharing Field Advisors between programs
		determined at a course level and expressed in the calendar
		• *Alignment w/ Indigenous Education program for mutual benefit & administered by different units which requires intentionality*
		• Timing – scheduling-facilities control everything
			colonization on universities
			• EKTEP:
			  o Connection to UVic TEP, enhanced when regular opportunities exist to meet face-to-face: conferences, visits to each campus
			  o Financial constraints make this difficult

	- international practicum placements - shared opportunities for student, instructor, and field advisor Pro-D, - some instructors come from UVic to teach at EKTEP etc. - regular meetings between Admin staff at EKTEP, UVic TEP, Ed. Advising, IED. - Joint problem solving - cooperatively working to update policies as needed - joint work on provincial committees i.e. BCTC - easy access to Department Chairs, Associate Dean and Dean - visits to EKTEP by Associate Dean and Dean - Continue to provide ongoing mentoring		

Constraints Arising from our August 31 – September 1, 2020 retreat
- Do we actually know the constraints / barriers?
- BEd is a full-time program
  - September start
  - Cohort based
  - Face-to-face delivery
  - 30 credits over 16 months
  - 4-year program = 61.5 units (Units are calculated at 1.5 for purposes of workload)
  - Spring practicum
- There is a cap on intake – possible to reconsider
  - Intake is GPA driven - Need ways to enhance diversity
- Required Practicum
- Governed by Collective Agreements
- Administrative requirements govern program / governance structure
  - There are programs within our program
- Program is impacted by approvals from Faculty, University and BC regulatory bodies (BCTC, TRB, etc.) Collective Agreement
- Individual classes are housed within departments
  - Class / program curriculum impacted by issues of administration / funding / course content oversight?
  - Classes taught 75% by sessional instructors
- Grading done on 9-point scale
  - Do we need to assign grades?
- 30+ students per class – partial description; aim for equitable distribution of classes
- Alignment w/ Cranbrook program and other teacher education in the faculty – Indigenous Education program
- Influence of colonization on universities
- No dedicated teaching spaces – that impacts pedagogy
- Timing – scheduling
- Faculty time and expertise
- Budget
- Paid PD for sessional instructors
- Influence / change on course outlines
- Faculty buy in
- University priorities

Defining a Signature Pedagogy

Shulman (2005, p. 52) defines a signature pedagogy as "the types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions." Signature pedagogies inform the "three fundamental dimensions of professional work – to *think*, to *perform* and to *act with integrity*." Shulman suggests a signature pedagogy has three dimensions:
- *surface structure* – concrete, operational acts of teaching and learning, of showing and demonstrating, of questioning and answering, of interacting and withholding, of approaching and withdrawing;
- *deep structure* – a set of assumptions about how best to impact a certain body of knowledge and know-how; and

- *implicit structure* – a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions (p. 54 – 55).

What is UVic's Faculty of Education's Unique Role in the territory, island, province, and beyond?

- Engaging students in the world and empowering themselves
- Provide degrees
- Cohort based learning
- High standards
- Connections to the field
- Excellent teaching
- Creators and users of research
- Equity focused
- Balance academic, social and emotional
- Creative / innovative
- Land based pedagogies
- Learning for all
- We contribute to the educated citizen model
- Working to make the world a better place
- Low numbers and good branding – intimate, supportive and proactive
- We are enablers
- Dichotomous thinking
- Driving to competencies
- Navigating major global events with success
- Ministry ties
- International Faculty – global, world views
- Privileged students
- Local and convenient
- Indigenous education & teacher education working together
- Graduates contribute to the BEd courses
- Competing with VIU and maybe, eventually RRU
- Research intensive
- Relationship with CSSE
- Art education – physical building holds potential for focus on Fine Arts and Music
- Core French training
- Specialized programs
- Using social media

Considering Our Signature Pedagogy

Surface Structure	Deep Structure	Implicit Structure
concrete, operational acts of teaching and learning, of showing and demonstrating, of questioning and answering, of interacting and	a set of assumptions about how best to impact a certain body of knowledge and know-how; and	a moral dimension that comprises a set of beliefs about professional attitudes, values, and dispositions

withholding, of approaching and withdrawing		

• Community engagement
• Connections to innovative teachers
• Critical thinking
• Different representational forms
• Diverse learners
• Experiential
• Flexibility
• Immersive
• In class
• Inquiry
• Intentional
• Meaning making
• Pedagogical content knowledge
• Pedagogical purpose
• Personal
• Pockets of interdisciplinary experiences through institutes, etc.
• PRAXIS – theory - practice
• Relational
• Residency
• Strength in the arts
• Tailored curriculum
	• Assessment – Pass / Fail or?
	• Becoming a life-long learner
	• Courses are sequences to make the program
	• Cross / transdisciplinary
	• Design thinking
	   o Wicked problems
	• Discussion based
	• Flexible educators
	• Integrated
	• Learning together
	• Learning v grading
	• Link assessment and instruction
	• Prepared for future
	• Quantitative assessment
	• Scaffolding novice to experienced, over time
	• Sharing space
	• Teachable teachers
		• Busy work vs meaningful work
		• Collaboration – learn from one another
		   o Combine courses and units (e.g., 2 courses = 3.0 units)
		   o Instructor collaboration – shared outlines and outcomes – co-teaching
		• Compassion (values framework)
		• Conflicting epistemologies
		• Critical research disposition – reflective practice
		   o Seekers of knowledge – researchers
		• Disruption – doing
		• Foster partnerships (parent, educators, communities)
		• Fostering disposition of Honesty and integrity and responsibility
		• Growth mindset
		• Identity and perspective taking
		• In aid of creating respectful communities
		• Lone wolf
		• Making thinking explicit
		• Metacognition
		• Neoliberacism
		• Personalize learning
		• Putting commitments into action
		• Socialization of teaching
		• Spirit of inquiry anchored in process

Appendix 1 – Terms of Reference for the Design Committee

Terms of Reference for the Design Committee

Purpose

To act on behalf of the members of the Teacher Education Program to

- Revisit / consider current Teacher Education programs and practices within UVic's FoE to gain a common understanding of what exists, drawing on existing materials, resources and feedback
- Review existing innovations and practices within Schools of Education and Faculties of Education in British Columbia, across Canada and beyond
- Gather and share relevant information that may impact / inform our practices and programs
- Work collaboratively and respectfully with committee members to prepare ideas and resources to support the design efforts
- While bringing our individual expertise, we will work collaboratively for holistic programmatic renewal
- Host design conversations to gather, share, and co-create ideas and resources with Faculty, students, instructors, and community partners
- Prepare and share ideas and resources for co-construction amongst Faculty of Education community (students, staff, instructors, etc.)

Rationale for Program Renewal

To renew the existing teacher education programs and

- To respond to changes in the BC Curriculum related to design, competencies, assessment
- To respond to changes in the Teacher Education Program Standards
- To respond to needs / feedback from students in our programs, recent graduates, program instructors, and partner groups such as school district and Ministry of Education personnel, etc.
- To ensure our teacher education programs appropriately address EDI/D throughout courses, experiences and curriculum
- To build on recommendations / insights from the recent program review (can we identify this? Likely some won't know what this is)
- To respond to requests / directions from the Office of the UVic Vice-President Academic and Provost and summarize the goals and objectives of UVic's teacher education programs
- To articulate a vision and identity for our Teacher Education programs

Description

Design Committee work will be considered as service to the Faculty. The committee is made up of representatives of Faculty of Education (instructors and staff). The timeframe is for this committee is September – June 2023.

Using an iterative design approach, the committee will work collaboratively to consider ways in which we can respond to the changes impacting our program and renew it in constructive and innovative ways that meet and exceed external regulations and expectations.

Time Commitment

Design Committee members will meet regularly (both physically and virtually). There may be work required of committee members that is outside of regular meetings (i.e., consultations, research, etc.).

It is anticipated that committee members will commit the equivalent of two - three days per month on this work.

Reporting

Dr. Susan Crichton has been contracted by Chair Todd Milford to lead the design process and chair the committee. Susan will report regularly to the Chair and, when appropriate, the Dean.

Appendix 2 – Design Consultation Schedule

See Digital Folder – Final Report – Consultation Schedule.pdf

Appendix 3 – Rod Allen's Presentation and Susan's Presentation

See Digital Folder – Final Report - Rod's presentation.pdf
See Digital Folder – Final Report - Susan's presentation.pdf

Appendix 4 - Design Principles Consultations – January & February 2023

Note: *This is the document given to participants prior to the consultation.*

Why Are Consults Important?

An essential part of the Design Thinking process is regular, iterative conservations with critical friends. Critical friends are those individuals who are knowledgeable about particular aspects of our program and willing to provide us with important insights from diverse perspectives, about our idea and plans, aspects of the program that they believe are working well, gaps in the current program, and issues with the current program. We want our critical friends to engage us in difficult conversations about the strengths, gaps, weakness in our thinking and planning. The diagram below is a reminder of the steps within the Design Thinking process, and recognize that design thinking is iterative, intended to cycle back, change and improve as new information arises. It is not intended as a linear process or one that is ever complete. They are concepts or ideas that guide design work.

Design Thinking: A 5-Stage Process

Empathize   Define   Ideate   Prototype   Test
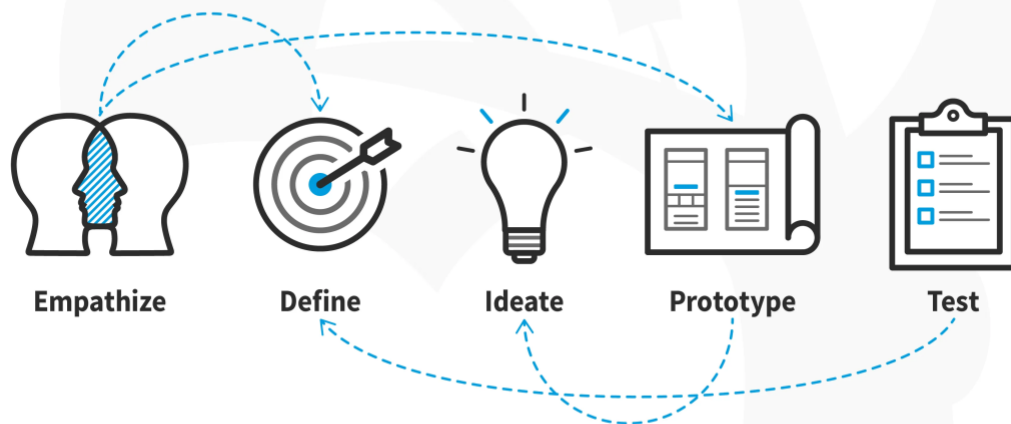
Interaction Design Foundation
interaction-design.org

Our consults will engage internal and external critical friends in discussions about our initial set of Design Principles. Our Design Principles have been developed over the last few months following a Faculty of Education retreat at the beginning of 2022 academic year, an informal Design Conversation with Faculty – a Pop Up Session soliciting comments concerning the BC Teacher Regulatory Standards as expressed in our programs, and multiple sessions of the Faculty of Education Design Committee.

What Are Design Principles?

Design Principles "represent the accumulated wisdom of researchers and practitioners" (https://www.interaction-design.org/literature/topics/design-principles). Design Principles in education can be used to ensure our programs are addressing current needs and interests, help improve practice, and help educators design better ways of supporting all learners. They are flexible and somewhat open to interpretation. They are not rigid rules or fixed templates. Design Principles require knowledge,

insight, and discretion, and they thrive in a supportive and collaborative environment where they can be discussed, challenged, explored and illustrated with exemplars of good practice.

Once developed, Design Principles need to continually be renewed and revised. They are a living entity that can inform practice, frameworks, guidelines, quality assurance documents, and other things. They are solid and valuable as they provide a foundation of shared understanding for whatever comes next. In the case of the Design Principles developed by the University of Victoria's Faculty of Education Design Committee, they capture the understanding of what constitutes good teacher education is, has been, and might become. They will be used to inform the renewal of the teacher education programs, including course offerings, course descriptions, course sequencing, teaching and learning pedagogies and activities, alignment with BC Teacher Regulatory Standards and the UVic Teacher Education competencies.

University of Victoria - Teacher Education Programs Design Principles

The overarching intentions of learning and teaching within the University of Victoria's Teacher Education programs are (1) a focus on all K-12 learners and (2) a commitment to the continuous learning for educators in service of their work with students to remain current and connected.

NOTE: The <mark>yellow highlighting</mark> reflects the Design Committee's analysis of the findings from the consults. The highlighting did not appear on the version for the consultation participants.

Design Principle Design principles are ideas / concepts that inform our programs' design and subsequent <mark>program</mark> structure and practice.	Alignment with Revised Teacher Education Program Approval Standards https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf	Professional Standards for BC Educators https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
1. <mark>Our programs</mark> are highly relational, transformative, reflective of our values, innovative, and responsive to change. They are impacted and shaped by the communities and peoples we serve. or <mark>Effective teacher education programs are intentional and connected. They are highly relational, transformative, innovative, and responsive to change. They are shaped by the communities and peoples they serve.</mark>	Standard #1 Standard #5	Standard #1 Standard #4 Standard #9
2. Our programs are transformative and embody research-informed education that is sustainable and sustained by educational practice and innovation and leads educational change in the province. Or <mark>Effective teacher education programs reflect leading edge research*</mark>	Standard #3, 3.2 Standard #4	Standard #2 Standard #7 Standard #8 Standard #9
3. Our programs embody *effective* and responsive practice that will enable students to critically, creatively and reflectively engage with curriculum, model contextually appropriate practices, develop a learning spirit, and provide mentorship to our educators - teacher candidates, instructors, field educators, and colleagues and more. We will use technologies appropriately to enable quality, equitable learning and teaching. Or <mark>Effective teacher education programs embody *effective* practice that enable students to critically, creatively and reflectively engage with curriculum; model contextually appropriate practices; use technologies appropriately and develop a learning spirit to enable quality, equitable learning and teaching.</mark>	Standard #1 Standard #3, 3.5 Standard #4	Standard #1 Standard #2 Standard #5 Standard #6 Standard #7

Design Principle Design principles are ideas / concepts that inform our programs' design and subsequent ==program== structure and practice.	Alignment with Revised Teacher Education Program Approval Standards https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf	Professional Standards for BC Educators https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
4. ==Our programs== are cohesive, ==connected==, and intentional. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will • Engage in a programmatic approach, • Know and regularly review and reflect upon program intentions and practices with the purpose to respond to societal needs and changes, and • Understand how all aspects of the program inform learning and teaching intentions and how these intentions must be integrated holistically and responsibly across program to create cohesion and continuity • ~~Reflect on and review programmatic intentions and practices regularly with the purpose of improvement and growth.~~	Standard #1 Standard #5	Standard #1 Standard #5 Standard #6
5. Graduates of our programs will understand and be able to implement a competency-based curriculum, using appropriate pedagogies and assessments, acknowledging the transdisciplinary interconnectedness of disciplinary knowledges and the importance of arts-based understandings as well as social sciences and sciences for the maintenance and flourishing of life. ==NOTE: suggestion that this principle be removed==	Standard #1, 1.5a – 1.5c Standard #3, 3.1, 3.3	Standard #1 Standard #3 Standard #5
==Suggestion to add this principle== 6. ==Effective teacher education programs respond to important societal issues and diverse voices, modeling the link between schools and society==		
7. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will model and develop creative responses to urgent questions including, but not limited to societal crises such as climate change, war, etc., recognizing the competing conflicts and demands amongst and between schools and the societies they serve. Or ==Effective teacher education programs respond to important societal issues and diverse voices, modeling the link between schools and society==	Standard #1, 1.5d – 1.5e	Standard #2 Standard #4 Standard #8 Standard #9
8. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will continuously and intentionally seek diverse voices, structures and spaces / places to support and inform learning. Our community of learners recognizes that	Standard #1, 1.5d – 1.5e Standard #2 Standard #3, 3.11	Standard #1 Standard #2 Standard #3

Design Principle Design principles are ideas / concepts that inform our programs' design and subsequent ==program== structure and practice.	Alignment with Revised Teacher Education Program Approval Standards https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf	Professional Standards for BC Educators https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
learning is informal and formal and happens in multiple places and ways. It is both individual and social and requires ongoing deep reflection on practice. Or ==Effective teacher education programs acknowledge that learning can take place in multiple places – not just schools==	Standard #4	Standard #4 Standard #8 Standard #9
9. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will learn to adopt an Indigenist approach toward this work – an approach that supports Indigenous people and beliefs. Education needs to be decolonizing, recognizing that effort must be intentional, continuous and evolving. Or ==Effective teacher education programs incorporate Indigenous ways of knowing and acknowledge that decolonization efforts must be intentional, continuous and evolving==	Standard #1, 1.5f Standard #3, 3.8 Standard #5	Standard #1 Standard #2 Standard #3 Standard #9
10. Our programs understand past and present events, ideas and cultural perspectives enable educators to recognize the socially constructed nature of educational systems and to shape the future of education and society. Our community will work together to engage meaningfully with future challenges and opportunities while understanding the importance of histories, theories and previous practice. Or ==Effective teacher education programs acknowledge that education systems are socially constructed based on events and ideas of the past and present==	Standard #3, 3.4	Standard #1 Standard #2 Standard #4 Standard #6 Standard #8 Standard #9
11. Our programs help our graduates develop creative confidence to share and participate as professionals, recognizing they enter the profession as novices needing to engage in ongoing professional and personal learning and be open to diverse perspectives. Or ==Effective teacher education programs acknowledge that teaching is a profession that requires ongoing, lifelong learning that takes time and requires reflection**==	Standard #1, 1.5d – 1.5e, 1.5h Standard #3, 3.9	Standard #2 Standard #7
12. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will continuously attend to the impact of equity, diversity,	Standard #1, 1.5g Standard #3, 3.4, 3.6, 3.7	Standard #1 Standard #2

Design Principle Design principles are ideas / concepts that inform our programs' design and subsequent ==program== structure and practice.	Alignment with Revised Teacher Education Program Approval Standards https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf	Professional Standards for BC Educators https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf
inclusion, and decolonizing, including race, gender, social class, colonization, religious views, and other forms of oppression on learning while recognizing their own inherent biases and backgrounds. Or ==Effective teacher education programs acknowledge the effects of culture, language, race, gender, social class, religious views etc. on learning; effective educators recognize their own biases and implement practices that promote equity, diversity, inclusion, and decolonization==		Standard #3 Standard #4 Standard #8 Standard #9
13. The community within the Faculty of Education (instructors, students, administrators, faculty, partner teachers, graduates) will continuously attend to the development of meaningful relationships and partnerships – locally, nationally and globally. ==NOTE: there was question regarding what this means in any particular/specific ways related to the Teacher Education program== ==2nd NOTE: This seems to repeat item # 1 that talks about connectivity. Can it be combined?==	Standard #3, 3.10 – 3.11 Standard #4	Standard #2 Standard #4 Standard #7 Standard #8

==Susan's Observation:==
What's missing for me from these Principles is a sense of uniqueness for UVic – I'm still leaning toward art / place sense of one's culture / place through creative expression?

==Comments from Our group:==
- ==* and ** - For me, the uniqueness of UVic is embodied in the statements marked by these asterisks. That is, our programs are longer than most others – embodying the notion that learning takes time and is ongoing/ lifelong. Also, the idea that leading edge researchers teach in our programs applies to UVic, UBC and SFU only (not necessarily the teaching universities, like VIU) … We should build on this.==

- Perhaps #12 could be elaborated to suggest that the UVic program knows and cares for all students, supporting them to connect with each other, their environment, and their communities. The size of our community is really important, and ways in which we can/should care for each of their unique and collective needs and interests…?
- Do we need to have a 'brand'? The interconnectedness, if we truly mean and offer this, would be a very unique feature.
- What I am hearing in terms of 'uniqueness' may be the angle of preparing 'thinking' teachers. Could we add that teachers are researchers at UVIC? This could be embedded in all courses, but it is certainly already present in many of our courses when we consider the amount of inquiry projects we expect. TI speaks to the teacher as researcher. Many of the names we dropped in the development of the principles also espouse the teacher as researcher.
- What I hear is that we are not preparing teachers as technicians, but as democratic participants.

Appendix 5 - Summary of Consultation Comments

- Happy to be asked to **participate in and contribute** to the conversation.
    - How do we continue to connect to share ideas and perspectives that shape what happens in K to 12?
    - There is power in starting the conversation!
    - Willing to be involved with the next steps of the process and so pleased to see design thinking used to inform changes in TEd
    - Suggest feedback from parents as part of this process in addition to all the other stakeholders

- Wonder if a **VISION** statement might be helpful SOON to signal the overarching intentions of the individual principles
    - Feeling that the design principles offer a program that will do everything – where are the people who will enact this? How are they accounted for in the equation?
    - What's the **narrative thread** of the program?

- Worried about where the "**meat**" of the program will be located and how students will come to know and use it well
    - Courses cannot be siloed, need opportunities for experience, reflection and feedback.
    - Want more explicit connections between theory and the expectations of the Ministry of Education and the enacting of curriculum
    - Deep understanding of the complexity of diversity and how it impacts learning

- Fear the disconnect between the **field and the theory** - need clarity in the principles that this disconnect will be addressed
    - Concerned about the large gaps between the theories taught on campus and the actual practices experienced in schools / practicum

- Supportive of **cohort model**, integration; however, recognize it is essential that instructor collaboration be embedded within model. The cohort only works if the instructors see themselves as a cohort within and across the program.
    - **Good instructors**
    - Worry about who will teach in the program - fear it will continue to be collection of disconnected sessional instructors and faculty with little or no recent experience with schools
    - Supportive of cohort model, integration, instructor collaboration embedded within model

- Love the **language** of the principles and that they are focused on key ideas (like the curriculum)
    - DP 9 where is the space for effectiveness and responsibility? E.g., effective instruction that improves student outcomes; is crucial and connects to core competencies. How do we really nurture reflective, compassionate and socially engaged teachers?
    - DP 2 competency-based assessment, trauma informed etc., ensure this is reflected in the research; liked the focus on research based (commented on reading theory); most important
    - DP # 7 and 10 are the MOST important

- Becoming a teacher is a **journey** – how does a TPEd program inform / support / design that journey?
    - o Think about game design - Opening, Middle, Closing.
    - o In month one, focus should be on creating climate/community, co-constructed and relational (this will require a different kind of schedule and timetable)
    - o Requested more consideration about transitioning from campus to work – how to do it, what future employment options looked like – with a focus on being a teacher on call
    - o More focus on becoming a TTOC – the reality for many graduates
    - o Retention issues…how do we plan our programs intentionally to support new teachers staying in the profession?
    - o Professional communications
        - ▪ More focus on how to communicate with parent
        - ▪ More focus on how to be a self-advocate as a new teacher: intimidating dealing with administrators and staff
        - ▪ Learning how to request a meeting with the School Based Team and advocating for EA time
    - o More focus on how to set personal / professional boundaries – the work load of the practicum isn't realistic compared to the actual workload of a teacher
    - o Use these design principles to now develop the actionable items that the program will address and ensure the students can do

- Where does true **reconciliation** fit in the program

- How do we design with a **trauma informed** lens?
    - o How do we use this to consider student behaviour?
    - o How do we model mental health, wellness, in programs? How do we equip teachers to deal with all these classroom complexities? How do we care for ourselves?
    - o Where do we include health and wellness? If we teach with a trauma informed lens, how do we look after ourselves? Is it part of time management?
    - o The issue of vulnerable learners is increasing … graduates must understand trauma informed approaches.

- the word "**practical**" needs to be added; applied theory / research

- I wonder if there's some room in the design process for some **flexibility** like especially with the post-degree professional program in that like for example being offered an art pedagogy class versus a drama pedagogy versus a music pedagogy but also some flexibility where those who know that they may not be teaching primary would like those Basics but a professional Toc career elective or a social justice elective because as professionals we've got some life experience we kind of know where we would like to Niche ourselves possibly

- Is there a place in the program for a **residency or apprenticeship** model?
    - o How can TCs be supported and scaffolded in rich field experiences beyond practicum
    - o Practicum is an "old school" model
    - o Clear and sustained linkages with practicum schools - have we considered a "teaching hospital" model with the linkages are constant and part of each other's work?

- - Ensure focus on opportunities to see and experience schooling, broad experiences

- UVic **calendar language** for courses needs updating to reflect current curriculum and need for Indigenous perspectives

- How do we ensure that courses MODEL **pedagogy** we are expecting (e.g., inquiry) in authentic ways?
  - Where is a direct intention to **teach how to teach** and make certain graduates **understand how learning happens**?
  - Graduates must understand what literacy is, including multiple literacies and how students develop **literacy**
  - Need to ensure a clear focus on demonstrations of learning - use **backward design**, at a minimal, to ensure candidates understand and can-do various forms of assessment
  - Clear understandings of the actual **curricular competencies** teachers need to know, understand and be able to teach toward
  - Modelling **co-teaching**, enabling, and empowering should be part of DP
  - Field Advisors comment on weakness or lack of confidence in "lesson planning, classroom management, and assessment"
  - Competency based and inclusive program and instructional design
  - How to teach the curriculum as well as being a designer
  - **Assessment** needs to be explicit in DP; some students leave our programs unable to construct rubrics and unsure of how to assess more broadly
  - **Equity and core competencies** need to be at the forefront of the DP and programs (e.g., COURAGE to move status quo)
  - How to live and teach the core competencies? How do WE understand them? Model them? Live them?
  - More focus on rural teaching – resources and practices and supports or rather, limited supports
  - More focus on outdoor aspects – wild spaces. Outdoor learning
  - More focus on how to find **good resources / materials**
    - Developing realistic lesson plans, day plans, unit plans. What is asked for in the practicum isn't consistent with actual practice when teaching. In practicum, too much detail is required.
    - More focus on how to do more with less adaptation of resources – no time and limited access to good resources
  - **Social emotional learning** and the core competencies and the ethic of care.
    - Adding the concept of self-care
    - Can we add a code of caring and compassion throughout all of these programs (we need more conversations among ourselves about how we're trying to engender a certain tone and ethic of care within our own classes
    - It's important for them to understand that they can be compassionate, informed teachers

- How do we introduce TCs to **technologies** used in schools while acknowledging this technology is rapidly changing? There was also a suggestion that we prepare students to use specific grading systems such as "Fresh Grade" (which is apparently no longer available)

GENERAL COMMENTS

- Ensure that French programs also reflect these DP
- Program design privileges certain segment of population. How do we bring our programs TO people (e.g., rural and remote communities)?
- Where is the place for words such as community, collectively, interdisciplinary, love, trust, respect? These are the essence of human beings.
- What does the word "transformative" mean?
- These aren't a "sea change" in terms of DP; it is still and institutional mode
- Understanding local contexts
- What mindsets do we need—teaching in a complex time with growing scope of responsibilities.
- Consider ways to de=position whiteness … British Columbia and Canada in general is too British centric and not multicultural
- Could this redesign process also work with **graduate programs**?
    - Who is the audience for the principles?

Appendix 6 – Timeline of Teacher Education At University of Victoria

1915: Victoria Provincial Normal School founded

1956: Victoria Provincial Normal School became the Department of Teacher Education in Victoria College. Students had to transfer to the University of British Columbia to complete their final year to receive their BEd.

1963: Victoria College becomes the University of Victoria. Education students had the option of completing a BEd or a PDP in either Elementary or Secondary Education. The Faculty of Education had no departments, but loosely defined sections aligned by interests of faculty members. Teacher Education programs were supervised by separate program committees for Elementary and Secondary programs. Faculty members could belong to either council. BEd Elementary program led to certification after 4 years. An optional 5th year in an area of specialization would grant the BEd. PDP Elementary students received a BEd in elementary Education. Secondary PDP students received certification only.

1971: Five departments officially organized, somewhat reflective of academic disciplines. Teacher Education was designed a Division of Professional Studies, separate from the academic departments. Faculty members could teach for the Division of Professional Studies as assigned by their department chair. Cross-departmental co-operation in program delivery was affected through a combined Program Development Committee (replacing the previous two committees and the Education Council), which served as the vehicle for program development. A notable option during this time period was the Internship program, involving an extended 10-month (September to June) Secondary Teacher Education practicum in the schools.

1990: Secondary program becomes post-degree only for all teaching areas other than Art, Music and PE.

1996: Division of Professional Studies split into a Division of Elementary Education Studies and a Division of Secondary Education Studies, each with their own director.

1999: The five departments in the Faculty of Education are realigned and reduced to three departments.

2000: New BEd Elementary program implemented. Students in Years 1 and 2 completed pre-requisite courses outside the Faculty of Education. Years 3, 4, and 5 were completed in the Faculty of Education. Cohort model, more interdisciplinary approach, increased experience in the schools, Wednesday all -day school visits in Year 4. Certification at end of Year 5 (BEd).

2004: Associate Dean Teacher Education assumes administrative oversight of Teacher Education programs with a Director of Teacher Education to manage the day to day delivery of the programs.

2008: Secondary PDP expands to 24 units of Education courses to meet the new certification requirements.

2009: 5-year BEd program reduced to 4-year BEd. Students complete one-year of prerequisite courses outside the Faculty of Education and then Years 2, 3, and 4 in the Faculty of Education. Cohort-model continues.

2012: All Education programs included a mandatory Indigenous Education course. Most programs had such a course by 2009. New credential offered – Diploma in Secondary Teacher Education for those students who completed the PDP but chose not to continue for the full BEd.

2016: Oversight and day to day management of all Victoria-based Teacher Education programs moves to the Department of Curriculum and Instruction. Oversight of the East Kootenay Teacher Education program remains with the newly named Associate Dean of Undergraduate Programs.

2020: Post-degree Secondary program became a 30-unit program. All students receive a BEd in Secondary Education.

Appendix 7 - Questions Guiding Our Thinking

- Is this a refresh or a rebalancing?
- Based on consults and our experiences, what competencies do our students need to be able to demonstrate at the end of program?
- How does the content (not pedagogy) in each class align with competencies.
  - What classes or aspects of classes build to these?
  - And how do these build with time in program and time in the schools?
- What does the flow look like beyond our initial structure shown on the wireframe?
- How are we connecting to our TEd competencies?
  - Are they layered across the program?
  - Are each Intentionally given focus?
- Can we imagine a way of representing the competencies and narrative threads across the program?
  - What are my identities and how will they inform how I teach? (Opening)
  - How can I use BC curriculum to design effective learning experiences for students? (Opening / Middle)
  - How can I identify students' interests, abilities, and skills and use these to inform my planning, teaching, and assessment? (Middle / Closing)
  - How can I use backward design to ensure I am meeting the needs of all students/learners? (Middle / Closing)
  - What can I bring to, and learn from, my professional community (or colleagues, or cohort, or networks, or…
- What might that be beginning of the program – welcome look like?
  - How do we introduce the world of education to our students and instructors and partners ?
- How does the programming look and become more connected / interdisciplinary?
- What assessments can we use that really helps our students make connections across their learning?
  - How can we authentically and continuously modeling the model
- Entering / gathering – what is expected of you as a learner?
  - This is what your commitment looks like?
  - Open minds, self-advocacy, discovery, learning of peers before yourself
  - What is your contribution?
  - What are our passions as they add to the rich community … Lorna William's work
- How do we model and encourage that learning happens through disconnection, uncomfortable, making sense – grappling with the fact that learning is messy?
- Might we start with a week long experience in which we explore initial difficult questions that frame our program?

Considering The Strengths Of Our Program
- Location and places' based learning
- Placement – how can we spend a great deal of time in local schools and districts? How can our classes help prepare graduates for the K S U as when you move to the classroom? How can we, as instructors, understand the research connect it with our class work and learning experiences to ensure relevant and transferable learning to the K-12 classrooms?
- Continuity of program - We need a narrative, check in and alignment from tip to tail
- We need to adjust intake and open to those who are eligible as this is an equity issue – we currently limit intake to a narrow range