

BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2018
APRIL 2019





January 24, 2020

The Honourable Rob Fleming
Minister of Education
Room 310, Parliament Buildings
Victoria, BC V8W 9E2

Dear Minister Fleming:

It is my honour to present to you the 2018/19 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 2018 and April 2019 related to its mandate and work plan. The report has been prepared and submitted in accordance with section 16 of the Teachers Act.

Sincerely,

A handwritten signature in black ink that reads "Jim Iker". The signature is written in a cursive, flowing style.

Jim Iker

Chair

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MESSAGE FROM THE CHAIR

In 2018/19, the seventh year of the BC Teachers' Council's (BCTC) operations, the BCTC achieved some notable accomplishments in its work that resulted in the development of the revised Professional Standards for BC Educators and the cooperative development of the Teacher Education Program Approval and Review Framework. Both are the culmination of several years of work and were accomplished through the dedication and commitment of BCTC members and Ministry staff.

Revisions to the Professional Standards for BC Educators modernize the Standards that provide the foundation for the teaching profession in BC. These revisions include updated language specific to the key areas of indigeneity, diversity, inclusion and the First Peoples Principles of

Learning. Although the revisions to Standards 1 and 2 were still awaiting final review at the end of this reporting period, it is expected that a complete set of revised Professional Standards will be implemented early in 2019/20, and we look forward to sharing this work with the education field.

The development of the ninth Professional Standard that addresses the perspectives, contributions and histories of First Nations, Inuit and Métis in Canada is a welcome and timely addition to the standards that guide the work of educators. The BCTC looks forward to seeing the positive impact this standard will have in BC classrooms.



The Teacher Education Program Approval and Review Framework developed in partnership with the Association of BC

Deans of Education (ABCDE) was finalized in February 2019. This Framework provides a foundation for the BCTC to carry out its mandate to regulate teacher education programs in BC. It ensures that BC's teacher education programs continue to meet the Teacher Education Program Approval Standards and prepare teacher candidates to meet Certification Standards and Professional Standards. I would like to thank the ABCDE for the productive and collegial partnership that created this robust regulatory framework. It is due to be ratified by all the current BC teacher education programs at a signing ceremony in May 2019.

The new committees created in the previous reporting period made significant progress. The Professional and Certification Standards Steering Committee (PCSSC) began its review of the Certification Standards, with priority revisions being identified. Planned next steps include

an environmental scan of other jurisdictions and stakeholder consultations to inform a more comprehensive review of the Certification Standards by the BCTC. The Teacher Education Program Approval Standards Committee (TEPASC) identified key areas for consideration and will be planning consultations with teacher education programs and other stakeholders.

The Teacher Education Program Approval and Review Committee (TEPARC) approved three changes to existing programs and carried out four structured dialogues, including the first two at satellite campuses. The new Teacher Education Program Approval and Review Framework will enable the TEPARC to continue this work with a more detailed and robust process.

Throughout the last seven years, our work has greatly benefitted from the support and guidance provided by our Ministry secretariat staff, and we are very grateful for their contributions. The BCTC has intentionally brought the education partner groups together to focus on ensuring that the students in British Columbia continue to be led by excellent educators. We are proud of our accomplishments and look forward to the work before us.

Rebecca Blair
Former Chair, 2013–2019

A PROGRESS REPORT: 2018/19 WORKPLAN

The BCTC carried over its strategic goals from its 2017/18 Workplan, with some changes to reflect progress made:

- Communication and Implementation of the Professional Standards replaced Review the Professional Standards
- Establish and implement a formal review process for teacher education replaced Establish a formal review process for teacher education programs
- Development and implementation of a BCTC communications plan replaced Develop and Implement a BCTC communications plan
- Continuation of the review of the BCTC’s policies, procedures and meeting rules replaced Review BCTC’s policies, procedures and meeting rules
- Review the Certification Standards and Teacher Education Program Approval Standards, to be led by the Director of Certification and recommendations tabled with the BCTC for consideration was divided into two goals:
 - A review of the Certification Standards, and
 - A review of the Teacher Education Program Approval Standards

The BCTC worked towards these goals as reflected in the following table:

2018/19 Goals	Implementation Strategies	Progress to Date
GOAL 1: Communication and Implementation of the Professional Standards	<ul style="list-style-type: none"> • Complete review of Professional Standards. • Submit the revised Professional Standards to the Minister of Education for non-disallowal. • Communicate the revised Professional Standards to education partners. 	<ul style="list-style-type: none"> • Revised draft Standards, preamble and glossary submitted to the Minister. Revised Standards 3 to 9, preamble and glossary not disallowed. • Revised Standards 1 and 2 based on the Minister’s feedback. Awaiting non-disallowal.

2018/19 Goals	Implementation Strategies	Progress to Date
<p>GOAL 2: Establish and implement a formal review process for teacher education programs</p>	<ul style="list-style-type: none"> • Conduct ongoing Teacher Education Program Working Group meetings. • Update the BCTC and Association of BC Deans of Education on progress. • Consider all feedback. 	<ul style="list-style-type: none"> • Developed the Teacher Education Program Approval and Review Framework with the Association of BC Deans of Education. • Ongoing process of structured dialogues with BC teacher education programs.
<p>GOAL 3: A review of the Certification Standards</p>	<ul style="list-style-type: none"> • Address priority revisions with the Director of Certification. • Draft new Certification Standards using feedback from education partners and consultants. 	<ul style="list-style-type: none"> • Established the Professional and Certification Standards Steering Committee. • Identified key issues and priority revisions.
<p>GOAL 4: A review of the Teacher Education Program Approval Standards</p>	<ul style="list-style-type: none"> • Consult with teacher education programs and other stakeholders. • Draft new Teacher Education Program Approval Standards. 	<ul style="list-style-type: none"> • Established Teacher Education Program Approval Standards Committee. • Identified key issues and priority revisions.
<p>GOAL 5: Development and implementation of a BCTC communications plan</p>	<ul style="list-style-type: none"> • Review workplan and identify communication opportunities. • Engage with education partners and certificate holders. • Use the TRB website to inform certificate holders and the public about the BCTC's work and mandate. 	<ul style="list-style-type: none"> • Created and implemented a communications plan. • Approved a communications calendar. • Provided input into the new BCTC webpage content.
<p>GOAL 6: Continuation of the review of the BCTC's policies, procedures and meeting rules</p>	<ul style="list-style-type: none"> • Establish clear and efficient practices and procedures to carry out the BCTC's mandate. 	<ul style="list-style-type: none"> • Amended rules regarding membership of committees and working groups.



LEGISLATIVE FRAMEWORK

MANDATE

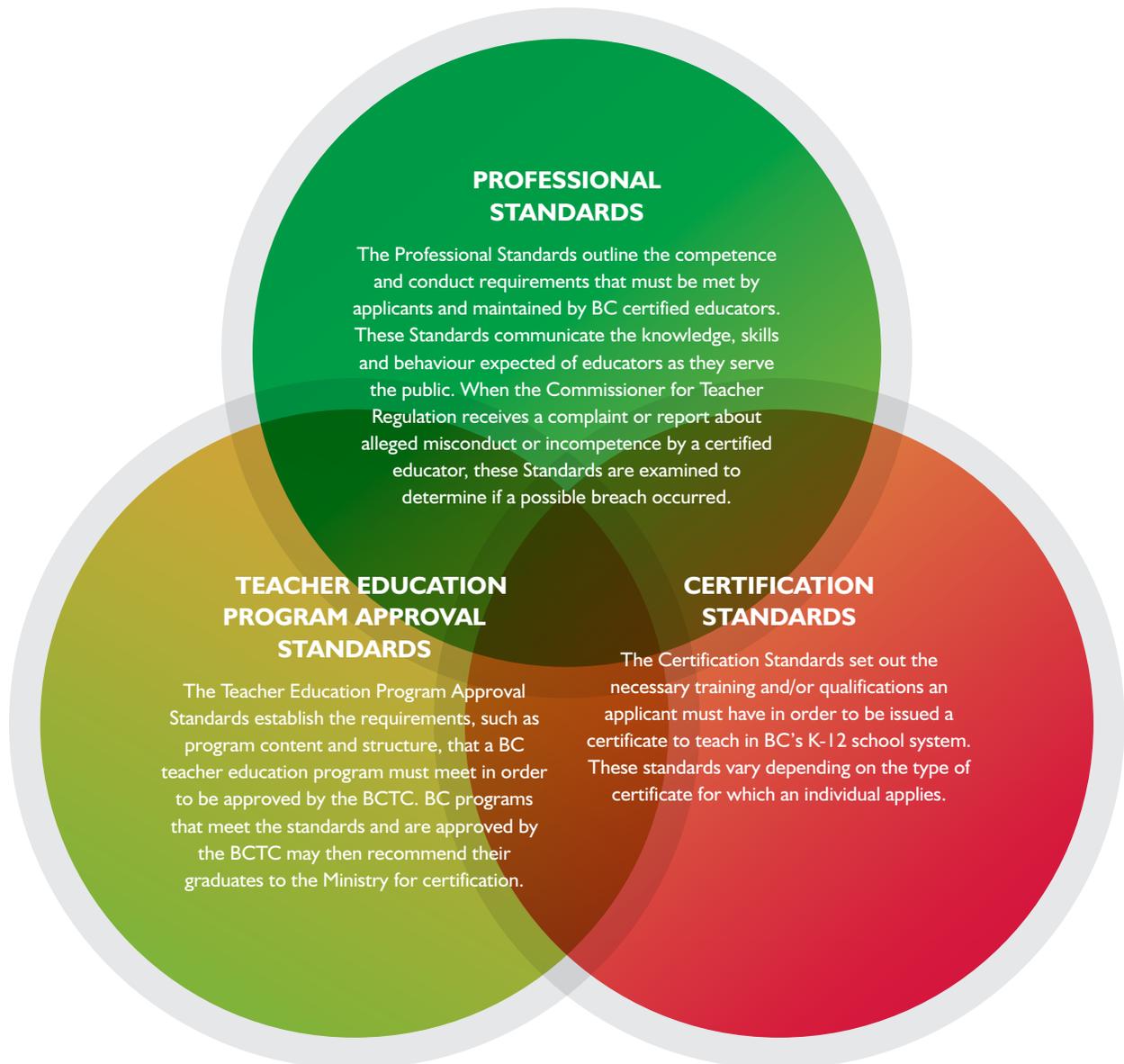
The BCTC receives its mandate from sections 10 and 13 of the Teachers Act (the Act). Under the Act, the BCTC has the power and duty to:

- establish teacher education program approval standards;
- determine if programs meet the teacher education program approval standards;
- cooperate with a faculty or school of teacher education in the design and evaluation of teacher education programs;
- establish the standards a person must meet to be issued and to maintain a certificate, including:
 - training and qualification standards,
 - conduct standards, and
 - competence standards;
- classify certificates into one or more types and determine the type of training/qualifications to be met for each type; and
- prepare and submit an annual report to the Minister of Education.

In accordance with section 14 of the Act, each rule that the BCTC establishes regarding its practices and procedures, any decision that the BCTC makes about the classification of teaching certificates and any revision that the BCTC makes to the Teacher Education Program Approval Standards, Certification Standards or Professional Standards must be submitted to the Minister of Education. After the submission, the Minister has the authority to disallow a rule, standard or decision of the BCTC within 60 days.

THE STANDARDS

Under sections 10 and 13 of the Act, the BCTC is responsible for establishing three sets of standards: the Professional Standards, the Certification Standards, and the Teacher Education Program Approval Standards. These standards are all under review.



COMPOSITION

Section 9 of the Teachers Act stipulates that the BCTC must have 16 elected and appointed members:



Education partner nominees
appointed by the Minister



BC educators
elected by BC certified educators



BC Teachers' Federation nominees
appointed by the Minister



Non-voting member who reports to the Minister
appointed by the Minister

This stipulation ensures that the education community is broadly represented on the BCTC.

Appointed Members			
Name	Nominated By	Effective	Expiry
Rebecca Blair	BC Teachers' Federation	April 23, 2017	April 23, 2020
Carolyn Broady	BC School Trustees Association	April 23, 2018	April 23, 2021
Jo-Anne Chrona	First Nations Education Steering Committee	April 23, 2017	April 23, 2020
John Hall	BC Teachers' Federation	April 23, 2018	April 23, 2021
Jim Iker	BC Teachers' Federation	April 23, 2016	April 23, 2019
Tom Longridge	BC School Superintendents Association	April 23, 2018	April 23, 2021
Paul Squires	Non-voting Ministry representative	February 5, 2018	At pleasure
Ralf St. Clair	Association of BC Deans of Education	April 23, 2018	April 23, 2021
John Tyler	BC Principals' and Vice Principals' Association	April 23, 2016	April 23, 2019
Peter Van Huizen	Federation of Independent School Associations	April 23, 2017	April 23, 2020
Susan Wilson	BC Confederation of Parent Advisory Councils	April 23, 2016	April 23, 2019

Elected Members

Name	Zone	Effective	Expiry
Jatinder Kaur Bir	Fraser Zone	April 23, 2018	April 23, 2021
Matthew Cooke	Northern Zone	April 23, 2018	April 23, 2021
Marjorie Dumont	Vancouver Coastal Zone	April 23, 2018	April 23, 2021
Janine Fraser	Interior Zone	April 23, 2018	April 23, 2021
Alice Kedves	Vancouver Island Zone	April 23, 2018	April 23, 2021



OATH OF OFFICE

Within 45 days of being appointed or elected to the BCTC, members must complete an oath, by swearing or affirming that they will:

- abide by the Act and conduct themselves in accordance with the law and the public trust placed in them;
- act impartially and with integrity, putting the interest of the public above personal interests and the interests of any organization with which the member is affiliated;
- avoid conflicts of interest and declare any private interests relating to public duties;
- act honestly and ethically so as to maintain the public trust and confidence in the governance of the teaching profession;
- safeguard confidential information;
- base decisions on objective evidence available; and
- ensure other memberships, directorships, voluntary or paid positions or affiliations remain distinct from work undertaken in the course of exercising any powers or duties as a BCTC member.

BIOGRAPHICAL STATEMENTS

JATINDER KAUR BIR

Jatinder is a secondary school teacher with the Surrey School District. For several years, Jatinder has been actively involved in numerous leadership roles and has served on the Surrey Teachers' Association Executive since 2012. She is a mentor for the Simon Fraser University Inclusive Education Graduate Diploma Program, and her professional service appointments include Ministry of Education's Inclusive Education Policy Manual and Resource Development Teams, BC Teachers' Federation Finance Committee, SURT Facilitator, Agenda and Resolutions Committee, Canadian Teachers' Federation Delegate, Curriculum Implementation Committee, Professional Development Committee, and Special Education Department Leader. Presently, Jatinder serves as Vice President of the Surrey Teachers' Association. She is passionate about public education and supporting the profession, valuing the importance in diversity, multi perspectives, ideas, and experiences. Her post-secondary education includes a Master of Education in Educational Practice (Simon Fraser University), a Graduate Diploma in Advanced Professional Studies in Education (Simon Fraser University), a Bachelor of Education Degree (University of British Columbia), and a Bachelor of Arts Degree (Simon Fraser University).

REBECCA BLAIR

Rebecca is a semi-retired teacher living in Creston, BC. She taught for over 40 years in the communities of Williams Lake, Quesnel, Burns Lake and Creston, and currently enjoys working as a teacher on call. She is an active member of several quilting groups, and volunteers with the Spay and Neuter Animal Program in Creston. Rebecca holds a Bachelor of Education from Simon Fraser University and a Master of Administration and Supervision from Gonzaga University.

CAROLYN BROADY

First elected in 2011 as a trustee for the West Vancouver Board of Education, Carolyn has a passion for and a deep interest in public education. As Chair of the Board, she has been involved with a wide range of committees for the West Vancouver School District including Finance and Facilities, Human Resources, the President's Committee and the Hiring Committee. In April 2017, Carolyn was elected to her first term on the BC School Trustees' Association Board as a Director. Her provincial involvement has included, among other roles, Chair of the Professional Learning Committee and liaison to the BC School Trustees' Association Board on their Legislative Committee and By-law Review Committee. Passionate about education, Carolyn would like to ensure that every child has the opportunity to excel and reach their potential.

JO CHRONA

Jo-Anne (Jo) Chrona is the Curriculum Coordinator for the First Nations Education Steering Committee and is Ts'msyen. Her professional experience includes nearly 20 years teaching in both the K-12 and post-secondary systems, working as a Policy Analyst, and serving as a Faculty Associate in a BC teacher education program. Over the past two decades, Jo has also been involved in curriculum development, resource writing, professional learning through inquiry networks, and Indigenous education. Jo is passionate about supporting a truly inclusive, strength-based education experience for all learners and was recently involved in various aspects of the curriculum change for the BC education system. Jo completed a Bachelor of Arts in English and Professional Development teacher education program at Simon Fraser University, and holds a diploma in Education and a Master of Educational Technology from the University of British Columbia.

MATTHEW COOKE

Matthew has been a teacher for over 20 years. He worked in Burnaby and is currently teaching in the Bulkley Valley School District. During his three years

as a Faculty Associate at Simon Fraser University, Matthew took the opportunity to complete his Master of Education in Ecological Education. Supervising close to 140 student teachers from five of the nine BC teacher education programs has given Matthew a comprehensive understanding of these programs, as well as the journey of beginning teachers.

MARJORI DUMONT

Marjorie Dumont has taught in elementary, secondary and post-secondary institutions. She is currently teaching in the Vancouver School District as a Resource/PE prep teacher. She taught in the Surrey School District from 1997 to 2017. Marjorie was the Assistant Director for Aboriginal Education in the Professional and Social Issues Division at the BC Teachers' Federation for a four-year term. She has been a member of the provincial Aboriginal Education Advisory Committee and for the Surrey Teachers' Association's Aboriginal Education Committee. Marjorie was a president and vice-president of the Provincial Specialist Association (PSA) Aboriginal Education Association. She developed and trained Professional and Social Issues workshops.

JANINE FRASER

Janine currently teaches at Midway Elementary in the Boundary School District. Previously, Janine taught in the Surrey School District for eight years. Active in the profession and community, Janine is a member of the BC Teachers' Federation and is the current President of the BC Primary Teachers' Association. Janine has been involved in Ministry of Education work as a BC Teacher's Federation representative for the Changing Results for Young Readers initiative, a member of the curriculum writing team, and a member of the Classroom Assessment and Provincial Assessment teams. Janine has been a local Professional Development Chair with the Boundary District Teachers' Association, and now serves as the Vice President of the local. Janine holds a Bachelor of Education from Simon Fraser University, a Master of Arts in Education from the

University of Phoenix and has completed a Certificate in Special Education program at Queens University. Janine also teaches kindergarten courses in the Early Learning Certificate program for the Queens University Continuing Education program.

JOHN HALL

John has been a teacher for 18 years, mostly at Whistler Secondary, where he also sponsors students in leadership, model UN, and diversity activities. For the past nine years, he has also been an elected member of the provincial Judicial Council of the BC Teachers' Federation, and currently is Chair of the Council. John has done some education development work in Tanzania and enjoys hiking whenever and wherever he gets to. Previously, John spent three years as president of the Sea to Sky Teachers' Association. John holds a Bachelor of Arts in History and a Bachelor of Education in General Curriculum from the University of Victoria.

JIM IKER

Jim has over three decades of experience as an elementary school teacher, local union President and provincial leader. He was the President of the Burns Lake District Teachers' Union for a number of years and most recently served as President of the BC Teachers' Federation for three years. Prior to that, Jim was a BC Teachers' Federation Vice-President for six years. Jim completed an honours Bachelor of Arts in Sociology and Political Science at McMaster University before achieving his Bachelor of Education from Dalhousie University. He headed west after graduation and in the summer of 1977 arrived in the tiny community of Topley, west of Burns Lake, BC. There he began his teaching career, with a class of 34 Grade 2/3 students. He taught kindergarten for four years and the full range of elementary grades. Over the years he enhanced his credentials with additional studies in counselling, learning assistance and special education. Jim is currently a teacher teaching on call in School District No. 91 (Nechako Lakes) on the Burns Lake side.

ALICE KEDVES

Alice is the teacher-librarian at Stelly's Secondary School in School District No. 63 (Saanich). Previously, in School District No. 79 (Cowichan), Alice taught learning assistance, English, Socials, Math, and was also a teacher-librarian. Alice lives in Victoria and has a daughter at the University of Victoria and a son at Mount Douglas Secondary. Alice has a Bachelor of Education and a Master of Education from the University of Victoria and a Diploma in School Librarianship from the University of British Columbia. Over the years, Alice has held many board positions including PAC chair, President of Ladysmith Family and Friends and various roles on her children's sport organizations including figure skating and football.

TOM LONGRIDGE

Tom has been an educator for 35 years and, in that capacity, has worked as a youth worker in East Vancouver, a classroom teacher, school psychologist, school counsellor, as well as a primary and secondary school principal, and vice-principal. Those positions have taken Tom to numerous locations throughout North America: from urban centres, including Vancouver, West Vancouver, Delta, and Riverside, California, to the Inuit communities of Whale Cove and Rankin Inlet in Nunavut. Tom is in his tenth year as Superintendent and CEO of School District No. 72 (Campbell River). He is currently the President of the BC School Superintendents Association, after having served on the executive as a chapter director for Vancouver Island, and Secretary Treasurer. Tom also sits on several provincial committees representing the BC School Superintendents Association, such as the Technical Review Committee, the K-12 Partners Table, the Leadership Development Working Group, and the Sector Advisory Council. Each of these positions, past and current, blend with his vision for education, and for the role the BC School Superintendents Association plays in supporting lead educators.

PAUL SQUIRES

Paul Squires is currently acting Assistant Deputy Minister of the Teacher Regulation, Independent Schools and Public Libraries Division at the Ministry of Education. His public service career began in 2003, and prior to joining the Ministry of Education in 2016, he held various management portfolios at the Ministries of Health, Transportation and Infrastructure, and Environment. Paul holds a Bachelor of Arts degree in sociology from Bishop's University, and a Master of Arts degree in sociology from the University of Victoria.

RALF ST. CLAIR

Ralf St. Clair is Professor and Dean of Education at the University of Victoria. He is currently the Chair of the Association of BC Deans of Education, and a member of the Canadian Commission to UNESCO. He has worked in Faculties of Education and community settings in Canada, the US, and the UK. Dr. St. Clair's teaching is focused on research methods, curriculum studies, international education, and the education of adults. Dr. St. Clair has been an active researcher for several decades, having studied adult education and literacy, educational aspirations, and Indigenous education. The common thread running through his work is a concern with equity and accessibility in education. Currently, Dr. St. Clair is completing a project on the educational aspirations of Indigenous communities and youth. His most recent book was "Creating courses for adults: Design for learning," published by Wiley in 2015.

JOHN TYLER

John is currently the Principal of New Westminster Secondary School. Previously, he was the Principal of a BC Ministry Offshore school and has experience as a Secondary School Vice-Principal: Spectrum Secondary

School in Victoria, Burnaby OnLine, Cariboo Hill Secondary and Burnaby South Secondary. Active in his community, John has been an EdCamp Coordinator for the BC Schools Superintendents Association and Ignite Coordinator for the BC Principals' and Vice-Principals' Association. John holds a Bachelor of Education, a Bachelor of Arts in English and a Master of Education in Administration and Leadership from the University of British Columbia.

PETER VAN HUIZEN

Peter brings over 45 years of teaching and administrative experience to his role. He spent 25 years in Ontario and 15 years in BC. He has been a teacher, principal and educational leader in the independent school sector. He recently completed eight years of service as the Executive Director of the Christian Teachers' Association of BC, which focuses on teacher professional development and working conditions. Peter holds a Master of Education from Queens University.

SUSAN WILSON

Susan is a wife and mother to three grown children and is a self-employed bookkeeper working from her home in Winlaw for over 20 years. Susan volunteered for over 16 years on the parent advisory councils and the district parent advisory council in her local school district and was involved in the BC Confederation of Parent Advisory Councils (BCCPAC), elected to the Board of Directors as Treasurer. During her time with BCCPAC. Susan sat on several provincial committees and advisory groups working with education partners to ensure the children in British Columbia have the best possible public education.

REVIEW OF THE REPORTING PERIOD

MEETING DATES:

JUNE 12–13, 2018

OCTOBER 15–16, 2018

FEBRUARY 14–15, 2019

At the first meeting of 2018/19, an election was held for the positions of Chair and Vice Chair in accordance with the BCTC meeting rules. Rebecca Blair was re-acclaimed as Chair, and Jim Iker was acclaimed as Vice-Chair.

The start of this reporting period marked several milestones in the work of the BCTC, with a draft set of Professional Standards undergoing review by the Minister of Education, the beginning of reviews of the Certification Standards and the Teacher Education Program Approval Standards, and the approval in principle of the Teacher Education Program Approval and Review (TEPAR) Framework, developed in partnership with the Association of BC Deans of Education (ABCDE).

As a result of this progress, several changes were made to the BCTC's committees: the Professional Standards Steering Committee was given the task of reviewing the Certification Standards and was renamed the Professional and Certification Standards Steering Committee (PCSSC), the Interim Teacher Education Program Review Committee was renamed the Teacher Education Program Approval and Review Committee (TEPARC), and a Teacher Education Program Approval Standards Committee (TEPASC) was established. Elections were held for membership of these committees, and for the ongoing Teacher Education Program Working Group (TEPWG).

The Teacher Regulation Branch (TRB) hosted a two-day workshop to update BCTC members on the existing Certification Standards and the Teacher Education Program Approval Standards, and the challenges staff experience in implementing them.

The Minister of Education reviewed the proposed revised Professional Standards and returned them to the BCTC with feedback. The PCSSC further revised the Standards to address the Minister's concerns. Following another review, the Minister did not disallow the new Standards 3 to 9 but returned Standards 1 and 2 for further revision.

The Teacher Education Program Approval and Review Framework, approved in principle during the previous reporting period, was reviewed by the BCTC's legal counsel. On the advice of the counsel, TRB staff, the ABCDE, and the BCTC made minor edits, and the framework was approved by both the BCTC and the TEPWG. An official signing ceremony was scheduled at the annual Teacher Education Roundtable hosted at Vancouver Island University on May 3, 2019, just outside of this reporting period.

PRESENTATIONS

Several BC education partners and stakeholders made presentations to the BCTC during 2018/19:

- Pat Duncan, Superintendent of Learning, Ministry of Education, on Grade 10-12 curriculum, assessment and graduation requirements – October 15, 2018
- Keith Godin, Assistant Deputy Minister, Governance and Analytics Division, Ministry of Education, on the Policy for Student Success – October 16, 2018
- David DeRosa, President, and Kevin Reimer, Executive Director, BC Principals' and Vice-Principals' Association, on Leadership Development in BC – October 16, 2018



Departing BCTC member Susan Wilson, whose term is ending, receiving a Certificate of Appreciation from Rebecca Blair, BCTC Chair.

STANDARDS REVIEW

The Certification Standards and Teacher Education Program Approval Standards are currently embedded in a series of bylaws and policies carried over from the former BC College of Teachers. The Standards for the Education, Competence and Professional Conduct of Educators in British Columbia (the Professional Standards) have been in place since 2012.

PROFESSIONAL STANDARDS

The BCTC completed its consultation and refinement phase of the review of the Professional Standards during 2017/18. The 2018/19 reporting period was focused on obtaining Ministerial approval.

At its June 2018 meeting, the BCTC received an overview from legal counsel on the revised Professional Standards approved in principle by the BCTC at its March 2018 meeting. Minor changes were made to the proposed Standards and the revised Standards were submitted to the Minister of Education as required under the Teachers Act.

In August 2018, the PCSSC further revised the Standards in response to feedback from the Minister. These revisions were approved by the BCTC in October 2018, and resubmitted. In January 2019, the Minister decided not to disallow the revised Standards 3 to 9 and provided the BCTC with further feedback on Standards 1 and 2. The BCTC addressed the Minister's concerns with further revisions to these Standards at its February 2019 meeting. These final revisions were allowed by the Minister early in the 2019/20 reporting period.

CERTIFICATION STANDARDS

With the review of the Professional Standards in its final stages, the task of reviewing the Certification Standards was given to the newly renamed Professional and Certification Standards Steering Committee (PCSSC). After the Director of Certification gave an update on the reports prepared by Queenswood Consulting

Group in February 2017 and May 2018, the PCSSC assumed the review work in June 2018.

Following a two-day workshop on the Certification Standards and the Teacher Education Program Approval Standards, the PCSSC recommended to the BCTC that:

- the sections about teacher certification be separated from the existing bylaws and policies to become stand-alone Certification Standards,
- relevant bylaw and policy be realigned for better usability,
- certain revisions be made a priority on the advice of the Director of Certification, and
- a fulsome consultation and review of the new Certification Standards be started.

Based on this advice, in February 2019, the BCTC passed a motion to request that the PCSSC and Director of Certification create draft realigned Certification Standards.

TEACHER EDUCATION PROGRAM APPROVAL STANDARDS

The BCTC established a Teacher Education Program Approval Standards Committee (TEPASC) at its June 2018 meeting. The TEPASC reviewed the current policy about teacher education and identified key areas for review.

Following the workshop on the Certification Standards and the Teacher Education Program Approval Standards, the BCTC passed a motion at its February 2019 meeting requesting that the TEPASC reformat the relevant sections of the existing policy. In March 2018, the TEPASC recommended that the BCTC submit the relevant sections of the policy, reformatted as a distinct set of Teacher Education Program Approval Standards, to the Minister of Education for non-disallowal.

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW

Approval and Review Framework

Following review by legal counsel, the BCTC and the ABCDE approved the completed Teacher Education Program Approval and Review Framework. The Framework sets out five processes for approving and reviewing teacher education programs:

- New Institution Teacher Education Program Approval – to review proposals from institutions not currently offering a teacher education program in BC.
- Changes to an Existing Teacher Education Program Approval – to review proposed changes from existing BC teacher education programs.
- Ongoing Structured Dialogue – occurs every two years to facilitate a reciprocal exchange of information between the BCTC and an existing BC teacher education program.

- Maintenance Review – occurs every five to seven years to assess how an existing BC teacher education program continues to meet the Teacher Education Program Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and meet the Certification Standards.
- Exceptional Concerns Protocol – to assess an existing BC teacher education program where serious concerns arise within or outside the Cyclical Review cycle (i.e. Structured Dialogues and Maintenance Reviews) that may compromise the teacher education program’s ability to meet the Teacher Education Program Approval Standards including the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards.

The approved Framework will be ratified by the BCTC and the nine existing BC teacher education programs at a signing ceremony held in May 2019.



The Chair of the BCTC and university representatives at the signing ceremony.

Structured Dialogues

The BCTC began a new cycle of structured dialogues with BC teacher education programs, including satellite campuses. The structured dialogues are organized by TRB staff, with two BCTC representatives visiting the institutions and reporting back to the BCTC. Representatives from the program are invited to the meeting to answer questions, provide any necessary clarification and offer feedback on the review process. Responsibility for the structured dialogue process was given to the newly formed Teacher Education Program Approval and Review Committee at the beginning of the 2018/19 reporting period.

Structured Dialogue Schedule			
2016/17	2017/18	2018/19	2019/20
<ul style="list-style-type: none"> • Trinity Western University • University of the Fraser Valley • University of Victoria • Vancouver Island University 	<ul style="list-style-type: none"> • Simon Fraser University • Thompson Rivers University • University of British Columbia • University of Northern British Columbia 	<ul style="list-style-type: none"> • Simon Fraser University – Alaska Highway Consortium on Teacher Education • Trinity Western University • University of British Columbia – West Kootenay Teacher Education Program • University of Victoria • Vancouver Island University 	<ul style="list-style-type: none"> • Simon Fraser University • Thompson Rivers University • University of British Columbia Okanagan • University of British Columbia – West Kootenay Teacher Education Program • University of British Columbia Vancouver • University of Northern British Columbia – Prince George • University of Northern British Columbia – Terrace • University of Victoria – East Kootenay Teacher Education Program

Approval of Program Proposals

The BCTC approved proposals submitted by two teacher education programs in this reporting period and approved the removal of conditions from a previously reviewed program. In all cases, university representatives attended the BCTC meeting in person or via teleconferencing to answer the BCTC's questions. The proposals reviewed were submitted by:

- University of British Columbia: Bachelor of Education – Career Education Program – Chef Specialization.
- Trinity Western University: Enhanced Bachelor of Education and Revised Undergraduate Core Curriculum.
- University of British Columbia Okanagan: Renewed Bachelor of Education Program. This proposal was originally submitted by UBCO in October 2015 and was approved with conditions by the BCTC in October 2016. Following the completion of four site visits by BCTC representatives, these conditions were removed at the February 2019 BCTC meeting.

Number of Program Proposals Reviewed by the BCTC since 2015:

2015/16 – 5
2016/17 – 5
2017/18 – 3
2018/19 – 2

Site Visits

In October 2016, the BCTC approved with conditions the Renewed Bachelor of Education Program proposal submitted by the University of British Columbia Okanagan (UBCO). The conditions included hosting four site visits by BCTC members and TRB staff during the first cycle of the renewed program.

The final two of these site visits were completed in the 2018/19 reporting period. At the February 2019 BCTC meeting, the BCTC passed a motion to grant full approval to the program changes, which removed the conditions.

Site Visit Schedule:

SITE VISIT 1

Completed November 30, 2017

SITE VISIT 2

Completed April 10, 2018

SITE VISIT 3

Completed June 27, 2018

SITE VISIT 4

Completed November 20, 2018

COMMITTEE/WORKING GROUP MEETINGS

PROFESSIONAL AND CERTIFICATION STANDARDS STEERING COMMITTEE

MEETING DATES:

AUGUST 28, 2018
OCTOBER 10, 2018
FEBRUARY 7, 2019

In response to concerns outlined by the Minister about the proposed changes to the Professional Standards for BC Educators, the PCSSC revised the proposed Professional Standards at its first meeting in August 2018. These revisions were approved by the BCTC in October and re-submitted to the Minister.

At its October 2018 meeting, the PCSSC began the review of the Certification Standards. It discussed separating the sections related to teacher certification from the current bylaws and policies, creating a set of Certification Standards and updating content to be consistent with the Teachers Act.

In January 2019, the Minister responded to the BCTC's resubmission of the revised Professional Standards, not disallowing the revisions made to Standards 3 through 9 and providing further feedback on Standards 1 and 2, the preamble and the glossary. As a result, in February 2019, the PCSSC made further revisions to recommend to the BCTC. At the same meeting, the Director of Certification presented draft reformatted Certification Standards and recommended a list of priority changes for the PCSSC's consideration.

The BCTC approved the changes to Professional Standards 1 and 2, the preamble and glossary at its February 2019 meeting and submitted them to the Minister. A response is expected early in the 2019/20 reporting period. *The appendices related to the PCSSC begin on page 39.*

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW COMMITTEE

MEETING DATES:

AUGUST 28, 2018
NOVEMBER 30, 2018
JANUARY 15, 2019
MARCH 7, 2019
MAY 15, 2019

In August 2018, the Teacher Education Program Approval and Review Committee (TEPARC) reviewed the Teacher Education Program Approval and Review Framework that was then under legal review after having been approved in principle by the BCTC and the ABCDE. The TEPARC also reviewed the decisions made about proposals from teacher education programs and structured dialogues held to date.

In November 2018, the TEPARC reviewed an oversight in Simon Fraser University's Enhanced Professional Development Program, approved in October 2017, regarding a French exchange cohort at the Université de Tours. The TEPARC requested that the SFU Faculty of Education provide clarification, and invited faculty members to their next meeting for discussion. The TEPARC also discussed the possibility of distance teacher education programs and alternative pathways to the Developmental Standard Term Certificate suggested by some programs. The TEPARC discussed options for recruiting members for program assessment teams as laid out in the Teacher Education Program Approval and Review Framework.

SFU faculty members Paul Neufeld, Isabelle Côté and Hélène Lalancette attended the TEPARC's January 2019 meeting to address the concerns brought forward regarding the French exchange cohort. The TEPARC agreed it was satisfied with the information provided

and that no further action was required. The TEPARC decided to recommend that BCTC delay the first structured dialogue at UBC Okanagan to 2020 due to the conditions placed on the approval of the renewed Bachelor of Education program. The TEPARC also discussed the recruitment of program assessment teams for regulatory reviews of teacher education programs.

At its March 2019 meeting, the TEPARC decided that the VIU proposal for a Revised Bachelor of Education Secondary Cohort and UBCO's proposal

for a Secondary Trades and Tech cohort (Technology B.Ed.) contained minor program changes and did not therefore require an official program proposal, following the process for making changes to an existing teacher education program in the Teacher Education Program Approval and Review Framework. The TEPARC decided that UNBC's Renewed Bachelor of Education proposal was a major program change and it was referred to TRB staff for further liaison work until the official proposal was ready.

Structured Dialogues

Structured dialogues took place at the following institutions:

Institution	Date of Dialogue	Report Presented to BCTC	Program Faculty/Staff Present at Report to BCTC
Simon Fraser University – Alaska Highway Consortium on Teacher Education	September 25, 2018	October 16, 2018	Dr. Paul Neufeld, Director of Professional Programs, and Dr. Steve Roe, Dean of Academic and Vocational Programs, via teleconference
University of Victoria	December 6, 2018	February 14, 2019	Dr. James Nahachewsky, Associate Dean Undergraduate Programs, via teleconference
Vancouver Island University	January 22, 2019	February 14, 2019	Dr. Marian Reidel, Professor and Post-Baccalaureate Program Advisor, and Gayle Brase, Program Advisor, via teleconference
Trinity Western University	February 6, 2019	June 6–7, 2019	To be confirmed

Approval of Proposals from Teacher Education Programs

During the 2017/18 reporting period, the BCTC received and approved two proposals for change from BC teacher education programs. The BCTC also voted to remove the conditions for the approval of the Renewed Bachelor of Education Program at the University of British Columbia Okanagan. The Teacher Education Program Approval and Review Committee also received proposals from two teacher education programs that are currently under review.

Institution	Program	Notice of Intent Received	Proposal Received	Status
University of British Columbia	Bachelor of Education – Career Education Program – Chef Specialization	February 22, 2018	February 27, 2018	Approved June 13, 2018
Trinity Western University	Enhanced Bachelor of Education and Revised Undergraduate Core Curriculum	March 6, 2018	March 6, 2018	Approved June 13, 2018
University of British Columbia Okanagan	Renewed Bachelor of Education Program	October 29, 2015	July 4, 2016	Approved with conditions October 27, 2016 Approved with conditions removed February 15, 2019
Vancouver Island University	Bachelor of Education Secondary Cohort	February 7, 2019	March 1, 2019	Under Review
University of Northern British Columbia	Renewed Bachelor of Education Program	February 25, 2019	February 23, 2019	Under Review

For more information on the work of the TEPARC, see the appendices beginning on page 53.

TEACHER EDUCATION PROGRAM APPROVAL STANDARDS COMMITTEE

MEETING DATES:

AUGUST 29, 2018
OCTOBER 3, 2018
MARCH 8, 2019
MAY 14, 2019

At its first meeting of the reporting period, the BCTC established a Teacher Education Program Approval Standards Committee (TEPASC). The TEPASC met for the first time in August 2019, where it drafted terms of reference for BCTC approval. The TEPASC reviewed the sections of bylaw and policy relevant to teacher education programs and the Teacher Education Program Approval and Review Framework.

At its next meeting, the TEPASC created a workplan and conducted a more in-depth review of the relevant bylaw and policy, highlighting concerns and areas for discussion. The TEPASC reviewed the draft terms of reference, which were approved by the BCTC in October 2018.

In March 2019, TRB staff presented to the BCTC on the teacher education program review work to date and emerging themes in teacher education program approval. The TEPASC decided to recommend that the BCTC separate the relevant sections of the bylaw and policy into a distinct set of Teacher Education Program Review Standards to submit to the Minister of Education for non-disallowal. The TEPASC requested that TRB staff conduct research on issues including field experience, First Nations, Inuit and Métis content, and distance and blended learning to inform the review. *The appendices related to the TEPASC begin on page 84.*

TEACHER EDUCATION PROGRAM WORKING GROUP

MEETING DATES:

JANUARY 16, 2019
FEBRUARY 2, 2019

At its first meeting of the reporting period, the TEPWG reviewed feedback from legal counsel and edited the Teacher Education Program Approval and Review Framework, which had been approved in principle by the BCTC and the ABCDE in the previous reporting period.

In February 2019, the TEPWG discussed issues in implementing the Framework, including indicators and evidence and the role and membership of program assessment teams and the reporting process. The TEPWG decided to recommend that BCTC identify an event at which all the deans of approved BC teacher education programs could sign off on the Framework. The annual Teacher Education Roundtable scheduled to be held in May 2019 was suggested as the ideal occasion. *For more information on the work of the TEPWG, see the appendices beginning on page 89.*

EXPENSES

Member Expenses: May 1, 2018 – April 30, 2019				
BCTC Member	Expenses (Accommodation, parking, travel)	Per Diem	Release Cost	Total
Jatinder Kaur Bir	421.28	125.00	3,342.56	3,888.84
Rebecca Blair	8,781.42	1,050.00	7,417.95	17,249.37
Carolyn Broady	114.63	1,375.00	-	1,489.63
Jo-Anne Chrona	1,648.85	-	-	1,648.85
Matthew Cooke	5,900.05	250.00	3,599.96	9,750.01
Marjorie Dumont	100.46	-	2,960.00	3,060.46
Janine Fraser	705.95	-	1,785.42	2,491.37
Laurence Greef	108.00	-	960.74	1,068.74
John Hall	2,466.45	625.00	2,033.60	5,125.05
Jim Iker	6,380.16	375.00	6,422.89	13,178.05
Alice Kedves	3,370.94	125.00	3,464.15	6,960.09
Tom Longridge	1,542.58	1,000.00	-	2,542.58
Cathy Lambright	1,448.20	-	1,136.51	2,584.71
Fred Robertson	1,345.51	-	871.38	2,216.89
Ralf St. Clair	2,333.25	1,000.00	-	3,333.25
John Tyler	139.38	-	-	139.38
Peter Van Hauizen	235.90	1,625.00	-	1,860.90
Susan Wilson	4,486.24	2,250.00	-	6,736.24
Total	41,529.25	9,800.00	33,995.16	85,324.41

Meeting Expenses: May 1, 2018 - April 30, 2019

	Jun 12 - 13, 2018	Oct 15 - 16, 2018	Dec 12 - 13, 2019	Feb 14 - 15, 2019	Total
Meals	2,168.14	1,470.80	1,577.79	1,461.85	6,678.58
Equipment Rental	3,442.00	3,476.25	-	3,458.75	10,377.00
Total	5,610.14	4,947.05	1,577.79	4,920.60	17,055.58

Total Expenses of BCTC: May 1, 2018 - April 30, 2019

Expenses	Per Diem	Release costs	Meals	Equipment Rental
41,529.25	9,800.00	33,995.16	6,678.58	10,377.00

Note: the figures in the table above are exclusive of Committee expenses - separately reported

COMMITTEE/WORKING GROUP EXPENSES

Professional and Certification Standards Steering Committee

Member Expenses: May 1, 2018 - April 30, 2019

BCTC Member	Expenses	Per Diem	Release Costs	Total
Jatinder Kaur Bir	141.81	125.00	1,288.08	1,554.89
Rebecca Blair	2,190.31	350.00	2,171.04	4,711.35
Marjorie Dumont	25.38	-	740.00	765.38
Jim Iker	2,454.93	250.00	2,362.35	5,067.28
John Tyler	77.88	-	-	77.88
Total	4,890.31	725.00	6,561.47	12,176.78

Meeting Expenses: May 1, 2018 - April 30, 2019

	Aug 28, 2018	Oct 10, 2018	Feb 7, 2019	Total
Meals	200.00	260.00	234.50	694.50
Total	200.00	260.00	234.50	694.50

Teacher Education Program Approval and Review Committee

Member Expenses: May 1, 2018 - April 30, 2019

BCTC Member	Expenses	Per Diem	Release Costs	Total
Rebecca Blair	1,943.79	175.00	1,147.68	3,266.47
Mathew Cooke	2,424.54	125.00	1,097.41	3,646.95
John Hall	1,888.09	-	1,733.00	3,621.09
Jim Iker	4,333.84	-	3,674.07	8,007.91
Alice Kedves	1,737.61	-	1,434.42	3,172.03
Ralf St. Clair	1,105.72	375.00	-	1,480.72
Total	13,433.59	675.00	9,086.58	23,195.17

Meeting Expenses: May 1, 2018 - April 30, 2019

	Aug 29, 2018	Nov 30, 2018	Jan 15, 2019	Mar 7, 2019	Total
Meals	131.50	291.00	265.10	220.78	908.38
Total	131.50	291.00	265.10	220.78	908.38

Interim Teacher Education Program Review Committee

Member Expenses: May 1, 2018 - April 30, 2019				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Rebecca Blair	295.48	-	427.91	723.39
Mathew Cooke	282.07	-	196.18	478.25
Jim Iker	39.30	-	212.54	251.84
Total	616.85	-	836.63	1,453.48

Teacher Education Program Approval Standards Committee

Member Expenses: May 1, 2018 - April 30, 2019				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Rebecca Blair	1,709.43	-	1,996.91	3,706.34
Matthew Cooke	2,112.87	125.00	1,188.96	3,426.83
Alice Kedves	1,167.37	-	1,075.16	2,242.53
Total	4,989.67	125.00	4,261.03	9,375.70

Meeting Expenses: May 1, 2018 - April 30, 2019			
	Aug 29, 2018	Oct 3, 2018	Total
Meals	131.50	170.00	301.50
Total	131.50	170.00	301.50

Teacher Education Program Working Group

Member Expenses: May 1, 2018 - April 30, 2019				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Rebecca Blair	1,783.38	-	1,250.53	3,033.91
Jim Iker	686.87	-	1,743.22	2,430.09
Total	2,470.25	-	2,993.75	5,464.00

Meeting Expenses: May 1, 2018 - April 30, 2019				
	Nov 6, 2018	Jan 16, 2019	Feb 1, 2019	Total
Meals	32.00	91.10	85.78	208.88
Total	32.00	91.10	85.78	208.88

Structured Dialogues – BCTC Representatives

Member Expenses: May 1, 2018 - April 30, 2019				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Carolyn Broady	51.28	125.00	-	176.28
Matthew Cooke	822.43	-	190.04	1,012.47
Marjorie Dumont	170.00	-	370.00	540.00
John Hall	753.38	-	693.20	1,446.58
Jim Iker	853.13	125.00	871.62	1,849.75
Alice Kedves	1,199.89	-	831.48	2,031.37
Peter Van Huizen	617.06	250.00	-	867.06
Total	4,467.17	500.00	2,956.34	7,923.51

Regulatory Reviews – BCTC Representatives

Member Expenses: May 1, 2018 - April 30, 2019				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Jatinder Bir	1,612.65	-	1,445.52	3,058.17
Rebecca Blair	1,794.67	-	1,927.77	3,722.44
Jim Iker	3,060.48	125.00	2,556.73	5,742.21
Total	6,467.80	125.00	5,930.02	12,522.82

STRATEGIC GOALS FOR 2019/20

The following goals were set at the BCTC meeting of June 6, 2019:

2019/20 goals	Status
GOAL 1: Communication and Implementation of the Professional Standards	In progress
GOAL 2: A review and revision of the Certification Standards	In progress
GOAL 3: A review and revision of the Teacher Education Program Approval Standards	In progress
GOAL 4: Review and develop a New Teacher Survey.	In progress



APPENDICES

A | RESOURCES/LINKS

The following list offers online resources related to the BC Teachers' Council:

Contact the BC Teachers' Council

bctc@gov.bc.ca

Overview, Meeting Minutes and Annual Reports

gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/boards-commissions-tribunals/bctc

Meeting Reservations

teacherregulation.gov.bc.ca/OnlineReservations/MeetingReservations.aspx

Teachers Act

gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/teachers_act_contents.pdf

Standards for the Education, Competence and Professional Conduct of Educators in BC (Professional Standards)

gov.bc.ca/gov/content/education-training/k-12/teach/standards-for-educators

Bylaws and Policies Manual (Certification Standards/Teacher Education Program Approval Standards)

gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/boards-commissions-tribunals/bc-teachers-council/bylaws_policies.pdf

BC Teacher Education Programs

gov.bc.ca/gov/content/education-training/k-12/teach/training-and-professional-development/teacher-education-programs

B | KEY CARRIED MOTIONS

Motion	Date Carried	Progress
That the Teacher Education Program Approval and Review (TEPAR) Committee include four elected Council members and the Minister's appointed member nominated by ABCDE. The standing appointment of the member nominated by ABCDE on the TEPAR Committee will be reconsidered by the BCTC annually.	June 12, 2018	Complete
That the Interim Teacher Education Program Review Committee (ITEPRC) is renamed Teacher Education Program Approval & Review (TEPAR) Committee.	June 12, 2018	Complete
To amend the Professional Standards Committee to include Certification Standards.	June 13, 2018	Complete
To rename the Committee to the Professional and Certification Standards Steering Committee (PCSSC).	June 13, 2018	Complete
The PCSSC would assume the work of updating and revising the Certification Standards (relevant bylaws and policies).	June 13, 2018	Complete
That the wording in Standard 2 be changed to insert the words "and reputation" after credibility.	June 13, 2018	Complete
To delay the UNBC's (Terrace campus) Structured Dialogue for one year.	June 13, 2018	Complete
To approve the proposal of TWU for change to their B.Ed. Program to include a more inquiry-based learning program, "Creating Effective Learning Communities" and to extend semester hours.	June 13, 2018	Complete
To approve the UBC proposal re Chef Specialization Program.	June 13, 2018	Complete
To establish a new Committee of 3 members for TEP Approval Standards.	June 13, 2018	Complete
That Council postpones discussion on a New Teacher Survey to the first meeting in 2019/2020.	June 13, 2018	Complete
That the 2018-2019 Workplan goals be adopted.	June 13, 2018	Complete
That a two-day workshop is established, with the second day inviting a targeted group of stakeholders, and staff will circulate dates for this workshop to have the majority of BCTC Members in attendance.	October 15, 2018	Complete

Motion	Date Carried	Progress
That the following wording be removed from the supporting statement in Standard 2 and reinserted into the supporting statement of Standard 1: “Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.”	October 15, 2018	Complete
That the wording “Educators provide and advocate for a learning environment that is physically, socially, culturally and emotionally safe.” in Standard 1 be replaced with “Educators work to create a learning environment that is physically, socially, culturally and emotionally safe.”	October 15, 2018	Complete
“Through the application of these Standards, educators contribute to a safe and inclusive learning environment that reflects the diversity of all students. Educators honour the profession through their commitment to these Standards.” in the preamble be replaced with “Through the application of these Standards, educators advocate for student needs and contribute to a safe and inclusive learning environment that reflects the diversity of all students. Educators have a level of autonomy, are accountable for their actions, and must act in the public interest.”	October 15, 2018	Complete
That the Glossary be revised to add the following overarching statement: “These terms are included to assist the public. To the extent that there is any discrepancy between these terms and the definitions in the legislation, the legislative definitions prevail.”	October 15, 2018	Complete
To adopt the TEPASC Terms of Reference.	October 16, 2018	Complete
To adopt the TEPARC Terms of Reference.	October 16, 2018	Complete
To approve the PCSSC Terms of Reference.	October 16, 2018	Complete
That terms of appointment will be defined in the terms of reference for each committee/working group as approved by BCTC.	February 14, 2019	Complete
That the latest version of the Terms of Reference from the TEPWG meeting of February 1, 2019 be adopted.	February 14, 2019	Complete
To approve the Teacher Education Program Approval and Review Framework.	February 14, 2019	Complete
To approve the revised Terms of Reference for the PCSSC.	February 14, 2019	Complete
To approve the revised Professional Standards 1 and 2, Preamble and Glossary.	February 14, 2019	Complete

Motion	Date Carried	Progress
To approve the proposal for changes to the UBC Okanagan Bachelor of Education program.	February 15, 2019	
Council requests that the PCSSC and the Director of Certification create a draft addressing the priority provisions, format and content in the Certification Bylaws and Policies.	February 15, 2019	<i>In Progress</i>
To approve the revised Terms of Reference for the TEPASC.	February 15, 2019	<i>Complete</i>
Council requests that the TEPASC reformat Policy P5.	February 15, 2019	<i>In Progress</i>
To approve the revised TEPARC Terms of Reference.	February 15, 2019	<i>Complete</i>
That the first UBCO Structured Dialogue occur in 2020.	February 15, 2019	<i>In Progress</i>

C | PROFESSIONAL AND CERTIFICATION STANDARDS STEERING COMMITTEE

BCTC Motions carried June 12, 2018:

- To amend the Professional Standards Committee to include Certification Standards.
- To rename the Committee to the Professional and Certification Standards Steering Committee (PCSSC).
- The PCSSC would assume the work of updating and revising the Certification Standards (relevant bylaws and policies).

Professional and Certification Standards Steering Committee (PCSSC) Terms of Reference

<p>Purpose/Role</p>	<p>Primary: To oversee the Professional Standards and Certification Standards Review.</p> <p>Secondary:</p> <ul style="list-style-type: none"> • To lead the consultation and review process, • To make recommendations to the BCTC regarding both sets of Standards, and • To communicate progress to the BCTC.
<p>Membership</p>	<p>Five representatives as elected by the BCTC for two-year terms</p> <ul style="list-style-type: none"> • Election outcome will be determined by a rule of 50 percent plus one. • Elections will be held at the first BCTC meeting after vacancies arise.
<p>Members' Responsibilities</p>	<p>BCTC Representatives:</p> <ul style="list-style-type: none"> • Develop consultation processes, • Gather and synthesize research and feedback to inform recommendations to the BCTC, and • Seek direction from the BCTC as necessary.
<p>Administrative Support</p>	<p>TRB staff act as secretariat to the PCSSC to:</p> <ul style="list-style-type: none"> • Operationalize the consultation processes, and • Provide suggestions and support review as necessary. <p>The following TRB staff support the PCSSC:</p> <ul style="list-style-type: none"> • Executive Director • Director of Professional Excellence and Outreach • Director of Certification • Other TRB staff as required

**Professional and Certification Standards Steering Committee (PCSSC)
Terms of Reference**

Advisory Support	Advisors as determined by the PCSSC
Decision Making	Recommendations of the PCSSC are made by consensus. In instances where consensus cannot be reached, the matter will be referred to the BCTC for decision. The BCTC Chair may be an ex-officio member of the PCSSC, with a right to vote.
Accountability/ Reporting	<ul style="list-style-type: none"> • PCSSC members and the BCTC can suggest agenda items at any time before the draft agenda is developed. • Five business days prior to each meeting the TRB will send the agenda to the PCSSC for review/amendments. • Agenda items may be added during the approval of the agenda. • During each meeting a TRB representative will document decisions and action items. • The nature of report out to the BCTC will be decided by PCSSC members and a liaison chosen to provide the update. • The meeting notes will be distributed to the PCSSC members following each meeting. All minutes from PCSSC meetings will be posted on the BCTC SharePoint.
Meetings	Meeting will be scheduled based on Work Plan deliverables and members' calendars. Meetings in alternate formats (via phone) may be scheduled. Quorum (3 voting members exclusive of the Chair) is required.
Review	Terms of reference to be reviewed annually during first PCSSC meeting of the BCTC cycle or upon request of PCSSC members or the BCTC.

PROFESSIONAL AND CERTIFICATION STANDARDS STEERING COMMITTEE (PCSSC) WORKPLAN

Key Deliverable	Action Items	Current Status	Due Date
1 Approval – Professional Standards	<ul style="list-style-type: none"> Revised standards submitted for legal review 	Complete	March 2018
	<ul style="list-style-type: none"> BCTC review and consider legal review 	Complete	June 2018
	<ul style="list-style-type: none"> BCTC approve revised standards to be sent to the Minister for review and consideration 	Complete	June 2018
	<ul style="list-style-type: none"> Decision by Minister 	Pending	August 20, 2018
2 Implementation and outreach – Professional Standards	<ul style="list-style-type: none"> TRB staff to draft implementation and outreach plan for BCTC approval 	Complete	August 2018
	<ul style="list-style-type: none"> BCTC to approve plan 	Pending	Fall 2018
3 Feedback and refinement – Certification Standards	<ul style="list-style-type: none"> PCSSC to review feedback from phase 2 consultations and review and revise draft Certification Standards 	Pending	Fall/ Winter 2018
	<ul style="list-style-type: none"> Revised draft standards circulated to education partners for feedback 	Pending	Winter/Spring 2019
	<ul style="list-style-type: none"> TRB staff collate feedback for PCSSC to review 	Pending	Spring/ Summer 2019
	<ul style="list-style-type: none"> PCSSC revise draft Certification Standards based on feedback 	Pending	Summer/Fall 2019
	<ul style="list-style-type: none"> PCSSC present the revised standards to the BCTC for approval 	Pending	Winter 2019
	<ul style="list-style-type: none"> BCTC review and approve standards 	Pending	Winter/ Spring 2020

Key Deliverable	Action Items	Current Status	Due Date
4 Approval – Certification Standards	<ul style="list-style-type: none"> Revised standards submitted for legal review 	<i>Pending</i>	Spring 2020
	<ul style="list-style-type: none"> BCTC review and consider legal review 	<i>Pending</i>	Spring 2020
	<ul style="list-style-type: none"> BCTC approve revised standards to be sent to the Minister for review and consideration 	<i>Pending</i>	Spring 2020
5 Implementation and outreach – Certification Standards	<ul style="list-style-type: none"> TRB staff to draft implementation and outreach plan for BCTC approval 	<i>Pending</i>	Summer 2020

**PROFESSIONAL AND CERTIFICATION STANDARDS STEERING COMMITTEE (PCSSC)
DASHBOARD**

Goals	Timelines/Actions	Status
<p>PHASE 1: Approval –Professional Standards</p>	<p>March 2018</p> <ul style="list-style-type: none"> Revised standards submitted for legal review – <i>Complete March 2018</i> <p>June 2018</p> <ul style="list-style-type: none"> BCTC review and consider legal review – <i>Complete June 2018</i> BCTC approve revised standards to be sent to the Minister for review and consideration – <i>Complete June 2018</i> <p>August 2018</p> <ul style="list-style-type: none"> Decision by Minister – <i>Due August 20, 2018</i> 	<p><i>Pending</i></p>
<p>PHASE 2: Implementation and outreach – Professional Standards</p>	<p>August 2018</p> <ul style="list-style-type: none"> TRB staff to draft implementation and outreach plan for BCTC approval – <i>Complete August 2018</i> <p>Fall 2018</p> <ul style="list-style-type: none"> BCTC to approve plan 	<p><i>Pending</i></p>
<p>PHASE 3: Feedback and refinement – Certification Standards</p>	<p>Fall/Winter 2018</p> <ul style="list-style-type: none"> PCSSC to review feedback from phase 2 consultations and review and revise draft Certification Standards <ul style="list-style-type: none"> PCSSC members review feedback report submitted by Queenswood consultants following phase 2 consultations Draft revised standards prepared by Queenswood and Director of Certification and make any appropriate revisions <p>Winter/Spring 2019</p> <ul style="list-style-type: none"> Revised draft standards circulated to education partners for feedback <ul style="list-style-type: none"> Revised standards sent directly to all BC education stakeholders identifies with a request for feedback <p>Spring /Summer 2019</p> <ul style="list-style-type: none"> TRB staff collate feedback for PCSSC to review <ul style="list-style-type: none"> TRB staff members synthesize and collate all feedback and data collected on draft revised Certification Standards for PCSSC discussion. 	<p><i>Pending</i></p>

Goals	Timelines/Actions	Status
<p>PHASE 3: Feedback and refinement – Certification Standards</p>	<p>Summer /Fall 2019</p> <ul style="list-style-type: none"> PCSSC revise draft Certification Standards based on feedback <ul style="list-style-type: none"> PSSC make any appropriate revisions to the draft revised Certification Standards based on the feedback from the field for BCTC review and approval. <p>Winter 2019</p> <ul style="list-style-type: none"> PCSSC present the revised standards to the BCTC for approval <p>Winter/Spring 2020</p> <ul style="list-style-type: none"> BCTC review and approve standards <ul style="list-style-type: none"> Standards presented to full BCTC at next meeting. BCTC to review each standard and make any necessary revisions. 	<p><i>Pending</i></p>
<p>PHASE 4: Approval – Certification Standards</p>	<p>Spring 2020</p> <ul style="list-style-type: none"> Revised standards submitted for legal review <ul style="list-style-type: none"> External legal counsel to advise BCTC on approved Standards BCTC review and consider legal review <ul style="list-style-type: none"> BCTC make any necessary revisions based on legal counsel feedback BCTC approve revised standards to be sent to the Minister for review and consideration <ul style="list-style-type: none"> The Minister has 60 days to respond as per the legislation of the Teachers Act 	<p><i>Pending</i></p>
<p>PHASE 5: Implementation and outreach – Certification Standards</p>	<p>Summer 2020</p> <ul style="list-style-type: none"> TRB staff to draft implementation and outreach plan for BCTC approval 	<p><i>Pending</i></p>

REVIEW OF PROFESSIONAL STANDARDS FOR BC EDUCATORS - CHRONOLOGY

<p>PHASE 1: Research by TRB staff (June –Sept 2015)</p>	<ul style="list-style-type: none"> • Full review of all previous versions/iterations of <i>Professional Standards for BC Educators</i> dating back to 2004 • Environmental scan of models of <i>Professional Standards for Educators</i> in other jurisdictions (Canada and international) • Environmental scan of models of <i>Professional Standards of Practice</i> for other professions (BC and Canada)
<p>PHASE 2: Establish Professional Standards Steering Committee (PSSC) (Sept – Oct 2015)</p>	<ul style="list-style-type: none"> • BCTC elected 5 members to serve on the <i>Professional Standards Steering Committee</i> to guide the review of the Standards • 4 TRB staff members identified to support the work of the PSSC • 1 EDUC liaison invited to participate in process - Superintendent of Early Years – Maureen Dockendorf • PSSC Terms of Reference developed and approved by BCTC
<p>PHASE 3: Planning & Consultation (Oct 2015 – April 2016)</p>	<ul style="list-style-type: none"> • Focus Group Session on current <i>Professional Standards</i> – February 26, 2016, Richmond BC <ul style="list-style-type: none"> • World Café Setup – small group discussions • 50 attendees representing nearly 20 different partner groups including: BCSSA, BCSTA, FISA, BCCPAC, BCPVPA, BCTF, ABCDE, FNESC, BCPSEA, BCRTA, EDUC, AEST, Students, BCTC members and TRB staff • Online Feedback Form on current <i>Professional Standards</i> - March – April 2016, hosted on TRB website <ul style="list-style-type: none"> • More than 4000 responses received on current <i>Professional Standards</i> • Respondents included: BC certificate holders, education faculty members, teacher candidates, parents, students and general public
<p>PHASE 4: Analysis & Writing (May 2016 – Feb 2017)</p>	<ul style="list-style-type: none"> • TRB staff members synthesized and collated all feedback and data collected on the current <i>Professional Standards</i> • PSSC members reviewed all of the feedback and data received during the consultation period • PSSC drafted a revised set of <i>Professional Standards for BC Educators</i> including a new Standard specific to the history of First Nations, Inuit and Métis peoples in Canada and the role educators play in contributing towards truth, reconciliation and healing • Draft revised <i>Professional Standards</i> presented to the BCTC • BCTC provided suggested revisions to the draft revised <i>Professional Standards</i> • BCTC approved the draft revised <i>Professional Standards</i> to be posted on the TRB website and feedback be requested from certificate holders and education partners

PHASE 5:**Feedback & Refinement***(March 2017 – Feb 2018)*

- Draft revised *Professional Standards for BC Educators* sent directly to all BC education stakeholders with a request for feedback
- Online Feedback Form on draft revised *Professional Standards* available on TRB website from March – April 2017
 - Over 5600 responses received on the draft revised *Professional Standards*
 - Respondents included: certificate holders, education faculty and staff, teacher candidates, parents, students and general public
- TRB staff members synthesized and collated all feedback and data collected on draft revised *Professional Standards*
- PSSC made revisions to the draft revised *Professional Standards* based on the feedback from the field
- PSSC drafted a Preamble and Glossary of Terms to accompany the *Professional Standards*
- PSSC presented the revised *Professional Standards V2* and the applicable Preamble and Glossary of Terms to the BCTC
- BCTC reviewed and approved each revised *Professional Standard* ‘in *seriatim*’ making changes/edits as dictated by the vote of members
- BCTC also reviewed and approved a Preamble and Glossary of Terms specific to the *Professional Standards for BC Educators*

PHASE 6:**Approval***(March – November 2018)*

- BCTC approved the revised *Professional Standards for BC Educators* in principle on March 15, 2018.
- The revised *Professional Standards* underwent a legal review by BCTC external legal counsel in April – May, 2018.
- BCTC reviewed and considered the legal review of the revised *Professional Standards*. Based on the legal review a small change to the wording of Standard #2 was made.
- BCTC approved the revised *Professional Standards* to be sent to Minister Rob Fleming for review and consideration on June 13, 2018.
- On June 21, 2018 the revised *Professional Standards* for BC Educators were sent to Minister Fleming for review.
- The Minister has 60 days to respond as per the legislation of the *Teachers Act*.
- Minister disallowed the revised *Professional Standards for BC Educators* on August 21, 2018. Provided a number of recommended changes for BCTC to consider before resubmitting for his review and consideration again.
- Response from the Minister referred to the newly formed *Professional and Certification Standards Steering Committee (PCSSC)*.
- PCSSC reviewed the response and drafted recommendations to BCTC on each of the points raised by the Minister in his disallowal.
- BCTC to review PCSSC recommendations at their October 2018 meeting and determine next step - including a response and resubmission to the Minister.
- Response to Minister disallowal and resubmission of revised *Professional Standards* sent in early November 2018.

<p>PHASE 6: Approval (March – November 2018)</p>	<ul style="list-style-type: none"> • Response from Minister received on January 16, 2019 – STDs #1-2 disallowed, STDs #3-9 not disallowed, Preamble and Glossary not disallowed. • BCTC Chair responds to Minister on January 23, 2019 requesting an in-person meeting to discuss options and next steps with Professional Standards. • BCTC Chair and Vice Chair met with Minister and Deputy Minister on January 31, 2019. • PCSSC met on February 7, 2019 and drafted recommended changes to Standard #1 and #2 as well as minor changes to the Preamble. • BCTC to review PCSSC recommended changes at their February 2019 meeting and determine next step – including possible resubmission of disallowed Standards (#1 & #2) to Minister.
<p>PHASE 7: Implementation & Outreach (TBD – Winter 2019)</p>	<ul style="list-style-type: none"> • TBD pending completion of review process and non-disallowal of revised <i>Professional Standards for BC Educators</i> by the Minister of Education.

*Note – during the course of the *Professional Standards Review* the PSSC and PCSSC have held 20 meetings to date. Many of the meetings were over a 2 day period. The committee(s) have met for a total of 28 days to date as part of the review and approval process

PROFESSIONAL STANDARDS FOR BC EDUCATORS
Submitted To Minister Rob Fleming for review March 11, 2019

1	
Standards for BC Educators (FORMER)	Standards for BC Educators (Submitted to MRF, March 2019)
<p>Educators value and care for all students and act in their best interests.</p> <p>Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.</p>	<p>Educators value the success of all students. Educators care for students and act in their best interests.</p> <p>Educators have a privileged position of power and trust. Educators are responsible for the physical and emotional safety of students. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of First Nations, Inuit and Métis, and other worldviews and perspectives. Educators foster students’ positive personal identity, mental and physical well-being, social and personal responsibility, and intellectual development. Educators engage students in meaningful participation in their own learning. Educators treat students equitably with acceptance, dignity and respect. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage.</p>

2	
Standards for BC Educators (FORMER)	Standards for BC Educators (Submitted to MRF, March 2019)
<p>Educators are role models who act ethically and honestly.</p> <p>Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.</p>	<p>Educators act ethically and maintain the integrity, credibility and reputation of the profession.</p> <p>Educators are role models. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators understand the law as it relates to their duties. Educators’ individual conduct contributes to the perception of the profession as a whole. Educators know and recognize the importance of the Professional Standards for BC Educators.</p>

3	
Standards for BC Educators (FORMER)	Standards for BC Educators (MRF NOT DISSALLOWED – January 2019)
<p>Educators understand and apply knowledge of student growth and development.</p> <p>Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.</p>	<p>Educators understand and apply knowledge of student growth and development.</p> <p>Educators are knowledgeable about how children and youth develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction and assessment. Educators work to create a positive, safe and inclusive learning environment to best meet the diverse needs of students.</p>

4	
Standards for BC Educators (FORMER)	Standards for BC Educators (MRF NOT DISSALLOWED – January 2019)
<p>Educators value the involvement and support of parents, guardians, families and communities in schools.</p> <p>Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.</p>	<p>Educators value the involvement and support of parents, guardians, families and communities in schools.</p> <p>Educators understand, respect and encourage the participation of families and communities in student learning and development. Educators consider the perspectives of parents/guardians regarding their children. Educators communicate effectively and in a timely manner with parents/guardians.</p>

5	
Standards for BC Educators (FORMER)	Standards for BC Educators (MRF NOT DISSALLOWED – January 2019)
<p>Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.</p> <p>Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.</p>	<p>Educators implement effective planning, instruction, assessment and reporting practices to create respectful, inclusive environments for student learning and development.</p> <p>Educators have the knowledge and skills to facilitate learning for students, including learning experiences that reflect individual contexts and local environments. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.</p>

6	
Standards for BC Educators (FORMER)	Standards for BC Educators (MRF NOT DISSALLOWED – January 2019)
<p>Educators have a broad knowledge base and understand the subject areas they teach.</p> <p>Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.</p>	<p>Educators demonstrate a broad knowledge base and an understanding of areas they teach.</p> <p>Educators understand the curriculum and methodologies of areas they teach. Educators teach curricula from Canadian, First Nations, Inuit, Métis, and global perspectives. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</p>

7

**Standards for BC Educators
(FORMER)**

Educators engage in career-long learning.

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

**Standards for BC Educators
(MRF NOT DISSALLOWED – January 2019)**

Educators engage in professional learning.

Educators engage in professional learning and reflective practice to support their professional growth. Educators recognize and meet their individual professional needs through various learning opportunities. Educators develop and refine personal philosophies of education, teaching and learning that are informed by research, practice and the Professional Standards for BC Educators.

8

**Standards for BC Educators
(FORMER)**

Educators contribute to the profession.

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

**Standards for BC Educators
(MRF NOT DISSALLOWED – January 2019)**

Educators contribute to the profession.

Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions and communities. Educators contribute to a culture of collegiality.

Standards for BC Educators (N/A)	Standards for BC Educators (MRF NOT DISSALLOWED – January 2019)
	<p>Educators respect and value the history of First Nations, Inuit and Métis in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Métis.</p> <p>Educators critically examine their own biases, attitudes, beliefs, values and practices to facilitate change. Educators value and respect the languages, heritages, cultures, and ways of knowing and being of First Nations, Inuit and Métis. Educators understand the power of focusing on connectedness and relationships to oneself, family, community and the natural world. Educators integrate First Nations, Inuit and Métis worldviews and perspectives into learning environments.</p>

D | TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW COMMITTEE

BCTC Motions carried June 12, 2018:

- That the Interim Teacher Education Program Review Committee (ITEPRC) is renamed Teacher Education Program Approval & Review (TEPAR) Committee.
- That the Teacher Education Program Approval and Review (TEPAR) Committee include four elected Council members and the Minister’s appointed member nominated by ABCDE. The standing appointment of the member nominated by ABCDE on the TEPAR Committee will be reconsidered by the BCTC annually.

Teacher Education Program Approval and Review Committee (TEPARC) Terms of Reference	
PURPOSE/ROLE	<p>This Committee is advisory to the BC Teachers’ Council (BCTC).</p> <ul style="list-style-type: none"> • To implement the TEP Approval and Review Framework processes, as approved by the BCTC in consultation with the Association of BC Deans of Education (ABCDE), and • To communicate progress and seek guidance as required from the BCTC.
MEMBERSHIP	<p>Five members comprised of:</p> <ul style="list-style-type: none"> • Four representatives as elected by the BCTC for a term of two years. • Elections will be held at the first meeting after vacancies arise. • Minister-appointed BCTC member nominated by ABCDE, which will be considered annually by the BCTC.
MEMBER RESPONSIBILITIES	<p>BCTC Representatives:</p> <ul style="list-style-type: none"> • Review programs using applicable standards as referenced in section 13 of the <i>Teachers Act</i>, • Support informed, impartial, and collective judgements regarding recommendations for approval decisions to the BCTC, • Establish Program Approval Teams (PATs), and • Seek direction from the BCTC as necessary.

ADMINISTRATIVE SUPPORT	<p>TRB staff act as secretariat to the TEPARC to:</p> <ul style="list-style-type: none"> • Liaise with TEPs on program proposals and regulatory review processes, • Support, advise, and provide context to the Committee on processes and discussion, • Operationalize the TEP Approval and Review processes. <p>The following TRB staff support the TEPARC:</p> <ul style="list-style-type: none"> • Director of Professional Excellence and Outreach • Assistant Director, TEP Reviews • Other TRB staff members as required
DECISION MAKING	<p>Recommendations of the TEPARC are made by consensus. In instances where consensus cannot be reached, the matter will be decided by majority. The BCTC Chair may attend as an ex-officio member of the TEPARC, with a right to vote.</p>
ACCOUNTABILITY/ REPORTING	<ul style="list-style-type: none"> • TEPARC members can propose agenda items to the TRB at any time before the draft agenda is developed. • Five business days prior to each meeting the TRB will send the draft agenda to the TEPARC to review, amend or add new items. During each meeting a TRB representative will document decisions and action items. • At end of each TEPARC meeting, the nature of report out to the BCTC will be decided by TEPARC members and a liaison chosen to provide the update. • The meeting minutes will be distributed to the TEPARC members following each meeting. All minutes from TEPARC meetings will be posted on the BCTC SharePoint. • Decisions to approve a program, a proposal, a PAT report or any other recommendation rest with the BCTC and as such will remain confidential until determination is made by the BCTC.
MEETINGS	<p>The frequency of meetings will be determined by expectations outlined in the TEPARC Framework. Meeting format will vary depending on the issue and TEPARC member availability. Quorum (3 voting members exclusive of the Chair) required.</p>
REVIEW	<p>Terms of Reference to be reviewed annually or upon the request of the TEPARC or the BCTC.</p>

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
Thompson River University (TRU)	May 21, 2015 NOI – STEM	June 15, 2015	<p>Oct 27, 2015 Initial draft proposal received.</p> <p>Jan 6, 2016 Final revised proposal received.</p>	<p>Jan 12, 2016 Multiple meetings and e-mails between TRU and the TRB, including a formal response from TRU on TRB feedback on December 18, 2015, before this final analysis tabled with Council</p>	<p>April 27, 2016 The proposal reviewed in detail – Committee decided to recommend program approval without conditions to Council.</p>	<p>APRIL 29, 2016 APPROVED</p>
Thompson River University (TRU)	Sept 2, 2015 NOI – BETT	Sept 16/15 with invitation to present at the January 2016 Council meeting	<p>Oct 24, 2015 Initial draft proposal received.</p> <p>Jan 6, 2016 Final revised proposal received.</p>	<p>Jan 12, 2016 Multiple meetings and e-mails between TRU and the TRB, including a formal response from TRU on TRB feedback on December 18, 2015, before this final analysis tabled with Council</p>	<p>April 27, 2016 The proposal and response to draft recommendations (Approval with Conditions) by TRU reviewed in detail. Committee satisfied with TRU response and determined previously suggested conditions no longer required. Committee decided to recommend program approval without conditions to Council.</p>	<p>APRIL 29, 2016 APPROVED</p>

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
University of Victoria (UVIC)	Dec 22, 2015 NOI – Revised Trades and Tech Program	Jan 18, 2016	Jan 28, 2016 Revised Proposal received.	May 12, 2016 Summary Analysis/ Feedback Report provided to UVIC on Revised Trades and Tech Program Proposal	Sept 23, 2016 No response to feedback report provided to UVIC received to date. Proposal still before the Committee – awaiting response from program. No recommendations to date. TRB followed up with UVIC on status of response to feedback report and revised submission. UVIC informed that they wish to withdraw the proposal before Council citing they were closing the existing Trades Program for Admissions because of low numbers. (Sept 2016)	Oct 27, 2016 No Council decision required as proposal withdrawn. FILE CLOSED
University of British Columbia (UBC)	April 22, 2016 NOI – Changes to Middle Years Stream	April 26, 2016	April 22, 2016 Rationale for change document received by BCTC. <i>*Minor changes to program desired so full proposal deemed not required.</i>	April 26, 2016 There has been one face to face meeting and e-mails exchanged between TRB and the institution – summary of discussions and rationale provided to program and Committee.	April 27/16 The NOI and Rationale for Change provide by UBC reviewed – Committee decided to recommend program approval to Council. <i>*This is a fairly minor program change and will not take long for the Committee to review and craft a recommendation, but they ran out of time at the most recent meeting as they were focussed on the 2 TRU proposals.</i>	APRIL 29, 2016 APPROVED

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
<p>Trinity Western University (TWU)</p>	<p>Sept 8, 2016 NOI – B.Ed. minor program changes</p>	<p>Sept 13, 2016</p>	<p>Sept 8, 2016 Initial rationale for change document received.</p> <p>Oct 13, 2016 Revised rational submission received.</p> <p><i>*Minor changes to program desired so full proposal deemed not required.</i></p>	<p>Sept 27, 2016 ITEPRC provided program with feedback including a request for the learning outcomes of the new or altered courses included in the program changes.</p>	<p>Sept 23, 2016 Committee met and determined they would recommend approval of program changes at the next meeting of Council. To enhance the recommendation the Committee decided to request an updated rationale for change document including the learning outcomes for the 2 new courses being proposed. (Sept 2016)</p> <p>Updated rationale for change document including the learning outcomes for the 2 new courses received. (Oct 2016)</p> <p>Proposal Recommendation Report to go to Council at October 2016 meeting.</p>	<p>OCT 27, 2016 APPROVED</p>
<p>University of Northern British Columbia (UNBC– Prince George)</p>	<p>Sept 9, 2016 NOI – B.Ed. program changes (PG - EY & SY programs)</p>	<p>Sept 13, 2016</p>	<p>Sept 9, 2016 Initial rationale for change document received.</p> <p>Oct 9, 2016 Revised rationale submission received.</p> <p><i>*Minor changes to program desired so full proposal deemed not required.</i></p>	<p>Sept 27, 2016 ITEPRC provided program with feedback including a request for the learning outcomes of the new or altered courses included in the program changes.</p>	<p>Sept 23, 2016 Committee informed that TRB staff contacted by UNBC regarding their desire to make some minor changes to TEP (Elem & Sec streams). Initial liaison between TRB staff and UNBC has occurred but no NOI or program proposal received to date. (May 2016)</p> <p>Committee met and determined they would recommend approval of program changes at the next meeting of Council. To enhance the recommendation the Committee decided to request an updated rationale for change document including the learning outcomes for all new and altered courses being proposed. (Sept 2016)</p> <p>Updated rationale for change document including the learning outcomes for all new and altered courses received. (Oct 2016)</p> <p>Proposal Recommendation Report to go to Council at October 2016 meeting.</p>	<p>OCT 27, 2016 APPROVED</p>

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
University of Northern British Columbia (UNBC-Terrace)	Oct 20, 2016 NOI – B.Ed. program changes (Terrace - Elem program)	Dec 20, 2016	Oct 20, 2016 Initial rationale for change document received. Dec 16, 2016 Revised rationale submission received. <i>*Minor changes to program desired so full proposal deemed not required.</i>	Dec 16, 2016 TRB provided program with feedback including a request for the learning outcomes of the new or altered courses. Also, suggestion for information regarding program partnership with Coast Mountain School District and local BCTF – have such local partners been included in the dialogue regarding proposed program changes?	Jan 20, 2017 Proposal now before the Committee for review and recommendation to BCTC. It is anticipated the ITEPRC will take this forward to BCTC at Feb 2-3, 2017 meeting. Committee Recommendation Report to go to BCTC at Feb 2017 meeting.	FEB 3, 2017 APPROVED

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
Simon Fraser University (SFU)	<p>Jan 10, 2017 NOI – Enhanced PDP Program</p>	<p>Jan 11, 2017</p>	<p>Jan 10, 2017 High level overview of changes as well as EDUC 400 course outline received. No official proposal received to date. April 12, 2017 Official Program Proposal received.</p>	<p>Oct 19, 2016 Face to face liaison meeting occurred with TRB staff on October 19, 2016 so that SFU could provide an overview of the program changes and brainstorm with TRB staff.</p>	<p>June 7, 2017 NOI as well as program change overview and EDUC 400 course outline now before ITEPRC – reviewed at January 18 meeting. The TRB to provide feedback to SFU with regards to questions from the committee as well as the components they should include in their formal proposal. (Jan 2017) SFU Enhanced Program Proposal and response to questions of posed by the committee after Jan 1017 received by BCTC. (April 13/17) Committee met and reviewed the SFU proposal. (June 7, 2017) Committee Recommendation Report to go to Council at October 2017 meeting. (Aug 30, 2017)</p>	<p>OCT 5, 2017 APPROVED</p>
	<p>Nov 5, 2018 Notice of Information - French Module Dual Program</p>	<p>Nov 8, 2018</p>	<p>Nov 5, 2018 Information Note received.</p>		<p>TEPARC recommended that further information be requested from SFU regarding how the French Modules at the Université de Tours correspond to the SFU EDUC 400 content. TEPARC invited SFU faculty to their January 2019 meeting. (Nov 30, 2018) TEPARC was satisfied that that EDUC 400 students participating in the French Modules would be able to meet the learning outcomes for that course. (Jan 15, 2019)</p>	<p>JAN 15, 2019 APPROVED BY TEPARC</p>

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
University of Victoria (UVIC)	<p>April 2017 No receipt of official NOI from program to date</p> <p>Indigenous Focused PDPP Cohort (Elem)</p>	N/A	<p>Jan 11, 2017 High level overview of a proposed UVic Indigenous-focused post-degree program received. No official proposal received to date.</p>	<p>Dec 6, 2016 Telephone liaison discussion between TRB and UVIC Indigenous Education Department regarding the idea of a PDP Elem Program with a focus on Indigenous Education.</p>	<p>April 12, 2017 TRB staff briefed ITEPRC regarding concept and provide feedback to program on suggested next step(s) with regards to the submission of an NOI and Official Proposal. (Jan 2017)</p> <p>Further dialogue between TRB staff and UVIC faculty revealed that program plan does not actually entail any changes to coursework within program. Rather, each PDPP course within the program for this cohort would have an Indigenous focus or be taught from an Indigenous perspective. (March 2017)</p> <p>TRB staff consulted BCTC Chair and Vice-Chair to ensure they viewed the matter the same way. They concurred and it was determined the matter would not need to come before BCTC. (April 2017)</p> <p>BCTC briefed on the decision by TRB staff. (April 2017)</p>	<p>April 12, 2017 Determined matter does not need to go to Council. UVIC informed they may proceed with Indigenous Focused Cohort within PDPP.</p>
Thompson River University (TRU)	<p>May 16, 2017 NOI for Phase 2 of DSTC Program – FN Language Teacher Education.</p>	May 17, 2017	<p>May 16, 2017 Information Package received including history of TRB DSTC program and rationale for proceeding with Phase 2 at this point.</p>	<p>Feb 9, 2017 TRU staff met with TRB staff to discuss the DSTC Program.</p> <p>March/April 2017 TRB staff provided feedback to TRU regarding what should be included in correspondence to BCTC.</p> <p>June 7, 2017 TRB memo document on TRU DSTC matter drafted and presented to Committee.</p>	<p>June 7, 2017 Committee met and reviewed the TRU NOI and Information Package/proposal for Phase 2 of the DSTC. (June 7, 2017)</p> <p>Committee met and reviewed the TRU proposal. (June 7, 2017)</p> <p>Committee Recommendation Report to go to Council at October 2017 meeting. (Aug 30, 2017)</p>	<p>OCT 5, 2017 APPROVED</p>

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
University of Victoria (UVIC)	June 30, 2017 NOI for Sec PDPP in Physical & Health Education	July 4, 2017	June 30, 2017 Rationale and supporting documentation received with NOI. <i>*Minor changes to program desired so full proposal deemed not required.</i>	May 8, 2017 UVIC program lead consulted with a TRB evaluator regarding acceptable secondary academics for PHE. May 15, 2017 UVIC program lead began formal liaison with TRB PEO Staff on process to bring the matter before the BCTC.	June 7, 2017 TRB staff briefed the ITEPRC on UVICs intention to phase out their 5 year B.Ed. is Sec PE and replace it with a Sec PDPP in PHE. TRB informed that they have been liaising with the program on what documents to prepare and include with the NOI. NOI and supporting documentation received by BCTC. Matter officially referred to ITEPRC. NOI and supporting documents to be reviewed by ITEPRC at next meeting on Aug 30, 2017. (June 30, 2017) Committee Recommendation Report to go to Council at October 2017 meeting. (Aug 30, 2017)	OCT 5, 2017 APPROVED
University of British Columbia (UBC)	Feb 22, 2018 NOI – B.Ed., Chef Program (CEPC) – New Exit Point to Trades Certificate	Feb 26, 2018	Feb 22, 2018 Initial draft proposal received. February 27, 2018 Final revised proposal received.	April 16, 2018 There have been discussions and e-mails exchanged between TRB and the institution. TRB Summary Analysis/Memo for Committee complete.	June 11, 2018 TRB staff provided a presentation re. Trades Certificates. The proposal reviewed in detail – Committee decided to recommend program approval without conditions to BCTC.	JUNE 13, 2018 APPROVED
Trinity Western University (TWU)	March 6, 2018 NOI – B.Ed. Changes (revised syllabi – additional semester hours)	March 6, 2018	March 6, 2018 Proposal received.	May 14, 2018 There have been discussions and e-mails exchanged between TRB and the institution. TRB Summary Analysis/Memo for Committee complete.	June 11, 2018 The proposal reviewed in detail – Committee decided to recommend program change approval without conditions to BCTC.	JUNE 13, 2018 APPROVED

BCTC - Interim/TEPARC Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim/TEPARC Meeting/ Recommendation	Council Decision
Vancouver Island University (VIU)	Feb 7, 2019 NOI – Revised BEd - Secondary Cohort	Feb 12, 2019	Feb 7, 2019 Initial proposal with supporting documentation received. March 1, 2019 Revised proposal received.	Feb 2019 Ongoing telephone liaison discussion and email exchange between TRB and VIU regarding the details of the proposed BEd - Secondary Teaching Option/Cohort.	TBD	
University of Northern British Columbia (UNBC)	Feb 25, 2019 NOI - Renewed BEd Program	Feb 26, 2019	Feb 25, 2019 NOI with comprehensive Teacher Education Program Renewal Proposal received.	<i>In progress</i>	TBD	
University of British Columbia-Okanagan (UBCO)				<i>*UBCO is looking to reinstate the Technology Education teachable to their renewed B.Ed. program, which includes revising the 120-credit degree requirement. TRB will request UNBC to provide a NOI for the Secondary Trades and Tech Cohort proposal.</i>		

Next **Committee Meeting** – March 07, 2019

Next **BCTC Meeting** – June 2019

BCTC DECISIONS – TEACHER EDUCATION PROGRAMS

Program	Proposed Changes	BCTC Decision with Rationale
<p>Thompson Rivers University (TRU)</p>	<p>NOI receive date: May 21, 2015</p> <p>*Revised proposal received: Oct. 27, 2015</p> <p>*Further revised proposal received: Nov. 2, 2015</p> <p>*Final proposal received: Jan. 6, 2016</p> <p>Purpose of NOI: Approval of new Secondary program: STEM (B.Ed. in Science, Technology, Engineering and Mathematics) program (new program)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Outlines STEM disciplines • 4 semester, 64 credit program • Program aims to support TC’s to create, manage and assess student-centered, personalized, inquiry and project based learning opportunities that combine rigorous academic learning with real world applications in the areas of Science, Math and Technology education. 	<p>BCTC decision date: April 29, 2016</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed program meets the TEP approval requirements and it is in compliance with the professional and certification standards</p> <p>Program Rationale: <i>The proposed program will help form the bridge between excellent programs that engage elementary students’ interest in science and technology education in Kamloops and the excellent opportunities for post-secondary STEM education at TRU.</i></p> <p><i>The Kamloops/Thompson School District #73 has been asking for a secondary program for a number of years and has also indicated the challenge of finding mathematics and science specialist teachers. They are very supportive of a STEM education approach. Surrounding districts have been polled and all describe a need for a new approach to teaching science and mathematics that engages the interest of all students.</i></p> <p><i>The program aims to provide teacher education specifically designed to increase accessibility for female students and underrepresented groups including Aboriginal secondary school students. Ultimately the aim of the program is to help increase the STEM literacy of all students.</i></p>

Program	Proposed Changes	BCTC Decision with Rationale
<p>Thompson Rivers University (TRU)</p>	<p>NOI receive date: September 2, 2015</p> <p>*Revised proposal received: Oct. 24, 2015</p> <p>*Final proposal received: Jan. 6, 2016</p> <p>Purpose of NOI: Approval of the revised BETT (B.Ed. in Trades and Technology)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Creating a two phased program • Phase 1: leads to TRB Trades Certificate eligibility • Phase 2: leads to a B.Ed. and TRB Professional Certificate eligibility 	<p>BCTC decision date: April 29, 2016</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed revised program meets the TEP approval requirements and it is in compliance with the professional and certification standards</p> <p>Program Rationale: <i>The program was originally approved by the former BC College of Teachers in 2006 but did not enrol any students. The program is looking at Red Seal Professionals that have an area of expertise in one of five trades' areas offered in Secondary Schools. At the end of the program, these individuals will be able to teach in all five shop areas – metal, wood, electrical, automotive and design & drafting.</i></p> <p><i>By moving all of the education courses into Phase One and moving the Trades' Courses into Phase Two, the requirements for the Trades Certificate are met. The teacher candidates can still complete the degree and have opportunity to apply for a Professional Certificate once they have met the requirements of 6 credits each in two areas of trade and technical education not within their specialty area.</i></p>

Program	Proposed Changes	BCTC Decision with Rationale
<p>University of British Columbia Okanagan (UBCO)</p>	<p>NOI receive date: October 29, 2015</p> <p>*Initial proposal received: March 1, 2016</p> <p>*Revised proposal received: July 4, 2016</p> <p>Purpose of NOI: Approval of the renewed B.Ed. program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Renewed B.Ed.: 16 months (5 semesters); 60 credits • “we are not changing what we offer; rather we are changing how we offer it” • Renaming: Elem. program (ETEP) to become <i>Teaching Children</i> and Secondary program (STEP) to become <i>Teaching Adolescents</i> • Key feature of program is the focus on In situ learning 	<p>BCTC decision date: October 28, 2016</p> <p>Decision: Conditional Approval</p> <p>BCTC/ITEPRC Rationale: For the purpose of:</p> <ul style="list-style-type: none"> • ensuring sustainable high quality field experiences and outcomes for teacher candidates; and ensuring program structure and content (including the Summer Institute) that prepares teacher candidates in both cohorts to meet Certification Standards that create inclusive classrooms that make a difference for all; with particular attention to First Nations students and those with special needs, the program was approved on the following conditions: <ul style="list-style-type: none"> • UBCO hosts four visits by BCTC members/TRB staff during the first cycle of the program (review of in situ courses, Summer Institute, e-portfolios) • UBCO arranges, in advance of each visit, opportunities for BCTC members/TRB staff to participate in focus group meetings with TC’s, faculty and other stakeholders • UBCO shares with BCTC members/Teacher Regulation Branch staff its research/data pertaining to the first cycle of the program <p>Program Rationale: <i>Our program retains its two pathways, and the existing Elementary and Secondary programs are redesigned to reflect current realities and employment factors. These pathways align more closely with the directions of the revised provincial curriculum and the research on 21st Century learning.</i></p> <p>BCTC decision date: February 15, 2019</p> <p>Decision: Approval (Conditions Removed)</p> <p>BCTC/Site Visit Team Rationale: The Site Visit Team believes that the proposed program change will strengthen the program at UBC Okanagan. The integrity of the program will be maintained and will continue to meet Teacher Education Program Standards established by the BC Teachers’ Council. Further, the program changes will in no way diminish the ability of UBC graduating Teacher Candidates to meet the Professional and Certification Standards required of educators in the BC K-12 school system.</p>

Program	Proposed Changes	BCTC Decision with Rationale
<p>University of British Columbia (UBC)</p>	<p>NOI receive date: April 11, 2016</p> <p>Purpose of NOI: Approval to move the UBC’s Middle Years Program option under the umbrella of the UBC Elementary Program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Movement of a standalone Middle Years option to becoming a cohort within the Elementary and Middle Years option • Renaming the Elementary option and extending the grade range from K-7 to K-8 for this cohort • Revision of admission requirements 	<p>BCTC decision date: April 29, 2016</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: N/A – BCTC deliberated in private; no ITEPRC Report to BCTC</p> <p>Program rationale: <i>UBC has received feedback from the TC’s that the current middle years entry requirements are prohibitive. Middle years TC’s have also indicated that they feel they are constantly living in two worlds (elementary and secondary) and never really quite fitting with one group or the other. It is hoped this change will facilitate a better alignment with how the Elementary option operates with a more integrated approach to subject areas and trend away from the secondary option approach that is more specialized in its focus on individual disciplines.</i></p> <p><i>On a purely pragmatic level, these changes are necessary to ensure that middle years education can continue to be offered at UBC; the current model that is being offered has experienced declining enrolment for the last number of years and is clearly not sustainable. The proposed changes will not only alleviate the aforementioned concerns but also significantly increase the number of middle years TC’s, thus better addressing the needs of the profession.</i></p>

Program	Proposed Changes	BCTC Decision with Rationale
<p>University of Northern British Columbia (UNBC)</p> <p>Prince George Campus</p>	<p>NOI receive date: September 9, 2016</p> <p>Purpose of NOI: Approval of changes to the Prince George Campus B.Ed.</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Reduce credits for EY and SY B.Ed. (EY: from 73 to 65 credits) • SY - from 74 to 62 credits) • Change the title and course description of one course to reflect the new BC curriculum. • Reduce redundancies in the program by combining courses and changing the order of course offerings • Introduce two new courses 	<p>BCTC decision date: October 28, 2016</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed changes will maintain the integrity of the program and in no way diminish its ability to meet the Professional Standards, Certification Standards and Teacher Education Program Standards established by the BC Teachers' Council.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>Reducing the number of credits as to become more competitive with the other TEPs in BC (TEP total credit average: 65)</i> • <i>Increase of students from outside the traditional catchment due to lower overall tuition and standard of living costs (as compared to most BC communities)</i> • <i>Students complete their practica about four weeks earlier; therefore, they could be certified sooner and apply for TTOC work and teaching positions much sooner</i> • <i>Integrate inquiry-based studies throughout the program, which would better reflect the Ministry of Education initiatives that have been provided to schools through a more student-centred curriculum</i>

Program	Proposed Changes	BCTC Decision with Rationale
<p>Trinity Western University (TWU)</p>	<p>NOI receive date: September 8, 2016</p> <p>Purpose of NOI: Approval of changes to the B.Ed. program:</p> <p>Elements of proposal:</p> <p><i>Change 1: to offer an optional course from a sociology perspective and to allow students to choose either EDUC 365 or the optional course, EDUC 345 Gender and Education</i></p> <p><i>Change 2: to offer EDUC 411: Early Learning Curriculum and Assessment specifically for students wishing to teach in K-3 classrooms as an option to EDUC 401: Assessment for Learning which will narrow its focus to Grades 4–12</i></p>	<p>BCTC decision date: October 28, 2016</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed changes will maintain the integrity of the program and in no way diminish its ability to meet the Professional Standards, Certification Standards and Teacher Education Program Standards established by the BC Teachers’ Council.</p> <p>Program rationale:</p> <p><i>Change 1: Many students have been unable to take this existing elective course due to other program and degree requirements. The course is taught from a strong critical theory and feminist perspective and is designed to familiarize students with many of the social issues affecting education through a particular gender and education lens.</i></p> <p><i>Change 2: Students placed in K-3 classrooms take a Primary (K-3) Language Arts course but may not explore other aspects of early childhood education prior to their professional year. The new early learning course will focus on the unique nature of curriculum and assessment at this developmental level.</i></p>
<p>University of Northern British Columbia (UNBC) Terrace Campus</p>	<p>NOI receive date: October 20, 2016</p> <p>Purpose of NOI: Approval of changes to the Terrace Campus B.Ed. (EY)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Reduce credits from 73 to 67 • Change the title and course description of one course to reflect the new BC curriculum. • Reduce redundancies in the program by combining courses and changing the order of course offerings. • Introduce two new courses 	<p>BCTC decision date: February 3, 2017</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed changes will maintain the integrity of the program and in no way diminish its ability to meet the Professional Standards, Certification Standards and Teacher Education Program Standards established by the BC Teachers’ Council.</p> <p>Program rationale:</p> <p><i>Reducing the number of credits as to become more competitive with the other TEPs in BC (TEP total credit average: 65)</i></p> <p><i>Increase of students from outside the traditional catchment due to lower overall tuition and standard of living costs (as compared to most BC communities)</i></p> <p><i>Integrate inquiry-based studies throughout the program, which would better reflect the Ministry of Education initiatives that have been provided to schools through a more student-centred curriculum</i></p>

Program	Proposed Changes	BCTC Decision with Rationale
<p>Simon Fraser University (SFU)</p>	<p>NOI receive date: January 10, 2017</p> <p>*Revised proposal received: April 12, 2017</p> <p>Purpose of NOI: Approval of Enhanced Professional Development Program (PDP)</p> <p>Elements of proposal:</p> <p>Move from the current 3-semester (45 credit) program structure that has intakes in both September and January, to a four-semester (60 credit) structure with a single intake each September by adding a new course, EDUC 400: Foundations of Education and Schooling (15 credits), to the beginning of the program.</p>	<p>BCTC decision date: October 5, 2017</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed changes will maintain the integrity of the program and in no way diminish the ability of graduating teacher candidates to meet the Professional and Certification Standards required of educators in the BC K-12 school system.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>The existing 12-month, 3-semester program is overflowing with content.</i> • <i>The enhanced PDP would enable the program to retain its many strengths, but to create space to address additional issues.</i> • <i>The proposed EDUC 400 is built on the program's core commitments of inquiry-based learning in a community of practice. During EDUC 400, through a combination of on-campus seminars and guided field experiences, students will inquire into the historical, philosophical, social, and cultural foundations of education and schooling, and begin to develop professional orientations and identities that recognize the expectations and responsibilities of practicing teachers.</i>

Program	Proposed Changes	BCTC Decision with Rationale
<p>Thompson Rivers University (TRU)</p>	<p>NOI receive date: May 16, 2017</p> <p>Purpose of NOI: Approval of the second phase of the Developmental Standards Term Certificate for First Nations Language Teacher Education (DSTC)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • First phase of the DSTC already approved in 2009. • Overview (including approved course outlines/ descriptions) of the second phase of the DSTC pathway leading to the full B.Ed. degree. 	<p>BCTC decision date: October 5, 2017</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The DSTC program had been conditionally approved by the former BC College of Teachers in February 2009. TRU had to submit the documentation of a plan for the second phase of the DSTC pathway to the B.Ed. degree by Fall 2012. Due to significant changes both at TRU and with the regulator, the continuation of the DSTC approval process was overlooked.</p> <p>The proposed second phase of the DSTC pathway to the B.Ed. will maintain the integrity of the program at TRU and will allow students who have completed the DSTC (Phase 1) to continue their education and complete their Bachelor of Education, meeting the Professional Standards and Certification Standards established by the BC Teachers' Council.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>The first five students have completed the first phase of the DSTC and are currently ready to apply for their DSTC and take the second phase in order to complete the requirements for their full B.Ed. degree.</i> • <i>All courses are approved (by the former BCCT) and running as part of the B.Ed. (elementary) program.</i> • <i>The proposal will ensure that current and future DSTC graduates can obtain the DSTC certification and move forward to completion of their B.Ed. degree.</i>

Program	Proposed Changes	BCTC Decision with Rationale
<p>University of Victoria (UVic)</p>	<p>NOI receive date: June 29, 2017</p> <p>Purpose of NOI: Approval for adding a Physical and Health Education (PHE) teachable area to the UVic Post Degree Professional Program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • <i>The PHE teachable area would consist of 30 credits (15 units) of PE courses from the existing Secondary PE B.Ed. program.</i> • <i>Total credit count for the secondary PDP program equals 48 credits including 12 credits of practicum (15+ weeks)</i> 	<p>BCTC decision date: October 5, 2017</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed secondary PHE teachable area will strengthen and enhance the Post Degree Professional Program at UVic. The integrity of the program will be maintained and it will continue to meet the TEP Standards established by the BC Teachers' Council. Further, the program will ensure the UVic graduating teacher candidates' ability to meet the Professional and Certification Standards required of educators in the BC K-12 school system.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>Over the last 5 years the enrolment in the B. Ed. in Secondary PE has steadily dropped from regularly 40 each year to 19 in 2016.</i> • <i>The last year for admitting students in the 5-year B.Ed. in Secondary PE will be 2017</i> • <i>The new teachable area would allow students in B.A. or B.Sc. degrees to enter the PDP program with a focus on PHE.</i> • <i>Having 15 units of academic coursework in PHE content is consistent with other subject teachable areas (i.e., English 15 units, General Science 12 units and Social Studies 15 units)</i>

Program	Proposed Changes	BCTC Decision with Rationale
<p>University of British Columbia (UBC)</p>	<p>NOI receive date: January 22, 2018</p> <p>*Final proposal received: February 27, 2018</p> <p>Purpose of NOI: Approval for an additional exit point to Trades Certification for the B.Ed., Secondary – Concurrent Career Education Program – Chef Specialization (CEPC)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> The proposal pertains to the concurrent pathway “Path 1” that was developed for Chef Educators who are already working in BC Secondary schools teaching culinary/ chef education programs with TRB-issued Letters of Permission. Exit point requirements: 48 teacher education credits, plus 6 credits English or French literature and composition 	<p>BCTC decision date: June 13, 2018</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed addition of Exit Point to Trades Certification will strengthen the B.Ed., Secondary – Concurrent Career Education Program – Chef Specialization (CEPC) at UBC and it is in compliance with the requirements set by BCTC for Trades Certificates.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> <i>The Faculty views this option as an important tool towards elevating the status of a Trades Certificate as a viable professional option.</i> <i>The Faculty sees this as a very positive move in implementing the TRB’s Trade Certification option and for thus attracting more potential concurrent Path 1 students from this area of trades to an important teaching specialization that will develop Chef careers opportunities for BC Secondary students.</i> <i>UBC sees this amendment as key to providing the certification opportunity for currently employed Chef Educators to work in school districts with a TRB-issued Trades Certificate, upgrading their status from LOPs. They would be advised about the Trades Certification option within the concurrent BEd CEPC “Path 1” by the Faculty of Education Program Coordinator; ensuring that they meet the eligibility requirements as specified by existing bylaws and policies.</i>

Program	Proposed Changes	BCTC Decision with Rationale
<p>Trinity Western University (TWU)</p>	<p>NOI receive date: March 6, 2018</p> <p>Purpose of NOI: Approval B.Ed. changes to the B.Ed. Post Degree and Concurrent Programs, by adding</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Additional 2 semester hours required in the Core (from 44 to 46 hours) for all undergraduate students (EDUC 400) • Additional 1 semester hour to EDUC 496 and EDUC 495 • EDUC 302, 303, 402, 403 – all 4 required for the Concurrent program (previously 3) 	<p>BCTC decision date: June 13, 2018</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed changes will strengthen and enhance the TWU program. The additional hours added to seminars and classroom training, for each of the class change proposals, will help support students as they transition to the teaching profession. The integrity of the program will be maintained and will continue to meet TEP Standards established by the BCTC. Further, the program changes will in no way diminish the ability of TWU graduating teacher candidates to meet the Professional and Certification Standards required of educators in the BC K-12 school system.</p> <p>Program rationale:</p> <p><i>The proposed course changes will enhance the TWU program and will better align the program with the revised core curriculum that was adopted in 2017. This follows a multidisciplinary approach which allows students to explore student-directed learning across six categories of inquiry. Courses are organized as “ways of knowing” rather than disciplines and the education faculty’s proposal helps reflect this.</i></p>

BCTC/TEP STRUCTURED DIALOGUE SCHEDULE – 2018/2019

INSTITUTION	DATES
<p>SFU-Alaska Highway Consortium on Teacher Education (AHCOTE) <i>BCTC Members: Alice Kedves & Peter Van Huizen</i> <i>TRB: William Dare</i></p>	<p>September 25, 2018 11:00am – 2:00pm (Tuesday)</p>
<p>University of Victoria (UVIC) <i>BCTC Members: Jo Chrona & Tom Longridge</i> <i>TRB: Frank Dunham & Vicki Wayne</i></p>	<p>December 6, 2018 (Thursday)</p>
<p>Vancouver Island University (VIU) <i>BCTC Members: Alice Kedves & Marjorie Dumont</i> <i>TRB: William Dare</i></p>	<p>January 22, 2019 (Tuesday)</p>
<p>Trinity Western University (TWU) <i>BCTC Members: Jim Iker & John Hall</i> <i>TRB: Vicki Wayne</i></p>	<p>February 6, 2019 (Wednesday)</p>
<p>University of the Fraser Valley <i>BCTC Members: Jatinder Bir & Matt Cooke</i> <i>TRB: Frank Dunham</i></p>	<p>April 3, 2019 (Wednesday)</p>
<p>UVIC-East Kootenay Teacher Education Program (EKTEP) <i>BCTC Members:</i> <i>TRB: Vicki Wayne</i></p>	<p>May 1, 2019 (Wednesday)</p>
<p>Thompson Rivers University (TRU) <i>BCTC Members:</i> <i>TRB: Vicki Wayne</i></p>	<p>May 23, 2019 (Thursday)</p>
<p>University of Northern British Columbia <i>BCTC Members:</i> <i>TRB: Dijana Gres</i></p>	<p>June 4, 2019 (Tuesday)</p>

INSTITUTION	DATES
Simon Fraser University (SFU) BCTC Members: TRB: Vicki Wayne	June 11, 2019 (Tuesday)
University of Northern British Columbia (UNBC) - Terrace program BCTC Members: TRB: Dijana Gres	June 18, 2019 (Tuesday)
UBC-West Kootenay Rural Teacher Education Program (WKTEP) BCTC Members: Carolyn Broady & John Hall TRB: Frank Dunham	July 4, 2019 (Thursday) Note: Sept. 2018 postponed
University of British Columbia (UBC) BCTC Members: TRB: Dijana Gres	November 2019
UBC – Okanagan BCTC Members: TRB: Dijana Gres	**Note: on October 5, 2017, the BCTC approved a recommendation from the ITEPRC that the UBCO Structured Dialogue be deferred until 2019 due to Program Approval Conditions (Site Visits) occurring in 2017/18.

-  Complete
-  Confirmed
-  Planning
-  Tentative (BCTC member availability to be confirmed)

**TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW COMMITTEE REPORT TO COUNCIL:
[Program] and change**

I | Background Information

a | Introduction/Program History

Information Provided	Committee Comments

b | Program Mission Statement

Information Provided	Committee Comments

c | Program Consultation Process

Information Provided	Committee Comments

d | Program Goals and Strengths

Information Provided	Committee Comments

2| Program Design

a | Course Sequence & Description

Information Provided	Committee Comments

b | Course Syllabi

Information Provided	Committee Comments

c | Admission Requirements/ Withdrawals/ Appeal

Information Provided	Committee Comments

d | Program Delivery/Class Size and Structure/Practicum

Information Provided	Committee Comments

3| Sufficiently Embedded the Professional Standards

A| PROFESSIONAL STANDARD

Standard	Sufficiently Embedded (Y or N)	Committee Comments
1		
2		
3		
4		
5		
6		
7		
8		

B| BYLAW AND POLICY

Bylaw	Attained (Y or N)	Committee Comments
2.1.02 (a) - 48 credits/semester hours		
2.1.02(b)(i) - Studies in human development and learning		
2.1.02(b) (ii) - Studies in educational foundations (history, philosophy, sociology)		
2.1.02(b) (iii) - Studies in curriculum and instruction in the applicable teaching area(s)		
2.1.02(b)(iv) - Studies in diagnosing and providing the education needs of individual students		
2.1.02(b)(v) - Studies in evaluation and testing		

Policy	Attained (Y or N)	Committee Comments
P2.J.07 - [Secondary only] Subject area listed in Bylaw/ Policy.		
P5.C.03 - Program must include a minimum of 12 weeks of supervised practicum. The major practicum must be a minimum of eight weeks of length.		
P5.C.03(a) - Practicum school located in British Columbia.		
P5.C.03(b) - Practicum school is free from conflict of interest between the practicum student and any staff at the school, including that the school has not previously employed and does not currently employ the practicum student in any capacity.		
P5.C.03(c) - Practicum school does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.		
P5.C.03(d) - Practicum school must be in a school that teaches provincially approved curriculum.		
P5.C.03(e) - Practicum school must provide supervision by sponsoring teachers and principals who hold certificates of qualification.		
P5.C.03(f) - Practicum school must be accredited, inspected, or approved using a process acceptable to the Teacher Regulation Branch.		
P5.C.03.1 - Program must include three credits or equivalent in studies related to teaching students with special needs, including diagnosis and planning for instruction, assessment and evaluation.		
P5.C.03.1 - Program must include three credits or equivalent in studies in First Nations pedagogy and issues related to the historical and current context First Nations, Inuit and Metis Learners.		
<p>P5.C.04(a)(i) - have appropriate and sufficient:</p> <ol style="list-style-type: none"> 1 Library and curriculum resources 2 Depth and breadth of personnel 3 Scholarly research and 4 Institutional commitment to teacher education 		

Policy	Attained (Y or N)	Committee Comments
<p>P5.C.04(a)(ii) - Selection</p> <p>Have a defined selection and admission policy that recognizes the important of academic standing and meets the criteria set out in Bylaw 2.J.01, accounts for the content of British Columbia curriculum, and focuses on appropriate relationships with young people and suitability for entrance into the profession.</p>		
<p>P5.C.04(a)(iii) - Content</p> <p>1 Have educational and pedagogical content which provides a base of knowledge sufficient breadth and depth to meet the Standards for the Education, Competence and Professional Conduct of Educators in BC and prepare the candidate for an appropriate teaching assignment in the school system.</p>		
<p>P5.C.04(a)(iii) - Content</p> <p>2 Have content which provides a base of pedagogical knowledge informed by current research.</p>		
<p>P5.C.04(a)(iii) - Content</p> <p>3 Have content which provides a base on pedagogical skills that is informed by principles of effective practice and current research.</p>		
<p>P5.C.04(a)(iii) - Content</p> <p>4 </p> <ul style="list-style-type: none"> a. Have content which recognizes the diverse nature of our society and which addresses throughout the program philosophical, ethical and society concerns with specific attention to the following: b. English as a Second Language c. First Nations d. Gender Equity e. Multicultural and Racism f. Student with Special Needs g. Sexual Orientation, Homophobia and Heterosexism h. Poverty and Social Deprivation i. Religion and Religious Intolerance j. The Immigrant Experience Violence and Bullying 		

Policy	Attained (Y or N)	Committee Comments
<p>P5.C.04(a)(iii) - Content</p> <p>5 Have content which provides a base of knowledge about the administrative, legal and political framework within which teachers work.</p>		
<p>P5.C.04(a)(iii) - Content</p> <p>6 Have content which provides for inquiry and dialogue regarding the ethics, standards and practices of teaching as a profession.</p>		
<p>P5.C.04(a)(iv) - Integration of Theory and Practice</p> <p>1 Integrates theory and practice throughout all major areas of the program – the practicum, educational studies and pedagogical knowledge and skills – to encourage the development of reflective practice.</p>		
<p>P5.C.04(a)(iv) - Integration of Theory and Practice</p> <p>2 Recognizes that reflective practice will be encouraged by programs in which the structure and nature allow time and opportunity to reflect.</p>		
<p>P5.C.04(a)(iv) – Integration of Theory and Practice</p> <p>3 Recognizes that integration of theory and practice is enhanced by:</p> <ul style="list-style-type: none"> a. Valuing good teaching and appropriate modeling of teaching methodologies. b. Ensuring that those who teach pedagogical skills and supervise practica have recent experience or significant involvement in such classrooms. c. Encouraging the development of education theories and research grounded in professional practice. 		
<p>P5.C.04(a)(v) – Program Review</p> <p>1 Have a process for continuing review of its teacher education program in order that it can initiate changes or respond appropriately to changes arising from curricular, research, societal and government policy directions.</p>		

4| Recommendation

Option:	<ul style="list-style-type: none">• Option A: No Approval Required• Option B: Approve or Approve with Conditions• Option C: Not Approve• Option D: Formal Report Required• Option E: Site Visit Required
Rational:	
Conditions: (if applicable)	

E | TEACHER EDUCATION PROGRAM APPROVAL STANDARDS COMMITTEE

BCTC Motion carried June 12, 2018:

- To establish a new Committee of 3 members for TEP Approval Standards.

Teacher Education Program Approval Standards Committee (TEPASC) Terms of Reference	
Purpose/Role	<ul style="list-style-type: none"> To oversee the Teacher Education Program Approval Standards Review process. To communicate progress and provide recommendations for decisions by the BCTC. The committee is term specific to duration of the review process.
Membership	Three representatives elected by the BCTC.
Members' Responsibilities	BCTC Representatives: <ul style="list-style-type: none"> Guide the consultation process. Make recommendations to the BCTC regarding the TEP Approval Standards. Seek direction from the BCTC as necessary.
Administrative Support	TRB staff act as secretariat to the TEPASC: <ul style="list-style-type: none"> Operationalize the consultation processes Provide suggestions and support review as necessary Accessing advisory support as requested by committee The following TRB staff support the TEPASC: <ul style="list-style-type: none"> Executive Director Director Professional Excellence and Outreach Assistant Director TEP Reviews Other TRB staff members as required
Decision Making	Recommendations of the TEPASC are made by consensus. In instances where consensus cannot be reached, the matter will be referred to the BCTC for decision. The BCTC Chair may be an ex-officio member of TEPASC, with a right to vote.

Teacher Education Program Approval Standards Committee (TEPASC)
Terms of Reference

Accountability/ Reporting	<ul style="list-style-type: none"> • TEPASC members can propose agenda items to the TRB at any time before the draft agenda is developed. • Five business days prior to each meeting the TRB will send the draft agenda to the TEPASC members to review, amend or add new items. During each meeting a TRB representative will document decisions and action items. • The nature of report out to the BCTC will be decided by members and a liaison chosen to provide the update. • The meeting minutes will be distributed to the TEPASC members following each meeting. All minutes from TEPASC meetings will be posted on the BCTC SharePoint.
Meetings	<p>A minimum of five in-person meetings a year over the term of the project. More meetings, possibly in alternate formats, may be scheduled as needed. Quorum (three voting members exclusive of the Chair) is required.</p>
Review	<p>Terms of reference to be reviewed annually by TEPASC during first committee meeting of BCTC cycle or upon the request of TEPASC members or the BCTC.</p>

TEP APPROVAL STANDARDS COMMITTEE (TEPASC) WORKPLAN

Key Deliverable	Action Items	Current Status	Due Date
1 Develop TEPASC Terms of Reference	<ul style="list-style-type: none"> Committee to develop Terms of Reference to be approved by BCTC. 	<i>Complete</i>	February 2019
2 Develop TEPASC Workplan	<ul style="list-style-type: none"> Committee to develop a hi-level Workplan to guide the review process. 	<i>In process</i>	June 2019
3 TEPASC review of current TEP Approval Standards (BCTC Policy P5)	<ul style="list-style-type: none"> TEPASC initial review of current standards and identify issues, concerns and discussion points in a review table. 	<i>Complete</i>	October 2018
4 Workshop of TEP Approval Standards (BCTC Policy P5) with BCTC	<ul style="list-style-type: none"> TRB staff to workshop the current TEP Approval Standards (BCTC Policy P5) with BCTC. 	<i>Complete</i>	December 2018
5 Separate Policy 5 from Bylaw 2/ Policy 2	<ul style="list-style-type: none"> Recommend to BCTC - separate and rename Policy 5 as TEP Approval Standards from Bylaw 2/Policy 2 (Certification Standards) and that revisions to be sent to MRF for review process. 	<i>Pending</i>	June 2019
6 BCTC review current TEP Approval Standards	<ul style="list-style-type: none"> TEPASC presents initial review of current standards (review table) to BCTC for discussion. 	<i>Pending</i>	June - October 2019
7 Research and jurisdictional scan of TEP approval standards.	<ul style="list-style-type: none"> TRB staff conduct jurisdictional research. Results to be reviewed by Committee and shared with BCTC. 	<i>Ongoing</i>	October 2019
8 Development of consultation plan	<ul style="list-style-type: none"> Committee to develop draft consultation plan with the field to be approved by BCTC. 	<i>Pending</i>	October 2019
9 Consultation with the field	<ul style="list-style-type: none"> TEPs and other stakeholders consulted regarding current TEP Approval Standards. 	<i>Pending</i>	Winter 2019/2020
10 Data analysis	<ul style="list-style-type: none"> TRB staff analyze and prepare report on consultation responses for consideration by TEPASC 	<i>Pending</i>	Spring 2020

Key Deliverable	Action Items	Current Status	Due Date
11 Draft revised TEP Approval Standards	<ul style="list-style-type: none"> TEPASC draft new TEP Approval Standards based on consideration of consultation responses 	<i>Pending</i>	Summer 2020
	<ul style="list-style-type: none"> BCTC reviews draft Standards and revise as necessary 	<i>Pending</i>	Fall 2020
12 Second round of consultation with the field	<ul style="list-style-type: none"> Draft revised Standards are sent to TEPs and other stakeholders for feedback 	<i>Pending</i>	Winter 2020/2021
	<ul style="list-style-type: none"> TRB staff collate feedback for TEPASC consideration 	<i>Pending</i>	Spring 2021
	<ul style="list-style-type: none"> TEPASC makes further revisions to draft standards based on feedback from the field 	<i>Pending</i>	Spring 2021
13 Approval	<ul style="list-style-type: none"> BCTC approves draft TEP Approval Standards 	<i>Pending</i>	Spring 2021
	<ul style="list-style-type: none"> Approved TEP Approval Standards submitted for legal review 	<i>Pending</i>	Spring 2021
	<ul style="list-style-type: none"> BCTC receives legal review and revises standards if necessary 	<i>Pending</i>	Fall 2021
	<ul style="list-style-type: none"> TEP Approval Standards submitted to Minister for review 	<i>Pending</i>	Fall 2021
	<ul style="list-style-type: none"> TRB enacts implementation plan 	<i>Pending</i>	Winter 2021/2022

TEP APPROVAL STANDARDS (TEPAS) COMMITTEE – DASHBOARD (DEC 2017)

Goals	Timelines/Actions	Status
<p>PHASE 1: Research</p>	<p>Winter 2017</p> <ul style="list-style-type: none"> • TEP Approval Standards in other jurisdictions • Evolution of the TEP Approval Standards • Truth and Reconciliation Commission Calls to Action • First Peoples Principles of Learning • BC K-12 Curriculum Revisions 	<p><i>Complete</i></p>
<p>PHASE 2: Consultations Process Approval</p>	<p>Winter 2017/Spring 2018</p> <ul style="list-style-type: none"> • December 2017 – PSSC Meeting <ul style="list-style-type: none"> • Review draft of proposed Standards • TRB to prepare a Consultation Plan for BCTC approval at the February 2018 meeting • January 2018 – PSSC Meeting <ul style="list-style-type: none"> • Consultation Plan to be approved by PSSC • February 2018 – BCTC Meeting <ul style="list-style-type: none"> • Consultation Plan to be approved by BCTC • May 2018 – BCTC Meeting <ul style="list-style-type: none"> • Consultation Schedule to be approved by BCTC 	<p><i>In Progress</i></p>
<p>PHASE 3: Consultations</p>	<p>Spring/Summer 2018</p> <ul style="list-style-type: none"> • Consultations with education partners and stakeholders 	<p><i>Pending</i></p>
<p>PHASE 4: Analysis and writing</p>	<p>Summer/Fall 2018</p> <ul style="list-style-type: none"> • Analysis of Feedback and Research: <ul style="list-style-type: none"> • Focus Session feedback • Other jurisdictions standards 	<p><i>Pending</i></p>
<p>PHASE 5: Feedback and refinement</p>	<p>Fall/Winter 2018</p>	<p><i>Pending</i></p>
<p>PHASE 6: Approval</p>	<p>Winter 2018/Spring 2019</p> <ul style="list-style-type: none"> • Synthesize and collate feedback responses • Council Approval • Minister Approval 	<p><i>Pending</i></p>
<p>PHASE 7: Implementation</p>	<p>Spring/Summer 2019</p> <ul style="list-style-type: none"> • Develop Communications and Implementation Plan 	<p><i>Pending</i></p>

F | TEACHER EDUCATION PROGRAM WORKING GROUP

TEACHER EDUCATION PROGRAM REVIEWS

TEP Working Group Terms of Reference

<p>Purpose/ Role</p>	<p>Primary: Relational role, platform for sharing ideas to highlight issues relevant to ABCDE and BCTC.</p> <p>Secondary: Specific projects/tasks to be developed and actioned by the working group:</p> <ul style="list-style-type: none"> • Current Project – developing Teacher Education Program Approval and Review: <i>Guiding Principles and Implementation Framework</i>
<p>Responsibilities</p>	<ul style="list-style-type: none"> • BCTC members: provide context and identifies pertinent issues from a regulatory perspective and liaise with BCTC to inform decision making. • ABCDE members: provide context and identify pertinent operational issues from a TEP perspective. • TRB staff: support the TEPWG, facilitate discussion, provide context and identify pertinent operational issues.
<p>Membership</p>	<p>BCTC: 2 representatives (Chair and Vice Chair)</p> <p>ABCDE: 2 representatives</p> <p>TRB: 2 representatives (ED and Director of Professional Excellence)</p> <p>Representatives on the working group may be substituted with alternates as necessary. Ministry of Education and Ministry of Advanced Education, Skills and Training ADMs may attend TEPWG meetings for briefings or to discuss challenging issues as required and may be provided with meeting notes.</p> <p>The TEPWG may invite other individuals to attend meetings in an advisory capacity.</p>
<p>Accountability/ Reporting</p>	<p>At end of each TEPWG meeting, the nature of report out to respective parties will be decided by TEPWG members (i.e. status, purpose, confidentiality of information, further information needed, and action steps to be taken with respective constituents).</p> <p>ABCDE and BCTC representatives will provide notification regarding pertinent discussions occurring within their organizations.</p>
<p>Staff Resource</p>	<p>TRB staff members (non-working group member) will attend meetings to document meeting notes.</p>
<p>Frequency of Meetings</p>	<p>A minimum of two in person meetings a year. More meetings may be scheduled as required.</p>
<p>Review</p>	<p>Terms of reference to be reviewed every two years or as requested.</p>

TEACHER EDUCATION PROGRAM WORKING GROUP

Work Plan 2016-2019 with Key Deliverables

Key Deliverable	Action Items	Current Status	Due Date
1 Populate SharePoint Calendar with ABCDE, BCTC and TEPWG meeting dates.	<ul style="list-style-type: none"> • ABCDE to provide upcoming ABCDE meeting dates 	<i>Established and ongoing</i>	Sept. 2016
	<ul style="list-style-type: none"> • Dates to be added to SharePoint: <ul style="list-style-type: none"> • ITEPRC meeting dates • Annual Deans TEP Roundtable • Association of Canadian Deans of Education (ACDE) meeting dates • Western Association of Deans of Education meeting dates 	<i>Established and ongoing</i>	Sept. 2016
2 Approval of ongoing Maintenance Review “Structured Dialogue Process”.	<ul style="list-style-type: none"> • ABCDE + BCTC to approve a Structured Dialogue Process 	<i>Complete</i>	Oct. 2016
	<ul style="list-style-type: none"> • Develop agenda template for structured dialogue meetings 	<i>Complete</i>	Oct. 2016
	<ul style="list-style-type: none"> • Schedule structured dialogue with BC TEPS 	<i>Complete</i>	Dec. 2016
3 Compile BC TEP “External Reviews” schedule for the next 5-6 years.	<ul style="list-style-type: none"> • ABCDE to provide to TRB to inform scheduling of Maintenance Review components. 	<i>Draft Complete</i>	Oct. 2016
4 Complete draft of “Maintenance Review Process”	<ul style="list-style-type: none"> • Establish Evidence Indicators for Maintenance Regulatory Review 	<i>Draft Complete</i>	Dec. 2016
	<ul style="list-style-type: none"> • Develop Maintenance Review Process 	<i>Draft Complete</i>	Mar, 2017
5 Complete draft of “Exceptional Concerns Protocol”	<ul style="list-style-type: none"> • Develop Exceptional Concerns Protocol 	<i>Draft Complete</i>	April 2017

Key Deliverable	Action Items	Current Status	Due Date
6 Complete draft of “TEP Initiated Review” processes.	<ul style="list-style-type: none"> • Develop New Institution Program Approval Process 	<i>Draft Complete</i>	Aug. 2017
	<ul style="list-style-type: none"> • Develop Changes to Existing Program Approval Processes 	<i>Draft Complete</i>	Nov. 2017
7 Complete draft of full TEPAR Implementation Framework.	<ul style="list-style-type: none"> • TEPWG to finalize all draft TEP Review Processes 	<i>Complete</i>	Dec 2017
	<ul style="list-style-type: none"> • ABCDE + BCTC to review and provide revisions 	<i>Complete</i>	Feb 2018
	<ul style="list-style-type: none"> • TEPWG to review draft and consider feedback 	<i>Complete</i>	Feb 2018
	<ul style="list-style-type: none"> • ABCDE + BCTC to approve Framework in principle 	<i>Complete</i>	May 2018
8 Legal Review of Draft TEPAR Implementation Framework.	<ul style="list-style-type: none"> • BCTC legal counsel to complete legal review of draft TEPAR Framework 	<i>Complete</i>	Oct 2018
	<ul style="list-style-type: none"> • BCTC to review suggested changes from legal review 	<i>Complete</i>	Nov 2018
	<ul style="list-style-type: none"> • TRB staff to review Framework for consistency of language & format 	<i>Complete</i>	Dec 2018
	<ul style="list-style-type: none"> • TEPWG to review all suggested edits and changes coming out of legal review of Framework 	<i>Complete</i>	Jan 2019

Key Deliverable	Action Items	Current Status	Due Date
9 BCTC and ABCDE to Approve and Ratify TEPAR Implementation Framework	<ul style="list-style-type: none"> BCTC and ABCDE to approve the TEPAR Framework 	<i>Pending</i>	Feb 2019
	<ul style="list-style-type: none"> BCTC and individual BC TEPs sign off ratifying TEPAR Implementation Framework 	<i>Pending</i>	Spring 2019
	<ul style="list-style-type: none"> BCTC and ABCDE notify Minister of Education regarding ratified TEPAR Framework 	<i>Pending</i>	Spring 2019
	<ul style="list-style-type: none"> BCTC make ratified TEPAR Framework public by posting on TRB website 	<i>Pending</i>	Spring 2019
10 First Cycle of Structured Dialogues meetings.	<ul style="list-style-type: none"> Complete 4 on-site structured dialogues by April 2017. 	<i>Complete</i>	Apr. 2017
	<ul style="list-style-type: none"> Complete remaining structured dialogues by end March 2018. 	<i>Complete</i>	Nov. 2017
	<ul style="list-style-type: none"> Complete Structured Dialogue meetings at all BC TEP Satellite Campuses. 	<i>Ongoing</i>	Dec 2019
11 Second Cycle of Structured Dialogue meetings.	<ul style="list-style-type: none"> Complete second cycle of Structured Dialogues at BC TEPs 	<i>Ongoing</i>	March 2020
12 Develop draft “Maintenance Review” schedule	<ul style="list-style-type: none"> TRB to develop a draft schedule for Cyclical Reviews (<i>Structured Dialogues & Maintenance Reviews</i>) taking into consideration External Review schedules. 	<i>Pending</i>	Spring 2019
	<ul style="list-style-type: none"> Complete first formal <i>Maintenance Review</i> at BC approved Teacher Education Program 	<i>Pending</i>	Fall 2019

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW

A Framework for Regulation in British Columbia

The *Teachers Act* provides the legislative mandate for regulating the teaching profession in British Columbia and is based on the principles of public interest and transparency – ensuring that K-12 educators meet and maintain the standards of competence and conduct required to meet students' learning needs, keep students safe and foster public trust in our education system.

The framework for regulation of British Columbia teacher education programs is the result of the collaborative efforts between the Association of British Columbia Deans of Education and the British Columbia Teachers' Council (BCTC) to establish a foundation from which the BCTC will exercise its regulatory duties under the *Teachers Act*. The approval and review processes that embody the framework, supported by Guiding Principles, acknowledge the mutual expectations and interests of the parties to sustain and enhance quality teacher preparation in British Columbia.

British Columbia is recognized for having one of the best education systems in the world and great teachers are at the heart of its success. The framework for regulating teacher education program approval and review has been designed to support continuous improvement, helping programs produce outstanding teacher candidates.

BC's nine teacher education programs recommend approximately 1,700 graduating teacher candidates for certification each year. Given this annual infusion of new teachers and its system-wide impact, efforts to implement the framework must effectively support its primary purpose: to enable certified teachers to practice and develop successfully.

GUIDING PRINCIPLES AND IMPLEMENTATION FRAMEWORK FOR THE REGULATION OF BRITISH COLUMBIA TEACHER EDUCATION PROGRAMS

Preamble

The **BC Teachers' Council** (BCTC) is mandated with the following powers and duties under section 13 of the *Teachers Act* in relation to teacher education program (TEP) approval and review:

- a. to establish teacher education program approval standards for determining if the teacher education program of any faculty of teacher education or school of teacher education satisfies the academic standards for a graduate of that program to be issued a certificate of qualification;
- b. to determine if a teacher education program meets the teacher education program approval standards;
- c. to cooperate with a faculty of teacher education or school of teacher education in the design and evaluation of teacher education programs.

The **Association of BC Deans of Education (ABCDE)** represents BC institutions with approved post-secondary teacher education programs. The ABCDE acknowledges its member institutions' obligation to:

- a. engage in ongoing program review and refinement to ensure BC TEPs meet regulatory standards;
- b. ensure entry-level educators are well prepared for the profession and to meet BC teacher certification standards.

The guiding principles and implementation framework outline BC teacher education program review and approval processes jointly developed by the BCTC and

the ABCDE to fulfill BCTC powers and duties mandated by the *Teachers Act* while respecting the mandate of BC post-secondary institutions under the *University Act*.

The goal of the framework is to support ongoing program refinement and to build trust in regulatory processes.

Guiding Principles

- BC TEPs are assessed and approved on the extent to which their program has prepared or will prepare graduates to understand and demonstrate standards for teaching in BC.
- Programs shall be reviewed on the basis of the regulatory standards in existence when the review is initiated.
- The approval and review processes recognize the individuality and distinctiveness of BC TEPs in terms of their structure and design.
- The approval and review processes are efficient, timely and mutually respectful.
- All programs approved when this review process is initiated should retain approval until they are reviewed
- All of these approval and review processes are in accordance with the principles of administrative law.

Implementation Framework

A | The approval and review processes are differentiated to reflect different stages of TEP operation and/or to address different issues with TEP quality. Each approval and review process has articulated procedures that reflect the guiding principles. The BCTC has three TEP approval and review processes:

1. Institution Initiated Reviews

- a. Proposal to offer a TEP by an institution currently not offering one (**Process A**):
 - i. Intended to determine if a proposed program demonstrates potential to meet TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.
- b. Change to an existing program that may affect the ability of the TEP to meet program approval standards (**Process B**):
 - i. Intended to determine if a proposed change to an existing program demonstrates potential to meet TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.

2. Maintenance Reviews

- a. Intended to assess how an existing program continues to meet TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.
- b. Consists of two functional parts:
 - i. Ongoing Structured Dialogue between the BCTC and the TEP (Process C):
 - a. occurs at regular intervals to facilitate a reciprocal exchange of information,
 - b. includes a written report that will be provided to the TEP and submitted to the BCTC for review, and
 - c. informs the Regulatory Review.

- ii. Regulatory Review (Process D):
 - a. occurs at regular intervals (e.g. every 5 to 7 years), and culminates in a written report tabled with the BCTC,
 - b. if serious concerns arise during the Regulatory Review, the TEP will participate in the Exceptional Concerns Protocol and the Review will be suspended or terminated.
 - c. At the request of the TEP and where possible, the Regulatory Review will be coordinated with an institution's external review to maximize efficiency and effectiveness.

3. Exceptional Concerns Protocol (Process E):

- a. This protocol may be initiated if serious concerns arise during a Regulatory Review or if concerns with prima facie validity arise outside of the Regulatory Review cycle. These concerns have the potential to undermine the TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.
- b. The protocol will involve substantive exploration of the nature of the problems and thorough, detailed exploration of potential solutions.

B | The BCTC and the ABCDE will review the guiding principles and all processes, bi-annually or as requested, to ensure that the framework continues to meet the intended objectives effectively.

Note: recognition and consideration of other pertinent and appropriate legislation informs the Guiding Principles and Implementation Framework.

BC TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW STANDARDS INDICATORS AND EVIDENCE

The indicators found herein have been developed to support the Teacher Education Program Approval and Review Framework. It is intended that BC Teacher Education Programs will use these indicators to guide their collection of sample evidence for the purpose of meeting the regulatory standards established by the BCTC.

Teacher Education Program Approval and Review Standards	Proposed Indicators	Guiding Questions and Sample Evidence
<p>I Quality Assurance and Institutional Commitment</p>	<p>a. The program has been approved by the institution's internal and external quality assurance structures and processes.</p> <p>b. The program uses processes to ensure the currency and ongoing development by applying formative and summative program evaluation. The program consistently collects data with regard to the effectiveness of its graduates.</p>	<p><i>How has the program participated in ongoing internal and external review processes?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Applicable sections of the most recent internal/external reviews including recommendations and program response. • BCTC Structured Dialogue reports. • BCTC Regulatory Review (when these are available). • Record of BCTC approved changes arising from TEP Initiated Reviews or Exceptional Concerns Protocol. • TEP response to any BCTC required conditions. <p><i>How does the program review and refine its content and structure to ensure continued success for its graduates?</i></p> <p>What data does the program collect to inform its review processes?</p> <ul style="list-style-type: none"> • Sample evidence might include: • Mentor teacher exit surveys or interviews. • Teacher candidate exit surveys or interviews. • Employer satisfaction surveys or interviews (e.g. principal observations). • BCTC-initiated surveys. • TEP-initiated surveys.

Teacher Education Program Approval and Review Standards	Proposed Indicators	Guiding Questions and Sample Evidence
<p>2 Conceptual Framework and Program Design</p>	<p>c. The program foundations/rationale are clearly described and congruent with regulatory standards and Ministry of Education policy and legislation.</p> <p>d. The program identifies how it imbeds BCTC regulatory standards, allowing for a diversity of ways to address these standards and distinctive interpretations from program to program.</p>	<p><i>How is the program's philosophical framework evident in its design?</i></p> <p><i>How does the program ensure congruency with Ministry of Education policy and legislation?</i></p> <p><i>How are the program learning outcomes congruent with regulatory standards?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Program Vision and Mission Statement, • Program Learning Outcomes, • Current abbreviated course syllabi – Course description and course learning outcomes, • Curriculum Mapping – Program and Standards.
<p>3 TEP Approval and Review Standards and Certification Standards – Required Content</p>	<p>e. The program identifies how it addresses these standards with regard to required content and integration of theory and practice.</p>	<p><i>How does the program integrate the required content?</i></p> <p><i>How does the program ensure that the required content prepares teacher candidates to be competent early career educators?</i></p> <p><i>How does the program ensure that required content prepares teacher candidates to create inclusive classrooms and respectful learning environments, that include approaches to learning for all learners?</i></p> <p><i>How does the program ensure that candidates are prepared to include First Nations, Inuit and Métis perspectives?</i></p> <p><i>How does the program ensure that candidates are prepared to support First Nations, Inuit and Métis learners?</i></p> <p><i>How do teacher candidates demonstrate an understanding of the critical concepts and principles of educational theory and practice?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • See section 2 (Conceptual Framework and Program Design), • Teacher candidate-developed learning plans, • Course- and field- based assessments of teacher candidate performance, • Teacher candidate portfolios.

Teacher Education Program Approval and Review Standards	Proposed Indicators	Guiding Questions and Sample Evidence
<p>4 TEP Approval and Review Standards – Practicum/Field Experience</p>	<p>f. The program requires teacher candidates to develop and apply their understanding of the Professional Standards for BC Educators while learning and practising in multiple contexts.</p>	<p><i>What are the program’s practicum/field experience requirements and placement processes?</i></p> <p><i>How does the program support high quality practicum/field experiences?</i></p> <p><i>How do programs provide opportunities for multiple contexts for learning and practicing?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Field experience/Teacher Candidate/Mentor Teacher guidelines, • Mentor teacher/ faculty and teacher candidate feedback, • Practicum placement partnerships information, • A description of mentor teacher role and support, • A description of faculty supervisor role and support, • Teacher candidate exit survey.
<p>5 Certification Standards, Including Selection & Admission & Withdrawal & Re-entry</p>	<p>g. The program has defined selection and admissions policies recognizing academic standing, language proficiency and academic background suitable for Certification Standards.</p>	<p><i>What criteria and processes are used to select teacher candidates for entry to the program?</i></p> <p><i>What is the rationale for any exemptions to these entry criteria and processes?</i></p> <p><i>How does the program ensure that its selection, advancement, withdrawal and re-entry processes are justifiable and transparent?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • Admission guidelines/criteria, • Link to TEP policy regarding exemptions, • Advancement criteria, • Re-entry criteria.
<p>6 Professional Standards for BC Educators</p>	<p>h. Program graduates demonstrate they have met the Professional Standards for BC Educators</p>	<p><i>How does the program formally assess teacher candidates against the Professional Standards for BC Educators?</i></p> <p>Sample evidence might include:</p> <ul style="list-style-type: none"> • See section 2 (Conceptual Framework and Program Design), • Assessments related to the BCTC regulatory standards, • Teacher candidate final practicum/field experience reports, • Teacher candidate exit portfolios/interviews.

Teacher Education Program Approval and Review Standards	Proposed Indicators	Guiding Questions and Sample Evidence
<p>7 TEP Approval and Review Standards – Resources and Personnel</p>	<p>i. The program ensures appropriate and sufficient resources and personnel through its institutional quality assurance processes.</p>	<p><i>What criteria does the program use for hiring faculty?</i></p> <p><i>How does the program engage in and apply research to inform practice (where applicable)?</i></p> <p>Sample evidence may include:</p> <ul style="list-style-type: none"> • Applicable sections of the most recent internal/external reviews, • Faculty qualifications, teaching assignments, and research (where applicable), • Current research projects/grants.

PROCESS A | NEW INSTITUTION PROGRAM APPROVAL

1 Expression of Interest for New Program	<ul style="list-style-type: none">• The institution submits an Expression of Interest (EOI) to the BCTC at BCTC@gov.bc.ca.• The BCTC Chair refers the EOI to the TRB for liaison with the institution.• The TRB provides the institution with a New Program Application template.• The TRB reports to the Chair regarding the status.
2 Submission of New Program Application	<ul style="list-style-type: none">• The institution submits a completed New Program Application to the BCTC at BCTC@gov.bc.ca.• The application will:<ul style="list-style-type: none">• provide a detailed description of the proposed program,• identify how the program will meet the TEP Approval Standards.• The institution makes a formal presentation to the BCTC within 6 months of submission of the application.• The Chair refers the application to the TEP Review Committee (Committee).• The Committee may consult with the BCTC as needed throughout the process.• The institution will also have to follow AEST regulations regarding the public consultation period.
3 Program Application Review and Feedback	<ul style="list-style-type: none">• The Committee receives a memo summarizing the proposal from the TRB liaison.• The Committee reviews the application to ensure it addresses the requirements of current regulatory standards.• The Committee requests from the institution any additional information required related to current regulatory standards.• The Committee refers the file to a Program Assessment Team (PAT).

<p>4 Establishment of Program Assessment Team (PAT)</p>	<ul style="list-style-type: none"> • The Committee establishes a Program Assessment Team (PAT) that includes the following: <ul style="list-style-type: none"> • 2 BCTC members (one appointed and one elected; Chair and Vice-Chair may not be on same PAT), • 1 external expert with experience in teacher education, • 1 educator from the field (teacher practitioner), • TRB support staff to act as secretariat for the process. • Non-BCTC members of the PAT are selected from pools that shall be subject to joint approval by the BCTC and the ABCDE: <ul style="list-style-type: none"> • The pool for teacher education experts will be established by the ABCDE. • The pool for educators from the field will be established by the BCTC. These will be educators with meaningful experience with teacher education programs. • The pools can be replenished as required by the recommending parties. TRB staff will confirm amendments to the list on a yearly basis. • The institution will be consulted regarding the composition of a PAT.
<p>5 PAT Review Conducted</p>	<ul style="list-style-type: none"> • The PAT will select a Chair by consensus. • The PAT will review the BC TEP Regulatory Review - Indicators and Evidence. • PAT members will be provided 1 day of orientation prior to a site visit: <ul style="list-style-type: none"> • related to the process, • related to the proposal being reviewed. • The PAT completes a program assessment, which may include a site visit.
<p>6 PAT Drafts Report to Initiation for Review</p>	<ul style="list-style-type: none"> • Through consensus PAT drafts a report of findings with a recommendation regarding approval. The report shall include: <ul style="list-style-type: none"> • dissenting views, if any • rationale for possible conditions related to one or more TEP Approval Standards • Within 15 business days, the draft report is sent to the institution. The institution has 10 business days to correct any factual errors. • The PAT finalizes its report within 10 business days of receiving any corrections and forwards the finalized PAT report to the institution. • The institution may respond in writing to the finalized PAT report within 15 business days. • TRB staff will facilitate all document exchanges.

7| PAT Final Report Reviewed by BCTC

- The finalized PAT report and any institutional response will be posted internally for BCTC members to review.
- BCTC members may address clarification questions to TRB staff.
- The institution will be notified when the report will be presented to the BCTC for decision.
- At the next BCTC meeting:
 - The PAT Chair or designate presents the final report to the BCTC.
 - The institution is provided the opportunity to address the BCTC.
- The BCTC deliberates in-private.
- The BCTC decides how to proceed:

Meets approval standards	Conditionally meets approval standards	Does not meet approval standards
<ul style="list-style-type: none"> • The BCTC informs the institution in writing. <p><i>Note: There will be a Structured Dialogue after the first year and a Regulatory Review after the third year.</i></p>	<ul style="list-style-type: none"> • The BCTC informs the institution in writing. • The BCTC monitors the implementation of conditions. 	<ul style="list-style-type: none"> • The BCTC informs the institution in writing. Reasons are provided. • The BCTC takes no further action.

- The BCTC communicates its decision in public. A written report to the institution will follow.
- The TRB Director of Certification is notified of all program approvals.

8| Request for Reconsideration

- An institution may request that the BCTC reconsider its decision to deny or place conditions on the approval of an application. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the [BCTC at BCTC@gov.bc.ca](mailto:BCTC@BCTC@gov.bc.ca).
- The BCTC will review this request at the next practicable opportunity and respond in a timely manner.

Note: the BCTC's decision is open to application to the courts for judicial review.

PROCESS B – CHANGES TO EXISTING PROGRAM APPROVAL

Application of process – this process applies to potential changes to a currently approved TEP, and if the change/ amendment may affect the graduates’ ability to meet the regulatory standards.

There are 3 levels of program change: **Internal Program Changes, Minor Program Changes, and Major Program Changes.**

Internal Changes	Minor Changes	Major Changes
Do not have the potential to affect the ability of graduates to meet BC regulatory standards.	Have the potential to affect the ability of graduates to meet BC regulatory standards. Changes are restricted to delivery format within the current program structure and do not substantially alter the character, duration or components of the program.	Have the potential to affect the ability of graduates to meet BC regulatory standards. Changes substantially alter the character, duration, components, or overall structure of the program.

1 Program Liaison	<ul style="list-style-type: none"> • The TRB will offer advice on the appropriate process. • The TRB documents the nature of the liaison with the TEP. If the proposed change falls into the internal category, the TRB takes no further action. If the proposed change falls into the Minor or Major category, the TEP communicates with the TRB regarding the intended change. • The TRB provides information to the TEP on matters such as: <ul style="list-style-type: none"> • the applicable regulatory standards legislated under section 13 of the Teachers Act, • the approval process for changes to existing programs, • the submission of a Notice of Intent (NOI) with the appropriate rationale/ documentation.
2 Notification of Intent	<ul style="list-style-type: none"> • The TEP submits a NOI to the BCTC at BCTC@gov.bc.ca outlining the proposed change and rationale. • The BCTC sends a letter of acknowledgement to the TEP and refers matter to the TEP Review Committee (Committee). • The TRB reviews the NOI and supporting documentation in preparation for the Committee meeting. • Minor Changes proceed to step #4 (Review and Feedback). Major Changes proceed to step #3 (Official Program Proposal).

<p>3 Official Program Proposal (for Major Changes)</p>	<ul style="list-style-type: none"> • The TEP submits an official Program Proposal to the BCTC at BCTC@gov.bc.ca. • The BCTC sends a letter of acknowledgement to the TEP • The BCTC refers the official Program Proposal to the Committee for review. 				
<p>4 Review and Feedback</p>	<ul style="list-style-type: none"> • TRB staff will keep the TEP informed regarding the projected timeline for review. • The Committee reviews the documentation and communicates any questions or concerns to the TEP within 10 business days of meeting. • A written response and/or amendments may be submitted by the TEP within 10 business days. • The TEP is informed by the Committee when the proposal will be considered by the BCTC. 				
<p>5 Committee Drafts Report to BCTC</p>	<ul style="list-style-type: none"> • The Committee writes a report indicating a recommended option should the proposal be implemented: <table border="1" data-bbox="574 758 1383 898"> <tr> <td data-bbox="574 758 776 898"> <p>Continues to meet approval standards</p> </td> <td data-bbox="776 758 977 898"> <p>Conditionally meets approval standards</p> </td> <td data-bbox="977 758 1179 898"> <p>More Information required</p> </td> <td data-bbox="1179 758 1383 898"> <p>Does not meet approval standards</p> </td> </tr> </table> • The Committee provides a copy of the report to the TEP. • The TEP may respond or supplement the information within 10 business days of receipt of the report. • The BCTC receives both the committee report and any response/supplement from the TEP at the same time. 	<p>Continues to meet approval standards</p>	<p>Conditionally meets approval standards</p>	<p>More Information required</p>	<p>Does not meet approval standards</p>
<p>Continues to meet approval standards</p>	<p>Conditionally meets approval standards</p>	<p>More Information required</p>	<p>Does not meet approval standards</p>		

6| BCTC Review of Committee Report

- The BCTC reviews the Committee report and any supplemental materials from the TEP at the earliest practical opportunity.
- The TEP is provided the opportunity to make a presentation to the BCTC.
- The BCTC deliberates in-private and will advise that should this proposal be implemented it will lead to one of the following outcomes:

Continues to meet approval standards	Conditionally meets approval standards	More information required	Does not meet approval standards
The BCTC informs the TEP in writing.	The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions.	The BCTC refers the matter back to the Committee The Committee requests that the TEP addresses specific questions or determines that a site visit is required.	The BCTC informs the TEP in writing. Reasons are provided. The BCTC takes no further action.

- The TEP will confirm the implementation of the proposed change.
- The TRB Director of Certification is notified of all changes to existing programs.

7| Request for Reconsideration

- An institution may request that the BCTC reconsider its decision to deny or place conditions on the approval of a proposal. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.
- The BCTC will review this request at the next practicable opportunity and respond in a timely manner.

Note: the BCTC's decision is open to application to the courts for judicial review.

PROCESS C – STRUCTURED DIALOGUES

<p>1 Purpose</p>	<ul style="list-style-type: none"> • Occurs at regular intervals to facilitate a reciprocal exchange of information regarding how a TEP continues to prepare graduates to meet standards for teaching in BC. Dialogues are intended to be open, helpful and appreciative for all. Dialogues could include: <ul style="list-style-type: none"> • TEP overview, • Changes/innovations/challenges, • How teacher candidates are demonstrating the Professional Standards, • Changes in the field • Report out to respective parties (BCTC & TEP).
<p>2 Participants</p>	<ul style="list-style-type: none"> • 2 BCTC members. • TEP faculty/staff - determined by the TEP. • TRB staff.
<p>3 Role / Responsibilities</p>	<ul style="list-style-type: none"> • All: Co-creation of agenda • BCTC Structured Dialogue participants: <ul style="list-style-type: none"> • Develop and share Structured Dialogue Report with the BCTC, • Invite the TEP to participate during BCTC discussion of report. • TEP Faculty: <ul style="list-style-type: none"> • Host meeting. • Review report for accuracy • TRB: <ul style="list-style-type: none"> • Schedule/coordinate/facilitate, • Provide administrative support, • Provide template document with contextual info on the TEP – to be verified with the TEP.
<p>4 Frequency</p>	<ul style="list-style-type: none"> • Cyclical – one half-day meeting every two years for each TEP.
<p>5 Accountability</p>	<ul style="list-style-type: none"> • The Structured Dialogue participants provide meeting notes to the BCTC.

PROCESS D – REGULATORY REVIEW

<p>Application for Renewal and Required Documentation</p>	<ul style="list-style-type: none"> • The process to coordinate with external review schedule of each BC TEP (5 to 7 years) if requested. • The TEP completes the BC TEP Regulatory Review - Evidence Indicators Self-Study.
<p>1 Program Assessment Team (PAT) Established</p>	<ul style="list-style-type: none"> • The TEP Review Committee establishes a Program Assessment Team (PAT) that includes the following: <ul style="list-style-type: none"> • 2 BCTC members (one appointed and one elected; Chair and Vice-Chair may not be on same PAT), • 1 external expert with experience in teacher education, • 1 educator from the field (teacher practitioner), • TRB support staff to act as secretariat for the process. • Non-BCTC members of the PAT are selected from pools that shall be subject to joint approval by the BCTC and the ABCDE: <ul style="list-style-type: none"> • The pool for teacher education experts will be established by the ABCDE. • The pool for educators from the field will be established by the BCTC. These will be educators with meaningful experience with teacher education programs. • The pools can be replenished as required by the recommending parties. TRB staff will confirm amendments to the list on a yearly basis. • The TEP being reviewed will be consulted regarding the composition of the PAT.
<p>2 PAT Conducts Review</p>	<ul style="list-style-type: none"> • The PAT will select a Chair by consensus. • PAT members will be provided 1 day of orientation prior to a site visit: <ul style="list-style-type: none"> • related to the process, • related to the TEP being reviewed. • The PAT will review the BC TEP Regulatory Review - Evidence Indicators Self-Study. • On-site visit for each PAT (normally 1-2 days). • Interviews may be with internal and external stakeholders. <p><i>Note: if serious concerns arise during the Regulatory Review, the TEP will participate in the Exceptional Concerns Protocol and the Review will be suspended during this process.</i></p>

<p>3 PAT Drafts Report to TEP for Review</p>	<ul style="list-style-type: none"> • The PAT drafts a report of the findings with recommendation regarding approval (including rationale for possible conditions related to one or more regulatory standards). • Within 15 business days, the draft report is sent to the TEP. The program has 10 business days to correct any factual errors. • The PAT finalizes its report within 10 business days of receiving any corrections. • The TEP may respond in writing to the finalized PAT report within 15 business days of receiving the draft report. • TRB staff will facilitate all document exchange. 						
<p>4 PAT Final Report Reviewed by BCTC</p>	<ul style="list-style-type: none"> • The finalized report and any institutional response will be sent by the PAT to the TEP and posted internally for BCTC members to review. • BCTC members may address clarification questions to TRB staff. • The TEP will be notified when the report will be presented to the BCTC for decision. • At the next BCTC meeting: <ul style="list-style-type: none"> • The PAT Chair or designate presents the final report to the BCTC. • The TEP is provided the opportunity to address the BCTC. • The BCTC reviews PAT final report in-private. 						
<p>5 BCTC Decision Rendered</p>	<ul style="list-style-type: none"> • The BCTC will make one of the following determinations: <table border="1" data-bbox="643 1064 1390 1564"> <thead> <tr> <th data-bbox="643 1064 906 1209">Continues to meet approval standards</th> <th data-bbox="906 1064 1169 1209">Conditionally meets approval standards</th> <th data-bbox="1169 1064 1390 1209">Does not meet approval standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="643 1209 906 1564">The BCTC informs the TEP in writing.</td> <td data-bbox="906 1209 1169 1564">The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions.</td> <td data-bbox="1169 1209 1390 1564">The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval.</td> </tr> </tbody> </table> • The BCTC communicates its decision in public. A written report to the TEP will follow. • In the event of a suspension or revocation, the Ministry of Advanced Education, Skills and Training (AEST) and the TRB Director of Certification are notified. 	Continues to meet approval standards	Conditionally meets approval standards	Does not meet approval standards	The BCTC informs the TEP in writing.	The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions.	The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval.
Continues to meet approval standards	Conditionally meets approval standards	Does not meet approval standards					
The BCTC informs the TEP in writing.	The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions.	The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval.					

<p>6 Re-Approval of TEP</p>	<ul style="list-style-type: none"> • If approval is suspended the TEP may apply for re-approval through a new Regulatory Review Process when the reasons for suspension have been addressed. • If approval is revoked the TEP may apply for re-approval through the New Institution Program Approval Process when the reasons for revocation have been addressed.
<p>7 Request for Reconsideration</p>	<ul style="list-style-type: none"> • An institution may request that the BCTC reconsider its decision to deny or place conditions on the approval of a program. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca. • The BCTC will review this request at the next practicable opportunity and respond in a timely manner. <p><i>Note: BCTC's decision is open to application to the courts for judicial review.</i></p>

PROCESS E – EXCEPTIONAL CONCERNS PROTOCOL

<p>1 Initiation of Protocol</p>	<p>This protocol may be initiated if serious concerns arise during a Regulatory Review or if concerns with prima facie validity arise outside of the Regulatory Review cycle. These concerns have the potential to undermine the TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.</p> <p>Confidentiality will be maintained unless there is a legal or ethical reason to inform other parties. This will be determined by the BCTC Chair or Vice-Chair in consultation with the TRB Executive Director.</p> <ul style="list-style-type: none"> • The TRB Executive Director conducts a preliminary assessment with the TEP and brings serious concerns to the attention of the BCTC Chair or Vice Chair; • The BCTC Chair or Vice Chair in consultation with the TRB Executive Director will determine: <table border="1" data-bbox="596 684 1430 1008"> <thead> <tr> <th data-bbox="596 684 1013 783">No Further Action Required</th> <th data-bbox="1013 684 1430 783">Further Action Required</th> </tr> </thead> <tbody> <tr> <td data-bbox="596 783 1013 1008"> <ul style="list-style-type: none"> • Share written record of the decision retained in BCTC files with the TEP. </td> <td data-bbox="1013 783 1430 1008"> <ul style="list-style-type: none"> • Refer to the TEP Review Committee. • Notify the TEP. • Take other appropriate action as required. </td> </tr> </tbody> </table>	No Further Action Required	Further Action Required	<ul style="list-style-type: none"> • Share written record of the decision retained in BCTC files with the TEP. 	<ul style="list-style-type: none"> • Refer to the TEP Review Committee. • Notify the TEP. • Take other appropriate action as required.
No Further Action Required	Further Action Required				
<ul style="list-style-type: none"> • Share written record of the decision retained in BCTC files with the TEP. 	<ul style="list-style-type: none"> • Refer to the TEP Review Committee. • Notify the TEP. • Take other appropriate action as required. 				
<p>2 Process</p>	<p>If the matter is referred to the Committee:</p> <ul style="list-style-type: none"> • The Committee explores the concerns and potential solutions in consultation with the TEP. The TEP may include the ABCDE Chair in the process; • The Committee reports findings and recommendations to the BCTC and the TEP; • If this protocol is initiated through a Regulatory Review, members of the related PAT will not be involved in this process. 				

<p>3 Outcomes</p>	<p>The BCTC makes one of the following determinations in accordance with the principles of administrative law:</p> <table border="1" data-bbox="521 296 1395 688"> <thead> <tr> <th data-bbox="521 296 813 390">Continues to meet approval standards</th> <th data-bbox="813 296 1105 390">Conditionally meets approval standards</th> <th data-bbox="1105 296 1395 390">Does not meet approval standards</th> </tr> </thead> <tbody> <tr> <td data-bbox="521 390 813 688"> <ul style="list-style-type: none"> The BCTC informs the TEP in writing. </td> <td data-bbox="813 390 1105 688"> <ul style="list-style-type: none"> The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions. </td> <td data-bbox="1105 390 1395 688"> <ul style="list-style-type: none"> The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval </td> </tr> </tbody> </table> <ul style="list-style-type: none"> The BCTC Chair reports the outcome to the TEP. In the event of a suspension or revocation, the Ministry of Advanced Education, Skills and Training (AEST) and the TRB Director of Certification are notified. 	Continues to meet approval standards	Conditionally meets approval standards	Does not meet approval standards	<ul style="list-style-type: none"> The BCTC informs the TEP in writing. 	<ul style="list-style-type: none"> The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions. 	<ul style="list-style-type: none"> The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval
Continues to meet approval standards	Conditionally meets approval standards	Does not meet approval standards					
<ul style="list-style-type: none"> The BCTC informs the TEP in writing. 	<ul style="list-style-type: none"> The BCTC informs the TEP in writing. The BCTC monitors implementation of conditions. 	<ul style="list-style-type: none"> The BCTC informs the TEP in writing. Reasons are provided. The BCTC suspends or revokes program approval 					
<p>4 Re-Approval of TEP</p>	<ul style="list-style-type: none"> If approval is suspended the TEP may apply for re-approval through a new Exceptional Concerns Protocol when the reasons for suspension have been addressed. If approval is revoked the TEP may apply for re-approval through the New Institution Program Approval Process when the reasons for revocation have been addressed. 						
<p>5 Request for Reconsideration</p>	<p>An institution may request that the BCTC reconsider its decision to deny or place conditions on the approval of an application. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision by the BCTC at BCTC@gov.bc.ca.</p> <ul style="list-style-type: none"> The BCTC will review this request at the next practicable opportunity and respond in a timely manner. <p><i>Note: the BCTC's decision is open to application to the courts for judicial review.</i></p>						

APPENDIX A: TEP WORKING GROUP TERMS OF REFERENCE

<p>Purpose/Role</p>	<p>Primary: Relational role: to provide a platform for sharing, explaining and exploring programs, ideas and initiatives relevant to the ABCDE and the BCTC.</p> <p>Secondary: Specific projects/tasks to be developed and actioned by the working group</p>
<p>Responsibilities</p>	<ul style="list-style-type: none"> • BCTC TEP Working Group: liaise with the BCTC, facilitate decision making. • ABCDE: provide context, identify pertinent operational issues, and conceptualize information from a TEP perspective. • TRB: support the BCTC, facilitate discussion, provide context, identify pertinent operational issues (i.e. reality check) and conceptualize information. • Advanced Education, Skills and Training (AEST): provide context and conceptual information from a post-secondary system and quality assurance perspective.
<p>Membership</p>	<p>BCTC: 2 representatives (Chair and Vice Chair).</p> <p>ABCDE: 2 representatives (Chair and one other representative).</p> <p>TRB: 2 representatives (Executive Director and Director of Professional Excellence and Outreach).</p> <p>AEST: 1 representative.</p> <p>Representatives on the TEP Working Group (TEPWG) may be substituted with alternates as necessary. Ministry of Education and Ministry of Advanced Education, Skills and Training Assistant Deputy Ministers may attend TEPWG meetings for briefings or to discuss challenging issues as required and may be provided with meeting notes.</p>
<p>Accountability/ Reporting</p>	<p>At end of each TEPWG meeting, the nature of report out to respective parties will be decided by TEPWG members (i.e. status, purpose, further information needed, action steps to be taken with respective constituents).</p> <p>ABCDE and BCTC representatives will provide notification to each other regarding pertinent discussions occurring within their respective organizations regarding the regulatory framework.</p>
<p>Staff Resource</p>	<p>A TRB staff member (who does not sit on the TEPWG) will attend meetings to document and provide meeting notes.</p>
<p>Frequency of Meetings</p>	<p>A minimum of 2 in-person meetings a year. More meetings to be scheduled as needed.</p>
<p>Review</p>	<p>Terms of reference to be reviewed every two years or as requested.</p>

APPENDIX B: TEP APPROVAL AND REVIEW PROCESS – GLOSSARY OF TERMS

The Association of British Columbia Deans of Education (ABCDE): The association represents provincial teacher education programs. The ABCDE exists to enhance cooperation among British Columbia's teacher education programs and other educational stakeholders in providing quality undergraduate and graduate teacher education programs as well as excellence in related scholarship and research.

Approval Decision: The decision of the BCTC, following the review of a Committee Recommendation Report regarding one of the regulatory processes.

Approval Decision without Conditions: The BCTC grants approval without conditions when it finds that the program fully satisfies the requirements set in the TEP Approval Standards.

Approval Decision with Conditions: The BCTC grants approval with one or more conditions when it finds that:

- the program substantially satisfies the approval requirements set in the TEP Approval Standards, but does not fully satisfy the requirements for approval, and
- it is reasonable for the BCTC to believe that the program will satisfy any conditions the BCTC may impose on the approval, within the period of time specified in the decision.

Approval Denied: The BCTC denies approval when it finds that the program does not substantially satisfy the requirements for approval set in the TEP Approval Standards.

Approved Program: A teacher education program that has been approved by the BCTC.

British Columbia Teachers' Council (BCTC): The BCTC, created under the Teachers Act, comprises 16 members either appointed by the Minister of Education or elected by certified teachers. The BCTC is constituted to establish standards for the preparation, certification, competence and conduct of teachers who hold a certificate of qualification from the Ministry of Education. Further, the BCTC develops and implements standards to approve teacher education programs.

BCTC Chair: A member of the BCTC, elected annually by the BCTC members, whose role includes presiding over BCTC meetings, acting as the BCTC's liaison with the TRB Executive Director, and providing overall leadership to the BCTC.

Business Day: A day other than Saturday, Sunday or a holiday.

Certification Standards: BCTC Regulatory Standards, established under the Teachers Act, that outline the certification requirements for teachers in BC.

Conceptual Framework: The rationale and organizing principles that guide the development of a TEP. The conceptual framework is based upon relevant research and an informed, coherent image of teaching and learning. The conceptual framework may be evidenced by a mission statement and demonstrations of the integration of theory and practice. The conceptual framework should answer the question: What do teaching and learning mean within a TEP?

Course Syllabus: An academic document that communicates the course content, goals and elements and defines expectations and responsibilities.

Curriculum Mapping: A process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level.

Director of Certification (DOC): A statutory decision maker whose mandate is detailed in the *Teachers Act*. The DOC is responsible for the regulation of the BC teaching profession in the area of teacher certification.

Educator: A person who holds a certificate of qualification, independent school teaching certificate or letter of permission from the BC Ministry of Education.

Educator from the Field: A practicing teacher in the BC K-12 school system.

Exceptional Concerns Protocol: A TEP approval and review framework process that may be initiated if serious concerns arise during a Regulatory Review or if concerns with prima facie validity arise outside of the Regulatory Review cycle. These concerns have the potential to undermine the TEP Approval Standards including the ability to prepare graduates to understand and demonstrate standards for teaching in BC.

Expression of Interest (EOI) for New Program: A communication sent from an institution to the BCTC, seeking approval for a new TEP.

Faculty: For the purposes of the TEP approval process, faculty includes full-time, part-time, or sessional employees of a TEP provider with assignments as instructors, professors at different ranks, administrators or other professional responsibilities.

Faculty Profiles: A summary of academic qualifications, teaching experience and research interests of educators teaching in the program.

Faculty Supervisor: An employee of a TEP who works with mentor teachers and teacher candidates to organize, supervise and support field experience.

Field Experience: Opportunities offered by a TEP for teacher candidates to develop one's knowledge, skills and dispositions in an educational (school or non-school) setting.

Formative Program Evaluation: A process that provides feedback to a TEP as it progresses through the review and approval process.

Guiding Principles and Implementation

Framework: A foundation document developed between the BCTC and the ABCDE that defines the processes for all TEP reviews. It acknowledges the BCTC's powers and duties mandated by the *Teachers Act*, while respecting the mandate of BC post-secondary institutions under the *University Act*.

In-private Meeting: A BCTC meeting where the access of the public is not allowed. An in-private meeting may be held on rare occasions when the BCTC believes it is in the public interest to deliberate privately, such as when the BCTC acts in an adjudicative role. A motion to move in-private requires a majority vote to adopt. The BCTC determines what information from an in-private meeting will be reported to the public. Also referred to as an "In-camera" meeting.

Institution: A BC post-secondary institution.

In-situ Course: A TEP course or learning experience that takes place in a K-12 classroom or school setting, where teacher candidates can integrate theory and practice, attending to issues as they surface in schools and throughout coursework.

Independent School Act: [Independent School Act](#), RSBC 1996, c. 216 regulates and guides the activity of independent schools in BC.

Institution Initiated Reviews: BCTC processes, commenced at an institution's request, by which a new program proposal or changes to an existing program are assessed and approved on the extent to which the program will prepare or continue to prepare graduates to meet the standards for teaching in BC.

- **New Institution Program Approval:** An approval process undertaken when a new TEP is proposed by an institution.
- **Changes to Existing Program Approval:** An approval process undertaken when potential changes are proposed for an approved TEP.

Institutional Commitment: The internal commitment of resources required to develop and sustain a quality teacher education program.

Internal Program Change: A change to a component of a TEP that does not have the potential to affect the ability of graduates to meet BC regulatory standards. This change shall be communicated to the TRB as a Notice of Information.

Judicial Review: A legal procedure that takes place in a supreme court. In a judicial review, a supreme court judge reviews a decision that has been made by an administrative tribunal or an administrative decision maker.

Learning Plan: The planning document used to identify, execute and assess the learning outcomes for students.

Letter of Acknowledgement: A communication sent from the BCTC to a TEP, acknowledging the receipt of a Notice of Intent or Official Program Proposal for Major Change.

Maintenance Review: A two-step review process intended to assess how an existing TEP continues to prepare graduates to meet standards for teaching in BC.

- **Structured Dialogue:** A maintenance review process scheduled to occur every two years for the purpose of facilitating a reciprocal exchange of information between a TEP and the BCTC.
- **Regulatory Review:** A maintenance review process that occurs at regular intervals (every 5-7 years) and determines if a TEP continues to maintain its approval.

Major Program Change: A revision to an approved teacher education program that has the potential to affect the ability of graduates to meet BC regulatory standards. Changes substantially alter the character, duration, components or overall structure of the program.

Mentor Teacher: A practicing teacher whose role is to guide the growth and development of a teacher candidate during practica, in order to improve the candidate's learning.

Minor Program Change: A revision to an approved teacher education program that has the potential to affect the ability of graduates to meet BC regulatory standards. Changes are restricted to delivery format within the current program structure and do not substantially alter the character, duration or components of the program.

Mission Statement: A statement of the purpose and goals of the post-secondary institution and teacher education program.

New Program Application: An application from an institution not currently offering a TEP, providing a detailed description of the proposed program and identifying how the program will meet the TEP regulatory standards.

Notice of Information: A communication from a TEP to the TRB, advising on an internal program change. This Notice of Information shall be shared with both the BCTC and the DOC.

Notice of Intent (NOI): A communication from a TEP to the BCTC, seeking approval for proposed changes to an existing TEP.

Official Program Proposal for Major Change:

A program proposal sent from a TEP to the BCTC, providing the details of the proposal for major change.

Pedagogical Studies: Courses and other learning experiences in which candidates study and apply concepts, theories and research about effective teaching and learning.

Practicing Teacher (or In-Service Teacher):

A certified teacher who has carried out one or more of the following duties in the preceding 2 years in the course of his or her employment:

- design, supervision and assessment of educational programs;
- instruction, assessment and evaluation of individual students and of groups of students.

Practicum: The experience of practice teaching in K-12 schools or TRB-approved alternative settings under the supervision of a BC certified teacher to progressively develop and demonstrate one's knowledge, skills and dispositions; includes an evaluative component; and successful completion leads to eligibility for BC teacher certification.

Prima Facie Validity: A Latin-based term meaning that an issue or concern appears upon initial observation to have sufficient justification to be investigated further.

Program: A planned sequence of courses and experiences leading to a Bachelor of Education degree or a Diploma or Certificate in Education completed either concurrently with a first undergraduate degree,

or consecutively following the completion of an undergraduate degree or graduate degree.

Program Admission: The process through which students can enter a teacher education program.

Program Re-entry: The process through which students who exited the program can be re-admitted into the program.

Program Review: One of the process by which the BCTC assesses the quality of a TEP and the TEP's compliance with the BCTC regulatory standards.

Program Withdrawal: The process through which students can exit the program before completion of the program.

Program Assessment Team (PAT): A team selected by the TEP Review Committee (Committee) from members of the BCTC and a pre-approved pool of non-BCTC members. The purpose of a PAT is to conduct site visits to determine if a TEP prepares teacher candidates to meet the BCTC regulatory standards.

Program Assessment Team (PAT) Chair: A PAT member, selected by consensus of its members, to lead a program assessment site visit and be principal author of a report to the BCTC.

Program Design: The structure and content of a teacher education program. It includes course descriptions, learning outcomes, curriculum mapping and their congruence with the regulatory standards.

Professional Standards: The Standards for the Education, Competence and Professional Conduct

of Educators in BC. The Standards outline the requirements of the profession and provide the foundation on which educators can grow, articulating both the values and characteristics that distinguish their work.

Quality Assurance System: Mechanisms (i.e., structures, policies, procedures, and resources) that a teacher education program has established to promote, monitor, evaluate and enhance operational effectiveness and the quality of the TEP's candidates, educators, curriculum and other program requirements.

Recommendation Report to BCTC: A report submitted by the Committee to the BCTC, for one of the following processes:

- New Institution Program Approval Process
- Changes to Existing Program Approval Process
- Maintenance Regulatory Review Process

Reconsideration Request: A request from an institution that the BCTC reconsider its decision to deny or place conditions on the approval of an application, proposal or program. A request for reconsideration must include information not previously considered by the BCTC and be submitted to the BCTC within 40 business days of the written decision.

Regulatory Standards: An overarching term that refers to the Professional Standards, the Certification Standards and the TEP Approval Standards for the teaching profession in British Columbia.

Required Content: The course content required for teacher candidates to be certified, as outlined in the regulatory standards.

Revocation of Program: The determination made by the BCTC to revoke a program approval status arising

from a Regulatory Review or an Exceptional Concerns Protocol. The TEP may apply for re-approval through the *New Institution Program Approval Process* when the reasons for revocation have been addressed.

The approval decision made by the BCTC to revoke a program approval status when the BCTC has determined that the teacher education program (TEP) no longer meets two or more TEP Approval Standards.

Satellite Campus: A branch campus of an institution that is physically at a distance from the original institution. This branch campus is often located in a different city and smaller than the main campus.

School Act: *School Act*, RSBC 1996, c. 412 regulates and guides the activity of schools in BC.

Student: A person enrolled in a K-12 educational program provided by a board of education, independent school authority or First Nations School and for whom an educator has responsibility.

Summative Program Evaluation: A process that provides feedback to a TEP at the end of a review and approval process.

Suspension of Program: A BCTC decision that suspends the approval status of a TEP for a specific time period.

Teachers Act: *Teachers Act*, S.B.C. 2011, c. 19 regulates and guides the work of the regulatory structure for the teaching profession in the BC K-12 school system.

Teacher Candidate (or Pre-Service Teacher): A person who is presently enrolled in a TEP.

Teacher Education Expert: An individual with extensive experience or expertise within BC TEPs.

Teacher Education Program (TEP): A program of professional education that prepares a person to teach in the Kindergarten to Grade 12 school system.

Teacher Education Program (TEP) Review: BCTC processes by which BC TEPs are assessed and approved on the extent to which their TEP has prepared or will prepare graduates to meet standards for teaching in BC.

Teacher Education Program Review Committee (Committee): A committee of the BCTC. The Committee is responsible for conducting TEP review processes established by the BCTC. This includes reviewing TEP proposals for new or existing programs as well as completing maintenance reviews and making approval recommendations to the BCTC.

TEP Approval Standards: BCTC standards that include a defined set of criteria for the approval of BC Teacher Education Programs (TEPs), to ensure that graduates meet the Professional and Certification Standards for Educators in BC.

Teacher Regulation Branch (TRB): A branch of the Ministry of Education created to support the implementation of the Teachers Act. The TRB provides operational support to the regulatory structure for the teaching profession in British Columbia.

University Act: *University Act*, RSBC 1996, c. 468 regulates and guides the activity of the universities in BC.





