

BC TEACHERS' COUNCIL

ANNUAL REPORT

MAY 2019
APRIL 2020





March 4, 2021

The Honourable Jennifer Whiteside
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Whiteside:

It is my honour to present to you the 2019/20 Annual Report of the BC Teachers' Council (BCTC). This report documents the work done by the BCTC between May 2019 and April 2020 related to their mandate and work plan. It 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

CONTENTS

MESSAGE FROM THE CHAIR	6
LEGISLATIVE FRAMEWORK	8
Mandate	8
Regulatory Standards	9
COMPOSITION	10
Biographical Statements	12
A PROGRESS REPORT: 2019/20 WORKPLAN	17
REVIEW OF THE REPORTING PERIOD	19
Presentations	20
Meeting Rules	20
Standards Review	20
<i>Professional Standards</i>	20
<i>Certification Standards</i>	21
<i>Teacher Education Program Approval Standards</i>	21
Teacher Education Program Approval and Review	22
<i>Approval and Review Framework</i>	22
<i>Approved Teacher Education Programs</i>	23
<i>Structured Dialogues</i>	24
<i>Approval of Program Proposals</i>	25
COMMITTEE/WORKING GROUP MEETINGS	26
Professional and Certification Standards Steering Committee	26
Teacher Education Program Approval and Review Committee	27
Teacher Education Program Approval Standards Committee	31
Teacher Education Program Working Group	32
New Teacher Survey Working Group	33

EXPENSES

34

APPENDICES

40

A | Resources/Links

40

B | Key Carried Motions

41

C | Professional and Certification Standards Steering Committee

45

D | Teacher Education Program Approval and Review Committee

56

E | Teacher Education Program Approval Standards Committee

73

F | Teacher Education Program Working Group

77

G | New Teacher Survey Working Group

78



MESSAGE FROM THE CHAIR

I hope all of you are well and staying safe. We have been experiencing an unprecedented and challenging time in our lives.



The BC Teachers' Council (BCTC) had another successful, dynamic and busy year in 2019/20, which is the eighth year of the BCTC operations. The milestones accomplished this year are the result of the dedication and collaboration amongst BCTC members and education partners, as well as the amazing commitment and support of Ministry staff with whom we work in carrying out the decisions we make as the BCTC.

Effective June 2019, there are revised Professional Standards for BC Educators. We have been working to find ways to educate our partners and highlight the importance of these revised standards in the everyday work with our students. The standards are more reflective of BC's revised curriculum and include updated and new wording specific to the key areas of indigeneity, the First Peoples Principles of Learning, commitment to Truth and Reconciliation, and diversity and inclusion. The modernized standards are also timely as we deal with addressing systemic racism in our society, the importance of Black Lives Matter and the lived experience of IBPOC. 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.

In May 2019, we ratified and signed the Teacher Education Program and Review (TEPAR) Framework. This framework provides a clear foundation for the BCTC to carry out our mandate to review and approve teacher education programs in BC. It also ensures that teacher education programs continue to meet the Teacher Education Program (TEP) Approval Standards and prepare teacher candidates to meet the Certification Standards and the Professional Standards. In addition, the Framework outlines a clear process for teacher education programs to bring changes and updates to the BCTC for approval. Using the Framework as a guide, the BCTC approved several progressive changes to the programs in the past year. I again want to thank the Association of British Columbia Deans of Education (ABCDE) for their collaborative and inspiring work with us, and I would like to thank the teacher education programs for the work they do with education students.

In 2019/20, the BCTC also began the process of reviewing the TEP Approval Standards through the Teacher Education Program Approval Standards Committee (TEPASC). TEPASC organized and led two structured face-to-face consultations, with the first one taking place with the deans of the teacher education programs and the second occurring with education partners. Through this process and during a TEP Approval Standards workshop with BCTC members, we realigned the TEP Approval Standards, which were allowed by the Minister of Education in August 2019. The work to review and update these standards is continuing as we hope to have a new set by the spring of 2022.

Our Professional and Certification Standards Steering Committee (PCSSC) has been very active in revising the Certification Standards that have not been updated since 2010. As the first task for the PCSSC, the BCTC recognized the need to reorganize and realign the Certification Standards. The realigned standards were allowed by the Minister in November 2019. The realignment has helped streamline the process for further updates. Having identified themes throughout the Certification Standards, the PCSSC is analyzing each theme, which includes an environmental scan of other jurisdictions. We want to ensure our standards remain high and are revised in a thoughtful manner, with clear expectations and criteria while removing any discriminatory barriers. After we update content for each theme, we consult legal counsel to ensure all wording is seen through a legal lens before it is forwarded to the Minister for consideration.

The Teacher Education Program Working Group (TEPWG), which consists of the chair and vice-chair of the BCTC and the chair and an additional representative of ABCDE, met several times over the past year. This group has been instrumental in managing issues, concerns, processes and protocols in a very collegial and collaborative way. In particular, when Kindergarten to Grade 12 schools were closed in March due to the pandemic and the system moved to virtual teaching and learning, the TEPWG worked together to recommend a new approach for teacher education programs and teacher candidates. The BCTC accepted the recommendation to allow practica students the opportunity to complete their required field experience in a combination of virtual and face-to-face teaching. This collegial approach resulted in most of the 2019/20 cohorts meeting the necessary Professional Standards and Certification Standards.

I would like to acknowledge past BCTC chair Becky Blair (BCTF) and BCTC member Peter van Huizen (FISABC) whose terms ended in April 2020. Thank you for your hard work, commitment and service to all the teachers and educators across our province. I would also like to welcome new BCTC members Joseph Colistro (FISABC) and Adrienne Demers (BCTF) and returning member Jo-Anne Chrona (FNEESC).

The BCTC and Ministry staff have gone through the same challenges as others have with the move from face-to-face instruction and/or meetings to a total virtual format. For some of us, it was a deep learning curve to adapt to this technology and meeting format. Though I prefer in-person, face-to-face gatherings and I cannot wait to be able to meet in person again, I am content to know that we have been able to continue our important work through online meetings. Thanks again to Ministry staff who have guided us through this temporary transformation and for their continued support, great work, patience and humour.

As the BCTC, we continue to be proud of our accomplishments and appreciate the collaboration we have with all our partner groups, which helps in ensuring students are supported by highly trained and committed educators.

Stay safe, everyone, and continue supporting each other in a kind and peaceful way.

Jim Iker
Chair



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 for consideration. After the submission, the Minister has the authority to disallow a rule, standard or decision of the BCTC within 60 days.

REGULATORY STANDARDS

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

PROFESSIONAL STANDARDS

The Professional Standards outline the competence and conduct requirements that must be met by applicants and maintained by BC certified educators. These standards communicate the knowledge, skills and behaviour expected of educators as they serve the public. They also reflect that educators contribute towards truth, reconciliation and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada. When the Commissioner for Teacher Regulation receives a complaint or report about alleged misconduct or incompetence by a certified educator, these standards are examined to determine if a possible breach occurred.

TEACHER EDUCATION PROGRAM APPROVAL STANDARDS

The Teacher Education Program Approval Standards establish the requirements, such as program content and structure, that a BC teacher education program must meet in order to be approved by the BCTC.

BC programs that meet the standards and are approved by the BCTC may then recommend their graduates to the Ministry for certification.

CERTIFICATION STANDARDS

The Certification Standards set out the necessary training and/or qualifications an applicant must have in order to be issued a certificate to teach in BC's K-12 school system. These standards vary depending on the type of certificate for which an individual applies.

COMPOSITION

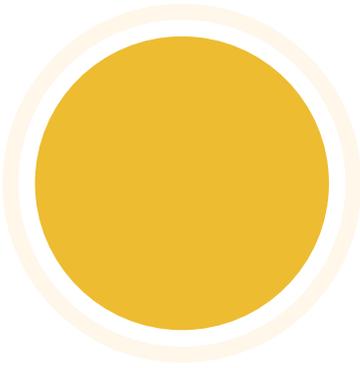
Section 9 of the Teachers Act stipulates that the BCTC must have 16 elected and appointed members:

	<p>7 Education partner nominees <i>appointed by the Minister</i></p>		<p>3 BC Teachers' Federation nominees <i>appointed by the Minister</i></p>
	<p>5 BC educators <i>elected by other BC certified educators</i></p>		<p>1 Non-voting member who reports to the Minister <i>appointed by the Minister</i></p>

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

Appointed Members			
Name	Nominated By	Effective	Expiry
Berting, Terence	BC Confederation of Parent Advisory Councils	April 23, 2019	April 23, 2022
Blair, Rebecca	BC Teachers' Federation	April 23, 2017	April 23, 2020
Broady, Carolyn	BC School Trustees Association	April 23 2018	April 23, 2021
Chrona, Jo-Anne	First Nations Education Steering Committee	April 23, 2017	April 23, 2020
Dixon, Jay	BC Principals' and Vice-Principals' Association	April 23, 2019	April 23, 2022
Hall, John	BC Teachers' Federation	April 23 2018	April 23, 2021
Iker, Jim	BC Teachers' Federation	April 23, 2019	April 23, 2022
Longridge, Tom	BC School Superintendents Association	April 23 2018	April 23, 2021
Postings, Shelaina	Non-voting Ministry representative	April 24, 2019	At pleasure
St. Clair, Ralf	Association of BC Deans of Education	April 23 2018	April 23, 2021
Van Huizen, Peter	Federation of Independent School Associations	April 23, 2017	April 23, 2020

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

TERENCE BERTING

Terry has been a volunteer parent leader and education advocate at the school, district and provincial levels for over 15 years. During that time, he has been involved in a wide variety of education committees that included Curriculum Review, the Education Partners Healthy Schools Committee, and ERASE Bullying and BC School Sports committees. Terry served as President of BC Confederation of Parent Advisory Councils (BCCPAC) from 2012 to 2014 and was awarded a Life Membership in 2016. He believes in the partnership approach to education and has great respect for teachers and the critical role they play in our education system. He is passionate about inclusion and equality and believes in the need for genuine reconciliation. Terry has a Bachelor of Arts degree in Canadian Studies from Simon Fraser University and a Diploma in Surveying from BCIT. He works in the land surveying industry.

JATINDER KAUR BIR

Jatinder is a secondary school teacher with the Surrey School District with a passion for equity and representation of BC teachers. For several years, Jatinder has been actively involved in both provincial and local leadership roles including elected positions on the Surrey Teachers' Association Executive since 2012. Presently, Jatinder serves as Vice-President of the Surrey Teachers' Association. She is deeply committed to a just, equitable public education system, and understands that supporting the members of the profession plays a key role in this. Jatinder values the importance in diversity, multiple perspectives, ideas, and experiences and is engaged in decolonizing her teaching and union work. British Columbia teachers need support and an understanding of the way that all aspects of their professional practice are administered and the decision-making that has such a significant impact on the day to day lives of educators. Jatinder prioritizes transparency and accountability in this role. Jatinder's 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. Carolyn is currently the Vice-President of the BC School Trustees' Association and Vice-President of the Canadian School Board Association. Her provincial involvement has included Chair of the Professional Learning Committee and liaison to the BCSTA 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 Manager for the First Nations Education Steering Committee and is Ts'msyen from the Kitsumkalum First Nation. 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 teacher education programs has given Matthew a comprehensive understanding of these programs, as well as the journey of beginning teachers.

JAY DIXON

Jay is passionate about innovation, collaboration and supporting success for all learners in BC. He is a Principal from School District No. 85 (Vancouver Island North). Jay has nearly 20 years of experience in the K-12 education system in Canada and abroad as a teacher, vice-principal, and principal. He was a 2018 finalist for the BC Premier's Award of Excellence in Education. Among much project and committee work supporting the K-12 education system, Jay has also served as an elected municipal councillor, a board member for Vancouver Island Regional Library, North Island College Foundation, and the Mount Waddington Regional Literacy Society. Jay holds a Bachelor of Education, a Master of Educational Technology,

PRINCIPAL BCTC EDUCATION PARTNER GROUPS

The principal education partner groups that put nominees forward for appointment to the BCTC are:

- Association of BC Deans of Education (ABCDE)
- BC Confederation of Parent Advisory Councils (BCCPAC)
- BC Principals' and Vice-Principals' Association (BCPVPA)
- BC School Superintendents Association (BCSSA)
- BC School Trustees Association (BCSTA)
- BC Teachers' Federation (BCTF)
- Federation of Independent School Associations of BC (FISABC)
- First Nations Education Steering Committee (FNESC)

MARJORIE 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 BCTF 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 a 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 West Boundary Elementary in the Boundary School District. Previously, she 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 Teachers' Federation representative for the Changing Results for Young Readers initiative, a member of the curriculum writing team, and a member of the Classroom Assessment team, and a member of the Early Learning team. Janine has been a local Professional Development Chair with the Boundary District Teachers' Association, and now serves as the Health and Safety Rep for 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 approximately 22 years, mostly at Whistler Secondary, where he also sponsors students in leadership, model UN, and diversity activities. For the past 13 years, he has also been an elected member of 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. John has been part of the BCTC since its inception, first as an elected member and now in an appointed position. 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 BCTF for three years. Prior to that, Jim was a BCTF 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. Jim is in his fifth year on the BCTC and is currently serving as Chair.

ALICE KEDVES

Alice is the teacher-librarian and literacy teacher 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.

THOMAS LONGRIDGE

Thomas has been an educator for over 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 an elementary and secondary school principal, and vice-principal. Those positions have taken Thomas 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. Thomas was Superintendent and CEO of School District No. 72 (Campbell River) for ten years. He was President of the British Columbia School Superintendents Association, after having served on the executive as a chapter director for Vancouver Island, and as Secretary Treasurer. Thomas has been the BCSSA representative on several provincial committees, such as the First Nations Educational Steering Committee K12 Partners Table, Technical Review Committee, 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 BCSSA plays in supporting lead educators to enhance the life chances of students in our province.

SHELAINA POSTINGS

Shelaina joined the Ministry of Education in August 2015. Before taking on her current role as Executive Director of the Sector Policy and Performance Branch (formerly Workforce Development Branch) in June of 2018, she held a couple of roles with the Ministry of Education including the Executive Director of Learning Supports and Executive Director, Forecasting and Cross-Divisional Integration. Prior to joining the Ministry of Education, Shelaina spent most of her career in human resources in both the public and private sector. Shelaina holds a Master in Business Administration from Royal Roads University and is a Chartered Professional in Human Resources. When not at work, Shelaina can be found cheering for her two sons, Elliott and Lincoln, at the hockey rink or lacrosse box.

RALF ST. CLAIR

Ralf St. Clair is Professor and Dean of Education at the University of Victoria. He is a member of the Association of BC Deans of Education. 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. His most recent books were "Creating courses for adults: Design for learning," published by Wiley in 2015, and "Learning-centred leadership in Higher Education" published by Palgrave Macmillan in 2020.

PETER VAN HUIZEN

Peter brings over 50 years of teaching and administrative experience to his role. He spent 25 years in Ontario and 25 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.



A PROGRESS REPORT: 2019/20 WORKPLAN

The BCTC carried over three strategic goals from its 2018/19 work plan. During the 2019/20 reporting period, the BCTC continued with its concerted efforts to achieve these goals, completed three goals and added one new goal:

- Communication and Implementation of the Professional Standards – continued
- A review of the Certification Standards – continued with amendment
- A review of the Teacher Education Program Approval Standards – continued with amendment
- Establishment and implementation a formal review process for teacher education – complete
- Development and implementation of a BCTC communications plan – complete
- Continuation of the review of the BCTC’s policies, procedures and meeting rules – complete
- A review and development of a New Teacher Survey – new

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

2019/20 Goals	Implementation Strategies	Progress to Date
<p>GOAL I: Communication and Implementation of the Professional Standards</p>	<ul style="list-style-type: none"> • Submit the revised Professional Standards to the Minister of Education for consideration. • Communicate the revised Professional Standards to education partners. • Develop a broader communications plan including graphic design of the standards, website changes, outreach opportunities and other promotional content. • Spread awareness of the revised standards and specifically new Standard 9. Request system-wide support from the field and the Ministry with the implementation of Professional Standards. 	<ul style="list-style-type: none"> • Effective May 7, 2019, the revised Professional Standards for BC Educators were allowed by the Minister. • On June 19, 2019, the revised Professional Standards were released to the public and communicated to all certificate holders and education partners. • In the fall 2019, the graphically designed standards in English and French, including the standards poster and handout, were posted online. • As a result of COVID-19, correspondence to the education partners requesting continued support on awareness of new Professional Standards was put on hold.

2019/20 Goals	Implementation Strategies	Progress to Date
<p>GOAL 2: A review and revision of the Certification Standards</p>	<ul style="list-style-type: none"> • Restructure/realign the Certification Standards, and address priority revisions with the Director of Certification. • Research, conduct jurisdictional scan, draft revisions and have broad consultation on Certification Standards. • Create a project work plan to map progress of the review through the end of the 2020/21 reporting period. • Draft new Certification Standards using feedback from education partners and consultants. • Submit for legal review and to the Minister for topic-by-topic (in seriatim) consideration. 	<ul style="list-style-type: none"> • PCSSC led the work on behalf of the BCTC. • In November 2019, the realigned Certification Standard were allowed by the Minister. • Realigned standards were posted online and communicated to the education partners on December 4, 2019. • PCSSC identified five prioritized themed topics to be reviewed and revised. Initial topic in progress: Familiarization
<p>GOAL 3: A review and revision of the Teacher Education Program Approval Standards</p>	<ul style="list-style-type: none"> • Draft, review and seek approval of realigned TEP Approval Standards. • Complete consultation process with BC teacher education programs and other stakeholders. • Conduct research and jurisdictional scan. Analyze consultation data. • Draft new TEP Approval Standards. • Submit draft standards for legal review and to the Minister for consideration. 	<ul style="list-style-type: none"> • Teacher Education Program Approval Standards Committee (TEPARC) led the work on behalf of the BCTC. • Identified key issues and priority revisions. • Realigned TEP Approval Standards allowed by the Minister in August 2019. • In October 2019, TEP Approval Standards posted online. • Completed analysis of data collected through consultations and research. • Completed first draft of revised TEP Approval Standards.
<p>GOAL 4: Review and develop a New Teacher Survey</p>	<ul style="list-style-type: none"> • Conduct ongoing New Teacher Survey Working Group meetings. • Identify the purpose, areas of inquiry and potential uses of the data from the 2020/21 New Teacher Survey. • Conduct review of education literature/articles related to teacher professional identity. • Bring all recommendations to BCTC for consideration. 	<ul style="list-style-type: none"> • Established short-term New Teacher Survey Working Group (NTSWG), subsequently made into a continuing NTSWG for the duration of the project. • Adopted 2020/21 NTSWG statement of purpose, terms of reference and proposed project timeline. • Discussed survey tool development process.

REVIEW OF THE REPORTING PERIOD

MEETING DATES

JUNE 6–7, 2019
OCTOBER 10–11, 2019
FEBRUARY 27–28, 2020

This reporting period was marked by significant progress made by the BCTC and committees towards achieving the strategic goals set up

in the 2019/20 work plan. First, the BCTC reached remarkable milestones within various stages of their review or revision of all the regulatory standards within their purview. A new set of Professional Standards for BC Educators was completed, allowed by the Minister of Education and released to the public, while realigned versions of both the Certification Standards and the Teacher Education Program Approval Standards also gained Ministerial approval and moved towards the next stages of their review processes.

The Teacher Education Program Approval and Review (TEPAR) Framework, a product of fruitful, multiyear collaboration between the BCTC and the Association of BC Deans of Education (ABCDE), was ratified on May 3, 2019, at a signing ceremony that took place at the annual Teacher Education Roundtable conference hosted by Vancouver Island University.

The establishment of the new Professional Standards for BC Educators and the ratification of the TEPAR Framework were celebrated at a BCTC evening reception following the October 2019 public meeting. The event was attended by current and former BCTC members, numerous education partner guests and Ministry of Education staff including Deputy Minister Scott MacDonald.

In the second half of the reporting period, the BCTC embarked on several new projects. A new working group, the New Teacher Survey Working Group (NTSWG), was established with the mandate to provide options regarding the scope, process and implementation

for a New Teacher Survey in 2020/21. An election was held for membership of this working group.

The BCTC set the wheels in motion to begin teacher education program maintenance reviews, one of the two cyclical review processes that are intended to assess how an existing teacher education program continues to meet the TEP Approval Standards. The BCTC approved in principle the cyclical review schedule for 2020/2030 and passed a motion confirming the process for program assessment team (PAT) pool criteria and selection. The first maintenance review with a BC TEP is scheduled to occur in the fall of 2020.

Finally, the BCTC hosted a workshop in February 2020 to address blended/online learning and related challenges that have recently become an emerging theme with BC teacher education programs and in the broader education sector. Another workshop on the same topic is planned prior to the spring 2020 BCTC meeting.

In addition to the three regularly scheduled meetings, the BCTC held two ad-hoc teleconference meetings to address issues requiring immediate attention. These issues included delegation of a Ministry liaison for a role in Process E of the TEPAR Framework, discontinuation of audio recordings at the BCTC public meetings, and an urgently requested approval of a Developmental Standard Term Certificate (DSTC) program. BCTC members were also busy participating in seven structured dialogues with BC TEPs and reviewing a number of proposals for changes to existing teacher education programs.

On the organizational side, in accordance with the BCTC meeting rules, an election was held at the beginning of the reporting period resulting in Jim Iker being acclaimed as Chair, and Jatinder Bir being acclaimed as Vice Chair. During the spring of 2019, the

Ministry of Education underwent some organizational changes that impacted the work of the BC Teachers' Council, including the restructuring of the Teacher Regulation Branch (TRB). However, the Professional Excellence and Outreach Unit continued to provide administrative and secretariat support to the BCTC as a part of the Sector Policy and Performance Branch of the Governance and Analytics Division, with Shelaina Postings as Executive Director. The BCTC Chair met with the Minister of Education in June 2019 to discuss the Ministry realignment and implications for the BC Teachers' Council.

PRESENTATIONS

During 2019/20, the BCTC hosted several presentations from the representatives of the BC provincial government:

- Eben Watt, Director, Stakeholder and Intergovernmental Relations, Ministry of Jobs, Trade and Technology, on Canadian labour mobility in the context of the BC Certification Standards – June 06, 2019
- Scott MacDonald, Deputy Minister of Education, on the Ministry's Strategic Vision, Priorities and Policy for Student Success – October 10, 2019
- Shelaina Postings, Executive Director, Sector Policy & Performance Branch, Ministry of Education – on the Framework for Enhancing Student Learning (FESL) – February 28, 2020

The BCTC also established a practice of inviting Howard Kushner, the Commissioner for Teacher Regulation, to each BCTC meeting to speak with the BCTC about the regulatory standards, discipline process, trends in conduct cases and the Commissioner's annual report.

MEETING RULES

The BCTC continued to review its meeting rules and communications over the reporting period to ensure effective, efficient and transparent operations. During its October 2019 meeting, the BCTC revisited its meeting rules to clarify the issues identified in relation to the Committee/Working Group section of the BCTC rules. The amendments included an addition of a new requirement that the committee members be elected by a rule of 50 per cent plus one, as well as an adoption of a separate section outlining rules for Working Groups as distinct from Committees. The amendments were forwarded to the Minister for consideration and were approved during the reporting period.

STANDARDS REVIEW

For the past few years, the BCTC has been working diligently on reviewing and improving all three sets of standards under its mandate. The Certification Standards and the Teacher Education Program Approval Standards, previously embedded in a series of bylaws and policies carried over from the former BC College of Teachers, are now realigned and modernized with improved clarity and readability, and further review will continue. The revised Professional Standards for BC Educators were released to the public in June 2019.

PROFESSIONAL STANDARDS

The 2018/19 reporting period was focused on refining the Professional Standards language to address the Minister's concerns particularly related to the previously disallowed Standards 1 and 2, the glossary and the preamble. In his letter of May 7, 2019, despite some remaining concerns expressed regarding a couple of definitions in the glossary, the Minister decided not to disallow the revised standards. Ministerial approval marks a major milestone in the BCTC's reporting period of 2019/20.

The implementation of and outreach for the Professional Standards for BC Educators began in June 2019 when the new version was posted online and communicated to all certificate holders and education partners. A highlight of the standards is a new Standard 9 that addresses the role of educators in the truth, reconciliation and healing process and the importance of embedding worldviews, cultures and histories for First Nations, Inuit and Métis in BC classrooms. The BCTC developed a broader communications plan to spread awareness of the revised Professional Standards and specifically Standard 9.

CERTIFICATION STANDARDS

In February 2019, the BCTC passed a motion to request that, as phase I of the review, the Professional and Certification Standards Steering Committee (PCSSC) realign the Certification Standards with a purpose of making the standards more user friendly. Realigned Certification Standards were allowed by the Minister in November 2019, and they were subsequently posted online and communicated to education partners and TEPs.

The BCTC review of the Certification Standards then moved to its second phase that involves a jurisdictional scan and draft revisions to wording. During the February 2020 meeting, the BCTC determined that the review of the Certification Standards be grouped by prioritized themed topics and submitted to the Minister for consideration by topic. It was also decided that the initial prioritized themed topic to be reviewed and revised would be Familiarization. The PCSSC examined the Familiarization standards during the spring 2020 and drafted revisions related to this topic. The draft revisions will be prepared for approval at the BCTC June meeting and will undergo a BCTC external legal counsel review.

TEACHER EDUCATION PROGRAM APPROVAL STANDARDS

In March 2019, the Teacher Education Program Approval Standards Committee (TEPASC) recommended that the BCTC submit the relevant sections of the College of Teachers' policy P5, reformatted as the Teacher Education Program Approval Standards, to the Minister of Education for consideration. Realigned TEP Approval Standards were allowed by the Minister in August 2019. Since then, TEPASC completed two phases of consultations on the realigned TEP Approval Standards – Phase 1 of the consultation process with BC TEPs, and Phase 2 with education partners.

Following the research/jurisdictional scan of teacher education program approval standards and the analysis of consultation data completed by Ministry staff, TEPASC embarked on drafting the first version of the revised TEP Approval Standards. By the end of this reporting period, TEPASC has completed three drafts of the revised TEP Approval Standards. The approach to drafting the standards is outcomes based with language being borrowed directly from the indicators and evidence in the TEPAR Framework. The TEPASC plans on bringing these draft TEP Approval Standards forward for BCTC review before the next round of consultation with BC TEPs and education partners in the fall 2020.

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW

Approval and Review Framework

The Teacher Education Program Approval and Review Framework establishes a foundation for the BCTC to carry out its regulatory mandate regarding BC teacher education programs, as outlined in section 13 (b) and (c) of the Teachers Act. This document is the result of several years of collaboration between the BCTC and ABCDE, and it provides a robust outline for ensuring that BC's teacher education programs continue to meet the Teacher Education Program Approval Standards as well as prepare teacher candidates to meet the Certification Standards and the Professional Standards for BC Educators. The goal of the framework is to support ongoing teacher education program refinement and build public trust in regulatory processes.

- New Institution Teacher Education Program Approval (Process A) – to review proposals from institutions not currently offering a teacher education program in BC.
- Changes to an Existing Teacher Education Program Approval (Process B) – to review proposed changes from existing BC teacher education programs.
- Ongoing Structured Dialogue (Process C) – occurs every two years to facilitate a reciprocal exchange of information between the BCTC and an existing BC teacher education program.
- Maintenance Review (Process D) – 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 (Process E) – 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 TEP Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards.

The TEPAR Framework was ratified by the BCTC and the nine existing BC teacher education programs.

Approved Teacher Education Programs

Currently there are nine approved teacher education programs in BC offered by eight post-secondary institutions. These programs meet the requirements laid out in the TEP Approval Standards. BC teacher education programs, in partnership with the BCTC, engage in ongoing program assessment and improvement to enhance the experiences and quality of the education courses they develop.

The following table shows the approved BC teacher education programs (TEPs).

Institution	TEP Established	Most Recent Program Change	Most Recent Structured Dialogue
Simon Fraser University	1965	Minor Change (2019)	2019
Thompson Rivers University	2003	Minor Change (2019)	2019
Trinity Western University	2002	Internal Change (2019)	2019
University of Northern British Columbia	2002	Major Change (2019)	2019
University of British Columbia (Okanagan)	2002	Major Change (2019)	2020
University of British Columbia (Vancouver)	1956	Minor Change (2019)	2019
University of the Fraser Valley	2002	N/A	2019
University of Victoria	1963	Minor Change (2019)	2018
Vancouver Island University	1997	Minor Change (2019)	2019

Structured Dialogues

In this reporting period, the BCTC completed its second cycle of structured dialogues with BC teacher education programs, including satellite campuses. The structured dialogues are organized by Ministry staff, with two BCTC representatives visiting the institutions and reporting back to the BCTC. Representatives from the program are then invited to the BCTC meeting to answer questions, provide any necessary clarification and offer feedback on the review process.

A structured dialogue at the University of British Columbia – Okanagan and the first maintenance review with a BC TEP are scheduled to occur in the reporting period of 2020/21.

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 – Vancouver 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 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 – 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

In the Teacher Education Program Approval and Review Framework, Process B applies to any currently approved teacher education program that would like to make changes. The process assesses how the change/ amendment may affect the ability of graduates to meet the Professional Standards and the Certification Standards. There are three levels of TEP change: internal program changes, minor program changes, and major program changes.

During this reporting period, the Teacher Education Program Approval and Review Committee (TEPARC) and the BCTC reviewed and approved proposals submitted by BC teacher education programs. In all cases, university representatives attended the BCTC meeting in person or via teleconferencing to answer the BCTC's questions. Details about the proposals that were reviewed are included under Teacher Education Program Approval and Review Committee (TEPARC).

The BCTC reviewed 15 program proposals during the reporting period of 2019/20.



COMMITTEE/WORKING GROUP MEETINGS

PROFESSIONAL AND CERTIFICATION STANDARDS STEERING COMMITTEE

MEETING DATES

MAY 23, 2019
SEPTEMBER 20, 2019
NOVEMBER 21, 2019
FEBRUARY 11, 2020
APRIL 8–9, 2020

In May 2019, the Minister responded to the BCTC’s resubmission of the revised Professional Standards allowing the revisions made to Standards 1 and 2, the preamble and the glossary. This Ministerial approval

complemented the previously allowed revisions to Standards 3 through 9 resulting in a complete set of revised Professional Standards for BC Educators. A highlight of the standards was a new Standard 9 that addresses the role of educators in the truth, reconciliation and healing process and the importance of embedding worldviews, cultures and histories for First Nations, Inuit and Métis in BC classrooms.

As a result of the motions passed at the June BCTC meeting, the new Professional Standards for BC Educators were released to the public on June 19, 2019 and communicated to all certificate holders and education partners. The PCSSC developed a communications plan and possible next steps in the BCTC’s implementation of the new Professional Standards. The graphically designed standards in English and French, a poster, a one-page handout, and an FAQ document were posted online by the fall 2019. The BCTC also approved other promotional options, such as outreach opportunities, video content and a Learn newsletter article on Standard 9.

At its February 2020 meeting, the PCSSC agreed that the “entire system” must be responsible to spread awareness of the revised Professional Standards. Continued implementation of the Professional Standards should be a joint effort of the BCTC, Ministry of Education, employers, the BCTF and education

partners. Therefore, the PCSSC recommended that the BCTC formally request Ministry funding to provide in-service on this important topic and especially the new Standard 9, as well as issue the letter to BC education partners to request their continued support with the implementation of Professional Standards. Due to the COVID-19 crisis, the planned BCTC correspondence and a face-to-face meeting with the Minister on this matter were postponed until the future normalization of the BC K–12 school system.

With the new Professional Standards in place, the PCSSC shifted its attention and efforts to the review of the Certification Standards. With support of the Director of Certification, the PCSSC realigned the Certification Standards, which were approved in principle by the BCTC in June 2019 and submitted to the Minister for consideration. The Minister responded to the submission by disallowing the realigned version due to some jurisdictional and clarity concerns. The PCSSC made further changes based on the received feedback and forwarded the standards to the BCTC. At its October meeting, the BCTC approved the changes and re-submitted the Certification Standards to the Minister. The realigned Certification Standards were allowed by the Minister in November 2019, and they were subsequently posted online and communicated to education partners and TEPs.

In the second part of this reporting period, the BCTC moved to the next phase of the Certification Standards review – a jurisdictional scan and draft revisions. During the February 2020 public meeting, the BCTC determined that the review of the Certification Standards be conducted by prioritizing themed topics and that the topics then be sent to the Minister for consideration. In collaboration with the Director of

Certification, the following topics in the realigned Certification Standards were identified as a primary focus in the review process:

- Language Proficiency (English and French)
- Familiarization
- Currency of Teaching Practice
- Academic Coursework Requirements
- Professional Preparation Requirements

At its April meeting, the PCSSC started its review and discussion of familiarization as an initial prioritized themed topic. The PCSSC examined whether there should be a familiarization component and, if so, how it would be applied in the most equitable way, and how applicants for certification would be supported. The PCSSC also reviewed the proposed draft Certification Standards Review Work Plan (March 2020 – April 2021), to be approved at the BCTC June meeting.

For more information on the work of the PCSSC, see Appendix C starting on page 45.

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW COMMITTEE

MEETING DATES

MAY 15, 2019
AUGUST 28, 2019
SEPTEMBER 16, 2019
DECEMBER 4, 2019
JANUARY 30, 2020
MARCH 10, 2020

The reporting period 2019/20 was a busy time for the Teacher Education Program Approval and Review Committee (TEPARC). In the year marked by the ratification of the TEPAR Framework, TEPARC's main role to

implement the TEPAR Framework processes was fully recognized and utilized by both the BC TEPs and the BCTC. The record number of 15 teacher education program submissions to the BCTC included internal, minor and major program changes. In its liaison role, the TEPARC received and reviewed sometimes multiple versions of notices of intent, official proposals and supporting documentation from the institutions, as well as provided guidance to the institutions and wrote recommendation reports to the BCTC.

The TEPARC also started focusing on the creation of guidelines for program assessment teams (PATs) and for the development of a group of available PAT members for Process A and D. The objective was to develop a pool of candidates consisting of teacher education experts and teacher practitioners whom will

be drawn upon to establish PATs to conduct on-site visits to teacher education program institutions in BC. In support of TEPARC discussions of the options for recruiting PAT members, as laid out in the TEPAR Framework, Ministry staff developed PAT pool criteria and a selection process. TEPARC also continued to review and develop a TEPAR Handbook, a resource that was being developed to support TEPs in preparing for the maintenance review process.

The final months of the reporting period saw the TEPARC embarking on its review and discussion of the evaluation of programs with significant online/distributed learning content (i.e., blended TEPs). The TEPARC discussed the need for criteria and guidelines, to be used on an interim basis, that would provide direction and allow TEPARC and the BCTC to evaluate the merits of proposals for blended TEPs until the TEP Approval Standards review is complete. A Blended Program Notice of Intent from UBC was received in January 2020. UBC representatives will be invited to the next TEPARC meeting to demonstrate UBC's digital platforms and to address TEPARC's questions. The TEPARC is planning for a BCTC workshop on blended learning in May.

Structured Dialogues

Structured dialogues took place at the following institutions:

Institution	Date of Dialogue	Report Presented to BCTC	Program Faculty/Staff Present for Report to BCTC
University of Victoria – EKTEP	May 1, 2019	June 7, 2019	James Nahachewsky, Associate Dean of Undergraduate Programs
Thompson Rivers University	May 24, 2019	October 10, 2019	Nan Stevens, Program Coordinator, and Edward Howe, Chair of the School of Education
University of Northern British Columbia – Prince George	June 4, 2019	October 11, 2019	Shannon Wagner, Interim Education Program Chair and Acting Dean of Arts, Social and Health Sciences; and Susan Crichton, B.Ed. Program Renewal Consultant
Simon Fraser University	June 11, 2019	October 11, 2019	Paul Neufeld, Director of Professional Programs, and Janice St. Helene, Associate Director of Professional Programs
University of Northern British Columbia – Terrace	June 18, 2019	October 11, 2019	Shannon Wagner, Interim Education Program Chair and Acting Dean of Arts, Social and Health Sciences; and Susan Crichton, B.Ed. Program Renewal Consultant
University of British Columbia – WKTEP	July 4, 2019	October 10, 2019	Marianne McTavish, Associate Dean of Teacher Education
University of British Columbia – Vancouver	November 7, 2019	February 27, 2020	Marianne McTavish, Associate Dean of Teacher Education

Approval of Proposals from Teacher Education Programs

During the 2019/20 reporting period, the BCTC received and approved several proposals for change from approved BC teacher education programs. Those changes that were deemed to be internal changes in accordance with Process B of the TEPAR Framework did not require BCTC approval; they were assessed and approved at the TEPARC level.

Changes that did not require BCTC approval were received from:

- University of Victoria – Bachelor of Education Indigenous Language Revitalization (BEDILR)
- Trinity Western University – changes to the existing Bachelor of Education program
- University of British Columbia – program specialty name-change amendment (HOPE)
- Council of Music Educators of BC (CMEBC)
- University of Victoria – changes to secondary PDP with French as teaching area
- University of Victoria – change to current grading system for IED 373 (EL TELNIWT and Indigenous Education)
- University of Northern British Columbia – Skidegate B.Ed. Completion Program (B.Ed. DCP)

The following table shows the status of the proposals from teacher education programs:

Institution	Program	Notice of Intent Received	Proposal Received	Status
Vancouver Island University	Bachelor of Education Secondary Cohort	February 7, 2019	March 1, 2019	Approved June 7, 2019
University of Northern British Columbia	Renewed Bachelor of Education Program	February 25, 2019	February 25, 2019	Approved October 11, 2019
University of British Columbia	Indigenous Teacher Education Program (NITEP)	September 20, 2019	N/A	Approved February 28, 2020
University of Northern British Columbia	Haida Skidegate DSTC Program	November 20, 2019	November 29, 2019	Approved December 18, 2019

Institution	Program	Notice of Intent Received	Proposal Received	Status
Thompson Rivers University	B.Ed. Elementary PDP – Elective Removal	November 18, 2019	N/A	Approved February 28, 2020
University of Victoria	B.Ed. Elementary PDP	November 7, 2019	N/A	Approved February 28, 2020
University of British Columbia	Blended Rural TEP	January 23, 2020	March 9, 2020	Under Review
University of Victoria	Indigenous Language Revitalization (BEDILR) program	January 10, 2020	N/A	Under Review

For more information on the work of the TEPARC, see Appendix D starting on page 56.



TEACHER EDUCATION PROGRAM APPROVAL STANDARDS COMMITTEE

MEETING DATES

MAY 14, 2019
AUGUST 27, 2019
NOVEMBER 20, 2019
JANUARY 21, 2020
APRIL 7, 2020
APRIL 29, 2020

At its first meeting of the reporting period, the TEPASC reviewed and revised its terms of reference and work plan, which were approved by the BCTC in June. At that time, the TEPASC presented a realigned

version of the TEP Approval Standards to the BCTC, including an introduction and glossary. The draft realigned standards were approved in principle by the BCTC and submitted with a copy of policy P5 of the existing policies to the Minister for consideration. In his letter of August 29, 2019, the Minister allowed the realigned standards and commended the BCTC for taking steps to modernize the format and improve the clarity and readability of the policy.

In the fall of 2019, the TEPASC completed two phases of consultations on the realigned TEP Approval Standards. Phase 1 of the consultation process brought together representatives of the nine BC TEPs. Phase 2 of the consultation process followed with two representatives from each of the eight principal education partner groups as well as a Ministry representative from the Governance and Legislation Branch, a representative from the Ministry of Advanced Education, Skills and Training (AEST), the Commissioner for Teacher Regulation, and the Director of Certification. Each of the consultation participants was given an opportunity to provide input on the realigned TEP Approval Standards, specifically on the following:

- Quality Assurance and Institutional Commitment
- Required Content

- Practicum/Field Experience
- Selection & Admission & Withdrawal & Re-entry
- Resources and personnel

Ministry staff was tasked with preparing a research and jurisdictional scan of the TEP Approval Standards and analyzing the consultation data. Information from the consultation was collected into a document showing emerging themes that was shared with the ABCDE and distributed to all consultation participants.

The TEPASC organized a half-day meeting with BCTC on February 26, 2020, to review the findings of the two consultations. At the BCTC meeting following the workshop, TEPASC sought direction from the BCTC to begin the next phase of the review process. The TEPASC recommended using the consultation feedback received and information gathered from a scan of Canadian and other jurisdictions to prepare a first draft of revised TEP Approval Standards, which was supported and approved by the BCTC.

By the end of this reporting period, TEPASC completed three drafts of the revised TEP Approval Standards. The approach to drafting the standards has been based on outcomes with the language being taken directly from indicators and evidence in the TEPAR Framework. TEPASC plans on bringing these draft TEP Approval Standards forward for BCTC review prior to embarking on the next round of consultation in the fall 2020.

For more information on the work of the TEPASC, see Appendix E starting on page 73.

TEACHER EDUCATION PROGRAM WORKING GROUP

MEETING DATES

JUNE 14, 2019
SEPTEMBER 18, 2019
DECEMBER 13, 2019
APRIL 6, 2020

The role of the Teacher Education Program Working Group (TEPWG) is to provide a forum for managing joint processes, shared ideas and specific projects relevant to both

the ABCDE and the BCTC. A major achievement of TEPWG in this reporting period was the ratification of the Teacher Education Program Approval and Review Framework by the BCTC and the nine existing BC teacher education programs at a signing ceremony at the Teacher Education Roundtable conference in May 2019.

In this reporting period, the work of the TEPWG related to the TEPAR Framework mostly focused on the implementation and additional revisions of Process E. Based on the September 2019 TEPWG discussion, the BCTC carried a motion in October that the position in Process E of the Framework be delegated to Executive Director, Legislation, Policy & Governance Branch to carry out the role. The ratification of the TEPAR Framework and other BCTC accomplishments were celebrated at the BCTC evening reception following the October meeting.

At its December meeting, the TEPWG revised its terms of reference, discussed the TEPAR Framework implementation strategies, and reviewed two documents prepared by Ministry staff regarding the BCTC 10-year cyclical review schedule (including structured dialogues and maintenance reviews) and a draft description and rationale for TEPAR web content. Ministry staff also provided an overview of the TEPAR Handbook.

Finally, the last meeting of this reporting period saw the TEPWG shifting its focus to new challenges that the COVID-19 crisis created in the spring of 2020 for the BC TEPs and the K–12 school system. The purpose of the April meeting was to discuss the status of BC practicum during the health crisis and determine possible solutions for the BC TEPs and teacher candidates affected by the changes made to how schools and universities were holding instruction. The BCTC engaged in a comprehensive discussion with the Ministry of Education, the ABCDE and the Director of Certification specifically concerning the TEP Approval Standards and the Certification Standards as they relate to online practicum, student assessment and quality assurance during the crisis.

In an ad-hoc virtual meeting of April 8, 2020, the BCTC passed a motion initiated by the TEPWG that supported maintaining the current Certification Standard related to practicum/field experience. The BCTC also agreed in principle that, under the extraordinary circumstances of the COVID-19 crisis and without prejudice and precedent, up to a maximum of 50% of the practicum time can be conducted online but must include substantive engagement of the teacher candidates and robust assessment by both the program faculty advisors and host school associates. Comprehensive discussions on this matter continued into the next reporting period.

For more information on the work of the TEPWG, see Appendix F starting on page 77.

NEW TEACHER SURVEY WORKING GROUP

MEETING DATES

DECEMBER 5, 2019

In October 2019, the BCTC created a short-term New Teacher Survey Working Group (NTSWG) that consists of three BCTC members. The purpose of the short-term NTSWG was to report options for a New Teacher Survey project in 2020/21 that included scope, design and development process.

At its first and only meeting in this reporting period, the short-term NTSWG developed terms of reference that define the purpose of the group and the responsibilities of the members and of Ministry staff. It also crafted a statement of purpose indicating that the 2020/21 survey will focus on how new teachers entering the BC school system develop their teacher professional identity. Additionally, identified were the 2020/21 New Teacher Survey areas of inquiry, potential survey tools, use of the data, and research scope. The NTSWG and Ministry staff also developed a summary page about teacher professional identity as a basis for the New Teacher Survey for the BCTC review and consideration.

At its February meeting, the BCTC adopted the 2020/21 New Teacher Survey statement of purpose, terms of reference, and proposed project timeline. It also decided that the short-term NTSWG be carried forward and made a continuing working group for the duration of the project.

The COVID-19 crisis that unfolded in the spring of 2020 in BC affected the NTSWG plans and timelines. After carefully considering work priorities, BCTC members agreed that, due to recent concerns over the crisis and the inability of BCTC committee members to meet in person, the NTSWG would postpone the start of the New Teacher Survey 2020/21 project until committees were again able to meet face to face.

For more information on the work of the NTSWG, see Appendix G starting on page 78.



EXPENSES

Member Expenses: May 1, 2019 – April 30, 2020				
BCTC Member	Expenses (Accommodation, parking, travel etc.)	Per Diem	Teacher Release Cost	Total
Berting, Terence		1,750.00		1,750.00
Bir, Jatinder	1,040.12	125.00	3,571.92	4,737.04
Blair, Rebecca	6,670.39	125.00	6,022.33	12,817.72
Broady, Carolyn	169.30	-	1,625.00	1,794.30
Chrona, Jo-Anne	2,744.91	-		2,744.91
Cooke, Matthew	3,067.51	375.00	2,430.26	5,872.77
Dixon, Jay	3,635.37	-	-	3,635.37
Dumont, Marjorie	94.63	-	2,775.00	2,869.63
Fraser, Janine	1,279.61	500.00	1,030.81	2,810.42
Hall, John	2,411.63	125.00	3,135.80	5,672.43
Iker, Jim	5,049.55	3,850.00	5,383.51	14,283.06
Kedves, Alice	3,362.76	625.00	3,010.15	6,997.91
Longridge, Thomas	2,509.80	1,375.00	625.00	4,509.80
St. Clair, Ralf	1,980.14	-	-	1,980.14
Van Huizen, Peter	275.72	-	1,750.00	2,025.72
Wilson, Susan	1,352.58	500.00	-	1,852.58
Total	35,644.02	7,600.00	31,359.78	76,353.80

Meeting Expenses: May 1, 2019 – April 30, 2020					
	June 6, 2019	Oct 10, 2019	Oct 10, 2019 (evening)	Feb 27–28, 2020	Total
Meals	1,847.93	2,152.46	2,900.43	2,355.07	9,255.89
Equipment Rental	3,174.00	-	-	-	3,174.00
Total	5,021.93	2,152.46	2,900.43	2,355.07	12,429.89

Total Expenses of BCTC: May 1, 2019 – April 30, 2020				
Expenses	Per Diem	Release costs	Meals	Equipment Rental
35,644.02	7,600.00	31,359.78	9,255.89	3,174.00

Note: the figures in the tables above are exclusive of Committee expenses – separately reported

COMMITTEE/WORKING GROUP EXPENSES

Professional and Certification Standards Steering Committee

Member Expenses: May 1, 2019 – April 30, 2020				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Bir, Jatinder	148.23	-	1,785.96	1,934.19
Blair, Rebecca	4,659.34	-	3,119.44	7,778.78
Broady, Carolyn	73.92	750.00	-	823.92
Dumont, Marjorie	38.45	-	1,110.00	1,148.45
Iker, Jim	4,241.68	-	3,861.45	8,103.13
Total	9,161.62	750.00	9,876.85	19,788.47

Meeting Expenses: May 1, 2019 – April 30, 2020

	May 23, 2019	Sept 20, 2019	Nov 21, 2019	Feb 11, 2020	Total
Meals	224.00	200.00	239.10	210.90	874.00
Total	224.00	200.00	239.10	210.90	874.00

Teacher Education Program Approval and Review Committee

Member Expenses: May 1, 2019 – April 30, 2020

BCTC Member	Expenses	Per Diem	Release Costs	Total
Blair, Rebecca	50.55	-	-	50.55
Cooke, Mathew	4,356.72	-	2,670.74	7,027.46
Hall, John	2,244.92	125.00	1,659.47	4,029.39
Iker, Jim	5,133.20	350.00	4,651.93	10,135.13
Kedves, Alice	2,527.95	125.00	2,131.49	4,784.44
St. Clair, Ralf	1,456.85	-	-	1,456.85
Total	15,770.19	600.00	11,113.63	27,483.82

Meeting Expenses: May 1, 2019 – April 30, 2020

	May 15, 2019	Aug 28, 2019	Dec 4, 2019	Jan 30, 2020	Mar 10, 2020	Total
Meals	226.40	235.00	227.50	201.60	199.35	1,089.85
Total	226.40	235.00	227.50	201.60	199.35	1,089.85

Teacher Education Program Approval Standards Committee

Member Expenses: May 1, 2019 – April 30, 2020				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Blair, Rebecca	4,351.39	-	3,329.33	7,680.72
Cooke, Matthew	3,850.84	125.00	2,288.84	6,264.68
Iker, Jim	2,406.24	175.00	3,449.86	6,031.10
Kedves, Alice	2,265.72	-	1,771.17	4,036.89
Total	12,874.19	300.00	10,839.20	24,013.39

Meeting Expenses: May 1, 2019 – April 30, 2020				
	Aug 27, 2019	Nov 20, 2019	Jan 21, 2020	Total
Meals	414.00	394.60	169.63	978.23
Total	414.00	394.60	169.63	978.23

Teacher Education Program Working Group

Member Expenses: May 1, 2019 – April 30, 2020				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Bir, Jatinder	98.29	0	669.74	768.03
Blair, Rebecca	1,431.62	-	668.29	2,099.91
Iker, Jim	2,141.25	-	1,772.94	3,914.19
Total	3,572.87	-	2,441.23	6,014.10

Meeting Expenses: May 1, 2019 – April 30, 2020

	June 14, 2019	Dec 13, 2019	Total
Meals	225.60	207.50	433.10
Total	225.60	207.50	433.10

New Teacher Survey Working Group

Member Expenses: May 1, 2019 – April 30, 2020

BCTC Member	Expenses	Per Diem	Release Costs	Total
Bir, Jatinder	48.84	-	446.49	495.33
Blair, Rebecca	1,004.02	-	897.23	1,901.25
Iker, Jim	571.46	-	664.86	1,236.32
St. Clair, Ralf	198.19	-	-	198.19
Total	1,822.51	-	2,008.58	3,831.09

Meeting Expenses: May 1, 2019 – April 30, 2020

	May 15, 2019	Total
Meals	242.90	242.90
Total	242.90	242.90

Structured Dialogues – BCTC Representatives

Member Expenses: May 1, 2019 – April 30, 2020				
BCTC Member	Expenses	Per Diem	Release Costs	Total
Bir, Jatinder	476.89	-	446.49	923.38
Blair, Rebecca	2,549.69	-	2,679.07	5,228.76
Broady, Carolyn	553.76	375.00	-	928.76
Chrona, Jo-Anne	523.16	-	-	523.16
Cooke, Matthew	822.43	-	190.04	1,012.47
Dixon, Jay	872.47	-	-	872.47
Hall, John	1,221.00	250.00	-	1,471.00
Iker, Jim	2,154.57	-	1,551.32	3,705.89
Kedves, Alice	566.59	-	357.28	923.87
Longridge, Thomas	930.40	250.00	-	1,180.40
St. Clair, Ralf	619.32	-	-	619.32
Total	8,263.70	875.00	2,098.64	11,237.34

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

Professional Standards for BC Educators (June 2019)

gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/standards-for-educators/edu_standards.pdf

Certification Standards (November 2019)

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

Teacher Education Program Approval Standards (August 2019)

gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tep_standards.pdf

Teacher Education Program Approval and Review Framework (May 2019)

gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teacher-regulation/teacher-education-programs/tepar_framework.pdf

BC Teacher Education Programs

www2.gov.bc.ca/gov/content/education-training/k-12/teach/resources-for-teachers/training-and-professional-development/teacher-education-programs

B | KEY CARRIED MOTIONS

Motion	Date Carried	Progress
To review and develop a New Teacher Survey.	June 6, 2019	<i>In Progress</i>
To adopt the 2019/20 work plan.	June 6, 2019	<i>Complete</i>
That BCTC adopt the Professional Standards, Preamble and Glossary as written.	June 7, 2019	<i>Complete</i>
That correspondence be sent via email next week to certificate holders, including LOP holders teaching within the public system, along with education partners and others on the Professional Standards for BC Educators, Preamble and Glossary.	June 7, 2019	<i>Complete</i>
That the Professional Standards package be posted online.	June 7, 2019	<i>Complete</i>
To have an FAQ document, including a comparison version of the standards, posted on the BCTC and Ministry of Education website.	June 7, 2019	<i>Complete</i>
That the re-aligned Certification Standards be approved and forwarded to the Minister of Education for consideration.	June 7, 2019	<i>Complete</i>
To approve the proposal for changes to the VIU Bachelor of Education program.	June 7, 2019	<i>Complete</i>
To approve and submit the realigned TEP Approval Standards for consideration.	June 7, 2019	<i>Complete</i>
To approve the TEPASC work plan.	June 7, 2019	<i>Complete</i>
To approve the revised TEPASC Terms of Reference.	June 7, 2019	<i>Complete</i>
BCTC to recommend to the TEPWG that the position in Process E of the Framework be delegated to Executive Director, Legislation, Policy & Governance Branch to carry out the role.	September 10, 2019	<i>Complete</i>
That the Hul'q'umi'num' Language and Culture Society First Nations Language Authority be added to the list of approved First Nations Language Authorities in the Certification Standards.	October 10, 2019	<i>Complete</i>
To approve edits to the Realigned Certification Standards as recommended.	October 10, 2019	<i>Complete</i>

Motion	Date Carried	Progress
To approve the Professional Standards implementation next steps as recommended by the PCSSC.	October 10, 2019	Complete
To amend the meeting rules so that committee members will be elected by a rule of 50 percent plus one.	October 11, 2019	Complete
<p>That a separate section outlining rules for Working Groups is adopted:</p> <ol style="list-style-type: none"> 1. Working Groups will be approved by the BCTC. 2. Membership of Working Groups may include representatives from education partners who are not BCTC members. 3. BCTC members of Working Groups will be appointed or elected by the BCTC. Terms of appointment will be defined in the terms of reference for each Working Group as approved by the BCTC. Elected members will be elected by a rule of 50 percent plus one. 4. Working Groups will select a liaison who will be responsible for reporting recommendations and updates in a timely manner and upon request. 5. The BCTC will work with Executive Director to ensure that costs of Working Groups are within the current work plan of the BCTC. 	October 11, 2019	Complete
To approve the program change proposal for the University of Northern British Columbia's Renewed Bachelor of Education.	October 11, 2019	Complete
That the Program Assessment Team (PAT) – Pool Selection and Criteria be referred back to the TEPARC.	October 11, 2019	Complete
That the Program Assessment Team (PAT) – Pool Selection and Criteria be referred back to the TEPARC with further input from individual BCTC members. Prior to the next TEPARC meeting, Ministry staff to send out a memo asking BCTC members for their feedback with a timeline, followed by a second reminder.	October 11, 2019	Complete
To defer the creation of a working group to create a New Teacher Survey to the next BCTC meeting.	October 11, 2019	Complete
To create a short-life New Teacher Survey Working Group to report back options for the New Teacher Survey at the next BCTC meeting.	October 11, 2019	Complete
That new working group consist of three BCTC members.	October 11, 2019	Complete
That the mandate of the short-life working group is to provide options regarding the scope, process and implementation of results for the New Teacher Survey.	October 11, 2019	Complete

Motion	Date Carried	Progress
That the recommended Phase 2 of the TEP Approval Standards consultation process be approved as laid out in the memo of October 11, 2019.	October 11, 2019	<i>Complete</i>
That the Haida Skidegate DSTC program at UNBC be approved in retrospect on an exceptional basis.	December 18, 2019	<i>Complete</i>
That the Chair formally request that the Ministry provide for in-service for teachers regarding all Professional Standards, including Standard 9.	February 27, 2020	<i>Complete</i>
That the Chair draft and send two letters. A formal letter to MRF requesting a face-to-face meeting to discuss this matter, and another letter to all BC Education Partners requesting continuing support for full implementation of the Professional Standards.	February 27, 2020	<i>Complete</i>
That the Certification Standards review be grouped by Prioritized Themed Topics and sent to the Minister for consideration.	February 27, 2020	<i>In Progress</i>
That the initial Prioritized Themed Topics to be reviewed and revised are “Familiarization” and “Currency of Practice”.	February 27, 2020	<i>In Progress</i>
That PCSSC create a Project Work Plan that will map the project work until the end of 2020/21 BCTC year. This Work Plan will be tabled at the next BCTC meeting for consideration.	February 27, 2020	<i>Complete</i>
That Ministry staff prepare a jurisdictional scan on the identified Prioritized Themed Topics. The scan would be shared with BCTC at a future meeting.	February 27, 2020	<i>In Progress</i>
That PAT Pool nominees will meet the criteria. The process will be that: Jointly between superintendent/designate and Local Presidents each school district nominates 1 educator (teacher practitioner), FISA nominates 5 educators (teacher practitioners), and FNESC nominates 5 educators (teacher practitioners).	February 28, 2020	<i>Complete</i>
That the proposal for the UBC NITEP Community Based Field Centre Program be approved without prejudice and without precedent.	February 28, 2020	<i>Complete</i>
That the proposal for the TRU BEd Elementary Elective Removal be approved.	February 28, 2020	<i>Complete</i>
That the proposal for changes to the UVic Elementary BEd Post-Degree Professional Program be approved.	February 28, 2020	<i>Complete</i>

Motion	Date Carried	Progress
That the BCTC have a day and a half workshop prior to the June 10th and 11th meeting to focus specifically on blended programs.	February 28, 2020	Complete
That the BCTC advises TEPAR to consider proposals including blended components on a program by program basis using existing structures and provides fully justified recommendations for BCTC's consideration.	February 28, 2020	Complete
That BCTC use the consultation feedback received thus far and information gathered from a scan of Canadian and other jurisdictions to prepare a first draft of revised TEP Approval Standards.	February 28, 2020	Complete
That Ministry staff email BCTC to solicit further comments or questions on the consultation feedback received to date. Staff to request response by March 27, 2020.	February 28, 2020	Complete
That the TEPWG Terms of Reference be approved.	February 28, 2020	Complete
That the Cyclical Review Schedule 2020/30 be approved in principle.	February 28, 2020	Complete
That the TEP approval and review informational content be approved and posted online.	February 28, 2020	In Progress
That the NTSWG continue for the duration of the new teacher survey project.	February 28, 2020	In Progress
That the NTSWG Terms of Reference be approved.	February 28, 2020	Complete
That the BCTC New Teacher Survey 2020/21 Statement of Purpose for 2020/21 be approved.	February 28, 2020	Complete
That the New Teacher Survey 2020/21 be limited to only educators who have completed their teacher preparation in BC in the past 5 years.	February 28, 2020	Complete
<p>That the proposed timelines for the New Teacher Survey 2020/21 be approved in principle:</p> <ul style="list-style-type: none"> • Target launch of the survey – Fall 2020 • Analysis of the data and report writing – January to April 2021 • Communications of aggregate data and recommendation reports – Fall 2021 	February 28, 2020	Complete

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	
Purpose/Role	<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.
Membership	<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.
Members' Responsibilities	<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.
Administrative Support	<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
Advisory Support	Advisors as determined by the PCSSC

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

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.

REVIEW OF PROFESSIONAL STANDARDS FOR BC EDUCATORS – CHRONOLOGY

<p>PHASE 1: Research by TRB staff <i>(June–Sept 2015)</i></p>	<ul style="list-style-type: none"> • Full review of all previous versions/iterations of Professional Standards for BC Educators dating back to 2004 • Environmental scan of models of Professional Standards for Educators in other jurisdictions (Canada and international) • Environmental scan of models of Professional Standards of Practice for other professions (BC and Canada)
<p>PHASE 2: Establish Professional Standards Steering Committee (PSSC) <i>(Sept–Oct 2015)</i></p>	<ul style="list-style-type: none"> • BCTC elected 5 members to serve on the Professional Standards Steering Committee 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 <i>(Oct 2015 – April 2016)</i></p>	<ul style="list-style-type: none"> • Focus Group Session on current Professional Standards – 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 Professional Standards – March–April 2016, hosted on TRB website <ul style="list-style-type: none"> • More than 4000 responses received on current Professional Standards • Respondents included: BC certificate holders, education faculty members, teacher candidates, parents, students and general public
<p>PHASE 4: Analysis & Writing <i>(May 2016 – Feb 2017)</i></p>	<ul style="list-style-type: none"> • TRB staff members synthesized and collated all feedback and data collected on the current Professional Standards • PSSC members reviewed all of the feedback and data received during the consultation period • PSSC drafted a revised set of Professional Standards for BC Educators 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 Professional Standards presented to the BCTC • BCTC provided suggested revisions to the draft revised Professional Standards • BCTC approved the draft revised Professional Standards 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 2018 – May 2019)

- 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
- 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 1-2 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.
- Response to Minister disallowal and resubmission of revised Professional Standards 1-2 and revised Preamble and Glossary sent on March 11, 2019
- Response from Minister received on May 7, 2019 – revised Prof STDs 1-2 not disallowed. Some concerns expressed regarding a couple of definitions in Glossary and lack of consultation with Commissioner for Teacher Regulation
- Effective May 7, 2019 the BCTC have a complete set of revised Professional Standards for BC Educators including an accompanying Preamble and Glossary of Terms

PHASE 7:

Implementation & Outreach
(May–Fall 2019)

- Revised Professional Standards for BC Educators including Preamble and Glossary of Terms approved and in place
- PCSSC to consider communications to the field and implementation plan during their May 23, 2019 meeting.
- PCSSC to make recommendations on Professional Standards for BC Educators Communication and Implementation Plan to full BCTC during June 6–7, 2019 meeting

**Note – during the course of the Professional Standards Review the PSSC and PCSSC has held 21 meetings to date. Many of the meetings were over a 2-day period. The committee(s) have met for a total of 29 days to date as part of the review, approval and implementation process. (May 9, 2019)*

BCTC CERTIFICATION STANDARDS REVIEW CHRONOLOGY

Background/Overview on the Certification Standards Review:

- BCTC is reviewing the Certification Standards – previously referred to as Bylaw & Policy.
- The Professional and Certification Standards Steering Committee (PCSSC) is leading this work on behalf of BCTC.
- Several EDUC staff including the Director of Professional Excellence and the Director of Certification are supporting the PCSSC by acting as committee secretariat or providing subject matter expertise.
- During the February 2019 BCTC meeting, a two-phased approach was presented by the PCSSC and approved by BCTC:
 - Phase 1 to include a restructuring of the Bylaw & Policy to make them easier to use by the Certification Unit and in the consultation process with education partners.
 - Phase 2 to involve a jurisdictional scan and broad consultation with BC education stakeholders.

PHASE 1: Realignment of the Certification Standards (Bylaw & Policy):

Restructuring/Realignment of the Certification Standards:

- The realignment process was guided by consultation with the Director of Certification and legal counsel to identify priority revisions to the Bylaw and Policy document carried over from the former BC College of Teachers.
- The process involved separating the Certification Standards (Bylaw 2 & Policy P2) from the TEP Approval Standards (Policy P5) and realigning the sections/content in a more intuitive order so that they could be more easily understood and used during the consultation process.
- Obsolete references to certificate types, trade agreements and education resources were removed.
- Sections that incorrectly suggested the former Teacher Regulation Branch had decision-making powers were corrected.
- Finally, many sections that were deemed to be outside of the BCTC's mandate under the Teachers Act were redacted.

Approval by BCTC and submission to Minister Rob Fleming (Minister) for consideration:

- PCSSC presented the realigned Certification Standards to BCTC during its June 2019 meeting and the BCTC approved the realigned standards.
- In early July, the realigned Certification Standards were sent to the Minister for consideration.
- Upon submission, the Minister had 60 days to disallow the realigned Certification Standards, as required under section 12(1) of the Teachers Act.

Response from the Minister on BCTC submission of the Certification Standards:

- The Minister expressed his appreciation to BCTC for its ongoing work on revising these important standards.
- He indicated he was pleased to see the Certification Standards significantly reorganized to improve clarity and readability, and he was happy to see general efforts to modernize the language.
- He expressed concern that many of the remaining sections are outside the scope of jurisdiction of the BCTC and are, instead, within the scope of the jurisdiction of the Director of Certification rather than the BCTC. As such, these sections are legally invalid and of no effect. Sections flagged by the Minister under this category include standards 35-50, 60, 70-74 and 127.
- The Minister also flagged concerns regarding the clarity of Standards 56, 83, 116, and 117.
- He also shared minor concerns with the language/definitions within the glossary of the document.
- The Minister indicated on that while, on the whole, the realigned Certification Standards are a significant improvement over the current Bylaws and Policies, he has substantive concerns with some of the content (noted in bullets above) to the extent that he was disallowing the standards.
- Finally, the Minister encouraged BCTC to address the concerns expressed with the response and re-submit the realigned standards for consideration prior to engaging in consultation with education partners.

Next Steps for the PCSSC and BCTC:

- In September 2019, PCSSC held a full-day meeting, reviewed the response from the Minister, considered all concerns and made revisions.
- In October 2019, BCTC approved the suggested revisions of PCSSC and approved the draft re-aligned Certification Standards to be sent to the Minister.
- On October 21, 2019, the BCTC sent the revised Certification Standards to the Minister for consideration.
- The Minister responded to BCTC on November 22, 2019 allowing the re-aligned Certification Standards.
- On December 4, 2019, the re-aligned Certification Standards were posted online, and notification was sent to all education partners and BC teacher education programs.

PHASE 2: Research, Jurisdictional Scan, Draft Revisions and Broad Consultation on Certification Standards:

Identification of Priority Items and Key Themes for Consultation:

- In November 2019, EDUC staff (Certification and PEO) began reviewing the re-aligned Certification Standards to identify priority items and key themes that the BCTC may want to use in the consultation process.
- At the November 21, 2019 PCSSC meeting all priority items and key themes identified were presented.

- PCSSC determined to focus primarily on the following in the consultation process:
 - Language Proficiency (English and French)
 - Familiarization
 - Currency of Teaching Practice
 - Academic Coursework Requirements
 - Professional Preparation Requirements
- PCSSC will make recommendations on the priority items, key themes and next steps to the BCTC at its February 2020 meeting.
- During their February 2020 meeting the BCTC made the following determinations:
 - That the Certification Standards review be grouped by Prioritized Themed Topics and sent to the Minister for consideration topic by topic (in seriatim)
 - That the initial Prioritized Themed Topics to be reviewed and revised are “*Familiarization*” and “*Currency of Practice*”.
 - That PCSSC create a Project Work Plan that will map the project work until the end of 2020/21 BCTC year. This Work Plan to be tabled at the June 2020 BCTC meeting for consideration.

Research, Environmental Scan and Draft Revisions:

- EDUC staff began research and an environmental scan on these priority items and key themes in February–March 2020.
- EDUC Staff presented research and jurisdictional scan on the priority item – *Familiarization/ Updating* to PCSSC in March–April 2020.
- PCSSC examined *Familiarization/ Updating* Standards in detail in March–April 2020 focusing on the following:
 - Is there a need for *Familiarization* going forward?
 - Are the current standards relating to this matter fair and equitable to international applicants?
 - Is there a better way to apply some type of *Familiarization* requirement(s) for those trained outside of BC/Canada?

PCSSC – CERTIFICATION STANDARDS REVIEW WORKPLAN (2020/21)

Goals/Deliverables	Actions	Timeline	Status
1 Identify Priority Themed Topics for review within the Certification Standards	<ul style="list-style-type: none"> • Work with DOC and team to identify Priority Themed Topics for review within Certification Standards: <ul style="list-style-type: none"> • English/French Language Proficiency • Familiarization • Currency of Teaching Practice • Acceptable Academic Preparation • Acceptable Professional Preparation 	January 2020	Complete
2 BCTC approval for revisions to standards to be sent to the Minister in seriatim for consideration	<ul style="list-style-type: none"> • Present the Priority Themed Topics to BCTC and request approval to work through the standards piece by piece sending them to the Minister for consideration as they are completed and ready. 	February 2020	Complete
3 Review and consideration of Priority Themed Topic: <i>Familiarization</i> (STDs 86-90)	<ul style="list-style-type: none"> • Review research/enviro scan information on Familiarization • Consider and address of the questions and concerns posed by the committee/BCTC • Frame new standard(s) • Consult TCB Evaluation Team on framing of new standard(s) • Take new drafted standard(s) back to BCTC for review and approval • Possible BCTC independent legal review of the drafted standard(s) prior to sending to MRF for consideration 	March–May 2020	Complete
4 Review and consideration of Priority Themed Topic: <i>Currency of Teaching Practice</i> (STDs 89, 94-98)	<ul style="list-style-type: none"> • Review research/enviro scan information on Currency of Teaching Practice • Consider and address of the questions and concerns posed by the committee/BCTC • Frame new standard(s) • Consult TCB Evaluation Team on framing of new standard(s) • Take new drafted standard(s) back to BCTC for review and approval • Possible BCTC independent legal review of the drafted standard(s) prior to sending to MRF for consideration 	June–Aug 2020	

Goals/Deliverables	Actions	Timeline	Status
5 Review and consideration of Priority Themed Topic: <i>English & French Language Proficiency</i> (STDs 44-50)	<ul style="list-style-type: none"> Review research/enviro scan information on English & French Language Proficiency Consider and address of the questions and concerns posed by the committee/BCTC Frame new standard(s) Consult TCB Evaluation Team on framing of new standard(s) Take new drafted standard(s) back to BCTC for review and approval Possible BCTC independent legal review of the drafted standard(s) prior to sending to MRF for consideration 	Sept–Nov 2020	
6 Review and consideration of Priority Themed Topic: <i>Acceptable Academic Preparation</i> (STDs 52-68)	<ul style="list-style-type: none"> Review research/enviro scan information on Acceptable Academic Preparation Consider and address of the questions and concerns posed by the committee/BCTC Frame new standard(s) Consult TCB Evaluation Team on framing of new standard(s) Take new drafted standard(s) back to BCTC for review and approval Possible BCTC independent legal review of the drafted standard(s) prior to sending to MRF for consideration 	Dec 2020 – Feb 2021	
7 Review and consideration of Priority Themed Topic: <i>Acceptable Professional Education Preparation</i> (STDs 76-83)	<ul style="list-style-type: none"> Review research/enviro scan information on Acceptable Professional Education Preparation Consider and address of the questions and concerns posed by the committee/BCTC Frame new standard(s) Consult TCB Evaluation Team on framing of new standard(s) Take new drafted standard(s) back to BCTC for review and approval Possible BCTC independent legal review of the drafted standard(s) prior to sending to MRF for consideration 	Feb–April 2021	
8 Review and consideration of additional Certification STDs		May–Aug 2021	
9 Fully Legal Review of Revised Certification STDs		Fall 2021	

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. <ul style="list-style-type: none"> • 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 Teachers Act, • 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.

<p>Administrative Support</p>	<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
<p>Decision Making</p>	<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>
<p>Accountability/ Reporting</p>	<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.
<p>Meetings</p>	<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>
<p>Review</p>	<p>Terms of Reference to be reviewed annually or upon the request of the TEPARC or the BCTC.</p>

BCTC DECISIONS DASHBOARD

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>Vancouver Island University (VIU)</p>	<p>February 7, 2019</p>	<p>Purpose of NOI: Approval of VIU BEd Secondary Program Option to include a Secondary teaching option within a currently existing five-year B.Ed. program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Holistic (generalist K–12) approach to teaching • Program credits: 152 (95 teacher education credits + 57 academic credits) • Secondary Teaching Specialties Course (EDPB 512) to replace a Second Language Acquisition Course (EDTE 533) • Required academic preparation in at least one, preferably two, recognized teachable areas • Most of the coursework remains the same for both cohorts • Proposed start: Fall 2019 	<p>BCTC decision date: June 7, 2019</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The proposed B.Ed. Secondary Program Option will strengthen and enhance the Bachelor of Education Program at Vancouver Island University by providing for a greater balance between elementary and secondary B.Ed. degrees granted. The program will maintain its integrity and in no way will 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>VIU’s current graduates exit primarily with elementary B.Ed. degrees.</i> • <i>Coupled with the requests from field partners and existing B.Ed. students looking to pursue a secondary focus in their Professional Years (Years 4 and 5) of their B.Ed. degree program, VIU is looking to provide an alternative to the existing secondary cohort within the Post Baccalaureate/Post Degree program.</i> • <i>The hope is for greater balance between elementary and secondary B.Ed. degrees granted.</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of Northern British Columbia (UNBC)</p>	<p>February 25, 2019</p>	<p>Purpose of NOI: Approval of Renewed B.Ed. Program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Focus on Aboriginal/ Indigenous, Northern, and Rural • Signature Pedagogy: People, Place, Land • Credit Allocation: 5 semesters, 60 credits • Collaboration between cohorts, combined courses • Emphasis on in situ and experiential learning in school-based classrooms • Two cross-cutting courses intended to provide program coherence • Anticipated intake for first cohort in Prince George is 2020/21, and for Terrace is 2021/22 	<p>BCTC decision date: October 10, 2019</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The TEPARC believes that the UNBC Renewed Bachelor of Education will continue to meet Teacher Education Program Approval Standards established by the BC Teachers’ Council. The proposed program changes will in no way diminish the ability of UNBC graduating teacher candidates to meet the Professional and Certification Standards for BC K–12 educators.</p> <p>Program Rationale:</p> <ul style="list-style-type: none"> • <i>Engage in programmatic change to revitalize the School of Education (SoE)</i> • <i>Renew the School of Education’s offerings as destination programs in/ with Aboriginal/Indigenous Education, Northern focus, and Rural Education</i> • <i>Address and attend to changes in the British Columbia K–12 curricula</i> • <i>Address and attend to educators’ needs in the northern region and beyond</i> • <i>Create a culture of collaboration and innovation for education in the region</i> • <i>Meet and exceed BCTC/TCB requirements for certification</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of British Columbia (UBC)</p>	<p>September 20, 2019</p>	<p>Purpose of NOI: Approval of changes to the Indigenous Teacher Education Program (NITEP)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • NITEP is a 5-year concurrent program – 151 credits: • Academic preparation – 90 credits • Teacher preparation – 61 credits • 47 credit hours in Professional Education. • 14 credits in Practicum/field experience – 15 weeks total • 2-week and 10-week practicum • 3-week community field experience 	<p>BCTC decision date: February 28, 2020</p> <p>Decision: Approval</p> <p>BCTC/TEPARC rationale: The TEPARC believes that the UBC NITEP Community-based Field Centres Program compares favorably with the existing NITEP offered at UBC Vancouver and approved by BCTC. The TEPARC further believes that program graduates will meet the BCTC regulatory standards.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>Indigenous students enrolled in NITEP complete a 5-year concurrent program, where they take coursework in First Nations, remote, and rural areas of the province at local field centers for 3 to 4 years before transitioning to the UBC-Vancouver campus for the professional certification year.</i> • <i>This transition often leads to attrition of Indigenous students due to financial, social, and cultural barriers they face in their move to this final year of programming on campus.</i> • <i>Review of research and reports suggests that students prefer community-based approaches to teacher education, whereby they can become certified teachers without having to leave their home communities/territories.</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of Victoria (UVic)</p>	<p>November 7, 2019</p>	<p>Purpose of NOI: Approval of changes to the B.Ed. PDP (Elem) program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Changing course numbers and revising descriptions for the purpose of updating and moving to COM/N/F grading scale • The total number of units offered, course structure and learning outcomes in the program will remain the same, and UVic is confident that students will be prepared to meet the Professional Standards for BC Educators irrespective of which iteration of courses they take. • UVic provided a chart listing the current courses in the Elementary PDP program, the proposed course number changes and updated descriptions aligned with the new Professional Standards for BC Educators. • Each of these courses remains at 1.5 units (3.0 credits). UVic has received approval of these changes at the Department and Faculty level, and by the Senate Committee on Academic Standards (SCAS) 	<p>BCTC decision date: February 28, 2020</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The TEPARC believes that the UVic Elementary B.Ed. Post-Degree Program will continue to meet Teacher Education Program Approval Standards established by the BC Teachers' Council. The proposed program changes will in no way diminish the ability of UVic graduating teacher candidates to meet the Professional and Certification Standards for BC K-12 educators.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>UVic has been working on reviewing programs to better align with the BC K to 12 revised curriculum and current assessment practice</i> • <i>UVic confirmed that other than ensuring that courses remain up to date with current requirements of the K to 12 curriculum, there are no changes to course content or delivery with these new courses.</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>Thompson Rivers University (TRU)</p>	<p>November 18, 2019</p>	<p>Purpose of NOI: Approval of a change to the B.Ed (Elem) program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Removal of a 3-credit elective requirement from the B.Ed. elementary program • TRU provided a chart showing elective learning outcomes embedded within core course content • The present TRU B.Ed. Elementary program requires successful completion of all courses, which total 73 credits. The minimum number of credits required for a teacher education program is 48 credits. Removal of the elective would leave a total of 70 required credits, exceeding this minimum. 	<p>BCTC decision date: February 28, 2020</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The TEPARC believes that the TRU B.ED. Elementary program will continue to meet Teacher Education Program Approval Standards established by the BC Teachers’ Council. The proposed program changes will in no way diminish the ability of TRU graduating teacher candidates to meet the Professional and Certification Standards for BC K–12 educators.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>Many students enter the elementary program with more than the required undergraduate 90 credit minimum. Requiring these students to take an elective is an additional expense for them. For students entering the program with the minimum of 90 credits, the elective requirement has financial implications, as well.</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of Northern British Columbia (UNBC)</p>	<p>November 20, 2019</p>	<p>Purpose of NOI: Approval of changes to the Skidegate Haida DSTC program</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Program Duration – 6 semesters over 3 years • Credit Count and Allocation – 92 credit program <ul style="list-style-type: none"> • 33 credit hours in Language courses, • 9 credit hours in Linguistics • 9 credit hours in Cultural Studies • 8 credit hours in General Academic Coursework • 23 credit hours in Professional Education. • Practicum – 6 weeks total: <ul style="list-style-type: none"> • Supervised practical experience in a school classroom setting that offers instruction in Haida Language and Culture. • EDUC 390-3 Classroom Practice and Seminar I • EDUC 392-3 Classroom Practice and Seminar: First Nations Language and Culture • Admissions – Two possible points of entry: <ul style="list-style-type: none"> • following the completion of the Diploma in First Nations Language, or • concurrently while completing the required First Nations Studies and general academic coursework. 	<p>BCTC decision date: December 18, 2019</p> <p>Decision: Approval</p> <p>BCTC/ITEPRC Rationale: The TEPARC believes that the UNBC Skidegate Haida DSTC Program compares favorably with existing DSTC programs offered at UNBC and approved by the previous BC College of Teachers. The TEPARC further believes that program graduates will meet the BCTC regulatory standards.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>UNBC's commitment to providing quality programs supporting Aboriginal/ Indigenous Education in partnership with northern and rural communities.</i> <p><i>The Skidegate Haida DSTC Program will:</i></p> <ul style="list-style-type: none"> • <i>Address the need for Native Language instructors in BC's northern region,</i> • <i>Attend to the importance of Language Learning within authentic cultural contexts and community,</i> • <i>Provide a laddering opportunity for Diploma graduates to the SoE B.Ed. program.</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of Victoria (UVic)</p>	<p>January 10, 2020</p>	<p>Purpose of NOI: Approval of changes to the B.Ed. In Indigenous Language Revitalization Program (BEDILR)</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • Replace Department of Curriculum and Instruction (EDCI) courses in the current BEDILR with Department of Indigenous Education (IED) courses with an enhanced Indigenous focus. Topic areas remain the same as those initially approved • Create support mechanisms for teacher education within IED, including advising and field experience. Practicum requirements remain the same as those initially approved • UVic provided a comparison chart of the 9 approved courses with the proposed courses that will replace them • UVic provided a detailed comparison chart with previous program structure and course options that were available in 2010 and 2017 along with the proposed changes for 2021. 	<p>BCTC decision date: June 12, 2020</p> <p>Decision: Approval (Major Change)</p> <p>BCTC/ITEPRC Rationale: The TEPARC believes that the UVic BEDILR Program will continue to meet Teacher Education Program Approval Standards established by the BC Teachers’ Council. The proposed program changes will enhance the ability of BEDILR graduating teacher candidates to meet the Professional and Certification Standards for BC K–12 educators.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>UVic has been reviewing programs to better align with the BC K to 12 curriculum and current assessment practices.</i> • <i>UVic confirmed that other than providing a more Indigenous focus, there are no other changes to course content or delivery with these courses.</i> • <i>Developed in response to Indigenous community requests</i> • <i>Students come in with their own worldviews</i> • <i>Locates learning in local contexts as much as possible</i> • <i>Individualized to Indigenous communities as much as possible</i> • <i>Ensure the program is relational, respectful and relevant</i>

Program	NOI Received Date	Proposed Changes	BCTC Decision with Rationale
<p>University of British Columbia (UBC)</p>	<p>January 23, 2020</p>	<p>Purpose of NOI: Approval of the Blended Rural TEP</p> <p>Elements of proposal:</p> <ul style="list-style-type: none"> • UBC currently offers a teacher education program comprised of 60 credits over 11 months. • UBC is seeking approval from BCTC to: • Deliver the professional certification teacher education program in a blended face-to-face and online delivery mode, inclusive of UBC’s Bachelor of Education coursework and practica, with both a 2-week and 10-week practicum, as well as the 3-week community field experience; and • Extend the current 11-month program to a 2-year (25 month) program in this rural and remote program. 	<p>BCTC decision date: June 12, 2020</p> <p>Decision: Approval (Minor Change)</p> <p>BCTC/TEPARC rationale: The TEPARC believes that the UBC Professional Certification Program – Blended Delivery Mode compares favorably with the existing in-person delivery mode offered at UBC Vancouver and approved by BCTC. The TEPARC further believes that program graduates will meet the BCTC regulatory standards.</p> <p>Program rationale:</p> <ul style="list-style-type: none"> • <i>According to the BC Rural Education Report and the Rural and Remote Workforce Sustainability Fund, 42 school districts are categorized as being rural and remote. 32% of all BC students attend school in these districts.</i> • <i>Rural school districts in BC face increased recruitment challenges based on a limited supply of certified teachers in these regions. Remote districts must rely on letters of permission to fill some teaching positions.</i> • <i>Rural teacher candidates must leave their communities for up to a year or more in order to become certified educators.</i> <p><i>The UBC Professional Certification Program – Blended Delivery Mode will:</i></p> <ul style="list-style-type: none"> • <i>Allow individuals in remote communities to complete the required coursework for teacher certification.</i> • <i>Support rural communities in their endeavours to recruit and retain qualified educators.</i>

DRAFT CYCLICAL REVIEW SCHEDULE 2020/30

	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
SFU											
Maintenance Review				*						*	
Structured Dialogue		*				*		*			
TRU											
Maintenance Review				*						*	
Structured Dialogue		*				*		*			
TWU											
Maintenance Review		*						*			
Structured Dialogue				*		*				*	
UBC											
Maintenance Review			*						*		
Structured Dialogue					*		*				*
UBCO											
Maintenance Review					*						*
Structured Dialogue	*		*				*		*		
UFV											
Maintenance Review			*						*		
Structured Dialogue					*		*				*
UNBC											
Maintenance Review						*					
Structured Dialogue		*		*				*		*	
UVic											
Maintenance Review	*						*				
Structured Dialogue			*		*				*		*
VIU											
Maintenance Review		*						*			
Structured Dialogue				*		*				*	

Note 1: Maintenance Reviews will begin in fall 2020

Note 2: BCTC has deferred the first SD at UBCO until 2020

Note 3: All BCTC visits have been scheduled on a 6-year cycle

Note 4: UFV had a SD in 2019; will miss BCTC visit in 2021 and begin 6-year cycle in 2022

TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW COMMITTEE REPORT TO COUNCIL:

[Program]

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 Description	
Information Provided	Committee Comments

b Course Sequence & Syllabi	
Information Provided	Committee Comments

3| Meeting the Standards

A| TEACHER EDUCATION PROGRAM APPROVAL STANDARDS

1. Quality Assurance and Institutional Commitment	Attained (Y or N)	Committee Comments
An institution must 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.		

2. Required Content	Attained (Y or N)	Committee Comments
<p>a. Beginning September 2012, programs must include:</p> <p>i. Three credits or the equivalent in studies related to teaching students with special needs which include diagnosis, planning for instruction and assessment and evaluation.</p>		
<p>ii. Three credits or the equivalent in studies in First Nations pedagogy and issues related to the historical and current context of First Nations, Inuit and Métis learners.</p>		
<p>b. Programs must:</p> <p>i. Have educational and pedagogical content which provides a base of knowledge of sufficient breadth and depth to meet the Professional Standards for BC Educators and prepare candidates for an appropriate teaching assignment in the school system. This shall include studies in:</p> <ol style="list-style-type: none"> 1. human development and learning, 2. educational foundations (history, philosophy, sociology), 3. curriculum and instruction in the applicable teaching area(s), 4. diagnosing and providing for the educational needs of individual students, 5. evaluation and testing. 		
<p>ii. Have an appropriate combination of academic and/or course work consistent with the Certification Standards of the BC Teachers' Council, recommended by the Faculty of Education and approved by the BC Teachers' Council prior to inception of the program.</p>		
<p>iii. Have at least six (6) credit/semester hours of English Literature and Composition.</p>		
<p>iv. Have content which provides a base of pedagogical knowledge informed by current research.</p>		

2. Required Content	Attained (Y or N)	Committee Comments
v. Have content which provides a base of pedagogical skills that is informed by principles of effective practice and current research.		
vi. Have content which recognizes the diverse nature of our society and which addresses throughout the program philosophical, ethical, and societal concerns with specific attention to the following areas: <ol style="list-style-type: none"> 1. English Language Learners (-ELL) 2. First Nations, Inuit and Métis 3. Gender Equity 4. Multiculturalism and Racism 5. Students with Special Needs 6. Sexual Orientation, Gender Identity, Homophobia and Heterosexism 7. Poverty and Social Deprivation 8. Religion and Religious Intolerance 9. The Immigrant Experience 10. Violence and Bullying 		
vii. Have content which provides a base of knowledge about the administrative, legal and political framework within which teachers work.		
viii. Have content which provides for inquiry and dialogue regarding the ethics, standards and practices of teaching as a profession.		
ix. Integrate theory and practice in all major areas of the program – the practicum, educational studies, and pedagogical knowledge and skills – to encourage the development of reflective practice.		
x. Recognize that reflective practice will be encouraged by programs in which their structure and nature allow time and opportunity to reflect.		
xi. Recognize that the integration of theory and practice is enhanced by: <ol style="list-style-type: none"> 1. Valuing good teaching and the appropriate modeling of teaching methodologies. 2. Ensuring that those who teach pedagogical skills and supervise practica have recent experience or significant involvement in such classrooms. 3. Encouraging the development of educational theories and research grounded in professional practice. 		

3. Practicum/Field Experience	Attained (Y or N)	Committee Comments
<p>Programs must include a minimum of 12 weeks of supervised practicum. The major practicum, that is, the practicum that is used to summatively evaluate applicants for recommendation for a certificate must be a minimum of eight weeks in length and be taken in schools which</p> <ol style="list-style-type: none"> are located in British Columbia, are 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, do not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right, teach the provincially approved curriculum, provide supervision by sponsoring teachers and principals who hold certificates of qualifications, and have been accredited, inspected, or approved using a process acceptable to the Ministry of Education. <p>Note: Placements in schools which do not meet the criteria may be considered by special application to the Director of Certification.</p>		

4. Selection & Admission & Withdrawal & Re-entry	Attained (Y or N)	Committee Comments
<p>Programs must have a defined selection and admission policy that recognizes the importance of academic standing, accounts for the content of British Columbia curriculum, and focuses on appropriate relationships with young people and suitability for entrance into the profession of teaching.</p>		

5. Resources and Personnel	Attained (Y or N)	Committee Comments
<p>Programs must have appropriate and sufficient</p> <ol style="list-style-type: none"> library and curriculum resources, depth and breadth of personnel, scholarly research, and institutional commitment to teacher education. 		

B | SUFFICIENTLY EMBEDDED PROFESSIONAL STANDARDS

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

4 | Recommendation

Option:	<p>In accordance with Process B of the Teacher Education Program Approval and Review Framework, the Teacher Education Program Approval and Review Committee (TEPARC) recommends the following:</p> <ul style="list-style-type: none"> •
Rational:	<ul style="list-style-type: none"> i. Continues to meet Teacher Education Program Approval Standards ii. Conditionally meets Teacher Education Program Approval Standards iii. More information required iv. Does not meet Teacher Education Program Approval Standards <p>The TEPARC believes that the [REDACTED] will continue to meet Teacher Education Program Approval Standards established by the BC Teachers' Council. The proposed program changes will in no way diminish the ability of [REDACTED] graduating teacher candidates to meet the Professional and Certification Standards for BC K-12 educators.</p>
Conditions: (if applicable)	None

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	<p>BCTC Representatives:</p> <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	<p>TRB staff act as secretariat to the TEPASC:</p> <ul style="list-style-type: none"> Operationalize the consultation processes Provide suggestions and support review as necessary Accessing advisory support as requested by committee <p>The following TRB staff support the TEPASC:</p> <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 of two elected members 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. 	Complete	February 2019
2 Develop TEPASC Workplan	<ul style="list-style-type: none"> Committee to develop a high-level Workplan to guide the review process. 	Ongoing	N/A
3 Review of current 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. 	Complete	October 2018
4 Workshop of BCTC Policy P5 with BCTC members	<ul style="list-style-type: none"> TRB staff to workshop the current TEP Approval Standards (BCTC Policy P5) with BCTC. 	Complete	December 2018
5 Propose Separation of Policy 5 from Bylaw 2/Policy 2	<ul style="list-style-type: none"> Recommend to BCTC – separation of Policy 5 from Bylaw 2/Policy 2 (Certification Standards) and rename as TEP Approval Standards. 	Complete	February 2019
6 Draft Realigned TEP Approval Standards	<ul style="list-style-type: none"> TEPASC present realigned version of TEP Approval Standards to BCTC. To include an introduction and glossary of terms. 	Complete	June 2019
7 Review of Realigned TEP Approval Standards with BCTC	<ul style="list-style-type: none"> TEPASC presents their initial review of current standards (review table) to BCTC for discussion. 	Complete	June 2019
8 Approval of Realigned TEP Approval Standards	<ul style="list-style-type: none"> BCTC send draft Realigned TEP Approval Standards to Minister for consideration/disallow process. 	Complete	July 2019
9 Complete Phase 1 of Consultation Process with BC TEPs	<ul style="list-style-type: none"> TEPASC complete consultation with BC TEPs on realigned TEP Approval Standards – to include questionnaire in advance. 	Complete	August 2019
10 Complete Phase 2 of Consultation Process with Education Partners	<ul style="list-style-type: none"> TEPASC complete consultation with key BC Education Partners on current TEP Approval Standards – to include questionnaire in advance. 	Complete	November 2019

Key Deliverable	Action Items	Current Status	Due Date
11 Research and jurisdictional scan of TEP approval standards	<ul style="list-style-type: none"> Ministry PEO staff to conduct jurisdictional research. Results to be reviewed by Committee and shared with BCTC. 	Ongoing	February 2020
12 Analysis of Consultation Data	<ul style="list-style-type: none"> Ministry PEO staff synthesize and collate consultation responses and prepare report/ findings for consideration by TEPASC/BCTC. 	Complete	January 2020
13 Draft Revised TEP Approval Standards	<ul style="list-style-type: none"> TEPASC draft new TEP Approval Standards based on consideration of consultation responses. 	Pending	Spring/Summer 2020
	<ul style="list-style-type: none"> BCTC reviews draft standards and revise as necessary. 	Pending	Fall 2020
14 Complete Phase 3 Consultation with Education Partners	<ul style="list-style-type: none"> Draft revised standards are sent to TEPs and other stakeholders for feedback. 	Pending	Fall 2020
	<ul style="list-style-type: none"> TRB staff collate feedback for TEPASC consideration. 	Pending	Winter 2021
	<ul style="list-style-type: none"> TEPASC makes further revisions to draft standards based on feedback from the field. 	Pending	Spring 2021
15 Approval of Revised TEP Approval Standards	<ul style="list-style-type: none"> BCTC approves draft TEP Approval Standards. 	Pending	Spring 2021
	<ul style="list-style-type: none"> Approved TEP Approval Standards submitted for legal review. 	Pending	Summer 2021
	<ul style="list-style-type: none"> BCTC receives legal review and revises standards if necessary. 	Pending	Fall 2021
	<ul style="list-style-type: none"> TEP Approval Standards submitted to Minister for review. 	Pending	Fall 2021
	<ul style="list-style-type: none"> Ministry PEO staff enacts implementation plan. 	Pending	Winter 2021

F | TEACHER EDUCATION PROGRAM WORKING GROUP

Teacher Education Program Working Group Terms of Reference	
Purpose/ Role	<p>Primary: To provide a forum for managing joint processes and sharing ideas relevant to ABCDE and BCTC.</p> <ul style="list-style-type: none"> • Monitoring and supporting the implementation of the TEPAR Framework • Facilitating adjustments to the Framework as required <p>Secondary: Specific projects/tasks to be referred to the working group jointly by the ABCDE and BCTC.</p>
Responsibilities	<ul style="list-style-type: none"> • BCTC members: provide context and identify pertinent issues, including from regulatory perspective, and liaise with BCTC to inform decision making. • ABCDE members: provide context and identify pertinent issues from a TEP perspective and liaise with ABCDE to inform decision making. • EDUC staff: support the TEPWG, facilitate discussion, provide context and identify pertinent issues.
Membership	<p>BCTC: 2 representatives (Chair and Vice Chair)</p> <p>ABCDE: 2 representatives (Chair and additional Rep)</p> <p>EDUC: 2 representatives (Professional Excellence Unit staff)</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>
Accountability/ Reporting	<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 updates on pertinent discussions occurring within their organizations.</p>
Staff Resource	<p>EDUC Professional Excellence Unit staff members (non-working group member) will attend meetings to document meeting notes.</p>
Frequency of Meetings	<p>A minimum of two in person meetings a year. More meetings may be scheduled as required.</p>
Review	<p>Terms of reference to be reviewed every two years or as requested.</p>

G | NEW TEACHER SURVEY WORKING GROUP

BCTC Motions carried on October 11, 2019:

- To defer (discussion of the working group to create a New Teacher Survey) to the next BCTC meeting.
- To create a short-term working group to report back options for the New Teacher Survey at the next Council meeting (February 2020).

Short-Term New Teacher Survey Working Group (NTSWG) Terms of Reference	
Purpose/Role	Primary: To make recommendations to BCTC regarding purpose, development and timeline of the New Teacher Survey.
Membership	Three representatives as elected by the BCTC <ul style="list-style-type: none"> • Election outcome will be determined by a rule of 50 percent plus one.
Members' Responsibilities	<ul style="list-style-type: none"> • To craft recommendations and table with BCTC at the February 2020 meeting
Secretariat Support	Ministry teacher regulation staff act as secretariat to the NTSWG to: <ul style="list-style-type: none"> • Draft meeting agendas and record meeting minutes • Gather appropriate information as requested
Advisory Support	<ul style="list-style-type: none"> • As required by the NTSWG
Decision Making	<ul style="list-style-type: none"> • Recommendations of the NTSWG are made by consensus. Where consensus cannot be reached, the matter will be referred to the BCTC for decision.
Accountability/ Reporting	<ul style="list-style-type: none"> • NTSWG members can suggest agenda items at any time before the draft agenda is developed. • Five business days prior to each meeting Ministry staff will send the agenda to the NTSWG for review/amendments. • Agenda items may be added during the approval of the agenda. • The nature of report out to the BCTC will be decided by NTSWG members and a liaison chosen to provide the update. • The meeting notes will be distributed to the NTSWG members following each meeting. • All minutes from NTSWG meetings will be posted on the BCTC SharePoint.

Short-Term New Teacher Survey Working Group (NTSWG)
Terms of Reference

Meetings	<ul style="list-style-type: none">• Meeting will be scheduled based on deliverables and members' calendars.• Meetings in alternate formats (via phone) may be scheduled.• Quorum (2 elected members) is required.
Review	<ul style="list-style-type: none">• Terms of reference may be reviewed upon request of NTSWG members or the BCTC.

2020/21 NEW TEACHER SURVEY STATEMENT OF PURPOSE

Purpose Statement

The mandate of the BC Teachers' Council includes ensuring that those entering the teaching profession in British Columbia will uphold the Professional Standards for BC Educators. The purpose of the 2020 New Teacher Survey is to better understand how new teachers entering the BC system develop their professional teacher identity and to recommend strategies to support this process.

Uses of the data could include highlights and recommendations to stakeholders including teacher education programs, school districts, education partners and government. The findings may also be used to develop reports and publications for academic and policy purposes.





