

Process A / Process D

**Teacher Education Program Approval and Review
Program Assessment Team (PAT) Report**

This form is to be used by a Program Assessment Team (PAT) after a site visit to an institution seeking approval for a new teacher education program (Process A – New Institution Teacher Education Program Approval) or after a site visit to an existing teacher education program (Process D – Maintenance Review).

Program Information

Program Name	
Address	
Dean/Associate Dean	
Program Representative	
Representative Phone	
Representative Email	

Site Visit Details

Date of Site Visit (YYYY-MM-DD)	
PAT Chair	
PAT Members	
Ministry of Education Staff	

Program Details

Program Student Data	No.	Faculty Interviewed – Name and Title
• Number of teacher candidates enrolled		
• Number of teacher candidates on final practicum		
• Number of teacher candidates interviewed		
• Graduates in the last 12 months		
• Graduates interviewed		

Quality Assurance and Institutional Commitment

1. Has the TEP been approved by the institution's internal quality assurance structures and processes?
Guiding Question: <ul style="list-style-type: none"> How has the TEP participated in ongoing internal and external review processes? Sample evidence might include: <ul style="list-style-type: none"> Applicable sections of the most recent internal/external reviews including recommendations and TEP response BCTC Structured Dialogue reports BCTC Regulatory Review (when these are available) Record of BCTC approved changes arising from TEP Initiated Reviews or Exceptional Concerns Protocol TEP response to any BCTC required conditions
Result: <input type="checkbox"/> Satisfactory Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> N/A

2. Does the TEP use processes to ensure currency and ongoing development by applying formative and summative TEP evaluation? Does the TEP consistently collect data with regards to the effectiveness of its graduates?
Guiding Question: <ul style="list-style-type: none"> How does the TEP review and refine its content and structure to ensure continued success for its graduates? Sample evidence might include: <ul style="list-style-type: none"> Mentor teacher exit surveys or interviews Teacher candidate exit surveys or interviews Employer satisfaction surveys or interviews (i.e., principal observations) BCTC-initiated surveys TEP-initiated surveys
Result: <input type="checkbox"/> Satisfactory Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> N/A

Required Content

3. Does the TEP identify how it addresses the Regulatory Standards with regards to required content and integration of theory and practice?

Guiding Questions:

- How does the TEP integrate the required content?
- How does the TEP ensure that the required content prepares teacher candidates to be competent early career educators?
- How does the TEP ensure that required content prepares teacher candidates to create inclusive classrooms and respectful learning environments that include approaches to learning for all learners?
- How does the TEP ensure that candidates are prepared to support First Nations, Inuit and Métis learners?
- How do teacher candidates demonstrate an understanding of critical concepts and principles of educational theory and practice?

Sample evidence might include:

- Conceptual Framework and TEP Design
- Teacher candidate-developed learning plans
- Course- and field-based assessments of teacher candidate performance
- Teacher candidate portfolios

Result: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ N/A

4. Is the TEP's philosophy and rationale clearly described and congruent with Regulatory Standards and Ministry of Education policy and legislation?

Guiding Questions:

- How is the TEP's philosophical framework evident in its design?
- How does the TEP ensure congruency with Ministry of Education policy and legislation?
- How are the TEP learning outcomes congruent with Regulatory Standards?

Sample evidence might include:

- TEP Vision and Mission Statement
- TEP Learning Outcomes
- Current abbreviated course syllabi – Course description and course learning outcomes
- Curriculum Mapping – TEP and Regulatory Standards

Result: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ N/A

5. Does the TEP identify how it embeds the Regulatory Standards, allowing for a diversity of ways to address these Standards and distinctive interpretations from TEP to TEP?
Yes / No
Result: <input type="checkbox"/> Satisfactory Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> N/A

6. Do TEP graduates demonstrate that they have met the Professional Standards?
Guiding Question:
<ul style="list-style-type: none"> How does the TEP formally assess teacher candidates against the Professional Standards?
Sample evidence might include:
<ul style="list-style-type: none"> Conceptual Framework and TEP Design Assessments related to the Regulatory Standards Teacher candidate final practicum/field experience reports Teacher candidate exit portfolios/interviews
Result: <input type="checkbox"/> Satisfactory Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> N/A

Practicum and Field Experience

7. Does the TEP require teacher candidates to develop and apply their understanding of the Professional Standards while learning and practising in multiple contexts?
Guiding Questions:
<ul style="list-style-type: none"> What are the TEPs practicum and field experience requirements and placement processes? How does the TEP support high quality practicum/field experiences? How do TEPs provide opportunities for multiple contexts for learning and practising?
Sample evidence might include:
<ul style="list-style-type: none"> Field experience/teacher candidate/mentor teacher guidelines Mentor teacher/faculty and teacher candidate feedback Practicum placement partnerships information A description of mentor teacher role and support A description of mentor teacher role and support Teacher candidate exit survey
Result: <input type="checkbox"/> Satisfactory Evidence <input type="checkbox"/> Partial Evidence <input type="checkbox"/> Minimal Evidence <input type="checkbox"/> N/A

Selection, Admission, Withdrawal and Re-entry

8. Does the TEP have defined selection and admissions policies recognizing academic standing, language proficiency and academic background suitable for the Certification Standards?

Guiding Questions:

- What criteria and processes are used to select teacher candidates for entry to the TEP?
- What is the rationale for any exemptions to these entry criteria and processes?
- How does the TEP ensure that its selection, advancement, withdrawal and re-entry processes are justifiable and transparent?

Sample evidence might include:

- Admissions guidelines/ criteria
- Link to TEP policy regarding exemptions
- Advancement criteria
- Re-entry criteria

Result: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ N/A

Resources and Personnel

9. Does the TEP ensure appropriate and sufficient resources and personnel through its institutional quality assurance processes?

Guiding Questions:

- What criteria does the TEP use for hiring faculty?
- How does the TEP engage in and apply research to inform practice (where applicable)?

Sample evidence might include:

- Applicable sections of the most internal/external reviews
- Faculty qualifications, teaching assignments, and research (where applicable)
- Current research project/grants

Result: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ N/A

Recommendation

For TEP Consideration

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Program Assessment Team Recommendation

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Result: ☐ Full Approval ☐ Conditional Approval ☐ Deny Approval ☐ N/A

Dissenting Views
