



TEACHER EDUCATION PROGRAM APPROVAL AND REVIEW IMPLEMENTATION GUIDE

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PART I

REGULATORY OVERVIEW

I | INTRODUCTION

I.1 Purpose

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

Under the Teachers Act, the British Columbia Teachers' Council (BCTC) has a responsibility to approve and evaluate teacher education programs (TEPs) in BC. Supported by the Ministry of Education, the BCTC approves TEPs that successfully demonstrate the capacity to provide teacher candidates with the knowledge, skills, and experiences needed to foster success for all K-12 students. The BCTC also reviews existing programs that are seeking continued approval or proposing changes. TEPs recommend their teacher candidates for teacher certification to the BC Ministry of Education, more specifically the Director of Certification. Those who meet the requirements are eligible for certification.

As a result of collaborative efforts between the Association of British Columbia Deans of Education (ABCDE) and the BCTC, these two organizations have established the Teacher Education Program Approval and Review (TEPAR) Framework. It's a foundation from which the BCTC will exercise its regulatory duties under the Teachers Act while respecting the mandate of BC post-secondary institutions under the University Act. The approval and review processes that embody the TEPAR Framework, supported by Guiding Principles for the regulation of BC TEPs, acknowledge the mutual expectations and interests of the parties to sustain and enhance quality teacher preparation in BC.

The goal of the TEPAR Framework is to support the ongoing refinement of teacher education programs and to build public trust in the regulatory processes.

The goal of this implementation guide is to support Ministry of Education staff and TEP faculty as they work to ensure that the regulatory standards established by the BCTC are being met.

I.2 Guiding Principles

The Guiding Principles outline the BC teacher education program review and approval processes and support the TEPAR Framework. See page 3 of the TEPAR Framework for more information.

I.3 Approved Teacher Education Programs

The BCTC reviews and approves BC TEPs to ensure that graduates meet the standards for educators in BC. Learn more about the approved teacher education programs.

2 | TEACHER EDUCATION PROGRAM APPROVAL STANDARDS

The Teacher Education Program Approval Standards provide the public with confidence that educators in BC have met high professional preparation and academic standards that support student learning and success.

The Teacher Education Program Approval Standards guide the work of the BCTC in approving and reviewing BC TEPs. The Director of Certification uses these standards when evaluating graduates for certification from TEPs in BC and other jurisdictions.

3 | PROFESSIONAL STANDARDS FOR BC EDUCATORS

The Professional Standards for BC Educators are the standards of practice and conduct, which guide and advance the work of educators. The Professional Standards communicate the responsibilities that educators have in fostering public confidence in the teaching profession.

4 | CERTIFICATION STANDARDS

The Certification Standards are the requirements that a person must meet before they can be certified as a teacher in BC.

5 | TEP APPROVAL AND REVIEW FRAMEWORK

5.1 Overview

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

BC's TEPs recommend graduating teacher candidates for certification each year. These new teachers help shape the future of our education system. Therefore, it is critical that the TEPAR Framework effectively achieves its primary purpose, which is to ensure that programs support the development of creative new teachers who practice successfully and continue to develop their professional competence throughout their careers.

It is the expectation that TEPs in BC, in partnership with the BCTC, engage in ongoing program assessment and improvement to enhance the experiences and quality of the educators they develop. Through the program approval and review process, the BCTC holds TEPs responsible for meeting the Teacher Education Program Approval Standards.

BC TEPs wishing to retain approval and to continue recommending candidates for certification are reviewed every five to seven years by the BCTC.

The BCTC has three types of TEP approval and review processes. Each type serves a different purpose to address the program's quality and/or stage of operations.

- a| TEP Initiated Reviews – for more information see Section 6
- b| Cyclical Reviews – for more information see Section 7
- c| Exceptional Concerns Protocol – for more information see Section 8

The Guiding Principles are reflected in the procedures for each approval and review process. A Glossary of Terms is available for reference during the TEPAR Framework processes on page 29 in the Teacher Education Program Approval and Review Framework.

5.2 Indicators and Evidence

Indicators have been developed to support the TEPAR Framework. BC TEPs use these indicators to guide their collection of sample evidence for the purpose of meeting the Teacher Education Program Approval Standards established by the BCTC.

6| TEP INITIATED REVIEWS

6.1 Introduction

Institution or TEP initiated reviews are intended to assess how a proposed new teacher education program, or an existing teacher education program that is proposing changes, can demonstrate the ability to meet the Teacher Education Program Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards. These reviews can occur in one of the following circumstances:

- a| New Institution TEP – to determine if a proposed TEP demonstrates potential for its graduates to meet the standards for teaching in BC upon completion, or
- b| Change to an existing program that may affect the ability of the TEP to meet program approval standards – to determine if, with a proposed change, an existing TEP demonstrates potential for its graduates to meet the standards for teaching in BC.

6.2 Process A – New Institution Teacher Education Program Approval

This process reviews proposals to establish a teacher education program from post-secondary institutions that do not currently offer a TEP in BC. See the New Program Application form that institutions must complete if they are seeking approval to offer a new teacher education program. See also the Program Assessment Team (PAT) Report Template that summarizes the findings of the PAT relative to the evidence provided by the TEP.

For more information about Process A, refer to page 11 in the Teacher Education Program Approval & Review Framework.

6.3 Process B – Changes to an Existing Teacher Education Program Approval

This process reviews proposed changes from existing teacher education programs. The process assesses how the change may affect the graduates' ability to meet the Professional Standards and the Certification Standards.

Refer to page 15 in the Teacher Education Program Approval & Review Framework for more information about Process B.

7| CYCLICAL REVIEWS

7.1 Introduction

Cyclical Reviews are intended to assess how an existing TEP continues to meet the Teacher Education Program Approval Standards, including the ability to prepare graduates to understand and demonstrate the Professional Standards and the Certification Standards. These reviews consist of two parts:

- a| Structured Dialogues – that occur at regular intervals, include an exchange of information between the BCTC and the TEP, and inform the Maintenance Review, and
- b| Maintenance Reviews – that occur at regular intervals and result in a report to the BCTC, which the BCTC uses to determine whether the TEP can maintain its approval.

7.2 Process C – Ongoing Structured Dialogue

This process occurs every two years for each TEP and it facilitates a reciprocal exchange of information between the BCTC and the TEP. The process includes a written report that is provided to the TEP and submitted to the BCTC to inform the Maintenance Review. See the Structured Dialogue Summary Report to the BCTC.

For more information about Process C, refer to page 20 in the Teacher Education Program Approval & Review Framework.

7.3 Process D – Maintenance Review

This process applies to existing TEPs and it takes place every five to seven years. At the request of the teacher education program and, where possible, the Maintenance Review will be coordinated with a teacher education program's external review to maximize efficiency and effectiveness. This process results in a written report submitted to the BCTC, who will determine whether the TEP is approved or is approved with conditions.

If serious concerns arise during the Maintenance Review, the review will be suspended. The teacher education program will then participate in the Exceptional Concerns Protocol (Process E). The Maintenance Review may recommence following the completion of the Exceptional Concerns Protocol.

Refer to Part 2 in this guide and page 22 in the Teacher Education Program Approval & Review Framework for more information about Process D.

8 | EXCEPTIONAL CONCERNS PROTOCOL

8.1 Introduction

This protocol assesses an existing teacher education program if serious concerns arise within or outside the Cyclical Review process.

8.2 Process E – Exceptional Concerns Protocol

This process is used if it appears that a teacher education program's ability to prepare graduates to meet the Teacher Education Program Approval Standards, and to understand and demonstrate the Professional Standards and the Certification Standards, may be compromised. Process E involves substantive exploration of the nature of the problems and a thorough, detailed exploration of potential solutions.

For more information about Process E, see page 25 of the Teacher Education Program Approval & Review Framework.

PART 2

THE MAINTENANCE REVIEW – IN DEPTH

9| TEACHER EDUCATION PROGRAM STRUCTURE AND SELF-STUDY

The Maintenance Review process (Process D) is designed to ensure that each teacher education program continues to meet the BCTC Teacher Education Program Approval Standards. Before a Maintenance Review can begin, the teacher education program must complete a Self-Study.

The Program Self-Study is a critical part of the review process and serves as the foundation document for the on-campus visit by the Program Assessment Team (PAT). The on-campus PAT visit provides an outside perspective and verifies the findings of the Program Self-Study. A strong self-study should involve and reflect the ongoing, active participation of the program's field experience and practicum partners.

As part of the Maintenance Review process, the TEP will also need to complete a Program Structure Template. This document provides PAT members with an overview of the program and its history. Review the Program Structure Template and Self-Study Template.

9.1 Self-Study – Format and Style

The following list provides guidelines for teacher education programs in completing the Self-Study.

- Use the Self-Study template created by the Ministry of Education. You may need to include additional documents as part of your submission. PAT members and Ministry of Education staff must be able to access the document(s) without password protections during the PAT visit.
- Ensure the information in the Self-Study is complete, clear and well organized. Although the document will include input from many members of the program, make sure the content is in one voice.
- Present a clear argument for how all the Standards and indicators are met. You may provide narrative explanation but support all your assertions with evidence.

Introduction

Using the Program Structure Template, provide a brief introduction to the university that includes the following items:

- A description of the TEP and its mission
- The program's conceptual framework and how it guides the program's work

- A chart that identifies all initial approvals and additional endorsement programs, various delivery models for each program, number of graduates of the program in the most recent year, number of candidates enrolled in each area, and other critical data. Note: this only applies to TEPs with multiple approved programs.
- Any other contextual information that will assist the PAT to better understand the TEP, teacher candidates, and the unique culture of the institution and programs. You do not need to repeat information that is in your institution's catalogue.

Addressing the Teacher Education Program Approval Standards

Using the Self-Study Template, explain how the program is meeting the Standards and ensure you:

- Respond to each standard with evidence that best demonstrates the program's ability to meet or exceed that standard;
- Include a brief description of the evidence for that standard; and
- Analyze the TEP's performance for the entire standard. Delineate the strengths of the program and the areas for growth as supported by the evidence and discuss possible improvements.

10 | PROGRAM ASSESSMENT TEAMS

10.1 Preparing for the Visit

One year before a visit, the BCTC will send a letter to the TEP about its pending Maintenance Review. In response, the TEP will suggest possible dates for the Program Assessment Team site visit. The Teacher Education Program Approval and Review Committee (TEPARC) will work with the TEP to arrive at a mutually acceptable date for the PAT visit.

To prepare for a visit from the PAT, the TEP should complete the Self-Study well in advance. It is the primary means through which a TEP may prepare for a visit. Self-studies and documentation that are begun in the year that a visit is scheduled may not provide the PAT with enough evidence to confirm the meeting of a standard. Evaluated portfolios, for example, will need to be collected for several years across programs in order to assure that the PAT has a strong sample to review. During the visit, the PAT will seek to confirm evidence that the TEP meets the standards and seek more information where substantial evidence regarding standards was lacking.

10.2 Establishing a Program Assessment Team

It is the policy of the BCTC to attract the most qualified individuals to serve on a PAT in the TEPAR process. The BCTC and the TEPARC work to create a PAT that is balanced in terms of expertise, content knowledge, and instructional level. PAT members must be independent and impartial to ensure that recommendations are based solely on the merits of the TEP visited.

The TEPARC establishes the PAT, which will include:

- 2 BCTC members (one appointed and one elected. The BCTC Chair and Vice-Chair may not be on same PAT),
- 1 external expert with experience in teacher education,
- 1 educator from the field (practising teacher), and
- Ministry of Education support staff to act as secretariat for the process.

Non-BCTC members of the PAT are determined through a nomination and screening process. Refer to the Program Assessment Team (PAT) Nomination Form for more information. All successful candidates will be subject to joint approval by the BCTC and the ABCDE.

All approved PAT members will be trained in the Professional Standards for BC Educators and the Teacher Education Program Approval Standards. They will also receive evidence-evaluation training prior to the visit.

10.3 Having a Pre-Visit Conference

After the TEP has submitted its Program Self-Study to the PAT, the PAT Chair will hold a conference or meeting with the coordinator of the TEP to discuss the upcoming visit. This meeting may be virtual or in person.

The intention of the Pre-Visit Conference is to:

- Have a clear understanding of the purpose of the visit and the related process, the participants' responsibilities, and the appeal rights available to the TEP;
- Schedule the itinerary for the on-site visit;
- Plan the logistics of the visit (see Preparing the Logistics);
- Identify individuals from the TEP who will participate in discussions and interviews;
- Select field sites and individuals at the sites whom the team can interview; and
- Review the general description of the documents and artifacts that will be made available to the PAT as evidence.

10.4 Preparing the Logistics

For the duration of the site visit, the TEP should be prepared to provide support for the following, which will vary based on the length of the visit:

- Lunch in the on-campus meeting room;
- Dinner with the PAT, administration and faculty from the program the evening before the visit (optional);
- An on-campus meeting room that can provide workspace for the PAT and may be used for the program to provide exhibits or additional evidence that could not be provided electronically. This room must have Wi-Fi access. Please be sure to provide clear login/password instructions prior to the PAT's arrival;
- Interview space to accommodate candidate and faculty interviews outside the meeting room; and
- Coffee, tea, water and light snacks in the on-campus meeting room.

10.5 Arranging Interviews, Meetings, and Other Events

The TEP should begin to identify the individuals who will play a key role in each of the meetings and interview sessions. Use the following questions to help guide the planning:

- Where is the on-campus meeting room?
- Who will meet the PAT and provide an overview of the on-campus meeting room?
- If there is a dinner with the PAT and TEP representatives in the evening prior to the visit, where will it be held and who will attend? A list of attendees should include designation of individuals by programs represented or offices on campus.
- How will the TEP highlight or set the context for its programs to PAT members?
- Who are all the current candidates? What is their status? Just admitted or currently placed in the field?
- What candidates will be selected for interviews for each program? This list should include candidates early in the program, in the middle of the program, and late in the program.
- How will the interviews be conducted? In person, by phone or online? When are candidates available for interviews? Where will the interviews be held?
- How will program graduates be involved for interviews? Who will attend? Who will need to be interviewed by phone?
- What schools/districts will be selected for interviews? This list should include partners and representatives of all the programs.
- Who will be invited to a meeting of faculty members involved in teacher preparation? Where will the meeting be held?

- Who will be invited to a meeting of individuals who are knowledgeable about the TEP's commitment to diversity? Where will the meeting be held?
- Who will be invited to a meeting of individuals who are knowledgeable about resources? Where will the meeting be held?
- Who will be selected for interviews from the group of mentor teachers? This may be several small groups, depending on the number of programs at the TEP. Where will the interviews be held?
- With what other individuals or groups should the PAT meet to fully evaluate how the TEP meets the standards? Are there other areas on or off campus that the PAT should visit?
- Who will be invited to hear the exit report? Where will this meeting be held?

The PAT Chair, supported by the BCTC Secretariat liaison, will work with the TEP to develop a detailed agenda for the visit, including times, location, and a list of interviewees. The PAT Chair and TEP will review, revise and refine the agenda prior to arrival of the PAT.

Be sure to schedule interviews prior to the site visit. If the PAT sees a need to schedule additional interviews, the PAT Chair will work with the TEP to make these arrangements. Note that while the PAT will make every effort to stay on schedule, they may occasionally request some flexibility in rescheduling or canceling a planned interview.

10.6 Organizing an On-Campus Meeting Room

The PAT will need an on-campus meeting room throughout the visit, which may also be used to display evidence that was not available in electronic format to include in the digital Program Self-Study. Please label all evidence with the corresponding standard. Avoid including information that doesn't directly link to the standards.

10.7 Conducting the Visits

The site visit enables the PAT to evaluate evidence to verify a TEP's ability to meet the Teacher Education Program Approval Standards. Although the specific agenda for an on-site visit will depend on the unique characteristics of each program, the core activities should include visiting field sites; interviewing faculty, administrators, teacher candidates and graduates; reviewing teacher candidate portfolios; and examining supporting documents.

All on-site visits have three phases:

- Phase 1 involves orienting the PAT and developing an understanding of the context of the institution and programs.
- Phase 2, the longest phase, involves collecting evidence gathered from interviews, through observations, and during the analysis of portfolios while the PAT is on campus.
- Phase 3 allows for the PAT's evaluation of the TEP and its programs based on the reviewed evidence, as well as the writing of the initial draft of the report.

10.8 Timing of the Visits

Below is a sample itinerary and timing for a two-day Maintenance Review.

Day I: Arrival	
3:00 pm	PAT members arrive in late afternoon and check into the hotel. They confer, contact hosts, request any additional data or material needed during the site visit, and review site visit schedule and assignments, e.g., where they can separately carry out different parts of the site visit.
6:00 pm	Dinner for PAT members and TEP representatives to get acquainted and organize the work.
Day II: First Day on Campus	
8:30 am	PAT meetings with Dean/Associate Dean
9:30 am	PAT meetings with Program Manager/Lead
10:30 am	Meetings with the full-time faculty individually or in groups
12:30 pm	PAT lunch with faculty and/or staff and/or students, alumni, advisory board
1:30 pm	PAT begins reviewing documentation
4:30 pm	PAT meetings with teacher candidates, alumni, community partners, advisory boards
6:00 pm	Working dinner for PAT members only. Members reflect on the site visit and set priorities for gathering information for additional items and/or reviewing information for items already covered.
Day III: Second Day on Campus and Wrap-Up	
8:30 am	PAT meeting with the Dean and/or program director to facilitate any final arrangements
9:00 am	PAT Meetings with university or college administrators to include the VP Academic and VP Finance
10:30 am	PAT to finish reviewing documentation
12:00 pm	Working lunch for PAT members only. Members to arrive at a consensus about the visit and to outline the draft PAT Report for the TEP
2:00 pm	If needed, further interviews with faculty or administrators, visits to facilities or university offices, and examination of documents reported in the Self-Study
3:00 pm	Final exit interview with appropriate program officials
3:30 pm	PAT Chair meets with Dean/Associate Dean to provide brief verbal report of the PAT before departing
4:00 pm	Maintenance Review is completed. PAT departs

The following table shows the general timeline of actions to be taken before the date of the scheduled Maintenance Review and the party responsible for the actions.

Timeline before the Visit	Action
12 months in advance	<ul style="list-style-type: none"> TEPARC notifies the Dean or TEP Chair of the pending expiration of the program approval. The BCTC Chair sends the TEP a written request to complete a Self-Study based on the Standards, Indicators and Evidence in the British Columbia Teacher Education Program Approval and Review Implementation Framework.
3-5 months in advance	<ul style="list-style-type: none"> BCTC/TEPARC works with the TEP to set the date for the on-site visit.
12 weeks in advance	<ul style="list-style-type: none"> BCTC/TEPARC submits to the TEP the list of proposed PAT members. Within 2 weeks, the TEP identifies any potential conflicts of interest.
8 weeks in advance	<ul style="list-style-type: none"> The TEP submits the completed Program Self-Study to TEPARC and the PAT Chair.
4-6 weeks in advance	<ul style="list-style-type: none"> The PAT conducts a preliminary review of the Program Self-Study. The PAT Chair seeks clarification from the TEP if needed.
4 weeks in advance	<ul style="list-style-type: none"> The PAT Chair and TEP conduct a pre-visit meeting (virtual or in person). The TEP shares the visit agenda, map, and logistical details with the PAT Chair. The PAT Chair shares the information provided by the TEP with the PAT.

The table below shows the timeline for the actions to be taken after the PAT site visit and the party responsible.

Timeline after the Visit	Action
3 weeks after	<ul style="list-style-type: none"> Ministry of Education staff send the draft of the report to the Dean/Program Chair of the TEP and request any factual corrections
6 weeks after	<ul style="list-style-type: none"> The TEP notifies the TEPARC if any corrections to the report are needed
9 weeks after	<ul style="list-style-type: none"> Ministry of Education staff send the Final Report to the TEP
12 weeks after	<ul style="list-style-type: none"> The TEP reviews the findings of the final PAT report and may provide a response to the TEPARC
Next BCTC meeting	<ul style="list-style-type: none"> The BCTC/TEPARC meets with the PAT and a representative of the TEP to review the report and response before issuing a final decision on the status of the program approval.

II | REPORTING RESULTS

II.1 Exit Reports

At the conclusion of the site visit, the Chair of the PAT will provide the PAT's initial evaluation of the evidence to representatives of the TEP in a verbal exit report. The purpose of the exit report is to share the PAT's preliminary findings and overall evaluation with the TEP. The report will provide its assessment of the TEP's evidence for each of the five Teacher Education Program Approval Standards. The evidence presented for each Standard will be found to have been satisfactory, partial, or minimal.

The PAT can recommend full approval, conditional approval, or that BCTC deny approval. This is only a recommendation. It is the BCTC that formally issues decisions on a TEP. The PAT may also recommend conditions for the improvement of the TEP or individual modules within a program. The PAT recommends conditions when it has serious concerns that need to be addressed in a particular way or within a specific timeframe.

Although this is not a time to discuss or debate the PAT's findings, the TEP will have the opportunity to respond to the PAT's findings once it receives the draft written report.

II.2 Recommendation Criteria

The following tables show the Approval Standards Rating and the Approval Recommendation Rating for TEPs.

TEP Approval Standards Rating

Satisfactory Evidence	Satisfactory Evidence across a substantial number of indicators
Partial Evidence	Partial Evidence across a substantial number of indicators
Minimal Evidence	Minimal Evidence across a substantial number of indicators

TEP Approval Recommendation Rating

Full Approval	No concerns about the program's ability to prepare teacher candidates that will meet the BCTC regulatory standards
Conditional Approval	Some concerns about the program's ability to prepare teacher candidates that will meet the BCTC regulatory standards
Deny Approval	Serious concerns about the program's ability to prepare teacher candidates that will meet the BCTC regulatory standards

11.3 Report of the PAT

The Chair of the PAT, supported by Ministry of Education staff, prepares the final Program Assessment Team report. The report summarizes the findings of the PAT relative to the evidence provided by the TEP. See the PAT Report Template.

The format for the report includes:

- A description of the process, including names and affiliations of the PAT, and details of the PAT's activities;
- The summary of findings and ratings for each of the Teacher Education Program Approval Standards (e.g., satisfactory evidence, partial evidence, minimal evidence) with direct reference to the Indicators and Evidence document found in the TEPAR Framework;
- Recommendation to the BCTC to grant full approval, conditional approval, or deny approval;
- The PAT's recommended conditions for the TEP, where necessary; and
- An introduction and overview of the preparation program(s) at the TEP.

11.4 Report Process

Draft Report

Following the site visit, the PAT Chair and members will work to consolidate their findings. Within 15 business days of the PAT completing the draft PAT report, the Chair and Ministry staff will send it to the TEP for review.

The TEP will have 15 days to respond in writing. This is the TEP's opportunity to correct factual errors, numbers, and names, and to provide supplementary information. The TEP may request an extension if it needs more time for its response.

Final Report

Upon receiving the TEP's corrections, the PAT will finalize their report within 15 business days and Ministry staff will share the report with the TEP.

The TEP will have 15 days to respond to concerns identified by the PAT. TEPs may choose to challenge a stipulation or rating issued by the PAT. Please note that while the TEP may refer to evidence that was present during the visit, the **TEP may not submit new evidence in response**. If a TEP chooses to write a response, please ensure it focuses on larger issues such as approval conditions, rather than individual comments or findings by PAT members. The TEP may request an extension if it needs more time for its response.

Final PAT Report

Ministry staff will send the finalized report to the Dean of the TEP and share a copy of the report with the TEPARC.

11.5 BCTC Actions

After receiving the PAT's final report and the TEP's response, the TEPARC will submit the final report for the BCTC's consideration at its next meeting. Representatives from the TEP are notified of the meeting and invited to participate. The BCTC will review the report and the TEP response before making a final decision on approval of the program. The BCTC may take one of the following actions for the TEP as a whole or for each program reviewed at the TEP:

- Grant full approval for up to seven (7) years
- Grant conditional approval for a specified time period
- Deny approval

The BCTC may also choose to make specific recommendations or add approval conditions. A simple majority vote of the BCTC is required to enact any recommendations or approval conditions.

11.6 Interim Report

The BCTC may request an interim report from a TEP if the concerns of the PAT warrant closer monitoring and/or support.

If a TEP is granted conditional approval, the PAT will recommend to the BCTC the length of the approval and what conditions need to be met for the TEP to be granted full approval. The conditions may include a written report, a set of modifications verified through an on-site visit, or any other appropriate course of action. If the BCTC finds that a TEP has satisfactorily met the conditions and submitted supporting evidence, the BCTC may grant full approval until the next scheduled approval review. If the conditions are not met, the BCTC may continue approval for a specified time with conditions attached or it may deny approval.

11.7 Follow-Up or Focused Visits

If the BCTC has concerns that an approved TEP is not complying with any program approval requirements, it may conduct a follow-up review as a condition of approval. The follow-up review may be a written report, one or more site visit(s), or both. The BCTC has the responsibility for determining the exact nature of the review. As with all its actions, the BCTC will provide information and adequate notice to, and consult with, the TEP.

11.8 Appeals Process

If a program is conditionally approved or denied approval, the BCTC will notify the TEP. The TEP may request that the BCTC reconsider its decision to deny or place conditions on the approval of a program. BCTC's decisions are open to application to the courts for judicial review.

11.9 Assistance

Ministry of Education staff are available to aid TEPs following a visit. A Ministry liaison can meet with interested programs to review the findings of the PAT and develop strategies to meet Teacher Education Program Approval Standards and to address any concerns of the PAT.

11.10 Substantive Changes

Once the BCTC approves a TEP, it is expected that no significant changes will alter the course of the preparation of the TEP's students. Where a TEP contemplates substantive changes to its practices or policies, the TEP will notify the BCTC, as described in Process B – Changes to an Existing Teacher Education Program Approval. Such changes may include substantially changing a program's design, significantly altering field experiences, etc.

11.11 Teach-Out Plans

A Teach-Out Plan is a course of action undertaken by a TEP when it is planning to close its program. The BCTC must approve any such plans to close approved TEPs. This is required to ensure that teacher candidates currently enrolled in that TEP will be minimally impacted by this program closure.