BC TEACHERS' COUNCIL PROGRAM ASSESSMENT TEAM ORIENTATION GUIDE

GUIDELINES FOR TEACHER EDUCATION PROGRAM SITE VISITS

BC Teachers' Council

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1 | INTRODUCTION: GENERAL OBSERVATIONS

This orientation guide is intended to support the work of a Program Assessment Team (PAT), assigned by the BC Teachers' Council (BCTC) as described in the Teacher Education Program Approval and Review (TEPAR) Framework.

A PAT may be assigned by the BCTC within the scope of two TEPAR Framework processes:

- Process A – New Institution Teacher Education Program Approval
- Process D – Maintenance Review

The New Institution Teacher Education Program Approval process is specific to a post- secondary institution seeking to begin a teacher education program (TEP) where one has not previously existed. The Maintenance Review is a cyclical review that determines if an existing British Columbia TEP continues to meet the Teacher Education Program Approval Standards established by the BCTC.

After completing its site visit, a PAT will write a report about the TEP under review for submission to the BCTC. The report will include a recommendation for approval, approval with conditions or the denial of approval.

1.1 The BCTC Secretariat

The BCTC Secretariat, a team of Ministry of Education staff, provides support to the BCTC and a PAT. The team supervisor assigns a staff member to serve as the liaison. This person plays an important role in all TEPAR Framework reviews and the PAT site visit process, acting as the liaison between the BCTC and the TEPs, as well as between a PAT and the BCTC.

1.2 The PAT Site Visit and its Objectives

The site visit is one of the most critical and sensitive parts of any review by a Program Assessment Team. Fundamental to the review is the recognition that excellence in teacher education can be achieved in many ways. Accordingly, the site visit is intended to be a mutually supportive event. It is important that all participants embrace this understanding and approach the site visit with trust and goodwill.

The PAT has two roles:

- To serve as the inquiring arm of the BCTC, and
- To present and provide a quality assurance recommendation through its report to the BCTC.

During the site visit, members of the PAT and the administrators, faculty and teacher candidates at the host institution will be working together closely in a concentrated timeframe. This timeframe gives an opportunity for the TEP to create the best possible impression and for the PAT to gain a thorough appreciation of the program under review.

The main objectives of the site visit are:

- to verify and clarify the description of the TEP as presented in the TEP's Self-Study and to gather evidence to support the description,
- to gather information about the concerns (if any) cited by the BCTC and/or the TEP during the Structured Dialogue process,
- to collect information about how the TEP addresses the TEP Approval Standards,
- to establish the basis for a recommendation report by the PAT to submit to the BCTC, and
- to provide an avenue for the PAT members and the TEP representatives to exchange information and to learn about program challenges and opportunities for innovation in the field of teacher education.

The PAT site visit is an important aspect of the Teacher Education Program Approval and Review Framework processes by which BCTC members and experts in the field contribute to the continuous development of quality and excellence in pre-service teacher education.

1.3 Confidentiality

Consistent with the expectations of the BCTC and in the Teacher Education Approval and Review Framework, no PAT member will disclose any aspect of a review process outside the PAT report. This includes any recommendations that result from the site visit. Prior to the visit, PAT members must confirm in writing to the BCTC Secretariat liaison that they have completed a specified course about information sharing and privacy management. PAT members will be reimbursed for the cost of taking this course. The course, Privacy and Information Sharing: Awareness Training for Contractors and Service Providers, is available online through Open School BC.

1.4 The PAT

As representatives of the BCTC, PAT members are responsible for exploring a teacher education program's effectiveness and continued improvement. They will gather enough information during the site visit to provide a sound basis for their recommendation to the BCTC. PAT members must be independent and impartial to ensure that recommendations are based solely on the merits of the TEP visited. They will be receptive to the host institution's philosophy and approaches. This openness will make the visit more productive for all parties.

To facilitate the spirit of the site visit process, PAT members are encouraged to remember the following guidelines:

- The PAT is a team. It works as a unit. Accordingly, the PAT Chair is the official spokesperson for the PAT, leads the visit, and ensures that the process is comprehensive and thorough. It is essential that PAT members fully cooperate while carrying out their respective assignments.
- Professional confidence is entrusted to those with the responsibility for conducting a site visit. The opinions of PAT members about the program under review must be confined to the PAT and to the BCTC through the PAT report.

- The BCTC Secretariat liaison will not be present during the visit. However, should questions arise that the PAT Orientation Guide does not address, the liaison will be readily available to provide off-site support. The BCTC Secretariat liaison will not contribute to the PAT Report.
- The TEP will not be responsible for any of the travel-related expenses associated with the PAT.

1.5 PAT Member Selection

The Teacher Education Program Approval and Review Committee (TEPARC), a committee of the BCTC, establishes the PAT, which includes:

- 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.

Non-BCTC members of the PAT are determined through a nomination and screening process. All successful candidates are subject to joint approval by the BCTC and the Association of BC Deans of Education (ABCDE).

Once a PAT site visit date is set, members of the pre-approved PAT roster and members of the BCTC will be canvassed for their availability to participate. The BCTC Secretariat liaison will track the responses and provide the results to the TEPARC, who is responsible for selecting each four-person PAT well in advance of the site visit. Prior to the visit, the selected PAT members will be required to attend a training session and to choose a PAT Chair.

The Chair of the PAT is expected to have a strong understanding of the TEP Approval Standards and the review processes identified within the Teacher Education Program Approval and Review Framework.

Once a PAT has been identified, the BCTC Secretariat liaison will send to the TEP the names of the PAT members along with a brief professional biography for each member. The BCTC Secretariat liaison will also contact each potential PAT member to identify any potential conflicts of interest with the program. The TEP may review the potential PAT members and ask for a reconsideration of any member for whom it views a perceived conflict of interest. If a PAT cannot be agreed upon, the decision on PAT composition will be deferred to the BCTC.

2| PRE-VISIT PREPARATION

The pre-visit preparation of every PAT member includes several major elements:

- gaining knowledge of the TEP Approval and Review processes,
- increasing knowledge of the TEP Approval Standards and their interpretations, and
- obtaining cover-to-cover familiarity with the host TEP's Self-Study.

With support from the BCTC Secretariat, the PAT Chair has the additional responsibility of consulting with the TEP's representative and the PAT members regarding scheduling details for the site visit and for ensuring delivery of a final report. The following table shows the general timeline of actions to be taken before the site visit and the party responsible for the actions.

Timeline before the Visit	Action
12 months in advance	• 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	• BCTC/TEPARC works with the TEP to set the date for the on-site visit.
12 weeks in advance	• 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	• The TEP submits the completed Program Self-Study to TEPARC and the PAT Chair.
4-6 weeks in advance	• 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	• 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.
Site Visit is held	

2.1 Training for PAT members

The BCTC Secretariat will conduct an orientation training session for selected PAT members. This session will focus on the issues encountered in the analysis of the Self-Study, procedures and policies to govern PAT members, and the guidelines for preparing the PAT Report to the BCTC. Every effort will be made to ensure that all PAT members have the same understanding of all elements of the review process. (See Appendix A for a Summary of the PAT Site Visit Process.)

2.2 Knowledge of the TEP Approval and Review Process

PAT members must have knowledge of the TEP approval and review process. The entire review process is described in the Teacher Education Program Approval and Review Framework developed in cooperation by the BCTC and the ABCDE.

2.3 Knowledge of the Teacher Education Program Approval Standards

PAT members must also increase their knowledge of the current Professional Standards for BC Educators, the Certification Standards, and the Teacher Education Program Approval Standards. These standards and other helpful documents are available online. Important documents for PAT members to review include:

- TEPAR Framework: New Institution Teacher Education Program Approval (Process A)
- TEPAR Framework: Maintenance Review (Process D)
- Teacher Education Program Approval Standards
- TEP Self-Study Template

2.4 Familiarity with the TEP Self-Study

Every member of the PAT is expected to be familiar with the TEP's Self-Study. This document will have been produced by the host TEP using the Self-Study Template, mentioned in the TEPAR Implementation Guide, and will have taken considerable time to prepare. Because PAT members will be well-informed on the Self-Study, questions to the TEP about content that is clearly answered in the document can be avoided. Instead, the PAT can focus on areas in the Self-Study that prompts further inquiry. Although thorough preparation will enable the PAT to place emphasis on the items that must be addressed during the visit, members should also explore other items in the document related to the Professional Standards for BC Educators. The PAT Chair may ask each PAT member to be particularly knowledgeable with certain portions of the Self-Study and to draft specific sections of the resulting PAT Report.

2.5 Special Obligations of PAT Chair

The Chair of the PAT will be expected to communicate with the TEP at the earliest possible opportunity to:

- consult with the TEP's Program Lead (Dean, Associate Dean or Chair) to confirm the dates for the site visit and to set a time for a pre-visit meeting or conference between the PAT and the TEP, and

- provide guidance to the TEP Program Lead about the site visit timetable and any additional data and documents that should be prepared and made available to the PAT during its visit. (See Appendix B for the PAT Site Visit Checklist.)

The Chair of the PAT should share with the TEP the basic approach to be followed during the visit. A general PAT visit principle is that the TEP's routine should be interrupted as little as possible. The PAT and the TEP should agree to the schedule of the visit early enough to enable the host TEP to make the necessary arrangements well in advance.

2.6 Preparing for the Pre-Visit Conference

Once the PAT has received the TEP's Self-Study, the PAT Chair will have a conference or meeting with the coordinator of the TEP to discuss and set the itinerary for the 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 PAT can interview; and
- review the general description of the documents and artifacts that will be made available to the PAT as evidence.

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. The TEP will 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.

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, 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 the TEP representative will review, revise and refine the agenda prior to arrival of the PAT.

The TEP will be responsible for scheduling 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.

3| THE PAT SITE VISIT SCHEDULE

While no one site visit schedule will suit every situation, the general outline presented in the sample site visit schedule illustrates how most visits will proceed. This day-by-day schedule places the items to be covered in a logical sequence. The BCTC understands that it may be necessary to modify a site visit timeline, but such modifications should not create a radically different schedule of events.

3.1 Length of Visit

The site visit will normally require two full working days (spread over three calendar days). In other words, PAT members should arrive in the late afternoon of Day I. Day II is the official start of the visit and is devoted to site visit activities. Day III is the final day of the visit and, in most cases, activities will be completed. PAT members will depart by the afternoon of Day III.

The Chair of the PAT must agree to any amended timetable. There may be cases, because of the small size of a program and excellent pre-visit planning, in which the evaluation is nearly completed at the end of Day II. In such a case, the PAT Chair will determine whether an early departure for some or all members of the PAT is appropriate. PAT members are encouraged, however, to use any remaining time to complete the draft PAT report. In rare cases, the site visit may be extended late into Day III or require another night's stay, due to issues such as scheduling, illness, or poor weather.

The PAT Chair will delegate team and individual assignments for interviews based on each PAT member's interests and reporting duties. Interview assignments will be reflected in the final schedule. At times, the entire PAT will attend meetings; at other times, it will be necessary to split up for meetings according to assigned responsibilities.

3.2 Sample Two-Day Site Visit Schedule

Below is a sample itinerary and timing for a two-day site visit.

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	Review is completed. PAT departs

On Day III, the PAT meets over lunch to arrive at a consensus of how issues and topics will be discussed in the PAT Report. A final courtesy call will be paid to the appropriate TEP official(s). At this time, the PAT Chair should review the next steps in completing the review process, including the dates on which the TEP should expect to receive the draft PAT Report. The PAT may also communicate the consensus view in this exit interview. In other words, the PAT may provide an overview of the strengths and weaknesses observed, making no judgments or evaluations. The PAT will normally depart in the late afternoon of Day III.

3.3 Off-Campus Site Visit

The schedule presented above does not allow any time for the review of off-campus programs. Where an off-campus site visit may be required, these situations will be resolved on a case-by-case basis. The Chair of the PAT and the TEP Associate Dean/Chair will arrive at an understanding concerning the nature and scope of off-campus (or multiple-campus) site visits. Once these are determined, the PAT Chair and the TEP Associate Dean/Chair will plan the specific arrangements.

4| INTERVIEWS WITH ADMINISTRATORS, TEP FACULTY AND TEACHER CANDIDATES

4.1 General Guidelines

The PAT site visit is largely about interviewing those who make the program function: faculty, teacher candidates and administrators. During the visit, the PAT must take time to:

- review appropriate documentation, and
- meet as a team to establish an early consensus about the report that must be prepared for the BCTC.

However, interviewing will consume the most time and should provide the majority of the information required to meet the site visit objectives. To gather this information, the PAT should:

- thoroughly review the TEP's Self-Study;
- draft in advance a list of questions to be asked during the visit;
- in the interviews, ask one or two high priority questions of all audiences, typically drawn from the areas of concern noted by the TEP in the Self-Study; and
- ask a few more specific questions for different groups (administrators, faculty, teacher candidates, community partners).

When conducting the interviews, the PAT should be continuously aware of the requirements of the PAT Report. Different sections of the report may require the use of varied interview techniques, as outlined below. When the two site visit days are over, the PAT should have gathered enough material in enough different forms to be able to draft the PAT Report. It is important to keep in mind that the PAT will use interviews in combination with program documents and other tangible evidence to verify the program's descriptions and to address issues raised in the Self-Study. (See Appendix C for the PAT Report Template).

4.2 Interview Techniques

The PAT uses interviews to understand the program in relation to the TEP Approval Standards, as well as to understand how the program is generally perceived. While each interview may begin with a question on a prepared list, a formal matter-of-fact interview may not be the best approach to develop a clear perception and understanding of the character and substantive elements of the program. A less formally structured conversation may provide a richer and deeper understanding for the PAT and may be more appropriate in many situations.

These examples do not imply that the PAT is restricted to only formal or only informal interview techniques. Rather, the entire site visit experience will be most rewarding for everyone if interview styles are combined.

The PAT should be thoroughly prepared for every interview. Such preparation generally requires a focus on two areas:

a| various aspects of the Self-Study most relevant to the person being interviewed, and

b| the order of priority of the issues to be covered in the limited time available.

There are some cautions to be observed when the PAT conducts the interviews:

a| A PAT member should not allow the person being interviewed to dominate the session by posing questions to the PAT.

b| The external teacher education expert on the PAT should avoid talking about his or her own program. Focus on the program under review to ensure priority questions can be answered in the time allotted. Similarly, other PAT members should refrain from references to the TEP from which they graduated.

c| During the interviews, PAT will have to draw out from the person being interviewed many of the nuances, unique features, and special ways of doing things that characterize the program. It is important that the PAT respect what is unique about the program being reviewed and the ways in which a program can achieve excellence. However, what is being said by any one person will have to be reconciled with differing opinions from other administrators, faculty, or teacher candidates, or with information from the Self-Study or from previous Structured Dialogue Summary Reports.

The following sections provide some sample questions, as well as some suggestions about the kinds of issues that PAT members could raise with different groups, including university administrators, program faculty, teacher candidates, and community stakeholders. The questions listed in the following sections address the BCTC regulatory standards and commonly encountered issues, but these should not be used as a checklist to be covered. Information relating to these issues should be elicited in a conversational way. The skillful PAT member will create the opportunity for the person being interviewed to tell the PAT about the issues germane to the visit without being perceived as an interrogator or inspector.

4.3 The University Community Outside the Program

Members of the university community not directly associated with the program can provide useful insights into a variety of issues of interest to the PAT. Generally, the Vice-President Academic is interviewed during the visit. The university-wide person or group responsible for internal program review and/or assessment could also be interviewed. The program under review can best identify other persons in the university who can be most helpful to the PAT. These may include other administrators, faculty in other schools or colleges, field experience partners, or persons in research or service units connected with the program.

To meet with the various representatives, the Chair of the PAT, supported by the BCTC Secretariat, should consult with the TEP Associate Dean/Chair on scheduling the interviews, which last about 30 minutes on average. The morning of Day III may be optimal as it will permit the PAT to ascertain the perception of the program from multiple perspectives.

Questions for interviews with the university community outside the program could include:

- What is the mission of the program? What are its observable goals, objectives and outcomes? What are its public service values?
- How does the program regularly evaluate its performance and use the information for continuous improvement as well as to guide and plan its future development?
- How would you describe the population of teacher candidates, employers, and other professionals the program serves? How are these stakeholders involved with the program?
- How has the program distinguished itself in terms of contributions to public affairs, administration, and/or policy? For example, through research, teaching, or community service?
- Is the program perceived to have sufficient resource capacity to meet its goals?
- Does the TEP appear to be well supported academically and financially by the department or school in which it is located, and by the university?
- What is the program’s relationship with other departments, schools, programs and other components of the university?
- Is this TEP perceived to be responsive to issues of diversity and inclusion?
- Is this TEP perceived to be responsive to the Truth and Reconciliation Commission of Canada’s Calls to Action?
- How is the future of this TEP perceived by others?

Members of other groups to be interviewed, such as program administrators, faculty, and teacher candidates as well as external stakeholders, should also have an opportunity to react to as many of the issues and questions raised above as possible so that perceptions can be compared. Certainly, faculty and staff in the program should have an opportunity to respond when negative impressions are received from those outside the program. Helping the program see itself as others in the university see it, constitutes an important dimension of the PAT's role.

4.4 Program Administrators

The Dean and/or Program Lead should be asked to respond to issues and questions listed above, as appropriate. In addition, there are other issues that may be addressed:

- How did the program establish its mission, purpose, and public service values? Who was involved (for example, internal or external stakeholders)?
- What is the process the program uses to collect, apply, and report information about its performance and its operations?
- How effective has the program been? How has it improved?
- What is the program's long-range plan?
- How does the administrative structure support the program's mission and operations?
- How does the budgeting process support the program's mission and operations?
- What are the academic or professional strengths of the faculty as a whole?
- How has the TEP distinguished itself in terms of scholarship and/or community service?
- How active or involved is your program advisory council?
- How are required or elective course options created, expanded, contracted or terminated?
- How is the internship program (if offered) managed? Has it been successful?
- How are teacher candidates recruited?
- How does the program promote diversity and a climate of inclusiveness for teacher candidates and faculty?
- Describe how the program ensures that teacher candidates can attain the required content knowledge and pedagogy to meet the Professional Standards and the Certification Standards.
- What types of communications does the program use to inform teacher candidates, faculty, alumni, employers, and other stakeholders?

Again, many of these questions could also be addressed to the faculty members in the program to gain comparative perceptions.

4.5 Faculty Members

Faculty could be asked to address the faculty perspective on any of the questions. In addition, other questions might be relevant to full-time or part-time faculty. All questions should be linked to one of the TEP Approval Standards.

- What has been the faculty's role in establishing the program's mission, purpose, and public service values?
- What has been the faculty's role in collecting and applying information about the program's performance?
- What has been the faculty's role in planning for the program's future?
- How are faculty involved in program administration and governance?
- How was the faculty involved in preparing the Self-Study?
- What is the faculty's role in program assessment? How are the learning outcomes addressed in your course?
- What is the relationship between the teacher candidate assessments used in your course and overall program evaluation?
- How does the TEP faculty interact with the larger Education faculty at your university?
- What are the faculty's strengths?
- How is the faculty distinguished in scholarship or community service?
- What is the faculty role in recruitment and hiring of new faculty?
- How do faculty shape the communications the program provides to its stakeholders?
- What message would you like for us to convey about your program to its administration?
- What is the faculty role in recruitment and admission of teacher candidates?
- How does the program promote diversity and a climate of inclusiveness for teacher candidates?
- What support services do faculty provide for teacher candidates, such as academic advising, internship supervision, or career counseling?
- What assignments in your classes do teacher candidates complete to demonstrate specific competencies? Can you show us some examples?

4.6 Student and Alumni Representatives

Teacher candidates and alumni are an important source of information and issues. The following questions could be raised with representatives of the student body and alumni:

- What were your reasons for electing this TEP?
- Do you think this program will help you to meet your career goals?
- Are you generally satisfied with your experience in the program? Has it met expectations? Can you be specific?
- What do you perceive to be the mission and objectives of this program?
- Is the curriculum consistent with these goals?
- Given your participation in the program to date, do you think you are attaining the content and pedagogical knowledge you will need as you enter the teaching profession?
- What are the strengths and weaknesses of the curriculum?
- Which single educational experience in this program have you most enjoyed?
- On balance, how would you characterize your "typical" professor?
- If faculty or course evaluation forms are available to teacher candidates, have the results of these questionnaires made any difference? If they don't exist, should they?
- Do teacher candidates participate in the governance and development of the program? formally? Informally?

After the PAT has had an adequate opportunity to meet with faculty and student representatives, it will be able to convey to TEP administrators how the TEP is viewed by faculty and teacher candidates.

Accordingly, if the PAT site visit has gone well, the last meeting with the program will likely be an opportunity for the PAT to review the evidence observed throughout the visit. On the other hand, if there are items that need more attention, arrangements should be made between the Chair of the PAT and the TEP Associate Dean/Chair to resolve any remaining PAT visit requirements.

5| OUTCOMES-BASED OR COMPETENCY-BASED MAINTENANCE REVIEW

The BCTC expects that, as TEPs (and BCTC) become more experienced with the outcomes-based approach to the TEPAR Framework processes, a system-wide understanding of the TEP Approval Standards, and the expectations of what it means to be in compliance, will advance and evolve. The BCTC anticipates that approved TEPs will continue to develop measures and assessment tools to ensure that TEP graduates meet the Professional Standards and the Certification Standards.

The TEP Approval Standards provide the foundation for all BCTC considerations relating to the TEPAR Framework processes. The BCTC anticipates that TEPs will have well established processes for reviewing the overall program and strategies to achieve specific program outcomes, such as ensuring graduates are able to meet Standard 9 of the Professional Standards for BC Educators. The PAT should verify that program operations support the program's mission, links between the intended outcomes for teacher candidates, its curriculum, and its measures. Any concerns cited in a previous report to BCTC should also be addressed by the TEP.

One way to provide evidence that the TEP Approval Standards are met is for the program to use a direct, outcomes-based or competency-based program assessment approach. The BCTC expects a program to provide information or data to support the ways in which the Professional Standards and the Certification Standards are met by teacher candidates, how these are being assessed directly, who is involved in the assessment process, how rubrics are created and used, how information from assessments is analyzed, and how that analysis is used for overall program improvement.

The responsibility of the PAT is to help the BCTC understand the nuances of the TEP's assessment plan and its implementation.

6| REVIEW OF PROGRAM EVIDENCE

When the question of compliance with the TEP Approval Standards depends on specific data, it is important that an adequate review process be undertaken of evidence that supports the factual presentation in the Self-Study. The PAT may wish to focus on and become familiar with the areas of the Self-Study pertaining to program records, and then examine the kinds of evidence described below that are relevant to the respective standard(s). The TEP has the discretion to make documents available in hard copy or electronically, but they must be accessible to the PAT during the visit.

The PAT will provide its assessment of the TEP's evidence for each of the five TEP Approval Standards. The evidence presented for each standard may be found to have been satisfactory, partial, or minimal. 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

6.1 Standard 1: Quality Assurance and Institutional Commitment

The PAT will want to examine two broad areas of interest related to this standard. Doing so will confirm the following:

a| The TEP has been approved by the institution's internal and external quality assurance structures and processes.

b| The TEP uses processes to ensure currency and ongoing development by applying formative and summative TEP evaluation. The TEP consistently collects data with regards to the effectiveness of its graduates.

The TEP's collection of evidence will be guided by the questions below. The PAT should read these materials with a view to better understand the program's internal decision-making processes and its past and future directions. Evidence may also include a logic model detailing the overarching assessment processes used for programmatic improvement.

PAT members will want to know:

- How has the TEP participated in ongoing internal and external review processes?
- How does the TEP review and refine its content and structure to ensure continued success for its graduates?
- What data does the TEP collect to inform its review processes?

Sample evidence might include:

- Applicable sections of the most recent internal/external reviews including recommendations and TEP response
- BCTC Structured Dialogue reports
- BCTC Maintenance Review reports (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
- Mentor teacher exit surveys or interviews
- Teacher candidate exit surveys or interviews
- Employer satisfaction surveys or interviews (e.g., principal observations)
- BCTC-initiated surveys
- TEP-initiated surveys

6.2 Standard 2: Required Content

The PAT will need to examine documents relating to the TEP's efforts to present a curriculum that ensures its graduates can meet both the Professional Standards and the Certification Standards. The PAT will confirm that:

- The TEP identifies how it addresses the regulatory standards regarding required content and integration of theory and practice.
- The TEP's philosophy and rationale is clearly described and congruent with regulatory standards and Ministry of Education policy and legislation.
- The TEP identifies how it embeds the regulatory standards, allowing for a diversity of ways to address these standards and distinctive interpretations from TEP to TEP.
- TEP graduates demonstrate they have met the Professional Standards.

PAT members will want to ask the following 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 include First Nations, Inuit and Métis perspectives?
- How does the TEP ensure that candidates are prepared to support First Nations, Inuit and Métis learners?
- How do teacher candidates show an understanding of critical concepts and principles of educational theory and practice?
- 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:

- Conceptual Framework and TEP Design
- Teacher candidate-developed learning plans
- Course and field-based assessments of teacher candidate performance
- Teacher candidate portfolios
- TEP Vision and Mission Statement
- TEP Learning Outcomes
- Current abbreviated course syllabi – Course description and course learning outcomes
- Curriculum Mapping – TEP and regulatory standards

6.3 Standard 3: Practicum/Field Experience

The PAT will review evidence about how the TEP requires teacher candidates to develop and apply their understanding of the Professional Standards while learning and practising in multiple contexts.

PAT members will want to know:

- 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:

- Field experience/teacher candidate/mentor teacher guidelines
- Mentor teacher/faculty and teacher candidate feedback

- Practicum placement partnerships information
- A description of mentor teacher role and support
- A description of faculty supervisor role and support
- Teacher candidate exit surveys

6.4 Standard 4: Selection & Admission & Withdrawal & Re-entry

During its visit, the PAT will confirm that the TEP has defined selection and admissions policies recognizing academic standing, language proficiency and academic background suitable for graduates to meet the Certification Standards.

PAT members will want to know:

- 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:

- Admission guidelines/criteria
- Links to TEP policy regarding exemptions
- Advancement criteria
- Re-entry criteria

If an internship program exists, the PAT may wish to review a sample of the documents relating to teacher candidates in the internship program. Also, the PAT may note the impact of the internship on developing student competencies and employability. Final transcripts should also be a part of this review to determine if standards for graduation are enforced. The PAT may review documents relating to the recruitment efforts of the program and its diversity plan pertaining to student enrollment.

The PAT may request to see admissions data on all or a random sample of enrollees who entered during the Self-Study year so that a judgment can be reached on the application of admissions standards. The PAT may also wish to review a sample of the records that support the presentation of the data. In addition to focusing on the above admissions data, the PAT might also examine computer printouts of the class registrations of several typical classes to determine whether the profile of those in the classroom parallels the picture of graduate student characteristics suggested by the admissions data. It is, for example, meaningful to know whether a significant portion of the class registration is accounted for by degree or non-degree teacher candidates from other divisions or schools within the university and whether such teacher candidates have different backgrounds and credentials.

6.5 Standard 5: Resources and Personnel

The PAT will want to know how the TEP ensures appropriate and sufficient resources and personnel through its institutional quality assurance processes.

PAT members will want to know:

- 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 recent internal/external reviews
- Faculty qualifications, teaching assignments, and research (where applicable)
- Current research projects/grant

7| THE PAT REPORT

The final and most critical outcome of the PAT site visit is the PAT report and approval recommendation to the BCTC. As noted in Section I. Introduction, a PAT may be assigned by the BCTC within the scope of two TEPAR Framework processes, and for similar yet slightly different purposes:

- Process A – New Institution Teacher Education Program Approval
- Process D – Maintenance Review

Regardless of the TEPAR Framework process under which the PAT has been established, the PAT's primary purpose remains the same: to determine whether the teacher candidates graduating from a program will meet the Professional Standards and the Certification Standards. The steps and timelines required of the PAT to move its findings from the draft report stage to the final report stage remain the same.

7.1 Team Consensus

Once interviews have been conducted and its review of documentation is complete, the PAT should begin building its consensus and drafting the PAT report.

All members of the PAT should be involved in the development of the report, even though ways of allocating drafting responsibilities will vary. Everything that the PAT discusses in the report should be linked to one of the TEP Approval Standards; if the evidence does not relate to a standard, it should not be included. The final wording of the draft report, including its approval recommendation, should be reviewed and accepted by all team members before it is officially submitted. The draft report shall include reasons for the recommended decision in relation to the TEP Approval Standards.

The PAT can recommend full approval, conditional approval, or that the BCTC deny approval. Please note that this is a recommendation; only the BCTC can formally issue decisions on a program. The PAT may also recommend conditions for the improvement of the TEP or individual modules within the program. Conditions are recommended when the PAT has serious concerns that need to be addressed in a particular way or within a specific time frame.

If the PAT cannot come to a consensus, then dissenting views shall be included in the report. Where consensus cannot be achieved on an assessment of an individual standard, then a statement on the diversity of judgment should be included in the discussion of that standard in the PAT report. This shall include as much factual data as possible.

Neither the PAT's consensus nor lack of it should ever be conveyed to anyone while at the host program site. Within 15 business days of the site visit, the draft PAT report will be sent to the Dean/Program Chair of the TEP for review.

7.2 Program Response to Draft PAT Report

The TEP will have two opportunities to respond to the PAT report. The first is a response to the draft report. This response is intended to afford the TEP the chance to offer any factual corrections to the PAT. The report is not a negotiation between the PAT and the program. It is the presentation of the evidence the PAT gathered and, as such, this first response should limit itself to errors of fact: names, program titles, etc. The TEP has 15 business days to respond in writing correcting any factual errors or supplementing the information. The TEP may request that the BCTC grant an extension if necessary.

7.3 Final PAT Report

Upon receiving the initial TEP response to its draft, the PAT will finalize its report. The BCTC Secretariat will send the final report to the TEP within 15 business days of receiving the TEP's response.

7.4 Program Response to Final PAT Report

The second response to the PAT Report, to be completed within 15 business days of receipt, is the TEP's formal response to the BCTC. This response allows the program a more substantive response to the PAT visit report. It can include changes that have been implemented since the site visit, specific responses to areas within the report with which the TEP disagrees, or the detailing of future programmatic plans. This is the TEP's last opportunity to communicate with the BCTC prior to its approval decision. The TEP may request that the BCTC grant an extension if necessary.

Note: The BCTC Secretariat liaison will facilitate all document exchange.

8| THE BCTC APPROVAL DECISION

As mentioned in the previous section, the PAT can recommend full approval, conditional approval, or that the BCTC deny approval. Please note that this is a recommendation; only the BCTC can formally issue decisions on a program. The PAT may also recommend conditions for the improvement of the TEP or individual modules within the program. Conditions are recommended when the PAT has serious concerns that need to be addressed in a particular way or within a specific time frame.

a| The final PAT report and any TEP response will be provided to BCTC members to review.

b| BCTC members may address clarification questions to the BCTC Secretariat, who will liaise with the TEP in writing and report back to the BCTC in writing.

c| The TEP will be notified in writing when the final PAT report will be presented to the BCTC for decision.

d| At the next BCTC meeting:

i| the PAT Chair or designate presents the final PAT report to the BCTC, and

ii| the TEP is provided the opportunity to address the BCTC.

e| The BCTC deliberates in private. Following these deliberations, the BCTC will make a determination regarding approval and will advise the TEP of the outcome, as shown below.

Process A – New Institution Teacher Education Program Approval

i| Meets TEP Approval Standards	ii| Conditionally meets TEP Approval Standards	iii| More information required	iv| Does not meet TEP Approval Standards
• The BCTC informs the institution in writing. Reasons for the decision are provided. *Note: There will be a Structured Dialogue after the first year and a Maintenance Review after the third year.*	• The BCTC informs the institution in writing. Reasons for the decision are provided and conditions and associated timelines specified. • The BCTC monitors the implementation of conditions. • Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol.	• The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provides additional information as required. • The TEPARC may revise report to the BCTC to include any new information from the TEP. • The BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.	• The BCTC informs the institution in writing. Reasons for the decision are provided. • The BCTC takes no further action.

Process D – Maintenance Review

i| Continues to meet TEP Approval Standards	ii| Conditionally meets TEP Approval Standards	iii| More information required	iv| Does not meet TEP Approval Standards
• The BCTC informs the TEP in writing. Reasons for the decision are provided.	• The BCTC informs the TEP in writing. Reasons for the decision are provided, with conditions and associated timelines specified. • The BCTC monitors the implementation of conditions. • Non-compliance in meeting conditions shall initiate an Exceptional Concerns Protocol.	• The BCTC refers the matter back to the TEPARC with reasons for referral. • The TEPARC requests that the TEP provides additional information as required. • The TEPARC may revise report to the BCTC to include any new information from the TEP. • The BCTC reviews revised TEPARC report and decides on approval or the necessity of a site visit.	• The BCTC informs the TEP in writing. Reasons for the decision are provided. • The TEP is provided 15 business days to respond. • The BCTC convenes a special meeting if necessary to review the TEP response and determine next steps, which may include granting full or conditional approval or initiating an Exceptional Concerns Protocol. • BCTC communicates decision to the TEP.

9| TRAVEL AND EXPENSES

Travel regulations and related expense policies are detailed in the BC Government Core Policy & Procedures Manual. Please refer to this manual for current information on travel (Chapter 10), transportation (Chapter 11), and reimbursement of expenses (Procedure C).

PAT members will receive an expense claim form for reimbursements. A brief overview of responsibilities and expenses is outlined below.

9.1 PAT Member's Responsibility

PAT members will make their own transportation arrangements for the site visit. PAT members must:

- ensure that they use the most economical mode of transportation
- contact the BCTC Secretariat if they are not able to cover the cost
- contact the BCTC Secretariat if they are likely to incur an expense that is out of the ordinary (e.g., driving instead of flying) to confirm whether the cost will be reimbursed.

PAT members must also ensure they:

- submit electronically for reimbursement any expense claim forms with a copy of the supporting receipts and invoices. Ensure the scanned copy or photo of the documents is clear and all the required information is showing.
- submit expense claims as soon as possible (or within 30 days).

PAT members who are teachers should request a leave of absence (LOA) letter from the BCTC Secretariat to ensure they are paid in accordance with their collective agreement or other respective policy. The BCTC Secretariat will email the LOA letter to the PAT member's employer.

9.2 Air Travel

Each PAT member is responsible for purchasing their own ticket for air travel. A PAT member will be reimbursed under the following circumstances:

- The ticket was purchased with economy airfare only. With the prior approval from the BCTC Secretariat, this requirement may be waived in exceptional circumstances.
- A passenger copy of the air ticket and proof of payment are submitted.
- Airport improvement fees (AIF) are indicated on the expense claim form. AIF can be claimed without a receipt.

PAT members without extended health coverage should confirm their travel medical insurance status prior to making travel arrangements.

To minimize travel agency fees, PAT members are encouraged to book directly with the air carrier for common short haul flights (e.g., harbour to harbour, Victoria airport/Vancouver airport, etc.).

Travel loyalty program benefits, such as airline frequent flyer points that are accumulated by PAT members while travelling at public expense, must not be used for personal benefit. Such benefits or discounts should be applied only against future business travel or donated to charities associated with the program.

9.3 Private Vehicle Travel

PAT members can claim private mileage allowance without a receipt at the amount set out in government policy guidelines. They can also claim bridge and highway tolls without a receipt. Travel by a privately owned automobile is not to exceed cost by common carrier.

The vehicle owner is responsible for purchasing and maintaining valid insurance as set out in government policy guidelines.

Travel that combines government and personal business must be reimbursed at the lesser of:

- actual transportation expenses, or
- an estimate of the minimum acceptable expenses that would have been incurred if the personal travel had not taken place.

9.4 Ferry Travel

PAT members will be reimbursed for the full cost of ferry travel. Receipts for the purchase are required.

Please note that reserved boarding is only to be made during peak travel periods. PAT members must have a valid business reason for the additional service cost and are responsible for cancellation costs except for exceptional circumstances.

9.5 Public Transportation

PAT members will be reimbursed for Translink, Compass Card and BC Transit fares without a receipt if the cost is within government policy guidelines.

9.6 Taxi and Parking

PAT members will be reimbursed for taxi and parking charges with the submission of receipts. Please note that tips cannot be claimed. They are considered a personal expense at the discretion of the PAT member (i.e., not an expense of government).

9.7 Lodging

The BCTC Secretariat will reserve hotel rooms for PAT members using the BC government business travel accommodation list. This will ensure that all members will be located on the same property for business purposes.

PAT members will be responsible for paying for the hotel accommodation when they check out and will be reimbursed for the single person rate for a standard room in accordance with government policy guidelines. Receipts will be required for reimbursement.

9.8 Meals/Per Diems

PAT members are entitled to claim meal or per diem allowances not exceeding specified limits for the Group 2 rate as set out in government policy guidelines.

10| APPENDIX A – SUMMARY OF THE PAT SITE VISIT PROCESS

10.1 Preserve the Confidentiality of the PAT Site Visit Process

a| PAT members shall make no disclosure about individual program evaluations and recommendations resulting from the PAT review process.

10.2 Understand and Preserve the Intended Character of the PAT

a| It is an inquiring arm of BCTC.

b| It is a cooperative, not an adversarial or an advocacy group of professional colleagues.

c| It is responsible for presenting and interpreting the facts about the TEP to the BCTC.

d| It has the responsibility for fact finding and fact clarification.

e| It is responsible for writing a final report about the program is reviewed.

10.3 Protect the Integrity of the PAT

a| The PAT is a team and must work as a unit.

b| The PAT Chair is the official spokesperson of the team.

c| PAT members are entrusted with the highest form of professional confidence.

d| Interviews conducted by PAT members are for the purpose of "seeking to understand."

e| PAT members should avoid statements of "how it should be done" or "how we do it at our institution."

f| PAT members should not make decisions or statements regarding the approval recommendation to the BCTC. This recommendation will be restricted to the PAT Report to the BCTC.

10.4 Know the Main Objectives of the PAT

a| To confirm that the teacher education program has a clear mission and goals that it regularly assesses.

b| To review data and information, and to verify and clarify, as needed, the description of the program as presented in the Self-Study.

c| To provide an occasion for the exchange of information among colleagues, and to learn about innovative developments responsive to common problems and opportunities in a common field.

d| To assess the program under review against its own stated goals and objectives.

e| To assess the program against the TEP Approval Standards.

f| To use the site visit findings as the basis for writing an evaluative, quality assurance report, including an approval recommendation, for the BCTC.

10.5 Make sure Pre-Visit Preparation has been met

a| Have a thorough knowledge of the applicable TEPAR Framework processes.

b| Have knowledge of the Professional Standards and the TEP Approval Standards and their interpretation.

  i| A cover-to-cover familiarity with the applicant or host program's Self-Study, the most recent Structured Dialogue Summary Report and most recent program approval.

c| Complete a careful reading of:

  i| BCTC Self-Study Template

  ii| BCTC Program Assessment Team Orientation Guide

d| Conduct a pre-visit call between (at least) the PAT Chair and the program director, to outline what documentation and materials the PAT will need during the visit.

10.6 Responsibilities of the PAT Chair

a| To lead the PAT.

b| To contact the BCTC Secretariat liaison immediately after appointment as Chair.

c| To ask, if this approach is desired, each member of the PAT to be particularly familiar with certain portions of the Self-Study and to write specific sections of the draft PAT Report.

d| To request the Program Lead of the host TEP to share the proposed timetable or schedule for the PAT site visit to the PAT Chair and the BCTC Secretariat liaison at the earliest possible opportunity following the establishment of the PAT.

e| To confirm with the Program Lead the actual dates for the site visit, and to request any specific information and/or arrangements for interviews to clarify any concerns or issues in the Self-Study as raised by the PAT.

f| To request before the site visit any special arrangements needed to interview specific university, school-wide faculty or administrators, alumni, advisory board members or teacher candidates.

g| To determine the length of and any changes to the schedule for the site visit.

h| To arrange to have specific TEP-related evidence documents and reports available in case the PAT wishes to review them.

11 | APPENDIX B – PAT SITE VISIT CHECKLIST

Site Visit Checklist, Special Interview Arrangements and Additional Documents

Arrange Interviews with:

- ☐ Chief Academic Officer (Academic Vice President or Provost)
- ☐ Dean and/or Program Lead of TEP
- ☐ Program Faculty: full-time and adjunct
- ☐ Employers of Program Graduates
- ☐ Current Teacher Candidates
- ☐ Former Teacher Candidates (Alumni)
- ☐ Representative of Cooperative Program Units in Other Schools, Colleges, or Programs
- ☐ Practicum/Field Experience Manager
- ☐ Director, Internship Program (where applicable)
- ☐ Director, Student Services: Admissions, Counseling
- ☐ Advisory Board
- ☐ Librarian or Acquisition/Liaison Librarian for Program

Additional Documents to be made available (if not included in the Self-Study):

- ☐ Current faculty roster
- ☐ Current course schedule
- ☐ Current course outlines
- ☐ Individual student files (for transcript analysis)
- ☐ Updated curriculum changes
- ☐ Updated program description
- ☐ Report of class size
- ☐ Committee assignments of faculty
- ☐ Sample of minutes of program-wide or school-wide faculty meetings, showing issues, decisions, and attendance
- ☐ Sample minutes of advisory board or community board meetings

- ☐ Program's annual report
- ☐ Diversity plan and related documents
- ☐ Program level program evaluation report, assessment plan, logic model, and/or continuous improvement plan
- ☐ Evaluation rubric(s) for assessing student work
- ☐ Surveys or other evaluation tools
- ☐ Examples of student work that demonstrate how the universal and program-specific required competencies have been met
- ☐ Copies of program's communications available to stakeholders
- ☐ Sample of student applications (for admissions criteria analysis)
- ☐ Policies and procedures related to Selection, Admission, Withdrawal and Re-entry

12| APPENDIX C – PAT REPORT TEMPLATE

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.
• 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	

Faculty Interviewed – Name and Title

Quality Assurance and Institutional Commitment

1. Has the TEP been approved by the institution's internal quality assurance structures and processes?

Guiding Question:

- How has the TEP participated in ongoing internal and external review processes?

Sample evidence might include:

- 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: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ 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:

- How does the TEP review and refine its content and structure to ensure continued success for its graduates?

Sample evidence might include:

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

6. Do TEP graduates demonstrate that they have met the Professional Standards?

Guiding Question:

- How does the TEP formally assess teacher candidates against the Professional Standards?

Sample evidence might include:

- Conceptual Framework and TEP Design
- Assessments related to the Regulatory Standards
- Teacher candidate final practicum/field experience reports
- Teacher candidate exit portfolios/interviews

Result: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ 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:

- 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:

- 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: ☐ Satisfactory Evidence ☐ Partial Evidence ☐ Minimal Evidence ☐ 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

Program Assessment Team Recommendation

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

Dissenting Views
