



Process D

Teacher Education Program Approval and Review Teacher Education Program Self-Study Template

The Teacher Education Program Approval and Review Framework is the result of collaborative efforts between the Association of British Columbia Deans of Education and the British Columbia Teachers' Council (BCTC) to establish a foundation from which the BCTC will exercise its regulatory duties under the Teachers Act. The approval and review processes that embody the Framework acknowledge the mutual expectations and interests of the parties to sustain and enhance quality teacher preparation in BC.

The TEP Self-Study is integral to the Maintenance Review process and an important precursor to the site visit of the BCTC Program Assessment Team.

This template is to be used by an existing teacher education program. The information provided by the program will be used by the Program Assessment Team. Please complete the information and submit it to BCTC@gov.bc.ca at least 8 weeks before the scheduled site visit.

Use the template and the guiding questions to identify how your TEP is meeting each of the Teacher Education Program Approval Standards. Please provide your response to each question within 1000 words.

Program Information

Program Name	
Address	
Contact Name	
Phone	
Email	
Date Form Submitted	
Dates of Site Visit	

Meeting the TEP Approval Standards

Standard 1: Design, Development and Delivery

The teacher education program provides a combination of coursework and Practicum that prepares graduates to meet the Professional Standards for BC Educators and the Certification Standards established under the Teachers Act.

Questions to consider in your response:

- 1.1: How does your TEP ensure that all matters related to design, development and delivery comply with applicable BC legislation?
- 1.2: How does your TEP ensure a coherent philosophy and rationale that will develop effective teachers who meet the Regulatory Standards?
- 1.3: How does your TEP demonstrate sequenced delivery of coursework that facilitates attainment of the Regulatory Standards by your graduates?
- 1.4: How does your TEP provide methods of delivery, including online, to maximize access and preserve the relational integrity of teaching?
- 1.5: Please outline how your TEP provides a minimum 60 credit/semester hours of professional preparation, including a Practicum and required coursework.

Standard 2: Selection, Retention and Completion

The teacher education program uses transparent, culturally sensitive, and fair methods for admission into, retention, and completion of the program.

Questions to consider in your response:

2.1: How does your TEP apply multi-faceted selection criteria and policies to promote diversity and ensure equitable access for all Teacher Candidates?

2.2: How does your TEP ensure Teacher Candidates are aware of the assessment criteria and policies of the program (including entrance, practicum expectations, accommodation, withdrawal, re-entry, and completion)?

2.3: How does your TEP apply a transparent policy regarding withdrawal and re-entry, within a reasonable duration, for Teacher Candidates to complete the program and meet the Regulatory Standards?

2.4: How does your TEP ensure that all Teacher Candidates complete a criminal record check prior to beginning a Practicum?

Standard 3: Content Knowledge, Pedagogy and Professional Dispositions

The teacher education program makes certain that teacher candidates have the necessary skills and qualifications, including content knowledge, Pedagogical Knowledge, and professional dispositions to meet the Professional Standards for BC Educators and the Certification Standards.

Questions to consider in your response:

- 3.1: How does your TEP ensure that Teacher Candidates understand the BC curriculum and utilize pedagogically appropriate methodologies?
- 3.2: How does your TEP ensure that Teacher Candidates have the Pedagogical Knowledge in their curricular area to design and implement learning experiences that promote the success of all students?
- 3.3: How does your TEP ensure that Teacher Candidates understand and use multiple methods of assessment to measure student learning and use results to meet student needs?
- 3.4: How does your TEP ensure that Teacher Candidates are knowledgeable about how children and youth develop as learners and social beings (including differences in cognitive, linguistic, social, cultural, emotional, and physical areas), and design and implement appropriate learning experiences?
- 3.5: How does your TEP ensure that Teacher Candidates use technologies within their curricula, apply them appropriately, and guide students to use technology in a safe, responsible, and effective way?
- 3.6: How does your TEP ensure that Teacher Candidates recognize and value the importance of individual differences and positive personal identity to create safe and inclusive learning environments?
- 3.7: How does your TEP ensure that Teacher Candidates recognize and respect the diversity of students in schools to create safe, anti-racist, and socially just learning spaces that invite critical reflection on contemporary issues in society?
- 3.8: How does your TEP ensure that Teacher Candidates recognize the importance of cultural identity, value Indigenous Pedagogies and Unappropriated Indigenous Knowledge, can integrate these perspectives into their teaching, and understand their roles in addressing the Truth and Reconciliation Commission Calls to Action?
- 3.9: How does your TEP ensure that Teacher Candidates understand and demonstrate professional responsibility that is guided by research, legal statutes, regulations, and ethical principles within the BC context?
- 3.10: How does your TEP ensure that Teacher Candidates demonstrate a reflective approach to teaching and identify themselves as lifelong learners?
- 3.11: How does your TEP ensure that Teacher Candidates demonstrate a reflective approach to their own mental and physical well-being and that of others?

Standard 4: Practicum

The teacher education program and its Practicum Partners collaborate to ensure high-quality Practicum in which Teacher Candidates demonstrate effective teaching, take responsibility for student learning, and value the success of all students.

Questions to consider in your response:

4.1: How does your TEP collaborate with Practicum Partners to design, implement, and evaluate Practicum to ensure that Teacher Candidates receive the mentorship they require to demonstrate effective teaching?

4.2: How does your TEP collaborate with Practicum Partners to ensure that Teacher Candidates understand the expectations of the profession and the employment relationship?

4.3: How does your TEP collaborate with Practicum Partners to ensure that Teacher Candidates know when and how to access school district, local community, provincial, and federal resources to address students' needs?

4.4: Please outline how your TEP provides a minimum of 16 weeks of high-quality Practicum that represents the range of grade levels and curricular areas that Teacher Candidates are expecting to teach.

4.5: Please outline how your TEP provides a Summative Practicum in the appropriate setting, of at least 10 consecutive weeks, including in-person supervision by the program.

4.6: How does your TEP demonstrate an overall effort to provide Teacher Candidates with a variety of Practicum that include diverse populations of students and educators?

4.7: How does your TEP provide Teacher Candidates with additional opportunities (where necessary) to demonstrate sustained effective teaching and complete the Summative Practicum?

Standard 5: Quality Assurance

The teacher education program demonstrates how it meets the Teacher Education Program Approval Standards, including by establishing transparent ongoing review processes (a) to assess the progress of Teacher Candidates in their ability to meet the Professional Standards for BC Educators and the Certification Standards and (b) to identify and implement program changes in response to changing curriculum, research, societal concerns, and government policy directions.

Questions to consider in your response:

5.1: How does your TEP align with your institution's internal and external Quality Assurance structures and processes?

5.2: How does your TEP evaluate processes related to the assessment of Teacher Candidates' performance against the Professional Standards throughout the program?

5.3: How does your TEP ensure that graduates meet the Certification Standards?

5.4: How does your TEP collect, analyse, and evaluate data from assessment measures including Self-Study and external reviews to inform program improvements and periodic BCTC reviews?

5.5: How does your TEP support instructors and Teacher Candidates in collaborating with colleagues across your program and in the field?

5.6: How does your TEP ensure the appropriate leadership, authority, budget, resources, personnel, facilities, and technology necessary to meet the Teacher Education Program Approval Standards?

5.7: How does your TEP recruit and retain faculty and Mentor Teachers from diverse backgrounds?

5.8: How does your TEP address the needs of local, regional, rural, remote, and First Nations communities?