BC Teachers' Council

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.

TO BE USED BY THE TEACHER EDUCATION PROGRAM

Use the template and the guiding questions to identify how your teacher education program is meeting each of the Teacher Education Program Approval Standards. Please provide your response to each question within 500 words.

Program Information

Program Name	
Address	
Contact Name	
Phone	
Email	
Date Form Submitted (YYYY-MM-DD)	
Date(s) of Site Visit (YYYY-MM-DD)	

A. Program Overview: Conceptual Framework and Program Design

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

B. Meeting the TEP Approval Standards

Standard 1: Quality Assurance and Institutional Commitment

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

Standard 2: Required Content

7. How does the TEP integrate the required content?
8. How does the TEP ensure that the required content prepares teacher candidates to be competent early career educators?
9. 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?
10. How does the TEP ensure that candidates are prepared to include First Nations, Inuit and Métis perspectives?
11. How does the TEP ensure that candidates are prepared to support First Nations, Inuit and Métis learners?
12. How do teacher candidates demonstrate an understanding of critical concepts and principles of educational theory and practice?
13. How does the TEP formally assess teacher candidates against the Professional Standards?

Standard 3: Practicum/Field Experience

14. What are the TEPs practicum and field experience requirements and placement processes?
15. How does the TEP support high quality practicum/field experiences?
16. How do TEPs provide opportunities for multiple contexts for learning and practicing?

Standard 4: Selection, Admission, Withdrawal and Re-entry

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

Standard 5: Resources & Personnel

20. What criteria does the TEP use for hiring faculty?
21. How does the TEP engage in and apply research to inform practice (where applicable)?
22. What is the process for a TEP to request additional resources from the University?