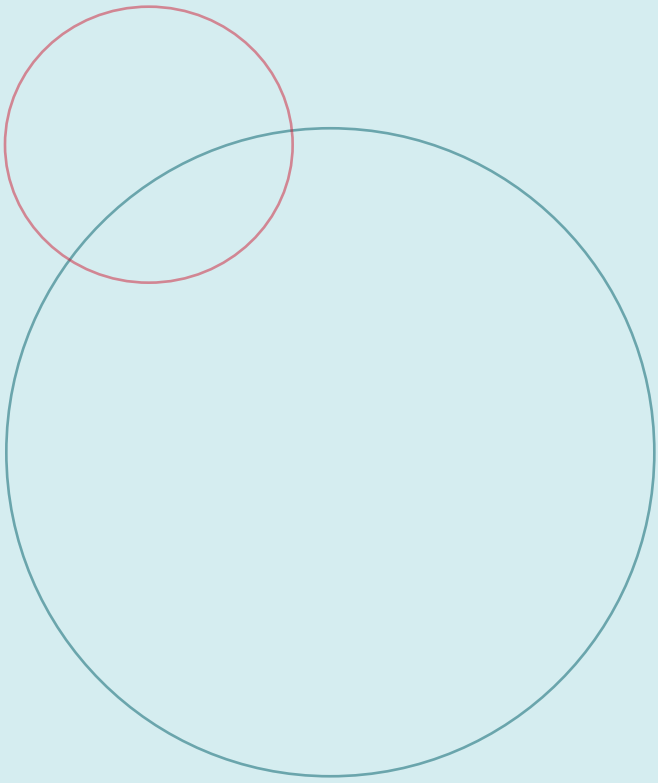
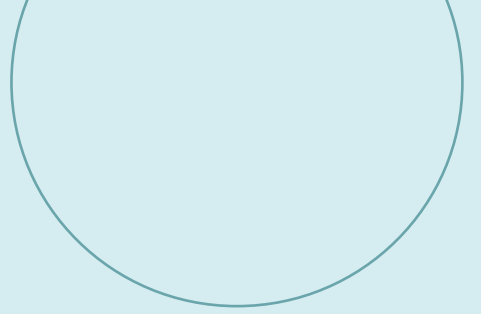




BC TEACHERS' COUNCIL ANNUAL REPORT





November 30, 2017

The Honourable Rob Fleming
Minister of Education
Room 310, Parliament Buildings
Victoria, BC V8W 9E2

Dear Minister Fleming:

It is my honour to present to you the BC Teachers' Council's (BCTC) 2016-2017 Annual Report. This report documents the work done by the BCTC between April 2016 and April 2017. It has been prepared and submitted in accordance with section 16 of the *Teachers Act*.

Sincerely,

A handwritten signature in black ink that reads 'R Blair'. The signature is written in a cursive, flowing style.

Rebecca Blair
Chair



Our goal...

**TEACHER
EXCELLENCE**

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Message from the Chair of the BCTC

The 2016-2017 reporting period marks the fifth year of operations for the BC Teachers' Council (BCTC). During this period, the BCTC has focused on reviewing the three sets of regulatory standards for which it is responsible: the Standards for the Education, Competence and Professional Conduct of Educators in BC (Professional Standards); the Certification Standards; and the Teacher Education Program (TEP) Approval Standards. Updating these standards will ensure that the regulatory structure of the teaching profession in BC continues to set appropriate standards of competence and conduct to maintain public trust.

The Professional Standards Steering Committee (PSSC) made significant progress towards its goal of revising the Professional Standards. An online survey of certificate holders, education partners and members of the public was conducted to obtain feedback on the proposed standards developed in the previous reporting period. Over 5,600 responses were received, allowing the BCTC and the Teacher Regulation Branch (TRB) to consider feedback from a significant sample of stakeholders. The PSSC is on track to draft a final set of new standards by the end of 2017 for the BCTC's review in early 2018. Updating the Standards will ensure that they continue to address the needs and concerns of educators, staff, parents and other stakeholders in BC K-12 schools.

The review of the Certification Standards reached an important milestone during this period. The consultant hired to support the process delivered a report and recommendations at the final BCTC meeting of 2016-2017, where it was decided that the next phase of the review could begin. This phase will involve a stakeholder consultation process leading to the creation of a new set of Certification standards to enhance the TRB's ability to ensure that qualified individuals are certified in a timely manner to address the evolving requirements of BC's school systems.

Work commenced on the review of the Teacher Education Program (TEP) Approval Standards, with TRB staff completing an environmental scan of regulatory bodies in Canada and select international jurisdictions and developing a draft discussion paper. This paper will inform stakeholder consultation and the creation of draft TEP Approval Standards for the BCTC to review in the 2017-2018 reporting period.

The Teacher Education Program Working Group (TEPWG), with representatives from the BCTC, the Association of BC Deans of Education (ABCDE) and the Ministry of Advanced Education, continued its work towards the creation of a new TEP review process. This is a priority undertaking for the BCTC as BC's teacher education programs have not undergone regulatory reviews in over ten years. The TRB has carried out extensive research into Canadian and select international jurisdictions to support the TEPWG's aim of developing draft guiding principles and a draft implementation framework for the review and approval by the BCTC and the ABCDE in the fall of 2017. I am pleased to report that one segment of the new review process has already been endorsed by the parties and has been implemented – structured dialogues. A series of structured dialogues with all of BC's TEPs has been initiated, to share information and inform the review process going forward.

While the work to finalize the TEP review process continues, the BCTC's Interim Teacher Education Program Review Committee (ITEPRC) has continued to process requests from BC TEPs seeking approval for changes to their existing programs. The ITEPRC has been very productive during this period, with requests from seven TEPs being reviewed by the committee and approved by the BCTC since April 2016. This has ensured that BC's higher-education institutions can continue to offer high quality teacher education programs in a rapidly evolving education landscape within an efficient and effective regulatory structure.

Moving into the new reporting period, the BCTC will build on the progress made in 2016-2017. Its aim will be to implement a new set of Professional Standards, make progress towards updating the Certification Standards and TEP Standards, complete the TEP review process, and continue to process TEP proposals in an efficient manner, thereby satisfying the BCTC's mandate to set and maintain standards for teacher regulation in BC as outlined in the *Teachers Act*.

We, as a council, establish the foundation required to ensure that we continue to have quality teachers in British Columbia. The BCTC is responsible for establishing and maintaining the three sets of standards that guide and support the teaching profession and engaging in regulatory reviews of the post-secondary programs that provide teacher education in the province.

As Chair, it is my responsibility to provide this summary of the important work that the BCTC has accomplished over the past year. It is also my responsibility to express concern on behalf of the BCTC that the importance of this work is not being adequately supported through the provision of the required financial resources to enable to us to fully embrace and implement our mandate.

BCTC members take very seriously the tremendous responsibilities they have been tasked with. It is important to all of us that we are provided with adequate time to deliberate together on the important decisions we are making; decisions that ultimately impact the quality of teaching and learning in BC's education system. Minister, as we table this annual report, I ask on behalf of all BCTC members that you ensure that the significance of BCTC's work is respected and fully supported.

Rebecca Blair
Chair



Legislative Framework

Mandate

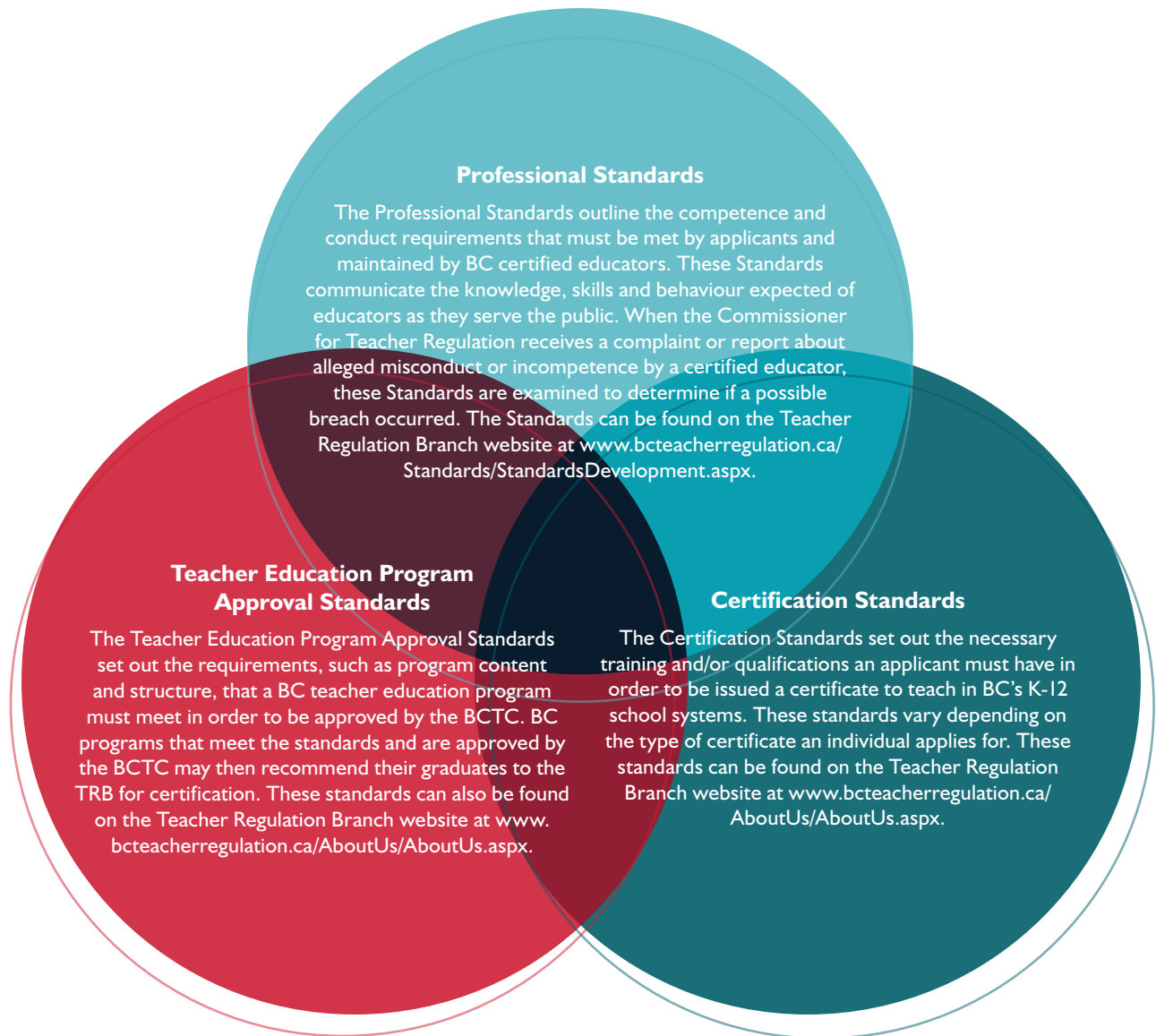
The BCTC receives its mandate from sections 10 and 13 of the *Teachers Act*. Under the Act, the BCTC has the power and duty to:

- establish teacher education program approval standards;
- determine if programs meet the teacher education program approval standards;
- cooperate with a faculty or school of teacher education in the design and evaluation of teacher education programs;
- establish the standards a person must meet to be issued and to maintain a certificate, including:
 - ♦ training and qualification standards;
 - ♦ conduct standards; and
 - ♦ competence standards
- classify certificates into one or more types – and determine the type of training/qualifications to be met for each type; and
- prepare and submit an annual report to the Minister of Education.

In accordance with section 14 of the Act, each rule that the BCTC establishes regarding its practices and procedures, any decision that the BCTC makes about the classification of teaching certificates and any revision that the BCTC makes to the Teacher Education Program Approval Standards, Certification Standards or Professional Standards must be submitted to the Minister. The Minister has the authority to disallow a rule, standard or classification decision of the BCTC reported as required under section 14 of the Act within 60 days of submission by the BCTC Chair.

The Standards

Under sections 10 and 13 of the *Teachers Act*, there are three sets of standards that the BCTC is responsible for establishing: the Standards for the Education, Competence and Professional Conduct of Educators in BC (Professional Standards); the Certification Standards; and the Teacher Education Program Approval Standards. These standards are currently under review.



BCTC Composition

Section 9 of the *Teachers Act* stipulates that the BCTC must have 16 elected and appointed members as follows:

- 1 non-voting member who reports to the Minister – appointed by the Minister
- 3 BC Teachers’ Federation nominees – appointed by the Minister
- 7 education partner nominees – appointed by the Minister
- 5 BC educators – elected by other BC certified educators

This stipulation ensures that the education community is broadly represented on the BCTC.

Appointed Members			
Name	Nominated By	Effective	Expiry
Cathy Lambright	BC Teachers’ Federation	April 23, 2015	April 23, 2018
Jeff Jones	BC School Superintendents Association	August 5, 2014	April 23, 2018
Jim Iker	BC Teachers’ Federation	April 23, 2016	April 23, 2019
John Tyler	BC Principals’ and Vice Principals’ Association	April 23, 2016	April 23, 2019
Montgomery Palmantier	First Nations Education Steering Committee	April 23, 2014	April 23, 2017
Peter Van Huizen	Federation of Independent School Associations	April 23, 2014	April 23, 2017
Ramona Soares	Non-voting Ministry representative	January 21, 2016	At pleasure
Rebecca Blair	BC Teachers’ Federation	April 23, 2014	April 23, 2017
Susan Wilson	BC Confederation of Parent Advisory Councils	April 23, 2016	April 23, 2019
Ted Riecken	Association of BC Deans of Education	April 23, 2014	April 23, 2017
Teresa Rezansoff	BC School Trustees Association	April 23, 2015	April 23, 2018

Elected Members			
Name	Zone	Effective	Expiry
Fred Robertson	Vancouver Island Zone	March 23, 2015	March 23, 2018
Janine Fraser	Interior Zone	March 23, 2015	March 23, 2018
John Hall	Vancouver Coastal Zone	March 23, 2015	March 23, 2018
Laurence Greeff	Fraser Zone	March 23, 2015	March 23, 2018
Matthew Cooke	Northern Zone	March 23, 2015	March 23, 2018

Oath of Office

Within 45 days of being appointed or elected to the BCTC, members must complete an oath, by swearing or affirming that they will:

- abide by the *Teachers Act* and conduct themselves in accordance with the law and the public trust placed in them;
- act impartially and with integrity, putting the interest of the public above personal interests and the interests of any organization with which the member is affiliated;
- avoid conflicts of interest and declare any private interests relating to public duties;
- act honestly and ethically so as to maintain the public trust and confidence in the governance of the teaching profession;
- safeguard confidential information;
- base decisions on objective evidence available; and
- ensure other memberships, directorships, voluntary or paid positions or affiliations remain distinct from work undertaken in the course of exercising any powers or duties as a BCTC member.

Biographical Statements

CATHY LAMBRIGHT

Cathy is a TTOC with Coast Mountain School District and a Practicum Coordinator for the University of Northern BC. Active in the community, Cathy was the President and Director of the Skeena Kalum Housing Society; a Director of the Terrace and Area Health Council; a President, Director and coach of the Terrace Figure Skating Club; and a judge with the Canadian Figure Skating Association. Cathy is a member of the BC Teachers' Federation and serves on its Finance Committee. Cathy is the past President of the Terrace District Teachers' Union and a former member of the BC Teacher Librarians' Association and BC Intermediate Teachers' Association. Cathy holds a bachelor of arts (honours) from Simon Fraser University.

FRED ROBERTSON

Fred, now retired from full-time teaching, is working as a teacher on call with the Vancouver Island North School District. Fred has taught on Vancouver Island since 1989 and recently worked with the school district to design a Forestry Academy program for students at Port Hardy Secondary and North Island Secondary. Prior to moving to the North Island where he and partner Eleanora raised three boys, Fred and Eleanora taught in Northern Manitoba, Nunavut and Brazil. Fred has served as the Local President of the Vancouver Island North Teachers' Association and is actively involved in his community. He has volunteered as a minor hockey coach and manager and has served on the minor hockey executive for over 10 years. Recently, Fred was elected to the District of Port Hardy Municipal Council. Fred holds a bachelor of arts from the University of Winnipeg. He did his teacher training and library education at the University of Victoria. He holds a master's degree in curriculum and leadership from Gonzaga University.

JANINE FRASER

Janine currently teaches in the Boundary School District. She began teaching in 1999 in Surrey and then moved to the Boundary in 2008. In her local, Janine is currently the Vice President of the Boundary District Teachers' Association and provincially she is the President of the BC Primary Teachers' Association and has held that position since 2012. She has been involved in a variety of Ministry of Education initiatives: CR4YR from 2013-2015, a member of the ADST curriculum writing team in 2016 and on the provincial and classroom assessment teams in 2016-2017. Janine holds a bachelor of education from Simon Fraser University, a master of arts in education from University of Phoenix and a Special Education certificate from Queens University. She currently teaches for Queens University in the Early Learning program.

(BIOGRAPHICAL STATEMENTS CONTINUED...)

JEFF JONES

Jeff is currently the Superintendent for the Kootenay Lake School District. Previously, Jeff worked for the Calgary Board of Education in various roles including Director of People Development and Human Resources. Jeff is a member of the BC School Superintendents Association and serves as the Kootenay-Boundary Chapter Membership Chair. Previously, he was the Director of the Calgary Youth Interpretive Centre and Chair of Calgary Board of Education Secondary Review Steering Committee. Jeff holds a bachelor of education and a master of arts in facilitating organizational responses to change from the University of Calgary.

JIM IKER

Jim Iker has over three decades of experience as an elementary school teacher, local union President and provincial leader. He was the President of the Burns Lake District Teachers' Union for a number of years and most recently served as President of the BCTF for three years. Prior to that, Jim was a BCTF Vice-President for six years. Jim completed an honours BA in sociology and political science at McMaster University in Hamilton before achieving his B.Ed from Dalhousie in Halifax. He headed west after graduation and in the summer of 1977 arrived in the tiny community of Topley, west of Burns Lake, BC. There he began his teaching career, with a class of 34 Grade 2/3 students. He taught Kindergarten for four years and the full range of elementary grades. Over the years he enhanced his credentials with additional studies in counselling, learning assistance and special education.

JOHN HALL

John has been a teacher for 19 years, mostly at Whistler Secondary, where he also sponsors students in leadership, model UN and diversity activities. For the past ten years, he has also been an elected member of the Provincial Judicial Council of the BC Teachers' Federation, of which he is the current chair. Previously, John spent three years as the President of the Sea to Sky Teachers' Association and continues to serve on its executive. John has done education development work in Tanzania and enjoys hiking whenever and wherever he gets the opportunity. John holds a bachelor of arts in history and a bachelor of education in general curriculum from the University of Victoria.

JOHN TYLER

John is currently the Principal of New Westminster Secondary School and SIGMA Alternate Program. Previously, he was the Principal of a BC Ministry offshore school. John also has experience as a secondary school Vice-Principal in the Victoria and Burnaby School Districts. Active in his community, John has coordinated learning events for educators at all levels throughout the province. John holds a bachelor of arts, bachelor of education and a master's of education in administration and leadership from the University of British Columbia.

LAURENCE GREEFF

Laurence currently teaches at Langley Secondary School. Prior to this, Laurence taught in the Peace River North and Cariboo-Chilcotin School Districts. Laurence serves on the executive of the Langley Teachers' Association and for the past 13 years has served on the BC Teachers' Federation Finance Committee. Within the community Laurence has actively participated on the executive council of the New Westminster & District Labour Council. Laurence enjoys spending his summers writing and studying in Italy. Laurence holds a bachelor of education from the University of British Columbia.

(BIOGRAPHICAL STATEMENTS CONTINUED...)

MATTHEW COOKE

Matthew has been a teacher for nearly 20 years. He previously worked in Burnaby and is currently teaching in the Bulkley Valley School District. Matthew has been on the Bulkley Valley Teachers' Union Executive for the last five years. During his three years as a Faculty Associate at Simon Fraser University, Matthew completed his master of education in ecological education. Supervising close to 140 student teachers has given Matthew a comprehensive understanding of teacher education programs as well as the journey of beginning teachers.

MONTY PALMANTIER

Monty is the Education Director for the Lake Babine Nation and previously held leadership roles within Lake Babine Nation including Ted Williams Memorial Learning Centre Director and Executive Director for the Nation. Monty has had teaching experiences ranging from elementary level through to the post-secondary levels. Monty holds a bachelor of education degree and post-baccalaureate diploma in adult education from the University of British Columbia and a master of education from Simon Fraser University.

PETER VAN HUIZEN

Peter brings over 45 years of teaching and administrative experience to his role, spending 25 years in Ontario and 20 years in BC. He has been a teacher, principal and educational leader in the independent school sector. Peter recently completed eight years of service as the Executive Director of the Christian Teachers' Association of BC, which focuses on teacher professional development and working conditions. Peter holds a master of education from Queens University.

RAMONA SOARES

Ramona is an Assistant Deputy Minister at the Ministry of Education. In her current role, she is responsible for International Education, Independent Schools, Home Schooling and Partner Relations, which also includes the Teacher Regulation Branch and Community Literacy. Prior to making this move in November 2015, Ramona was Assistant Deputy Minister responsible for strategic initiatives, open education technologies and programs, intergovernmental relations and international education missions within the Ministry of Advanced Education. Ramona has also served as Assistant Deputy Minister at the Ministry of International Trade where she was responsible for the Province's International Trade and Investment Offices. Ramona has received numerous awards for her public service, including a 2011 Premier's Award for Leadership in the BC Public Service and top work unit awards for engagement in the BC Public Service, and organizational excellence and service excellence awards. Ramona holds a bachelor's degree in sociology and a master's degree in business administration.

REBECCA BLAIR

Rebecca is a semi-retired teacher currently living in Creston. She taught for over 40 years in the communities of Williams Lake, Quesnel, Burns Lake and Creston. Rebecca currently serves as a Director with the Kootenay Community Centre Society and also volunteers with the Spay and Neuter Animal Program in Creston. Rebecca holds a bachelor of education from Simon Fraser University and a master's degree in leadership from Gonzaga University.

(BIOGRAPHICAL STATEMENTS CONTINUED...)

SUSAN WILSON

Susan is a wife and mother to three grown children and is a self-employed bookkeeper working from her home in Winlaw for over 20 years. Susan volunteered for over 16 years on the parent advisory councils and the district parent advisory council in her local school district and was involved in the BC Confederation of Parent Advisory Councils (BCCPAC), elected to the Board of Directors as Treasurer. During her time with BCCPAC, Susan sat on several provincial committees and advisory groups working with education partners to ensure the children in British Columbia have the best possible public education.

TED RIECKEN

Ted is a professor in the Department of Curriculum and Instruction at the University of Victoria. Previously he served as Dean for eight years. Ted is also a past President of the Association of British Columbia Deans of Education and the Association of Canadian Deans of Education. His research interests include teacher education and large scale educational reform. Ted holds his doctorate in education from the University of British Columbia, a master's degree in education from the University of Saskatchewan, a BC teaching certificate from the University of Victoria and a bachelor of arts (anthropology) from the University of Saskatchewan.

TERESA REZANSOFF

Teresa is in her fourth term as President of the BC School Trustees Association. Teresa has served as an elected public school trustee in British Columbia for 17 years, 13 years as Board Chair for the Boundary School District and 11 years of service on the BC School Trustees Association. Teresa is a Director with the Canadian School Boards Association and has served as Vice-President of the BC Education Leadership Council. Teresa holds a diploma in public administration from the BC Institute of Technology.



BCTC 2016-2017 Workplan

The BCTC set seven strategic goals for 2016-2017. Three were carried over from its 2015-2016 workplan. During this reporting period, the BCTC made significant headway on the majority of its goals as reflected below.

1. Continuation of the review of the Professional Standards;
2. Analysis and strategic release of the data from the New Teacher Survey;
3. Establishment and implementation of an Interim Teacher Education Program Review Process;
4. Establishment of a formal review process for teacher education programs;
5. Development and implementation of a BCTC communications plan;
6. Continuation of the review of the BCTC's policies, procedures and meeting rules;
7. A review of the certification and teacher education program approval standards, to be led by the Director of Certification and recommendations tabled with the BCTC for consideration.

	2016-2017 Goals	Implementation Strategies	Progress to Date
1	Continuation of the review of the Professional Standards	<ul style="list-style-type: none"> • This review process will address gaps in the current Professional Standards that need be addressed. • The revised Professional Standards will accurately reflect what it means to be an educator in BC. • The revised standards will be aligned with the new Ministry curriculum and <i>Truth and Reconciliation Commission of Canada: Calls to Action</i>. 	<ul style="list-style-type: none"> • Revised standards drafted, incorporating a new ninth standard. • An online survey was conducted in spring 2017 to collect feedback on the draft revised standards from certificate holders, education partners, parents, education faculty and staff, and members of the public.
2	Analysis and strategic release of the data from the New Teacher Survey	<ul style="list-style-type: none"> • Identify subsets of data within aggregate data. • Generate data reports based on subsets. • Review and analyze various data reports. • Develop an in-depth report on the findings to support the BCTC's review of the standards within its mandate and its development of processes to support the BCTC's review and approval of BC teacher education programs (TEPs). 	<ul style="list-style-type: none"> • Personal, private and third party information redacted. • Survey outlining BC TEP graduate overall responses distributed to education partners and made publicly available on the TRB website.



2016-2017 Goals

Implementation Strategies

Progress to Date

3

Establishment and implementation of an Interim Teacher Education Program Review Process

- Create a committee of the BCTC to:
 - address proposals from BC TEPs received by the BCTC.
 - ensure proposals are being reviewed and considered in a timely and efficient manner.
 - demonstrate the openness and transparency of the BCTC’s review and approval process.

- Interim TEP Approval Process finalized.
- Approval granted for program changes to seven TEPs; one approval with conditions.

4

Establishment of a formal review process for teacher education programs

- Utilize the New Teacher Survey data.
- Conduct ongoing meetings of the Teacher Education Program Working Group.
- Ensure that the BCTC and ABCDE are regularly updated on progress and provided the opportunity to comment.

- A structured dialogue process for cyclical reviews developed, approved and implemented.
- Structured dialogues carried out with three TEPs, with four others scheduled for 2017 and two to be confirmed.
- Implementation Framework – two of the three types of reviews drafted with agreement in principle (Maintenance and Exceptional).

5

Development and implementation of a BCTC communications plan

- Develop a communications plan.
- Provide proactive communication to education partners.
- Use the TRB website to inform certificate holders and the public of the BCTC’s work and mandate.

- Draft communications plan developed.
- Communications calendar created and approved.

6

Continuation of the review of BCTC’s policies, procedures and meeting rules

- Establish clear and efficient processes for the BCTC to enact its mandate.

- New rules adopted to ensure the efficient operations of working groups and voting procedures.

7

A review of the certification and teacher education program approval standards, to be led by the Director of Certification and recommendations tabled with the BCTC for consideration

- Phase 1: Hire a consultant to research potential improvements for the certification standards.
- Phase 2: Draft new standards for presentation to the BCTC.

- Consultant’s report presented to the BCTC at the April 2017 meeting.
- Phase 2 to be initiated over the 2017-2018 reporting period.



A Review of the 2016-2017 Reporting Period

During this reporting period, the BCTC met in April 2016, May 2016, October 2016, February 2017 and April 2017.

This was a busy period, with significant progress made by the BCTC and committees towards the achievement of the strategic goals in its 2016-2017 workplan.

The Professional Standards Steering Committee moved towards completion of its goal to coordinate and implement a review of the Professional Standards; with a draft set of revised standards amended to include a new ninth standard that speaks to the historical and current experiences and contributions of First Nations, Métis and Inuit peoples in Canada and the important role educators play in contributing towards truth, reconciliation and healing, which aligns with recommendations in the 2015 *Truth and Reconciliation Commission of Canada: Calls to Action*. An online survey was launched in spring 2017 to gather input on the draft set of revised standards, and feedback was received from over 5,600 certificate holders, education faculty and staff, parents and members of the public. Going forward into the 2017-2018 period, this feedback will be considered as the BCTC finalizes the new set of standards that will serve to guide the practice of BC educators and to communicate to the public the conduct and competence expected of educators.

The review of the Certification Standards and TEP Approval Standards reached a significant milestone; progress has been made in determining deficiencies, incongruities and suggested improvements to current bylaws and policies that are applied in the certification process. Queenswood Consulting Group was contracted to research, consult with stakeholders and propose potential updates to the standards, with the first phase of the contract starting in November 2016. An initial report was completed and presented to the BCTC in April 2017. Phase two of the project will involve drafting a new set of certification standards, seeking initial feedback from the ABCDE, TEPs and the TRB Certification Unit. This feedback will be synthesized into a revised set of standards, with a finalized set of standards incorporating feedback from education

partners, and reviewed and approved by the BCTC with the goal of adoption in 2018.

The Interim Teacher Education Program Review Committee made great progress, processing reviews for seven teacher education programs, all approved by the BCTC; one approved with conditions. This interim process informs the development of the permanent review process and enables teacher education programs to ensure that program graduates are adequately prepared for entering BC's K-12 systems.

The BCTC conducted structured dialogues with three of BC's teacher education programs, as this component of the permanent review process has been approved by both the BCTC and the ABCDE. A structured dialogue is a half-day meeting every two years to discuss how an existing TEP continues to prepare graduates to meet standards for teaching in BC. Structured dialogues are scheduled for the remaining TEPs over the next reporting period. Progress was made towards developing the remaining formal processes for regulatory reviews of TEPs, including cyclical maintenance reviews, exceptional reviews and TEP-initiated reviews for new and existing programs.

The results of the New Teacher Survey conducted on behalf of the BCTC between December 2014 and March 2015 were collated and the overall responses of teachers who graduated from BC teacher education programs have been publicly released via the TRB website, providing a valuable insight into the perceptions of the teaching profession in BC from recently graduated K-12 educators.

At the request of the BCTC, the TRB developed a communications plan to support the BCTC's ability to proactively communicate with education partners and the public regarding the important work of the BCTC.

The BCTC continued to review its meeting rules and communications over the reporting period to ensure effective, efficient and transparent operations. Rules were established to guide the operations of committees and the election of their members.

2016-2017 BCTC Meetings

Meeting #1: April 28-29, 2016

The BCTC began the first meeting of the 2016-2017 reporting period by reviewing its annual workplan, focusing on the goals for 2016-2017. The BCTC reviewed its meeting rules and policies, voting to standardize the development of the annual report to streamline the reporting process and ensure public accountability.

On day two of the meeting, the BCTC reviewed the progress made towards establishing a formal process for reviewing teacher education programs. Representatives of the BCTC and the ABCDE, with the support of TRB staff and a representative of the Ministry of Advanced Education, had worked together as members of the Teacher Education Program Working Group (TEPWG) to establish guiding principles and a framework for program reviews.

An update was provided on the work of the Interim Teacher Education Program Review Committee (ITEPRC), which had met three times since being established at the previous BCTC meeting in January 2016. In this time, the ITEPRC had finalized the Interim TEP Approval Process. The BCTC voted to approve the interim process and replace the ITEPRC's Terms of Reference.

Since January, the ITEPRC had received five proposals for program changes:

Institution	Program	Status/ITEPRC Recommendation
Thompson Rivers University (TRU)	Bachelor of Education in Trades and Technology (BETT)	• Recommended for approval by the BCTC
Thompson Rivers University (TRU)	Science, Technology, Engineering & Math (STEM)	• Recommended for approval by the BCTC
University of British Columbia (UBC)	Elementary Program	• Option to include the previously stand-alone Middle Years Option was recommended for approval by the BCTC
University of British Columbia - Okanagan (UBCO)	Teacher Education Program	• Program restructuring yet to be reviewed by the ITEPRC
University of Victoria (UVIC)	Secondary Trades and Technology Program	• Yet to be reviewed by the ITEPRC

Representatives of TRU and UBC were given the opportunity to comment on their proposed modifications to their TEPs. After deliberating in private, the BCTC approved both TRU proposals and the proposal from UBC.

It was decided that the next meeting of the BCTC would be May 25 and 26, 2016. The BCTC continued to review and enhance its meeting rules, adding amendments to the Working Groups section to include election voting procedures.

The progress made by the Professional Standards Steering Committee, which included the beginning of the consultation phase of the professional standards review, was reported to the BCTC.

The BCTC's representative on the K-12 Aboriginal Education Partners group updated the BCTC on the group's meeting of March 10, 2016. A motion was carried that the BCTC support the recommendation from the K-12 Aboriginal Education Partners to the Minister of Education that the Ministry be encouraged to host a joint K-12 Aboriginal Education Partners meeting to discuss the recommendations of the Auditor General.

To address the goal of raising the BCTC'S profile through communicating to certificate holders and the public about its role, work and mandate, the TRB had developed a draft communications plan, including media, website, marketing and teacher-to-teacher initiatives. The BCTC determined to discuss this plan in a future meeting.

Action Items from Meeting #1

- The BCTC requested the meeting rules be amended to allow the Annual Report to be developed in the same process it was last year.
- The BCTC approved the revised ITEPRC Terms of Reference document, with an amendment to number 10, Judicial Review to say: The BCTC's decision is open to application to the courts for judicial review.
- The BCTC approved the Interim TEP Approval Process.
- The BCTC approved the TRU BETT TEP.
- The BCTC approved the TRU STEM TEP.
- The BCTC approved the proposed changes to UBC's middle school option.
- The BCTC amended the BCTC Meeting Rules to include election voting procedures for Working Groups.
- The BCTC will write to the Fraser Institute and the federal Minister of Indigenous and Northern Affairs, Carolyn Bennett, regarding the previous BCTC decision to communicate directly with the Fraser Institute its displeasure with the ranking of schools.
- The BCTC requests that TRB staff review the Election Voting Procedures amendment motion.
- The BCTC agreed to support the recommendation from the K-12 Aboriginal Education Partners to the Minister of Education that the Ministry be encouraged to host a joint K-12 Aboriginal Education Partners meeting to discuss the recommendations of the Auditor General.

Meeting #2: May 25-26, 2016

The second meeting of 2016-2017 began with the acclamation of Rebecca Blair as the Chair and John Hall as Vice-Chair of the BCTC. The BCTC then decided that the dates for the remaining meetings of the year would be: October 27 and 28, 2016, February 2 and 3, 2017, and April 12 and 13, 2017.

The BCTC reviewed its 2016-2017 workplan and added that the Director of Certification lead a review of certification and teacher education program approval standards and table recommendations with the BCTC for consideration. The BCTC also reviewed correspondence, including an email from the Ministry of Education's Director of French Language Programs inviting the BCTC to join an advisory committee to discuss increasing demand for French language teachers in BC. The BCTC appointed member Susan Wilson to attend. Also of note was a request from the K-12 Aboriginal Education Partners to include special education and Aboriginal education in the certification bylaws (current Bylaw 2), which the BCTC referred to the Director of Certification to incorporate in the ongoing Certification Standards review. The BCTC heard that letters had been sent to UBC and TRU notifying each of the BCTC's decision at the previous meeting to approve their TEP proposals.

The BCTC was updated on the ITEPRC meeting of May 19, 2016. The ITEPRC had developed a document outlining the proposals received from each institution and the progress towards making an approval decision. The ITEPRC informed the BCTC that a feedback report had been sent to UVIC requesting documentation necessary to review its Revised Trades and Technology Program proposal and had yet to receive a reply. The ITEPRC had asked UBCO for clarification regarding aspects of its program proposal. In response, UBCO had requested to present at the next ITEPRC meeting.

An update was provided to the BCTC on the meeting of the K-12 Aboriginal Education Partners Group on March 19, 2016. A general discussion was held

regarding the format of reporting from external committee representatives.

The BCTC discussed the Minister of Education's announcement on coding in the K-12 system and whether there had been discussions in the various school districts regarding their readiness. The BCTC was advised that a Ministry of Education representative was considering attending an upcoming BCTC meeting to discuss the addition of coding to the curriculum.

An overview of potential learning opportunities for the BCTC was provided by TRB staff. To assist the BCTC in fulfilling its communications goal, staff created a chart for the BCTC to identify its key messages, communications vehicles and target audiences. A talking break was held for BCTC members to discuss a revised communications plan in groups, identify communications priorities and provide feedback to TRB staff.

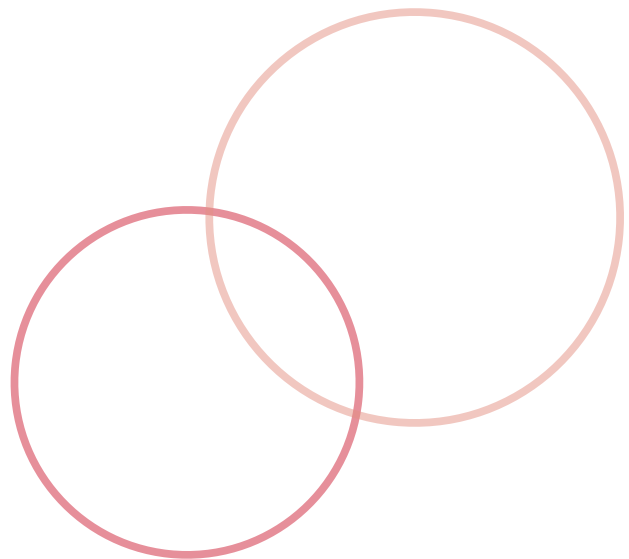
The second day of the meeting began with discussion of the K-12 Aboriginal Education Partner Group E-Kit document including 23 recommendations that would be placed on the agenda for the BCTC's October meeting. TRB staff provided the BCTC with a high-level overview of TRB outreach presentations to TEPs, which included information on the BC regulatory structure, professional standards and certification process.

TRB staff also provided the BCTC with an update on the work of the TRB's Certification Unit including certification statistics, changes to the certification process, current trends in the certification unit and the status of the certification standards review.

Suzanne Hoffman, a superintendent seconded to the Ministry of Education Outreach Team, presented to the BCTC on the Ministry's education transformation work. This included the development of a redesigned curriculum to enhance student learning with a strong emphasis on competencies.

Action Items from Meeting #2

- The BCTC agreed that the draft annual report be completed by July 2016.
- The BCTC approved the 2016-2017 workplan.
- The BCTC requested that TRB staff invite the Minister and Deputy Minister of Education to the October 2016 BCTC meeting.
- The BCTC agreed to add to the 2016-2017 workplan that the Director of Certification lead a review of certification and teacher education program approval standards and table recommendations with the BCTC for consideration.
- The BCTC appointed Susan Wilson to sit on the advisory committee on French language education program in BC.
- The BCTC approved referring the request made by the K-12 Aboriginal Education Partners to include special education and Aboriginal education in Bylaw 2 to the Director of Certification to incorporate into the Certification Standards review process.
- The BCTC requested that the letter of response from the Fraser Institute be noted as received and filed.
- The BCTC requested that TRB staff develop a reporting template for BCTC representatives on external committees to use when reporting back to the BCTC.



Meeting #3: October 27-28, 2016

The BCTC began the October meeting by reviewing its workplan and correspondence. The correspondence included letters to the BCTC requesting that Outdoor Education be added to the list of teachable subject areas and that an Indigenous Cultural Safety program be added as a requirement for certification. A letter to the Minister from the BC Teachers of English to Speakers of Other Languages that requested that a new requirement for BC teacher education programs to support language development be added was referred to the BCTC. The BCTC also received a letter from the BC Student Alliance requesting the BCTC's support for student representation on BC school boards.

The BCTC reviewed its communication plan. A calendar for the remaining portion of the 2016-2017 reporting period was added to allow the BCTC to insert strategic communication opportunities.

The BCTC was updated on the work of the ITEPRC since its last meeting. Representatives from the University of Northern British Columbia (UNBC) Prince George presented proposed changes to the Bachelor of Education (Elementary and Secondary) programs, and representatives from Trinity Western University (TWU) presented proposed changes to its Bachelor of Education program. After reviewing both proposals, the ITEPRC recommended that the BCTC approve the changes. After moving in private to discuss the program proposals, the BCTC approved the proposals from UNBC and TWU and approved the proposal from UBCO with conditions.

An update was provided on the work of the TEPWG, which had met on August 31, September 20 and October 21, 2016, and had developed a workplan for 2016-2017. The TEPWG had also developed a framework for TEP maintenance reviews, focusing on a process of regular structured dialogues and cyclical regulatory reviews to evaluate how TEPs continue to prepare graduates to meet standards for teaching in BC. The BCTC reviewed and approved the workplan and the structured dialogue process.

The Director of Certification informed the BCTC of the progress of the Certification Standards review. A request for proposal had been sent to pre-approved contractors to research potential updates to the standards, with the first phase of the contract due to start in November 2016. The request made by the K-12 Aboriginal Education Partners to include special education and Aboriginal education in TEP bylaws was referred to the Director of Certification to incorporate into the review process.

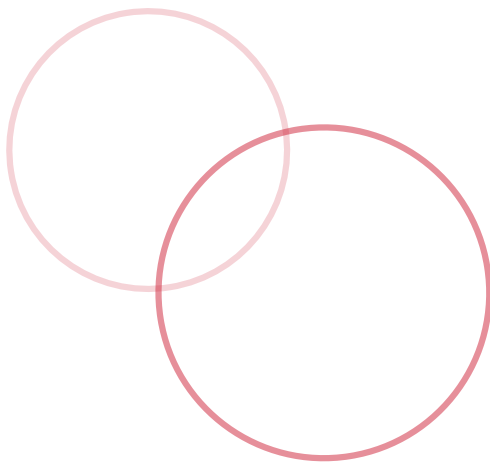
Ministry of Education staff leading the BC K-12 Coding Initiative gave a presentation on the teaching of coding in BC schools as part of the BC Tech Strategy. Coding Initiative staff are in the process of developing implementation advice on curriculum and instruction, teacher training, dual credit, certification, articulation with post-secondary programs and K-12 community outreach.

Day two of the meeting began with an update from the PSSC on the review process to date and next steps. Since the last BCTC meeting, the PSSC had met three times and had reviewed and revised the existing standards. The PSSC had also discussed incorporating a ninth standard, requiring educators to foster understanding and contribute towards truth, reconciliation and healing with respect to Aboriginal peoples, history and culture. The BCTC passed a motion to solicit feedback on the draft standards from November 1 to December 5, 2016, with the standards to be distributed to certificate holders, education partners, Canadian regulators and the public. An amendment that there be a preamble to Standard 9 reflecting the Truth and Reconciliation Commission of Canada: Calls to Action was also carried. The BCTC subsequently changed the date range for feedback on the draft standards to February 10 to March 14, 2017.

The Ministry of Education's Director of French Programs presented to the BCTC on the Ministry's French Language Program and the newly established French Language Advisory Committee. The presentation included an overview of French language education in BC K-12 schools and the challenges involved in the recruitment of French teachers.

Action Items from Meeting #3

- The BCTC approved the proposal from UBCO with conditions and will send written notification of this decision from the Chair of the BCTC.
- The BCTC approved the proposal from UNBC Prince George and will send written notification of this decision from the Chair of the BCTC.
- The BCTC approved the proposal from TWU and will send written notification of this decision from the Chair of the BCTC.
- The BCTC approved the ongoing structured dialogue component of the maintenance review process for TEPs.
- The BCTC agreed that the participants for the structured dialogue include interested BCTC members on a rotational basis with at least one certificate holder being a part of the team.
- The BCTC requested the TRB staff to solicit feedback on the draft professional standards from February 10 to March 14, 2017.



Meeting #4: February 2-3, 2017

The fourth meeting of 2016-2017 began with the approval of the agenda and an update on the 2015-2016 Annual Report, which had been submitted to the Minister of Education on November 4, 2016 and made public on the TRB website on December 19, 2016. The Chair informed the BCTC that the Continuing Professional Development Advisory Council had been developing a provincial framework.

The BCTC then reviewed the 2016-2017 workplan and its correspondence. Included in the correspondence were letters from the First Nations Education Steering Committee (FNESC) calling for the addition of a course or credit requirements specific to First Peoples as a requirement for new K-12 graduation programs and a letter from the Ministry of Education regarding the creation of a Rural Education Strategy.

The Acting Director of Certification and Assistant Director of Teacher Education Program Reviews provided an update on the review of the Certification Standards and TEP Approval Standards. The consultant hired to assist with the Certification Standards review had completed the first phase of the project and tabled a report with the BCTC outlining deficiencies, incongruities and suggested improvements. The consultant provided an overview of the key findings of this report to the BCTC and a motion was carried to discuss the recommendation at the next meeting, once BCTC members had the opportunity to review the full report.

A report was provided on the French Language Advisory Committee meeting of October 3, 2016. It was also reported that the Aboriginal Education Partners Table has requested a representative from the BCTC to speak at the Partners Table regarding the New Teacher Survey. A Call for Nominations to the ITEPRC was made and Matthew Cooke, Jeff Jones, Rebecca Blair, Ted Riecken and Jim Iker were acclaimed.

Bruce Preston, the Commissioner for Teacher Regulation, presented to the BCTC on the Commissioner's 2015-2016 Annual Report. The report contained complaint and discipline statistics for the year and emerging trends regarding teacher conduct.

The second day of the meeting began with a presentation from Juanita Coltman of FNESC. Ms. Coltman's presentation focused on the relationship of the Professional Standards to outcomes for First Nations learners in BC and endorsed the inclusion of a new Aboriginal Education standard.

A presentation was given on the progress of the Professional Standards review process. Since the last BCTC meeting, the Professional Standards Steering Committee had reviewed the feedback received and amended the draft standards based on the feedback. The proposed draft standards had been finalized in a facilitated session and were presented to the BCTC for review. After extensive discussion, the BCTC passed several motions modifying the language in the proposed standards.

The TRB's Director of Professional Excellence and Outreach presented an overview of the structured dialogue process for BC TEPs and the 2016-2017 structured dialogue schedule. Dialogues had been conducted with UVIC on December 7, 2016 and with Vancouver Island University (VIU) on January 23, 2017. Additional structured dialogues had been scheduled with TWU on February 21, 2017, and the University of the Fraser Valley (UFV) on April 18, 2017. The remaining five BC TEPs were to confirm dates between May and December 2017.

A report was presented on the UVIC structured dialogue session, with Ralf St. Clair, Dean of the Faculty of Education at the University of Victoria, joining the discussion via teleconference. The process was reported by all parties to have been positive and constructive.

The ITEPRC informed the BCTC that notices of intent had been received from UNBC Terrace for changes to its Bachelor of Education (Elementary) program and from Simon Fraser University (SFU) for changes to its Enhanced Professional Development Program (PDP). The UNBC proposal was discussed in detail and Andrew Kitchenham, the UNBC Program Chair, was present to comment and respond to the BCTC's questions. After discussing the UNBC proposal in private, the BCTC approved the changes to UNBC's program. The proposal from SFU was expected to be received and considered by the BCTC at a later date.

The results and key findings of the New Teacher Survey, completed by 1,669 individuals who had been certified between 2010 and 2014, were presented to the BCTC by TRB staff. The results of the survey, the BC TEP Graduate Report, would be used to assist the BCTC in understanding how prepared newly certified educators feel they are to deal with the realities of teaching in K-12 classrooms in BC. Following consultations with the government Information Access Office, all personal, private and third party information had been redacted and the report was ready for release. The BCTC carried a motion to distribute the BC TEP Graduate Report to all education partners and make it publicly available on the TRB website.

Action Items from Meeting #4

- The BCTC agreed to discontinue the Talking Breaks during BCTC meetings.
- The BCTC agreed to receive the report on Certification and Teacher Education Program Approval Standards and to discuss the recommendations at its next meeting.
- The BCTC approved the reporting template drafted by TRB staff for use by BCTC representatives on external committees.
- The BCTC agreed that the voting outcome of the ITEPRC nominations will be determined by a rule of fifty percent plus one until other rules are established.
- The BCTC agreed to use its existing voting rules for the election of the Chair and Vice Chair for the voting for sub-committee members, with the exception of timelines noted in the rules, until other rules are established.
- The BCTC reviewed and approved various changes to the draft professional standards.
- The BCTC approved the program proposal from UNBC Terrace and will send written notification of this decision from the Chair of the BCTC.
- The BCTC requested TRB staff to distribute the New Teacher Survey – BC TEP Graduate Report to all education partners and make it publicly available on the TRB website.

Meeting #5: April 12-13, 2017

The final meeting of the 2016-2017 period began with notification from the BCTC Chair that Ted Riecken, Peter Van Huizen and Rebecca Blair had been re-appointed as BCTC members for the next term, and that Jo-Anne Chrona, nominated by FNEESC, had been newly appointed by the Minister. The Chair then welcomed the Deputy Minister of Education, Dave Byng, who held a dialogue with the BCTC to review recent accomplishments. The Deputy Minister thanked the BCTC for its work and congratulated the members on the progress made towards the strategic goals of their workplan.

The BCTC then reviewed its correspondence, including a letter to UNBC approving its proposed teacher education program changes, a letter from VIU requesting a VIU-specific data report from the New Teacher Survey and a letter replying to VIU advising that it submit a Freedom of Information request to access the report because any personal information in specific data reports was not yet redacted.

The BCTC reviewed its workplan and then heard an update from the Chair and Vice-Chair on the teacher education program review and approval process to date. Sarah Osberg of TRU and Robyn Rankin of the Vancouver School Board delivered a presentation on the merits of adding Outdoor Education as a teachable subject. The BCTC discussed the logistics of implementation, teacher training and student safety.

TRB staff updated the BCTC on the structured dialogue schedule; a dialogue had taken place with TWU on February 21, 2017, with dialogues scheduled with UNBC (May 16, 2017), SFU (June 8, 2017) and UBC (October 19, 2017).

Members of the BCTC presented their findings from the VIU structured dialogue. Sharon Wahl, Associate Dean of Education, was in attendance to provide her perspective and respond to questions. A presentation was given on the findings from the TWU structured dialogue. Kimberly Franklin, Dean of Education, was in attendance to comment.

The Chair informed the BCTC that the TRB had reserved seats for two BCTC members to attend the Teacher Education Roundtable at UBC Vancouver. The BCTC agreed that Laurence Greeff and Peter Van Huizen would attend on the BCTC's behalf.

TRB staff then provided an update on the UBCO program approval conditions and led a discussion on completing site visits to the campus between September 2017 and December 2018. The Chair asked the BCTC to establish a consistent team to participate in the upcoming site visits. The BCTC carried a motion to refer the task of creating a team to the ITEPRC.

The BCTC was updated on the TEPWG's recent work, including processes for maintenance reviews and exceptional reviews of BC TEPs and amendments to the TEPWG 2016-2017 workplan, guiding principles and implementation framework documents.

The Acting Director of Certification and the project consultant reviewed the key findings on the consultant's report on the current Certification Standards. The BCTC was asked for approval to move to the second phase of the project, drafting a new set of standards. The BCTC agreed to add the item to the next day's agenda to allow for further discussion.

On the second day of the meeting, the BCTC discussed the Certification Standards review process to date and carried a motion to move to Phase 2 of the review. The TRB Executive Director provided assurance that a stakeholder list and interview questions would be provided to the BCTC for review and approval before phase 2 commenced.

TRB staff provided an update on the New Teacher Survey. The BCTC discussed the potential for other survey data reports following a request from VIU. The BCTC discussed conducting similar surveys in the future and tabled a motion to conduct another New Teacher Survey in 2018.

The BCTC discussed the draft Professional Standards feedback received to date. An online survey had been conducted over spring 2017, with feedback received from the public, certificate holders and education partners. Over 5,600 responses were received, which will be valuable in further informing the BCTC's revisions of the standards.

TRB staff presented a summary of the BCTC's feedback from the Program Approval Standards workshop held before the BCTC meeting on February 2, 2017.

A report was presented on the K-12 Aboriginal Education Partners Table meeting that a BCTC member had attended on February 22, 2017. The meeting concerned 23 recommendations prepared by the First Nations Education Steering Committee to improve Aboriginal student outcomes.

A presentation was given on the French Language Advisory Council meeting that a BCTC member attended on March 8, 2017, to discuss challenges faced by French language programs in BC schools.

The BCTC agreed that the next BCTC meeting would take place on October 5-6, 2017, and to publicly commemorate World Teachers' Day on October 5, 2017. The Chair announced that Monty Palmantier had completed his appointment term, and the BCTC thanked Monty for his commitment and service.

Action Items from Meeting #5

- The BCTC requested that the ITEPRC establish a team to complete site visits to UBCO regarding the conditions of the program approval.
- The BCTC requested that TRB staff move to Phase 2 of the Certification Standards review as outlined in the Request for Proposal and contract.



Chair Rebecca Chair presents Monty Palmantier with an award from the Minister of Education in recognition of his contribution to the work of the BCTC.



2016-2017 BCTC Committee/Working Group Meetings

Professional Standards Steering Committee (PSSC)

The consultation phase of the review had begun with a Focus Session held on February 26, 2016, to engage a broad range of stakeholders in the review process. Approximately 35 participants from 19 education partner organizations had participated in a World Café style session to give their feedback on the existing standards and suggest revisions that would accurately describe what it means to be an educator in BC.

June 28, 2016

At its first meeting in the 2016-2017 reporting period, the PSSC began the task of revising the Professional Standards. Standards 1 and 2 were reviewed and the PSSC discussed how to deal with the volume of feedback received at the focus session and from an online survey that gathered information during March and April 2016.

July 25-26, 2016

The PSSC continued to review feedback on Standards 1 and 2 and discussed the integration of Indigenous components into the Professional Standards. The PSSC began to review and revise Standards 3, 4 and 5. On the second day, the PSSC began to review and revise Standards 6 through 8.

September 21-22, 2016

The PSSC continued to review revisions to the Professional Standards and discussed incorporating a ninth Standard recognizing the Indigenous context of education in BC. On the second day of the meeting, the PSSC continued to review the draft Standards and reviewed design samples.

October 26, 2016

In preparation for sharing the draft revised Professional Standards and soliciting feedback, the PSSC reviewed the online feedback tool and made edits to the draft communications documents to be sent to certificate holders, focus group participants, education partners and Canadian teacher regulators. The PSSC discussed introducing a motion at the next BCTC meeting to solicit feedback from these stakeholder groups and continued to review design samples.

December 15-16 2016

Following the October BCTC meeting, the PSSC realized that more time was needed for the process. The PSSC reviewed responses received from the BCTC on the draft revised Professional Standards and developed its rationale for what feedback to integrate. This work continued into the second day, when the PSSC also reviewed its draft communications plan.

January 11, 2017

The PSSC reviewed each revised Standard to ensure strong and concise language. A table was added to a proposed draft Standards document summarizing the feedback responses for each Standard. Approval was given to send the revised draft Professional Standards to the BCTC for review prior to the February BCTC meeting. Preparations were made to present the proposed draft Professional Standards to the BCTC.

February 1, 2017

The PSSC finalized the materials to be presented to the BCTC at the February meeting. The preamble and definitions for the proposed draft Professional Standards were reviewed and the PSSC also reviewed the language in its draft consultation documents and stakeholder correspondence.

(Please see Appendix C for the *Professional Standards Steering Committee Terms of Reference*, the *Process for Reviewing the Professional Standards*, the *Draft Revised Standards for BC Educators*, and the *Standards Review Dashboard*.)

Interim Teacher Education Program Review Committee (ITEPRC)

May 19, 2016

The ITEPRC reviewed its Terms of Reference and Interim TEP Approval Process documents and discussed the suggested amendments made by the BCTC at its April 2016 meeting. (See Appendix D for the *ITEPRC Terms of Reference* and the *Interim Teacher Education Program Approval Process*.) To make the review process more transparent, it was suggested that the TRB website be updated to include a timeline and schedule for TEP reviews.

The ITEPRC discussed what components to recommend that TEPs include in their proposals to ensure an efficient and timely review. A report template for reviewing proposals was proposed. (See Appendix D for the *ITEPRC Report to Council* template.)

Since its last meeting in April 2016, proposed program changes to the TRU BETT program, the TRU STEM program and the UBC Bachelor of Education program had been approved by the BCTC, as recommended by the ITEPRC. The ITEPRC was informed that UVIC had yet to provide feedback on the suggestions the ITEPRC had made and that UNBC would be submitting a notice of intent for its proposed program changes. The ITEPRC reviewed the response to the feedback sent to UBCO regarding its proposed program changes and decided to invite UBCO to present its vision of the program at the next ITEPRC meeting.

July 21, 2016

The ITEPRC was debriefed on the work of the TEPWG, particularly regarding clarification over what would be deemed as substantive or minor program changes.

Since the May meeting, UBCO had submitted a revised proposal for program changes and representatives from the TEP presented their vision to the ITEPRC. Due to concerns for more clarity regarding aspects of the program, the ITEPRC discussed site visits, including structured dialogues, as a condition of approval. The ITEPRC decided to recommend to the BCTC that the program be approved with conditions.

In response to concerns raised by the ABCDE regarding estimated timelines for TEP approval, it was suggested that the ITEPRC review its Terms of Reference and request that the BCTC consider granting the ITEPRC increased decision-making authority, particularly regarding minor program changes where it may be appropriate for the BCTC to delegate approval authority to the ITEPRC.

The ITEPRC discussed the composition of program assessment teams (PATs), including the suggestion that external experts be included on the teams. The ITEPRC decided to bring the conversation to the BCTC.

September 23, 2016

The ITEPRC was informed that UNBC Prince George had submitted a notice of intent for proposed changes to its Bachelor of Education program. After reviewing the submission, the ITEPRC agreed to recommend that the BCTC approve the changes at its next meeting and would make suggestions for UNBC to enhance its proposal.

The ITEPRC was also informed that TWU had submitted a notice of intent for proposed changes to its Bachelor of Education program. The ITEPRC agreed to recommend that the BCTC approve the program changes and made suggestions for TWU to enhance its proposal.

The ITEPRC reviewed its draft report on the suggested conditions to accompany approval of the UBCO Renewed Bachelor of Education Program and agreed to recommend that the BCTC approve the program changes with the noted conditions at its October meeting.

October 26, 2016

The ITEPRC reviewed the notices of intent for program changes submitted by UNBC Prince George and TWU, confirming its decision to recommend to the BCTC the approval of both program proposals. The ITEPRC reviewed a presentation concerning suggested conditions for approval co-drafted with the UBCO to be presented at the BCTC meeting the following day.

Since the last meeting, UVIC had informed the ITEPRC that it wished to withdraw its proposed changes to revise its Trades Program. The ITEPRC was notified that the TRB had liaised with SFU regarding possible changes to its Enhanced Professional Development Program in 2017. It was noted that the BCTC would be discussing membership of PATs for TEP reviews at a future meeting.

January 18, 2017

The ITEPRC was updated on the work of the TEPWG, including the first structured dialogue, which had taken place at UVIC on December 8, 2016. The ITEPRC reviewed its Terms of Reference, which required the election of ITEPRC members to occur at the next BCTC meeting.

The ITEPRC reviewed the notice of intent and proposal for program changes received from UNBC Terrace. The ITEPRC agreed to ask TRB staff to request additional information from UNBC and present the proposal to the BCTC at its next meeting.

The ITEPRC reviewed the notice of intent received from SFU and agreed to request that TRB staff follow up with SFU prior to a full proposal being prepared. The ITEPRC discussed the need for consistency for all BC TEPs.

The ITEPRC was informed that since its last meeting, TRB staff had liaised with UVIC regarding a potential post-degree professional program cohort with an Indigenous Education focus.

Proposals Received During the 2016-2017 Reporting Period

Institution	Notice of Intent Received	Proposal Received	Current Status
UBC – Bachelor of Education (Middle-Years Stream)	April 22, 2016	April 22, 2016	Approved by the BCTC
TWU – Bachelor of Education	September 8, 2016	September 8, 2016	Approved by the BCTC
UNBC Prince George – Bachelor of Education	September 9, 2016	September 9, 2016	Approved by the BCTC
UNBC Terrace – Bachelor of Education (Elementary)	October 20, 2016	October 20, 2016	Approved by the BCTC
SFU – Enhanced PDP Program	January 10, 2016	January 10, 2016	Not yet before the BCTC
UVIC		January 11, 2016	Determined matter does not need to go to the BCTC

(Please see Appendix D for the *Interim Teacher Education Program Review Committee Process Dashboard*.)

Teacher Education Program Working Group (TEPWG)

June 2, 2016

To begin the first meeting of the 2016-2017 reporting period, the TEPWG was updated on the work of the newly formed ITEPRC. The TEPWG discussed the Interim TEP Approval Process document, which had been approved by the BCTC at its January 2016 meeting. The distinction between substantive and minor changes and what changes would require BCTC approval was a particular focus of discussion.

The TEPWG also discussed creating a framework outlining appropriate evidence to be considered in TEP reviews. The ABCDE representative on the TEPWG agreed to create the first draft.

August 31, 2016

The workplan and key priorities for 2016-2017 were discussed, noting that four to five TEP reviews were to be scheduled per year (see Appendix E for the *Work Plan 2016-2017 with Key Deliverables*). To develop a formal process for reviewing BC's TEPs, it was suggested that a maintenance review process could be developed by the end of the reporting period. This would consist of regular structured dialogues with TEPs to exchange information and more comprehensive cyclical regulatory reviews, to be conducted every five to seven years.

September 20, 2016

The TEPWG requested that TRB staff develop an agenda for ongoing structured dialogues with all of BC's TEPs. The representatives on the TEPWG of the BCTC and the ABCDE would be seeking approval for the structured dialogue process at the next meetings of their respective organizations, with the ABCDE to identify TEPs to volunteer for initial structured dialogues in the 2016-2017 reporting period. (See Appendix E for the *TEPWG Structured Dialogue Process Overview*.) Feedback from these initial dialogues would be used to improve the process.

October 25, 2016

The TEPWG reviewed its guiding principles document to verify its alignment with legislation. The TEPWG also reviewed the 2016-2017 workplan and key deliverables. The TEPWG was informed that the ABCDE had approved the structured dialogue process. The BCTC would review the structured dialogue process at its meeting later in the week. UVIC and TWU had volunteered to undergo the first structured dialogues with the TRB set to confirm a schedule before the end of April 2017.

The TEPWG continued to review the Key Evidence/Indicators document of the regulatory review process to find a balance between the regulatory requirements and autonomy for TEPs.

November 21, 2016

The TEPWG discussed the structured dialogue schedule, with UVIC and UFV confirmed for December 7, 2016 and April 18, 2017, respectively. VIU had set tentative dates between January 19-27, 2017 and TWU between February 20-14 2017. The remaining five programs would confirm meeting dates between May and December 2017. (See Appendix E for the *BCTC/TEP Structured Dialogue Schedule 2016-2018*.)

December 14, 2016

Since the November meeting, the first structured dialogue had been completed at UVIC. A report was being drafted by TRB staff to be reviewed by the TEP prior to being presented to the BCTC. Positive feedback was received from the Dean of the program and the two BCTC members involved.

The TEPWG continued to revise the regulatory review process, incorporating feedback from stakeholders and simplifying the language.

January 25, 2017

The TEPWG finalized the schedule for the initial round of structured dialogues and reviewed its guiding principles document to include proposed changes from all members and their organizations. A report from TRB staff on the structured dialogue process was provided and the BCTC and the ABCDE provided their perspectives on the process at VIU, which had been completed on January 23, 2017.

February 17, 2017

The TEPWG workplan was updated, with the goal to finalize a draft regulatory review process by the end February 2017. The guiding principles document was reviewed with acknowledgement that a permanent review process would need to be considered to replace the interim TEP review process currently in place.

The TEPWG was updated on the maintenance review process, including summary reports on the structured dialogues that had taken place with UVIC in December 2016 and VIU in January 2017.

Exceptional reviews, to occur when the BCTC has serious concerns about a TEP, were discussed. Discussions also began on TEP-initiated reviews, which would take place when a new TEP or major changes to an existing TEP are proposed, as opposed to the cyclical maintenance reviews.

March 10, 2017

Since the last meeting, a structured dialogue at TWU had occurred and summary reports for the dialogues at VIU and TWU were due for presentation at the April 2017 BCTC meeting.

The TEPWG reviewed the implementation framework to provide clarity regarding outcomes of the regulatory review process. Amendments were made to the evidence indicators document regarding the selection process for program assessment teams. The TEPWG continued discussing exceptional reviews of TEPs, including a jurisdictional scan of the process of other regulatory bodies prepared by TRB staff.

April 6, 2017

The TEPWG reviewed its workplan, with the framework for the exceptional reviews process now complete and discussions to begin regarding the processes for Initial and TEP Initiated Reviews. The guiding principles and exceptional review process documents were reviewed to ensure consistent language and ensure that all parties approved amendments.

The TEPWG was updated on the structured dialogues process to date, with the TWU dialogue now complete and the VIU and TWU summary reports to be presented to the BCTC at the upcoming April meeting.

The guiding principles document was reviewed and amended to incorporate the exceptional reviews process and the Initial Program Approval process began, with TRB staff to draft an Initial approval document for the next TEPWG meeting in May 2017.

(Please see Appendix E for the *TEPWG Terms of Reference*.)

BCTC Expenses

Member Expenses: April 24, 2016 – April 30, 2017				
BCTC Member	Expenses (Accommodation, travel, parking)	Per Diem	Release Cost	Total
Cathy Lambright	\$ 6,300.86	\$ 0	\$ 5,317.90	\$ 11,618.76
Fred Robertson	6,163.76	125.00	5,864.62	12,153.38
Janine Fraser	2,605.50	625.00	3,333.78	6,564.28
Jeff Jones	6,790.34	0	0	6,790.34
Jim Iker	3,775.60	0	3,610.36	7,385.96
John Hall	3,509.24	0	4,015.42	7,524.66
John Tyler	169.92	875.00	0	1,044.92
Laurence Greeff	256.00	0	5,088.90	5,344.90
Matthew Cooke	5,905.13	0	3,076.01	8,981.14
Monty Palmantier	1,051.77	500.00	0	1,551.77
Peter Van Huizen	118.60	2,125.00	0	2,243.60
Rebecca Blair	11,516.23	0	7,682.08	19,198.31
Susan Wilson	5,018.12	2,000.00	0	7,018.12
Ted Riecken	2,008.35	1,875.00	0	3,883.35
Teresa Rezansoff	2,876.41	1,375.00	0	4,251.41
Total	\$58,065.83	\$9,500.00	\$37,989.07	\$105,554.90

Meeting Expenses: April 24, 2016 – April 30, 2017						
	Apr 28 - 29, 2016	May 25 - 26, 2016	Oct 27 - 28, 2016	Feb 2 - 3, 2017	Apr 12 - 13, 2017	Total
Meals	\$1,098.18	\$ 994.52	\$ 717.00	\$ 1,176.08	\$ 867.00	\$ 4,852.78
Equipment Rental	2,884.00	2,904.00	2,864.00	2,895.50	2,848.00	14,395.50
Total	\$3,982.18	\$3,898.52	\$3,581.00	\$4,071.58	\$3,715.00	\$19,248.28

Total BCTC Expenses: May 2016 – April 2017					
Member Expenses	Per Diem	Release Cost	Meals	Equipment Rentals	Total
\$58,065.83	\$9,500.00	\$37,989.07	\$4,852.78	\$14,395.50	\$124,803.18

*The figures in this table are exclusive of committee expenses (see table on next page).

BCTC Committee/Working Group Expenses

Professional Standards Steering Committee

Member Expenses: May 1, 2016 – April 30, 2017				
BCTC Member	Expenses (Accommodation, travel, parking)	Per Diem	Release Cost	Total
Cathy Lambright	\$ 6,504.65	\$ 0	\$ 2,866.94	\$ 9,371.59
Fred Robertson	5,670.86	0	4,664.89	10,335.75
John Tyler	67.59	1,125.00	800.31	1,992.90
Rebecca Blair	3,484.31	0	4,012.32	7,496.63
Teresa Rezansoff	4,101.95	1,000.00		5,101.95
Total	\$19,829.36	\$2,125.00	\$12,344.46	\$34,298.82

Meeting Expenses: May 1, 2016 – April 30, 2017							
	Jun 28, 2016	Jul 25 - 26, 2016	Sep 21 - 22, 2016	Dec 15 - 16, 2016	Jan 11, 2017	Feb 1, 2017	Total
Meals	\$133.65	\$314.00	\$314.00	\$288.32	\$123.30	\$125.09	\$1,298.36
Total	\$133.65	\$314.00	\$314.00	\$288.32	\$123.30	\$125.09	\$1,298.36

Interim Teacher Education Program Review Committee

Member Expenses: May 1, 2016 – April 30, 2017				
BCTC Member	Expenses (Accommodation, travel, parking)	Per Diem	Release Cost	Total
Jeff Jones	\$1,548.36	\$ 0	\$ 0	\$ 1,548.36
John Tyler	45.06	500.00	0	545.06
Matthew Cooke	2,533.50	250.00	1,516.40	4,299.90
Rebecca Blair	2,111.33	0.00	1,636.87	3,748.20
Ted Riecken	2,029.55	1,125.00	0	3,154.55
Total	\$8,267.80	\$1,875.00	\$3,153.27	\$13,296.07

Meeting Expenses: May 1, 2016 – April 30, 2017						
	May 18, 2016	Jul 21, 2016	Sep 13, 2016	Sep 23, 2016	Jan 18, 2017	Total
Meals	\$116.00	\$141.00	\$90.00	\$128.00	\$113.50	\$588.50
Total	\$116.00	\$141.00	\$90.00	\$128.00	\$113.50	\$588.50

Teacher Education Program Working Group

Member Expenses: May 1, 2016 – April 30, 2017				
BCTC Member	Expenses (Accommodation, travel, parking)	Per Diem	Release Cost	Total
John Hall	\$ 3,925.54	\$250.00	\$ 4,278.08	\$ 8,453.62
Rebecca Blair	8,549.24	0	7,476.88	16,026.12
Total	\$12,474.78	\$250.00	\$11,754.96	\$24,479.74

Meeting Expenses: May 1, 2016 – April 30, 2017			
	Feb 17, 2017	Mar 10, 2017	Total
Meals	\$93.00	\$167.25	\$260.25
Total	\$93.00	\$167.25	\$260.25

Structured Dialogue – BCTC Representatives

Member Expenses: May 1, 2016 – April 30, 2017				
BCTC Member	Expenses (Accommodation, travel, parking)	Per Diem	Release Cost	Total
Cathy Lambright	\$ 279.86	\$ 0	\$ 0	\$ 279.86
Fred Robertson	601.54	125.00	639.58	1,366.12
Janine Fraser	658.75	125.00	466.49	1,250.24
Jim Iker	1,028.56	125.00	434.18	1,587.74
Laurence Greeff	0	0	501.82	501.82
Peter Van Huizen	328.71	375.00	0	703.71
Rebecca Blair	927.16	0	627.98	1,555.14
Ted Riecken	427.06	250.00	0	677.06
Total	\$4,251.64	\$1,000.00	\$2,670.05	\$7,921.69



2017-2018 Strategic Goals

The BCTC's strategic goals for the 2017-2018 reporting period will be confirmed at the BCTC meeting scheduled for October 5-6, 2017.



Appendices

A. Resources/Links

BC Teachers' Council Email Address

bctc@gov.bc.ca

BC Teachers' Council Overview and Annual Reports

<https://www.bcteacherregulation.ca/AboutUs/Council.aspx>

BC Teachers' Council Meeting Reservations

<https://www.bcteacherregulation.ca/AboutUs/MeetingReservations.aspx>

BC Teachers' Council Meeting Minutes/Motions

<https://www.bcteacherregulation.ca/AboutUs/MeetingMinutes.aspx>

Teachers Act

<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/manual-of-school-law>

Standards for the Education, Competence and Professional Conduct of Educators in BC
(Professional Standards)

<https://www.bcteacherregulation.ca/Standards/StandardsDevelopment.aspx>

Bylaws and Policies Manual (Certification Standards/Teacher Education Program Approval Standards)

<https://www.bcteacherregulation.ca/documents/AboutUs/BylawsPolicies/bylaws.pdf>

BC Teacher Education Programs

<http://www.bcteacherregulation.ca/TeacherEducation/TeacherEducationOverview.aspx>

B. BCTC's Key Carried Motions for 2016-2017

Motion	Date Carried	Progress
An amendment to the meeting rules shall be made to allow the Annual Report to be developed in the same process it was last year.	April 28, 2016	Completed
The following will be the BCTC workplan for 2016-2017: 1. Continue the review of the Standards for Educators in BC. 2. Analysis and strategic release of the data from the New Teacher Survey. 3. Establishment and implementation of an Interim Teacher Education Program Review Process. 4. Establishment of a formal review process for teacher education programs. 5. Development and implementation of a BCTC Communications Plan. 6. Ongoing review of BCTC's policies, procedures and meeting rules.	April 28, 2016	Completed
The revised ITEPRC Terms of Reference document shall be approved.	April 29, 2016	Completed
Number 10 of the ITEPRC Interim TEP Approval Process V4, Judicial Review, shall be amended to say: Note: the BCTC'S decision is open to application to the courts for judicial review.	April 29, 2016	Completed
The BCTC accepts the proposed policy Interim TEP Approval Process.	April 29, 2016	Completed
The BCTC approves the Thompson Rivers University BETT TEP.	April 29, 2016	Completed
The BCTC approves the Thompson Rivers University STEM TEP.	April 29, 2016	Completed
The BCTC approves UBC's proposed changes to its middle school option.	April 29, 2016	Completed
The next meeting of the BCTC shall be May 25 & 26, 2016.	April 29, 2016	Completed
The BCTC's Meeting Rules be amended by adding the following five items to the proposed Election Voting Procedures: 1. That the successful candidate for a BCTC election receive a majority of votes cast. 2. If a ballot is not decisive, the lowest polling candidate will be dropped from the ballot and voting will continue until a successful candidate is elected. 3. Should a ballot be decisive for at least one candidate, the candidate with the least votes shall not be dropped from the ballot. 4. Each discrete election shall be completed before beginning a subsequent vote. 5. All ballots shall be destroyed at the conclusion of elections.	April 29, 2016	Completed
The Chair writes and sends the letters to the Fraser Institute and Minister Bennett as per the BCTC's previous decision.	April 29, 2016	Completed Correspondence sent May 2016
The BCTC refers the Election Voting Procedures Amendment motion to the TRB for review and recommendations.	April 29, 2016	Completed Meeting rules put before the BCTC at the May 2016 meeting.

Motion	Date Carried	Progress
The BCTC supports the recommendation from the K-12 Aboriginal Education Partners to the Minister of Education that the Ministry be encouraged to host a joint K-12 Aboriginal Education Partners meeting to discuss the recommendations of the Auditor General.	April 29, 2016	Completed
The BCTC shall meet on the following dates: <ul style="list-style-type: none"> Fall: October 27 & 28, 2016 Winter: February 2 & 3, 2017 Spring: April 12 & 13, 2017 	May 25, 2016	Completed
The BCTC requests the TRB to invite the Minister and Deputy Minister to the October 2016 BCTC meeting.	May 25, 2016	Completed Correspondence sent July 2016
The BCTC adds to the workplan that the Director of Certification lead a review of certification and teacher education program approval standards and table recommendations with the BCTC for consideration.	May 25, 2016	Completed
A representative will be sent to sit on the advisory committee on French-language education programs in BC.	May 25, 2016	Completed
The request made by the K-12 Aboriginal Education Partners to include special education and Aboriginal education in Bylaw 2 shall be referred to the Director of Certification to incorporate into her review process.	May 25, 2016	Completed
The letter of response from the Fraser Institute shall be noted as received and filed.	May 25, 2016	Completed
The BCTC requests the TRB to develop a reporting template for the use of BCTC representatives on external committees.	May 25, 2016	Completed Template put before the BCTC at the May 2016 meeting.
The BCTC approves the proposal from the University of British Columbia Okanagan with conditions and will send written notification of this decision from the Chair of the BCTC.	October 27, 2016	Completed
The BCTC approves the proposal from the University of Northern British Columbia Prince George and will send written notification of this decision from the Chair of the BCTC.	October 27, 2016	Completed
The BCTC approves the proposal from Trinity Western University and will send written notification of this decision from the Chair of the BCTC.	October 27, 2016	Completed
The BCTC approves the ongoing structured dialogue component of the maintenance review process for Teacher Education Programs.	October 27, 2016	Completed
The participants for the structured dialogue shall include interested BCTC members on a rotational basis with at least one certificate holder being a part of the team.	October 27, 2016	Completed
The BCTC shall solicit feedback on the draft standards from February 10 – March 14, 2017; the draft standards to be distributed to certificate holders, education partners, teacher candidates, Canadian regulators and the public and that there be a preamble attached to Standard 9 that reflects the considerations of the Truth and Reconciliation Commission.	October 28, 2016	Completed Feedback solicited on the draft Standards, including on the TRB website, between February and March 2017.

Motion	Date Carried	Progress
The BCTC discontinues the Talking Breaks during BCTC meetings.	February 2, 2017	Completed
The BCTC receives the (Certification Standards and Teacher Education Program Approval Standards) report to discuss the recommendation at their next meeting.	February 2, 2017	<i>Completed</i> The report was presented and discussed at the April 2017 BCTC meeting.
The BCTC approves the reporting template draft for use by BCTC representatives on external committees.	February 2, 2017	<i>Completed</i>
The BCTC shall use its existing voting rules of the election of the Chair and Vice Chair with the exception of timelines for the voting for sub-committee members. This will be the BCTC's election rule until other rules are established.	February 2, 2017	<i>Completed</i>
The description of Standard One shall be changed from "Aboriginal worldviews and perspectives" to "Aboriginal and other worldviews and perspectives."	February 3, 2017	<i>Completed</i>
The description of Standard Three shall be changed from "learning differences and unique needs" to "learning differences and needs."	February 3, 2017	<i>Completed</i>
Standard Four shall be changed from "Educators value the involvement, collaboration and support" to "Educators value the involvement and support."	February 3, 2017	<i>Completed</i>
Standard Seven shall be changed from "ongoing professional learning" to "professional learning."	February 3, 2017	<i>Completed</i>
The description of Standard Seven shall be changed from "professional learning and reflective practice" to "professional development, professional learning and reflective practice."	February 3, 2017	<i>Completed</i>
Standard Nine shall be changed from "the history of First Nations, Metis and Inuit peoples" to "the history of Aboriginal, First Nations, Metis and Inuit peoples." There were no objections.	February 3, 2017	Completed
Standard Nine shall be supplemented with "Educators foster a deeper understanding of Aboriginals ways of knowing and being, history and culture." There were no objections.	February 3, 2017	<i>Completed</i>
The BCTC approves the program proposal from the University of Northern British Columbia Terrace and will send written notification of this decision from the Chair of the BCTC.	February 3, 2017	<i>Completed</i>
The TEP – All BC Grad Report shall be distributed to all Education Partners and made publicly available on the TRB website.	February 3, 2017	<i>Completed</i> Report distributed and posted on the TRB website in March 2017.
The BCTC shall refer the task [of establishing a consistent team to complete UBCO program approval conditions site visits] back to the ITEPRC for them to establish a team.	April 12, 2017	<i>Completed</i>
The BCTC shall move to Phase 2 of the Certification Standards Review as outlined in the Request for Proposal and contract.	April 13, 2017	<i>Completed</i>

C. Professional Standards Steering Committee (PSSC)

Professional Standards Review Steering Group Terms of Reference	
Purpose/Role	<p>Primary: To oversee the Professional Standards Review.</p> <p>Secondary:</p> <ul style="list-style-type: none"> • To lead the consultation process • To communicate progress and seek guidance as required from the BC Teachers' Council.
Member Responsibilities	<ul style="list-style-type: none"> • BCTC Representatives: <ul style="list-style-type: none"> ◦ Act as spokespeople during consultations. ◦ Seek direction from the Council as necessary. • Ministry of Education Representatives: <ul style="list-style-type: none"> ◦ Operationalize the consultation process: <ul style="list-style-type: none"> • Coordinate consultations, develop materials; • Provide necessary support to Council members. ◦ Support review, and revisions as necessary <ul style="list-style-type: none"> • Gather and synthesize feedback; • Provide awareness of ministry initiatives
Membership	<p>BCTC: 5 representatives:</p> <ul style="list-style-type: none"> ◦ Rebecca Blair ◦ Cathy Lambright ◦ Fred Robertson ◦ John Tyler ◦ Teresa Rezansoff <p>Ministry of Education: 5 representatives</p> <ul style="list-style-type: none"> ◦ TRB Executive Director ◦ TRB Director of Professional Excellence and Outreach ◦ TRB Senior Policy Analyst ◦ TRB Communications Manager ◦ Ministry of Education Liaison <p>Representatives on the working group may be substituted with alternates as necessary.</p>
Decision Making	Decision making by consensus. In instances where consensus cannot be reached, the matter will be decided by majority.
Accountability/ Reporting	The TRB will develop a draft agenda. Five business days prior to each meeting the TRB will send the agenda to the Steering Group for review/amendments. Steering Group members can provide amendments to the agenda up to two business days in advance of a scheduled meeting. During each meeting a TRB representative will document decisions and action items. At end of each group meeting, the nature of report out to the Council will be decided by group members and a liaison chosen to provide the update. The meeting notes will be distributed to the group members following each meeting.
Frequency of Meetings	A minimum of 3 in person meetings a year over the term of the project. More meetings, possibly in alternate formats, may be scheduled as needed.
Review	Terms of reference to be reviewed upon the request of group members.

Process for Reviewing the Professional Standards

Phase 1: Research

- TRB performs environmental scan of other jurisdictions to identify common themes.

Phase 2: Establishment of a Steering Group

- Steering Group to lead consultations
 - Begins with a review of feedback received by stakeholders in 2013.

Phase 3: Consultation

- Consultations overseen by the Steering Group.
- Consultations will solicit oral and written feedback from education partners including students via:
 - Focus groups
 - Feedback sessions
 - Learn magazine article
 - TRB website
 - Online survey
 - Direct correspondence with stakeholders
 - Are the current standards adequate?
 - What is missing?
 - What does it mean to be a teacher in British Columbia?

Phase 4: Analysis/Writing

- Steering group considers feedback/ submissions
- Steering group writes report for BCTC consideration which may include suggested revisions to the Standards.

The following phases are applicable if the Council determines that revisions to the Standards are necessary:

Phase 5: Feedback and Refinement

- Revised standards circulated to education stakeholders for feedback via:
 - Feedback session
 - TRB website
 - Online survey
 - Direct correspondence

Phase 6: Final Revisions

- Writing Group revises standards and sends to BCTC.

Phase 7: Review and Approval

- BCTC reviews for approval.

Standards for BC Educators

Review

1	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators value and care for all students and act in their best interests.</p> <p>Educators are responsible for fostering the emotional, esthetic, intellectual, physical, social and vocational development of students. They are responsible for the emotional and physical safety of students. Educators treat students with respect and dignity. Educators respect the diversity in their classrooms, schools and communities. Educators have a privileged position of power and trust. They respect confidentiality unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage</p>	<p>Educators believe in the success of all students. Educators value and care for students and act in their best interests.</p> <p>Educators provide and advocate for a teaching and learning environment that is physically, socially, culturally and emotionally safe. Educators foster students' positive personal and cultural identity, mental and physical well-being, social and personal responsibility, and intellectual development, to contribute to society. Educators respect and value the diversity in their classrooms, schools and communities, inclusive of Aboriginal and other worldviews and perspectives. Educators engage students in meaningful participation in their own learning. Educators treat students with equity, acceptance, dignity and respect.</p>
2	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators are role models who act ethically and honestly.</p> <p>Educators act with integrity, maintaining the dignity and credibility of the profession. They understand that their individual conduct contributes to the perception of the profession as a whole. Educators are accountable for their conduct while on duty, as well as off duty, where that conduct has an effect on the education system. Educators have an understanding of the education system in BC and the law as it relates to their duties.</p>	<p>Educators act with integrity and maintain the dignity and credibility of the profession.</p> <p>Educators are role models who act ethically and honestly. Educators have a privileged position of power and trust. Educators are held to a higher standard and are accountable for their conduct on duty and off duty. Educators have an understanding of the law as it relates to their profession. Educators understand the importance of confidentiality, and protect student privacy, unless disclosure is required by law. Educators do not abuse or exploit students or minors for personal, sexual, ideological, material or other advantage. Educators' individual conduct contributes to the perception of the profession as a whole.</p>

3	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators understand and apply knowledge of student growth and development.</p> <p>Educators are knowledgeable about how children develop as learners and as social beings, and demonstrate an understanding of individual learning differences and special needs. This knowledge is used to assist educators in making decisions about curriculum, instruction, assessment and classroom management.</p>	<p>Educators understand and apply knowledge of student growth and development.</p> <p>Educators are knowledgeable about how children develop as learners and social beings. Educators demonstrate an understanding of individual learning differences and needs. Educators recognize the importance and connection of cultural identity, ways of being, and worldviews to student learning. Educators use this knowledge to inform decisions about curriculum, instruction, assessment and to create a positive, inclusive learning environment to best meet the diverse needs of students.</p>

4	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators value the involvement and support of parents, guardians, families and communities in schools.</p> <p>Educators understand, respect and support the role of parents and the community in the education of students. Educators communicate effectively and in a timely manner with parents and consider their advice on matters pertaining to their children.</p>	<p>Educators value the involvement and support of parents, guardians, families and communities in schools.</p> <p>Educators understand, respect and encourage the participation of parents/guardians and the community in student learning and development. Educators communicate effectively and in a timely manner with parents/guardians. Educators consider the perspective of parents/guardians regarding their children.</p>

5	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.</p> <p>Educators have the knowledge and skills to facilitate learning for all students and know when to seek additional support for their practice. Educators thoughtfully consider all aspects of teaching, from planning through reporting, and understand the relationships among them. Educators employ a variety of instructional and assessment strategies.</p>	<p>Educators implement effective planning, instruction, assessment and reporting practices to create inclusive environments for student learning and development.</p> <p>Educators have the knowledge and skills to facilitate learning for students, including where learning experiences reflect local environments and individual contexts. Educators value collaborative practice. Educators recognize and understand the interconnectedness of all aspects of teaching and learning and employ a variety of instructional and assessment strategies. Educators communicate effectively in either English or French. Educators know when to seek support for their practice and for students.</p>

6	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators have a broad knowledge base and understand the subject areas they teach.</p> <p>Educators understand the curricular, conceptual and methodological foundations of education and of the subject areas they teach. Educators must be able to communicate effectively in English or French. Educators teach students to understand relevant curricula in a Canadian, Aboriginal, and global context. Educators convey the values, beliefs and knowledge of our democratic society.</p>	<p>Educators have a broad knowledge base and understand the areas they teach.</p> <p>Educators understand the curriculum and methodologies of the areas they teach. Educators build upon student capacity for intercultural understanding, empathy and mutual respect. Educators teach relevant curricula from a Canadian, Aboriginal and global perspective. Educators cultivate the values, beliefs and knowledge of Canada's democratic and inclusive society.</p>

7	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators engage in career-long learning.</p> <p>Educators engage in professional development and reflective practice, understanding that a hallmark of professionalism is the concept of professional growth over time. Educators develop and refine personal philosophies of education, teaching and learning that are informed by theory and practice. Educators identify their professional needs and work to meet those needs individually and collaboratively.</p>	<p>Educators engage in professional learning.</p> <p>Educators engage in professional development, professional learning and reflective practice to support their professional growth over time. Educators identify their individual professional needs and work to meet those needs through learning that may be individual, holistic, experiential, collaborative, and relational. Educators develop and refine personal philosophies of education, teaching, and learning that are informed by research, practice, and the Standards for BC Educators.</p>

8	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>Educators contribute to the profession.</p> <p>Educators support, mentor or encourage other educators and those preparing to enter the profession. Educators contribute their expertise to activities offered by their schools, districts, professional organizations, post-secondary institutions or contribute in other ways.</p>	<p>Educators contribute to the profession.</p> <p>Educators honour the profession by supporting, mentoring or encouraging other educators and those preparing to enter the profession. Educators contribute their expertise in a variety of ways, including opportunities offered by schools, districts, school authorities, professional organizations, post-secondary institutions, and communities. Educators contribute to a culture of collegiality.</p>

9	
Standards for BC Educators (CURRENT)	Standards for BC Educators (PROPOSED DRAFT - February 2017)
<p>There is no existing Standard.</p>	<p>Educators respect and value the history of Aboriginal, First Nations, Métis, and Inuit peoples in Canada and the impact of the past on the present and the future. Educators contribute towards truth, reconciliation and healing. Educators foster a deeper understanding of Aboriginal ways of knowing and being, history, and culture.</p> <p>Educators critically examine their own biases, attitudes, beliefs, values, and practices to facilitate change. Educators value and respect the languages, heritages, and cultures of Aboriginal, First Nations, Métis and Inuit peoples. Educators understand the power of focussing on connectedness and relationships to oneself, family, community, language, culture, and the natural world. Educators integrate First Nations, Métis and Inuit peoples' worldviews and perspectives into learning environments.</p>

BCTC Standards Review Dashboard

Standards	Lead	Status	Next Steps
Professional Standards Review	Director of Professional Conduct (S. McMullin)	<p>Phase 1: Research September 2015 – January 2016</p> <ul style="list-style-type: none"> Professional standards for teachers in other jurisdictions Evolution of the Standards for BC Educators New Teacher Survey data Truth and Reconciliation Commission Calls to Action First Peoples Principles of Learning BC K-12 Curriculum Revisions <p>Phase 2: Establishment of a Steering Committee September 2015</p> <ul style="list-style-type: none"> Council established a five member committee to lead the review process <p>Phase 3: Consultations February 2016</p> <ul style="list-style-type: none"> Standards focus session: feedback collected from 35 individuals representing 17 education related organizations and a select group of students <p>Spring 2016:</p> <ul style="list-style-type: none"> Online survey conducted: feedback collected from the public, certificate holders, education partners 	<p>Phase 6: Approval Summer/Fall 2017 – Winter 2018:</p> <ul style="list-style-type: none"> Synthesize and collate feedback responses. Develop Communications and Implementation Plan. Council Approval: <ul style="list-style-type: none"> Feedback received, analyzed and additional revisions made as required Draft Revised Standards presented to Council for review, discussion and approval Minister Approval: <ul style="list-style-type: none"> Section 14(b) of the Teachers Act requires the Professional Standards to be submitted to the Minister <p>Phase 7: Implementation TBD</p>

BCTC Standards Review Dashboard (continued)

Standards	Lead	Status	Next Steps
		<p>Phase 4: Analysis and writing Spring 2016:</p> <ul style="list-style-type: none"> • Analysis of Feedback and Research: <ul style="list-style-type: none"> ○ Online Survey, Focus Session feedback ○ New Teacher Survey data ○ Other jurisdictions standards ○ Previous Standards for BC Educators <p>Phase 5: Feedback and refinement October 2016:</p> <ul style="list-style-type: none"> • Council reviewed proposed draft revised Standards and requested the opportunity to provide feedback prior to broad consultations. <p>November 2016:</p> <ul style="list-style-type: none"> • Council provided feedback on proposed draft revised Standards. <p>December 2016 & January 2017:</p> <ul style="list-style-type: none"> • Committee considered feedback from full Council and revised proposed draft Standards. <p>February 2017:</p> <ul style="list-style-type: none"> • Council reviewed the revised proposed draft Standards and approved them to be sent out for broad consultation - certificate holders and education partners. <p>March – April 2017:</p> <ul style="list-style-type: none"> • Proposed draft Standards sent out for broad consultation – directly to education partners and posted on the TRB website in an online feedback form. 	

BCTC Standards Review Dashboard (continued)

Standards	Lead	Status	Next Steps
Certification Standards Review	Director of Certification (K. Hodak to July 2017)	<p>Phase 1: consultant report to BCTC - completed Feb 2017.</p> <p>Phase 2: was to start draft of new standards for presentation to BCTC in Apr 2017, but BCTC tabled project in order to review report and recommendations.</p>	<p>April 2017:</p> <ul style="list-style-type: none"> BCTC to discuss consultant's report and recommendations in <p>October 2017:</p> <ul style="list-style-type: none"> Confirm how to proceed with project timeline previously approved Phase 2 (drafting new certification standards) delayed in meantime

BCTC Standards Review Dashboard (continued)

Standards	Lead	Status	Next Steps
TEP Approval Standards Review	Assistant Director of Teacher Education Program Reviews (F. Dunham)	December 2016 to February 2017: <ul style="list-style-type: none"> • Environmental scan of Canadian and select international jurisdictions. • Draft discussion paper for review by Council as the basis for consultation. 	March 2017 to July 2017: <ul style="list-style-type: none"> • Draft discussion paper prepared as the basis for consultation shared with council for review/feedback in Fall 2017 • Additional initial feedback and input sought from: <ul style="list-style-type: none"> ○ Director of Certification & TRB Evaluator Team ○ Ministry of Education focus group July 2017 to August 2017: <ul style="list-style-type: none"> • Synthesize feedback and draft revised TEP Approval Standards October 2017: <ul style="list-style-type: none"> • Present draft TEP Approval Standards to Council November 2017 to December 2017: <ul style="list-style-type: none"> • Revise draft and integrate initial Council feedback • Consult with Teacher Education Programs January 2018 to February 2018: <ul style="list-style-type: none"> • Revise draft TEP Approval Standards and present to Council for review • Revise draft and integrate Council feedback • Consult with education partners on revised draft • Finalize draft TEP Approval Standards April/May 2018: <ul style="list-style-type: none"> • Present to Council for adoption.

D. Interim Teacher Education Program Review Committee (ITEPRC)

Interim Teacher Education Program Review Committee Terms of Reference	
Purpose/Role	<p>This Committee is advisory to the Council.</p> <p>Primary: To establish and facilitate the Interim Teacher Education Program (TEP) Approval Process until such time the TEP Review Working Group can establish and ratify a formalized review and approval process.</p> <p>Secondary: To communicate progress and seek guidance as required from the Council.</p>
Membership	<ul style="list-style-type: none"> • Five representatives as elected by the Council annually at the first meeting of the calendar year. <p><i>**Representatives on the committee may be substituted with alternates as necessary.**</i></p>
Member Responsibilities	<ul style="list-style-type: none"> • Finalize the interim TEP approval process. • Review proposals utilizing applicable standards as referenced in section 13 of the <i>Teachers Act</i>. • Make recommendations for approval to the Council. • Develop criteria and process for selection of Program Approval Teams (PATs). • Seek direction from the Council as necessary.
Administrative Support	<ul style="list-style-type: none"> • Up to four Teacher Regulation Branch representatives <ul style="list-style-type: none"> ○ Liaise with TEPs on program proposals ○ Support, advise and provide context to the Committee on process and discussion ○ Operationalize the Interim TEP Approval Process
Committee Liaison	The Committee will select a liaison who will be responsible for reporting recommendations and updates in a timely manner and upon request.
Decision Making	Decisions of the Committee are made by consensus. In instances where consensus cannot be reached, the matter will be decided by majority.
Accountability/ Reporting	<p>The TRB will develop a draft agenda. Five business days prior to each meeting the TRB will send the agenda to the Committee for review/amendments/additions. Committee members can provide amendments/additions to the agenda up to two business days in advance of a scheduled meeting. During each meeting a TRB representative will document decisions and action items.</p> <p>At the end of each meeting, the nature of the report out to the Council will be decided by the Committee. A selected Committee member to provide the update. The meeting notes will be distributed to the Committee following each meeting.</p> <p>Decisions to approve a program proposal rest with the Council.</p>
Frequency of Meetings	The frequency of meetings will be determined by the number of proposals submitted to the Council by TEPs. Meeting format will vary depending on the issue and Committee member availability.
Review	Terms of Reference to be reviewed upon the request of Committee or Council.

Interim Teacher Education Program Approval Process

Under the *Teachers Act*, the BC Teachers' Council (Council) is responsible for establishing teacher education program (TEP) approval standards and determining if BC TEPs meet the approval standards for the purpose of certifying TEP graduates.

A Teacher Education Program Working Group consisting of Council members and the Association of BC Deans of Education (ABCDE) is currently developing a process to facilitate the Council's review and approval of new and existing TEPs. Recognizing that the Council does not have a timeline for when a formalized process will be established, the Council is moving forward with this interim approval process. This will ensure the Teacher Regulation Branch (TRB) is able to receive requests/queries from TEPs and TEP proposals will be considered by Council in the interim.

The Council established the Interim Teacher Education Program Review Committee (Committee). The Committee will implement this process and advise the Council on TEP approval matters until such time as the formalized review and approval process is in place.

Process

1. Program Liaison

- i. TEP sends query/communication to TRB in writing regarding a new/current TEP.
- ii. TRB provides information to TEP on applicable standards under section 13 of the *Teachers Act*.
- iii. TRB makes a determination if the change/amendment is related to the standards that fall within the purview of the Council under section 13 of the *Teachers Act*. A Notice of Intent may be required based on this determination.
- iv. TRB sends written notification of determination to TEP and copies the Committee.

2. Notification of Intent

- i. TEP submits a Notice of Intent to Council at BCTC@gov.bc.ca outlining proposed change or addition.
- ii. Council sends a letter of acknowledgement to the TEP.
- iii. TRB reviews the Notice of Intent and supporting documentation.
- iv. TRB liaises with TEP. Feedback and a list of suggested proposal components based on the standards under section 13 of the *Teachers Act*, including Policy - P5.C.04 - *Criteria for the approval for certification purposes of teacher education institutions* will be provided to TEP to assist TEP in drafting an official Program Proposal.
- v. TRB requests TEP submit an official Program Proposal to the Council at BCTC@gov.bc.ca.

3. Submission of Official Program Proposal

- i. TEP submits an official Program Proposal to the Council at BCTC@gov.bc.ca.
- ii. Council sends a letter of acknowledgement to the TEP.

4. Official Program Proposal Review and Feedback

- i. Committee/TRB, in collaboration, review the official Program Proposal.
- ii. Committee/TRB communicates any questions or concerns to the TEP.
- iii. Written response provided to the TEP.

Changes Recommended	No Changes Recommended
<ul style="list-style-type: none"> ▪ TEP informed changes are recommended (based on <i>P5.C.04 – Criteria</i> and/or the standards under section 13 of the <i>Teachers Act</i>). ▪ TEP may opt to move forward with original proposal or submit a revised proposal. ▪ TEP informed when proposal will be considered by the Council. 	<ul style="list-style-type: none"> ▪ TEP informed when proposal will be considered by the Council.

5. Committee Drafts Report to Council

- i. Committee drafts a report indicating a recommended option for the Council's consideration.
- ii. Committee provides a copy of the draft report to the TEP.

No Further Action Required			Further Action Required	
Option A:	Option B:	Option C:	Option D:	Option E:
No Approval Required	Approve or Approve with Conditions	Not Approve	Formal Report Required	Site Visit Required

6. Council Review of Committee Report

- i. Council will review the Committee report.
- ii. Council votes whether to proceed with the recommendation or with an alternate option.

No Further Action Required			Further Action Required	
Option A:	Option B:	Option C:	Option D:	Option E:
No Approval Required	Approve or Approve with Conditions	Not Approve	Formal Report Required	Site Visit Required
<ul style="list-style-type: none"> ▪ Council informs TEP in writing that proposal outside mandate of Council. ▪ Council takes no further action. 	<ul style="list-style-type: none"> ▪ Council informs TEP in writing. ▪ If conditions are put in place TRB monitors TEP compliance. 	<ul style="list-style-type: none"> ▪ Council informs TEP in writing. Reasons provided. ▪ Council takes no further action 	<ul style="list-style-type: none"> ▪ Further information is required. ▪ Proceed to Step 7 	<ul style="list-style-type: none"> ▪ Comprehensive review required. ▪ Site visit required. ▪ Proceed to Step 7

7. Program Review Process

Option D: Formal Report Required	Option E: Site Visit Required
<ul style="list-style-type: none"> ▪ Committee/TRB completes a Program Proposal Assessment which may include an onsite meeting. ▪ Committee/TRB develops a draft formal report. ▪ Committee/TRB submits draft formal report to TEP for response ▪ Committee/TRB revises any factual errors in the report. 	<ul style="list-style-type: none"> ▪ Committee selects a Program Approval Team (PAT) ▪ TRB provides a site visit orientation to PAT. ▪ PAT completes a program assessment site visit. ▪ PAT develops a draft formal report. ▪ PAT submits draft formal report to TEP for response. ▪ PAT revises any factual errors in the report.

***Note: TEP may be required to pay a Program Approval Fee as per section 7 of Teachers Act Fee Regulation**.*

8. Final Decision on TEP Proposal

- i. Committee submits formal report and TEP's official Program Proposal to the Council.
- ii. Committee or PAT and TEP provided the opportunity to make a presentation to the Council.
- iii. Council deliberates on final report and Official Program Proposal in private.
- iv. Council decides how to proceed:

Approve Program – No Conditions	Approve Program – With Conditions	Deny Approval	Request For Further Information
<ul style="list-style-type: none"> ▪ Council informs TEP in writing of approval. 	<ul style="list-style-type: none"> ▪ Council informs TEP in writing of approval and conditions with timelines. ▪ TRB monitors TEP compliance and reports back to Council. 	<ul style="list-style-type: none"> ▪ Council informs TEP in writing of denial and reason for such. 	<ul style="list-style-type: none"> ▪ Committee/TRB or PAT to liaise with TEP on proposal. ▪ TEP may submit additional information with proposal. ▪ Proceed to Step 7.

9. Reconsideration Request of the Final Decision

A TEP may request that the Council reconsider its decision to deny or place conditions on the approval of an official Program Proposal. A reconsideration request must be submitted to the Council at BCTC@gov.bc.ca and include new and relevant information not previously included in the proposal or considered by the Council.

10. Judicial Review

A TEP may take the Council's decision to deny a proposal to judicial review.

INTERIM TEACHER EDUCATION PROGRAM REVIEW COMMITTEE
REPORT TO COUNCIL:
 [PROGRAM] AND CHANGE

1. Background Information

a. Introduction/Program History	
Information Provided	Committee Comments
•	•

b. Program Mission Statement	
Information Provided	Committee Comments
•	•

c. Program Consultation Process	
Information Provided	Committee Comments
•	•

d. Program Goals and Strengths	
Information Provided	Committee Comments
•	•

2. Program Design

a. Course Sequence & Description	
Information Provided	Committee Comments
•	•

b. Course Syllabi	
Information Provided	Committee Comments
•	•

c. Admission Requirements/ Withdrawals/ Appeal	
Information Provided	Committee Comments
•	•

d. Program Delivery/Class Size and Structure/Practicum

Information Provided	Committee Comments
•	•

3. Sufficiently Embedded the Professional Standards

a. Professional Standard

Standard	Sufficiently Embedded (Y or N)	Committee Comments
1		•
2		•
3		•
4		•
5		•
6		•
7		•
8		•

b. Bylaw and Policy

Bylaw	Attained (Y or N)	Committee Comments
2.1.02 (a) - 48 credits/semester hours		•
2.1.02(b)(i) - Studies in human development and learning		•
2.1.02(b) (ii) - Studies in educational foundations (history, philosophy, sociology)		•
2.1.02(b) (iii) - Studies in curriculum and instruction in the applicable teaching area(s)		
2.1.02(b)(iv) - Studies in diagnosing and providing the education needs of individual students		•
2.1.02(b)(v) - Studies in evaluation and testing		•

Policy	Attained (Y or N)	Committee Comments
P2.J.07 - [Secondary only] Subject area listed in Bylaw/ Policy.		
P5.C.03 - Program must include a minimum of 12 weeks of supervised practicum. The major practicum must be a minimum of eight weeks of length.		
P5.C.03(a) - Practicum school located in British Columbia.		•
P5.C.03(b) - Practicum school is free from conflict of interest between the practicum student and any staff at the school, including that the school has not previously employed and does not currently employ the practicum student in any capacity.		
P5.C.03(c) - Practicum school does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.		•
P5.C.03(d) - Practicum school must be in a school that teaches provincially approved curriculum.		•
P5.C.03(e) - Practicum school must provide supervision by sponsoring teachers and principals who hold certificates of qualification.		•
P5.C.03(f) - Practicum school must be accredited, inspected, or approved using a process acceptable to the Teacher Regulation Branch.		•
P5.C.03.1 - Program must include three credits or equivalent in studies related to teaching students with special needs, including diagnosis and planning for instruction, assessment and evaluation.		•
P5.C.03.1 - Program must include three credits or equivalent in studies in First Nations pedagogy and issues related to the historical and current context First Nations, Inuit and Metis Learners.		•
P5.C.04(a)(i) - have appropriate and sufficient: 1. Library and curriculum		•

<p>resources</p> <ol style="list-style-type: none"> 2. Depth and breadth of personnel 3. Scholarly research and 4. Institutional commitment to teacher education 		
<p>P5.C.04(a)(ii) - Selection</p> <p>Have a defined selection and admission policy that recognizes the important of academic standing and meets the criteria set out in Bylaw 2.J.01, accounts for the content of British Columbia curriculum, and focuses on appropriate relationships with young people and suitability for entrance into the profession.</p>		•
<p>P5.C.04(a)(iii) - Content</p> <ol style="list-style-type: none"> 1. Have educational and pedagogical content which provides a base of knowledge sufficient breadth and depth to meet the Standards for the Education, Competence and Professional Conduct of Educators in BC and prepare the candidate for an appropriate teaching assignment in the school system. 		•
<p>P5.C.04(a)(iii) - Content</p> <ol style="list-style-type: none"> 2. Have content which provides a base of pedagogical knowledge informed by current research. 		•
<p>P5.C.04(a)(iii) - Content</p> <ol style="list-style-type: none"> 3. Have content which provides a base on pedagogical skills that is informed by principles of effective practice and current research. 		•
<p>P5.C.04(a)(iii) - Content</p> <ol style="list-style-type: none"> 4. <ol style="list-style-type: none"> a. Have content which recognizes the diverse nature of our society and which addresses throughout the program philosophical, ethical and society concerns with specific attention to the following: b. English as a Second Language c. First Nations d. Gender Equity e. Multicultural and Racism 		•

<ul style="list-style-type: none"> f. Student with Special Needs g. Sexual Orientation, Homophobia and Heterosexism h. Poverty and Social Deprivation i. Religion and Religious Intolerance j. The Immigrant Experience Violence and Bullying 		
<p>P5.C.04(a)(iii) - Content</p> <p>5. Have content which provides a base of knowledge about the administrative, legal and political framework within which teachers work.</p>		<ul style="list-style-type: none"> •
<p>P5.C.04(a)(iii) - Content</p> <p>6. Have content which provides for inquiry and dialogue regarding the ethics, standards and practices of teaching as a profession.</p>		<ul style="list-style-type: none"> •
<p>P5.C.04(a)(iv) - Integration of Theory and Practice</p> <p>1. Integrates theory and practice throughout all major areas of the program – the practicum, educational studies and pedagogical knowledge and skills – to encourage the development of reflective practice.</p>		<ul style="list-style-type: none"> •
<p>P5.C.04(a)(iv) - Integration of Theory and Practice</p> <p>2. Recognizes that reflective practice will be encouraged by programs in which the structure and nature allow time and opportunity to reflect.</p>		<ul style="list-style-type: none"> •
<p>P5.C.04(a)(iv) – Integration of Theory and Practice</p> <p>3. Recognizes that integration of theory and practice is enhanced by:</p> <ul style="list-style-type: none"> a. Valuing good teaching and appropriate modeling of 		<ul style="list-style-type: none"> •

<p>teaching methodologies.</p> <p>b. Ensuring that those who teach pedagogical skills and supervise practica have recent experience or significant involvement in such classrooms.</p> <p>c. Encouraging the development of education theories and research grounded in professional practice.</p>		
<p>P5.C.04(a)(v) – Program Review</p> <p>1. Have a process for continuing review of its teacher education program in order that it can initiate changes or respond appropriately to changes arising from curricular, research, societal and government policy directions.</p>		<ul style="list-style-type: none"> •

4. Recommendation

<p>Option:</p>	<ul style="list-style-type: none"> • Option A: No Approval Required • Option B: Approve or Approve with Conditions • Option C: Not Approve • Option D: Formal Report Required • Option E: Site Visit Required
<p>Rational:</p>	<ul style="list-style-type: none"> •
<p>Conditions: <i>(if applicable)</i></p>	<ul style="list-style-type: none"> •

BCTC- Interim Teacher Education Program Review Process - DASHBOARD

Institution	Notice of Intent sent to BCTC	Acknowledgement Letter from BCTC sent to institution	Proposal from Institution to BCTC	TRB Summary Analysis Completed	Interim Committee Meeting/Recommendation	Council Decision
Thompson River University (TRU)	May 21, 2015 NOI – STEM	June 15, 2015	October 27, 2015 Initial draft proposal received. January 6, 2016 Final revised proposal received.	January 12, 2016 Multiple meetings and e-mails between TRU and the TRB, including a formal response from TRU on TRB feedback on December 18, 2015, before this final analysis tabled with Council	April 27, 2016 The proposal reviewed in detail – Committee decided to recommend program approval without conditions to Council.	April 29, 2016 APPROVED
Thompson River University (TRU)	September 2, 2015 NOI – BETT	September 16/15 with invitation to present at the January 2016 Council meeting	October 24, 2015 Initial draft proposal received. January 6, 2016 Final revised proposal received.	January 12, 2016 Multiple meetings and e-mails between TRU and the TRB, including a formal response from TRU on TRB feedback on December 18, 2015, before this final analysis tabled with Council	April 27, 2016 The proposal and response to draft recommendations (Approval with Conditions) by TRU reviewed in detail. Committee satisfied with TRU response and determined previously suggested conditions no longer required. Committee decided to recommend program approval without conditions to Council.	April 29, 2016 APPROVED
University of British Columbia-Okanagan (UBCO)	October 29, 2015 NOI – Renewed B.Ed. Program	November 3, 2015	March 1, 2016 Initial draft proposal received. July 4, 2016 Revised/updated proposal received.	May 12, 2016 Summary Analysis/Feedback Report provided to UBCO on Renewed B.Ed Program Proposal. *UBCO provided a response to the Feedback Report – received by TRB on May 18, 2016.	Sept 23, 2016 Proposal now before the Committee. Response to feedback report from UBCO reviewed in detail by Committee. Committee decided to invite UBCO to present at their next meeting. Further questions of clarification to be provided to UBCO prior to the meeting. (May 2016)	October 27, 2016 APPROVED with Conditions
					<p>UBCO presented to the Committee and addressed all questions of clarification forwarded in advance. The Committee decided to approve the renewed program proposal with conditions. The conditions to be co-drafted with UBCO. (July 2016)</p> <p>2 members of ITEPRC and 2 member of TRB met with UBCO to co-draft conditions for approval. (Sept 2016)</p> <p>ITEPRC met to review the co-drafted conditions for approval. Committee made minor revisions to strengthen pending recommendation to Council. (Sept 2016)</p> <p>Proposal Recommendation Report to go to Council at October 2016 meeting.</p>	
University of British Columbia (UBC)	April 22, 2016 NOI – Changes to Middle Years Stream	April 26, 2016	April 22, 2016 Rationale for change document received by BCTC. <i>*Minor changes to program desired so full proposal deemed not required.</i>	April 26, 2016 There has been one face to face meeting and e-mails exchanged between TRB and the institution – summary of discussions and rationale provided to program and Committee.	April 27/16 The NOI and Rationale for Change provide by UBC reviewed – Committee decided to recommend program approval to Council. <i>*This is a fairly minor program change and will not take long for the Committee to review and craft a recommendation but they ran out of time at the most recent meeting as they were focussed on the 2 TRU proposals.</i>	April 29, 2016 APPROVED

University of Victoria (UVIC)	December 22, 2015 NOI – Revised Trades and Tech Program	January 18, 2016	January 28, 2016 Revised Proposal received.	May 12, 2016 Summary Analysis/Feedback Report provided to UVIC on Revised Trades and Tech Program Proposal	September 23, 2016 No response to feedback report provided to UVIC received to date. Proposal still before the Committee – awaiting response from program. No recommendations to date. TRB followed up with UVIC on status of response to feedback report and revised submission. UVIC informed that they wish to withdraw the proposal before Council citing they were closing the existing Trades Program for Admissions because of low numbers. (Sept 2016)	October 27, 2016 No Council decision required as proposal withdrawn. FILE CLOSED
University of Northern British Columbia (UNBC-Prince George)	September 9, 2016 NOI – B.Ed. program changes (PG - EY & SY programs)	September 13, 2016	September 9, 2016 Initial rationale for change document received. October 9, 2016 Revised rationale submission received. <i>*Minor changes to program desired so full proposal deemed not required.</i>	September 27, 2016 ITEPRC provided program with feedback including a request for the learning outcomes of the new or altered courses included in the program changes.	September 23, 2016 Committee informed that TRB staff contacted by UNBC regarding their desire to make some minor changes to TEP (Elem & Sec streams). Initial liaison between TRB staff and UNBC has occurred but no NOI or program proposal received to date. (May 2016) Committee met and determined they would recommend approval of program changes at the next meeting of Council. To enhance the recommendation the Committee decided to request an updated rationale for change document including the learning outcomes for all new and altered courses being proposed. (Sept 2016)	October 27, 2016 APPROVED
					Updated rationale for change document including the learning outcomes for all new and altered courses received (Oct 2016) Proposal Recommendation Report to go to Council at October 2016 meeting.	
Trinity Western University (TWU)	September 8, 2016 NOI – B.Ed. minor program changes	September 13, 2016	September 8, 2016 Initial rationale for change document received. October 13, 2016 Revised rational submission received. <i>*Minor changes to program desired so full proposal deemed not required.</i>	September 27, 2016 ITEPRC provided program with feedback including a request for the learning outcomes of the new or altered courses included in the program changes.	September 23, 2016 Committee met and determined they would recommend approval of program changes at the next meeting of Council. To enhance the recommendation the Committee decided to request an updated rationale for change document including the learning outcomes for the 2 new courses being proposed. (Sept 2016) Updated rationale for change document including the learning outcomes for the 2 new courses received (Oct 2016) Proposal Recommendation Report to go to Council at October 2016 meeting.	October 27, 2016 APPROVED
University of Northern British Columbia (UNBC-Terrace)	October 20, 2016 NOI – B.Ed. program changes (Terrace - Elem program)	December 20, 2016	October 20, 2016 Initial rationale for change document received. December 16, 2016 Revised rationale submission received. <i>*Minor changes to</i>	December 16, 2016 TRB provided program with feedback including a request for the learning outcomes of the new or altered courses. Also suggestion for information regarding program partnership with Coast Mountain School District and local BCTF – have such local partners been included in the dialogue regarding	January 20, 2017 Proposal now before the Committee for review and recommendation to BCTC. It is anticipated the ITEPRC will take this forward to BCTC at Feb 2-3, 2017 meeting.	February 3, 2017 APPROVED

			<i>program desired so full proposal deemed not required.</i>	proposed program changes?		
Simon Fraser University (SFU)	January 10, 2017 NOI – Enhanced PDP Program	January 11, 2017	January 10, 2017 High level overview of changes as well as EDUC 400 course outline received. No official proposal received to date.	October 19, 2016 Face to face liaison meeting occurred with TRB staff on October 19, 2016 so that SFU could provide an overview of the program changes and brainstorm with TRB staff.	January 20, 2017 NOI as well as program change overview and EDUC 400 course outline now before ITEPRC – reviewed at January 18 meeting. The TRB to provide feedback to SFU with regards to questions from the committee as well as the components they should include in their formal proposal.	April 6, 2017 Not yet before Council.
University of Victoria (UVIC)	January 11, 2017 No receipt of official NOI from program to date		January 11, 2017 High level overview of a proposed UVic Indigenous-focused post-degree program received. No official proposal received to date.	December 6, 2016 Telephone liaison discussion between TRB and UVIC Indigenous Education Department regarding the idea of a PDP Elem Program with a focus on Indigenous Education.	January 20, 2017 TRB staff to brief ITEPRC regarding concept and provide feedback to program on suggested next step(s) with regards to the submission of an NOI and Official Proposal.	April 6, 2017 Not yet before Council.
Next Interim Committee Meeting – TBD		Next Council Meeting – April 12-13, 2017				

E. Teacher Education Program Working Group (TEPWG)

Teacher Education Program Reviews: Working Group Terms of Reference

<p>Purpose/Role</p>	<p>Primary: Relational role, platform for sharing ideas to highlight issues relevant to ABCDE and BCTC.</p> <p>Secondary: Specific projects/tasks to be developed and actioned by the working group:</p> <ul style="list-style-type: none"> • Current Project – developing Teacher Education Program Review principle, processes, and implementation plan <ul style="list-style-type: none"> ○ Guiding principle ○ Initial review ○ Maintenance review ○ Exceptional review ○ Implementation Plan
<p>Responsibilities</p>	<ul style="list-style-type: none"> • BCTC: liaise with BCTC, facilitate decision making. • ABCDE: provide context, identify pertinent operational issues, and conceptualize information from a TEP prospective. • TRB: support the BCTC, facilitate discussion, provide context, identify pertinent operational issues (i.e. reality check) and conceptualize information. • AVED: provide context and conceptual information from a post- secondary system quality assurance perspective.
<p>Membership</p>	<p>BCTC: 2 representatives (Chair and Vice Chair) ABCDE: 2 representatives (Chair and former Chair) TRB: 2 representatives (ED and Director of Professional Excellence) AVED: 1 representative</p> <p>Representatives on the working group may be substituted with alternates as necessary. Ministry of Education and Ministry of Advanced Education ADMs may attend working group meetings for briefings or to discuss challenging issues as required and may be provided with meeting notes.</p>
<p>Accountability/Reporting</p>	<p>At end of each working group meeting, the nature of report out to respective parties will be decided by committee members (i.e. status, purpose, further information needed, action steps to be taken with respective constituents).</p> <p>ABCDE and BCTC representatives will provide notification to each other regarding pertinent discussions occurring within their organization regarding the review process.</p>
<p>Staff Resource</p>	<p>A TRB staff member (non-working group member) will attend meetings to document and provide meeting notes.</p>
<p>Frequency of Meetings</p>	<p>A minimum of two in person meetings a year. More meetings to be scheduled as needed.</p>
<p>Review</p>	<p>Terms of reference to be reviewed bi-annually or as requested.</p>

Teacher Education Program Working Group Work Plan 2016-2017 with Key Deliverables

Key Deliverable	Action Items	Current Status	Due Date
1. Populate SharePoint Calendar with ABCDE, BCTC and TEPWG meeting dates	<ul style="list-style-type: none"> • ABCDE to provide upcoming ABCDE meeting dates • Dates to be added to SharePoint: <ul style="list-style-type: none"> ○ ITEPRC meeting dates ○ Annual Deans TEP Roundtable ○ Association of Canadian Deans of Education (ACDE) meeting dates ○ Western Association of Deans of Education meeting dates 	Complete	Sep 2016
2. Approval of ongoing "Structured Dialogue" by BCTC and ABCDE	<ul style="list-style-type: none"> • ABCDE + BCTC to approve structured dialogue framework • Develop agenda template for structured dialogue meetings • Schedule structured dialogue with BC TEPs (UVIC completed + VIU, TWU and UFV scheduled) 	Complete	Oct 2016
		Complete	Oct 2016
		Complete	Dec 2016
3. Compile BC TEP "External Reviews" schedule for the next 5-6 years	<ul style="list-style-type: none"> • ABCDE to provide to TRB to inform scheduling of Maintenance Review components. 	Complete	Oct 2016
4. Complete draft "Maintenance Reviews" process including "Regulatory Review"	<ul style="list-style-type: none"> • Establish key indicators/evidence • Finalize draft Regulatory Review process 	Complete	Dec 2016
		Complete	Mar 2017
5. Complete draft of "Exceptional Reviews" process	<ul style="list-style-type: none"> • Establish key indicators/evidence • Develop draft Exceptional Review process 	Complete	Mar 2017
		Complete	Mar 2017
6. Complete draft of "TEP Initiated Reviews" process	<ul style="list-style-type: none"> • Establish key/indicators • Develop draft TEP Initiated Review process 	Pending	Mar 2017
		Pending	Mar 2017
7. Complete draft of full <u>Implementation Framework</u>	<ul style="list-style-type: none"> • TEPWG to finalize draft • ABCDE + BCTC to review and provide revisions • TEPWG to review draft and consider feedback • ABCDE + BCTC to approve • TRB to circulate ratified version to BCT TEPs and post on the TRB website 	Pending	Apr 2017
		Pending	Apr 2017
		Pending	Apr 2017
		Pending	Apr 2017
		Pending	Apr 2017
8. Complete 4-5 Structured Dialogues meetings	<ul style="list-style-type: none"> • Complete 4 on-site structured dialogues completed by April 2017. • Complete remaining structured dialogues (5) by end March 2018. 	In progress	Apr 2017
		In progress	Mar 2018
9. Develop draft 'regulatory review' schedule	<ul style="list-style-type: none"> • TRB to develop draft schedule for regulatory reviews taking into consideration External Review schedule. 	Pending	Dec 2017

Teacher Education Program Working Group

Structured Dialogue Process Overview

BCTC – Education Program: Ongoing Structured Dialogue Process
<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • To discuss how an existing TEP continues to prepare graduates to meet standards for teaching in BC. Dialogue could include: <ol style="list-style-type: none"> 1. TEP overview 2. Changes/innovations/challenges 3. How teacher candidates are demonstrating the Standards 4. Changes in the field 5. Report out to respective parties (BCTC & TEP Program)
<p><u>Participants:</u></p> <ul style="list-style-type: none"> • 2 Council members • TEP faculty/staff - determined by TEP • 2 TRB staff
<p><u>Role/Responsibilities:</u></p> <ul style="list-style-type: none"> • All: Co-creation of agenda, meeting notes • Council: <ul style="list-style-type: none"> ○ Share meeting notes with Council ○ Invite TEP to participate during Council discussion of meeting notes • TEP: Host meeting • TRB: <ul style="list-style-type: none"> ○ Schedule/coordinate/facilitate ○ Provide administrative support ○ Provide template document with contextual info on TEP – to be verified with TEP
<p><u>Frequency:</u></p> <ul style="list-style-type: none"> • Cyclical • One half-day meeting every two years for each TEP
<p><u>Accountability:</u></p> <p>Provide meeting notes to Council.</p>

BCTC/TEP Structured Dialogue Schedule – 2016-2018

Institution	Dates
University of Victoria (UVIC) <i>BCTC Members: Peter Van Huizen & Janine Fraser</i>	Wednesday, December 7, 2016 11:00am – 3:00pm
Vancouver Island University <i>BCTC Members: Jim Iker & Fred Robertson</i>	Monday, January 23, 2017 9:00am – 12:30pm
Trinity Western University <i>BCTC Members: Ted Riecken & Laurence Greeff</i>	Tuesday, February 21, 2017 10:30am – 2:30pm
University of the Fraser Valley <i>BCTC Members: Rebecca Blair & Cathy Lambright</i>	Tuesday, April 18, 2017 10:30am – 3:00pm
University of Northern British Columbia <i>BCTC Members: Susan Wilson & John Tyler</i>	Tuesday, May 16, 2017 10:00am – 3:00pm
Simon Fraser University <i>BCTC Members: John Hall & Matthew Cooke</i>	Thursday, June 8, 2017 1:00-4:00pm
UBC Vancouver <i>BCTC Members:</i>	Thursday, October 19, 2017 10:00am – 3:00pm
Thompson Rivers University <i>BCTC Members:</i>	October 2017 TBD –
UBC Okanagan <i>BCTC Members:</i>	January 2018 TBD –

Blue shading = confirmed

Green shading = tentative



BC Teachers' Council

