BCT
BC Teachers' Council

Process A / Process D

Teacher Education Program Approval and Review

Program Assessment Team (PAT) Report

Institution, Month and Year

This form is to be completed by a Program Assessment Team (PAT) after a site visit to an institution seeking approval for a new teacher education program (Process A – New Institution Teacher Education Program Approval) or after a site visit to an existing teacher education program (Process D – Maintenance Review).

Program Information

Program Name	
Address	
Dean	
Representative	
Representative Phone & Email	

Site Visit Details

Date of Site Visit	
PAT Chair	
PAT Members	

Program Details

Program Student Data	No.	Faculty Interviewed – Name and Title
Number of Teacher Candidates enrolled		
Number of Teacher Candidates on final practicum		
Number of Teacher Candidates interviewed		
Graduates in the last 12 months		
Graduates interviewed		

Standard 1: Design, Development and Delivery

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

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

	Sample evidence might include:
	• Conceptual Framework and TEP Design, • TEP Vision and Mission Statement, • Record of BCTC approved changes arising from TEP Initiated Reviews or Exceptional Concerns Protocol, • TEP response to any BCTC required conditions, • Curriculum Mapping – TEP and Regulatory Standards.

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

Standard 2: Selection, Retention and Completion

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

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

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

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

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

	Sample evidence might include:
	• Admission guidelines/criteria, • Link to TEP policy regarding exemptions, • Advancement criteria, • Re-entry criteria.

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

Standard 3: Content Knowledge, Pedagogy and Professional Dispositions

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

3.1 How does the TEP ensure that Teacher Candidates understand the BC curriculum and utilize pedagogically appropriate methodologies?

3.2 How does the TEP ensure that Teacher Candidates have the Pedagogical Knowledge in their curricular area to design and implement learning experiences that promote the success of all students?

3.3 How does the TEP ensure that Teacher Candidates understand and use multiple methods of assessment to measure student learning and use results to meet student needs?

3.4 How does the TEP ensure that Teacher Candidates are knowledgeable about how children and youth develop as learners and social beings (including differences in cognitive, linguistic, social, cultural, emotional, and physical areas), and design and implement appropriate learning experiences?

3.5 How does the TEP ensure that Teacher Candidates use technologies within their curricula, apply them appropriately, and guide students to use technology in a safe, responsible, and effective way?

3.6 How does the TEP ensure that Teacher Candidates recognize and value the importance of individual differences and positive personal identity to create safe and inclusive learning environments?

3.7 How does the TEP ensure that Teacher Candidates recognize and respect the diversity of students in schools to create safe, anti-racist, and socially just learning spaces that invite critical reflection on contemporary issues in society?

3.8 How does the TEP ensure that Teacher Candidates recognize the importance of cultural identity, value Indigenous Pedagogies and Unappropriated Indigenous Knowledge, can integrate these perspectives into their teaching, and understand their roles in addressing the Truth and Reconciliation Commission Calls to Action?

3.9 How does the TEP ensure that Teacher Candidates understand and demonstrate professional responsibility that is guided by research, legal statutes, regulations, and ethical principles within the BC context?

3.10 How does the TEP ensure that Teacher Candidates demonstrate a reflective approach to teaching and identify themselves as lifelong learners?

3.11 How does the TEP ensure that Teacher Candidates demonstrate a reflective approach to their own mental and physical well-being and that of others?

	Sample evidence might include: • Teacher Candidate-developed learning plans, • Course- and field-based assessments of Teacher Candidate performance,

	- Teacher Candidate portfolios, - TEP Learning Outcomes, - Current abbreviated course syllabi – Course description and course learning outcomes,

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

Standard 4: Practicum

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

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

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

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

4.4 How does the TEP provide a minimum of 16 weeks of high-quality Practicum that represents the range of grade levels and curricular areas that Teacher Candidates are expecting to teach?

4.5 How does the TEP provide a Summative Practicum in the appropriate setting, of at least 10 consecutive weeks, including in-person supervision by the program?

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

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

	Sample evidence might include: • Field experience/teacher candidate/mentor teacher guidelines • Mentor teacher/faculty and teacher candidate feedback • Practicum placement partnerships information • A description of mentor teacher role • Mentor teacher exit surveys or interviews, • Teacher Candidate exit surveys or interviews.

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

Standard 5: Quality Assurance

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

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

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

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

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

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

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

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

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

	Sample evidence might include: • Applicable sections of the most recent internal/external reviews including recommendations and TEP response, • BCTC Structured Dialogue reports, • BCTC Regulatory Review (when these are available), • Faculty qualifications, teaching assignments, and research (where applicable), • Current research projects/grants,

- BCTC-initiated surveys,
- TEP-initiated surveys,
- Employer satisfaction surveys or interviews (e.g. principal observations).

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

General Comments

Recommendation

For TEP Consideration

Program Assessment Team Recommendation

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

Dissenting Views

Result: ☐ Yes ☐ No ☐ N/A