

Teacher Education Program Approval Standards August 2019

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Teacher Education Program Approval Standards August 2019

Preamble

The Teacher Education Program Approval Standards provide the public with confidence that educators in BC have met high professional preparation and academic standards which support student learning and success.

The TEP Approval Standards guide the work of the BCTC in approving and reviewing BC teacher education programs (TEPs). These standards are used by the Director of Certification when evaluating graduates for certification from TEPs in BC and other jurisdictions.

Mandate of the British Columbia Teachers' Council

The *Teachers Act* establishes the British Columbia Teachers' Council (BCTC) and provides the mandate for the Council to establish standards in the public interest for individuals being issued certificates of qualification by the Ministry of Education. Section 10 (1) and (2) and section 13 (a) to (e) of the Act set out the objectives of the BCTC:

- establish standards for the conduct and competence of applicants for certificates of qualification and for certificate holders (Professional Standards);
- establish standards for the education of applicants for certificates of qualification (Certification Standards); and,
- establish teacher education program approval standards, and determine if teacher education programs meet these standards (Teacher Education Program Approval Standards).

Teacher Education Program Approval Standards August 2019

1. Quality Assurance and Institutional Commitment

An institution must 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.

2. Required Content

(a) Beginning September 2012, programs must include:

- (i) Three credits or the equivalent in studies related to teaching students with special needs which include diagnosis, planning for instruction and assessment and evaluation.
- (ii) Three credits or the equivalent in studies in First Nations pedagogy and issues related to the historical and current context of First Nations, Inuit and Métis learners.

(b) Programs must:

- (i) Have educational and pedagogical content which provides a base of knowledge of sufficient breadth and depth to meet the Professional Standards for BC Educators and prepare candidates for an appropriate teaching assignment in the school system. This shall include studies in:
 - 1. human development and learning,
 - 2. educational foundations (history, philosophy, sociology),
 - 3. curriculum and instruction in the applicable teaching area(s),
 - 4. diagnosing and providing for the educational needs of individual students,
 - 5. evaluation and testing.
- (ii) Have an appropriate combination of academic and/or course work consistent with The Certification Standards of the BC Teachers' Council, recommended by the Faculty of Education and approved by the BC Teachers' Council prior to inception of the program.
- (iii) Have at least six (6) credit/semester hours of English Literature and Composition.

- (iv) Have content which provides a base of pedagogical knowledge informed by current research.
- (v) Have content which provides a base of pedagogical skills that is informed by principles of effective practice and current research.
- (vi) Have content which recognizes the diverse nature of our society and which addresses throughout the program philosophical, ethical, and societal concerns with specific attention to the following areas:
 - 1. English Language Learners (-ELL)
 - 2. First Nations, Inuit and Métis
 - 3. Gender Equity
 - 4. Multiculturalism and Racism
 - 5. Students with Special Needs
 - 6. Sexual Orientation, Gender Identity, Homophobia and Heterosexism
 - 7. Poverty and Social Deprivation
 - 8. Religion and Religious Intolerance
 - 9. The Immigrant Experience
 - 10. Violence and Bullying
- (vii) Have content which provides a base of knowledge about the administrative, legal and political framework within which teachers work.
- (viii) Have content which provides for inquiry and dialogue regarding the ethics, standards and practices of teaching as a profession.
- (ix) Integrate theory and practice in all major areas of the program -- the practicum, educational studies, and pedagogical knowledge and skills -- to encourage the development of reflective practice.
- (x) Recognize that reflective practice will be encouraged by programs in which their structure and nature allow time and opportunity to reflect.
- (xi) Recognize that the integration of theory and practice is enhanced by:
 - 1. Valuing good teaching and the appropriate modeling of teaching methodologies.
 - 2. Ensuring that those who teach pedagogical skills and supervise practica have recent experience or significant involvement in such classrooms.
 - 3. Encouraging the development of educational theories and research grounded in professional practice.

3. Practicum/Field Experience

Programs must include a minimum of 12 weeks of supervised practicum. The major practicum, that is, the practicum that is used to summatively evaluate applicants for recommendation for a certificate must be a minimum of eight weeks in length and be taken in schools which

- (a) are located in British Columbia,
- (b) are 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,
- (c) do not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right,
- (d) teach the provincially approved curriculum,
- (e) provide supervision by sponsoring teachers and principals who hold certificates of qualifications, and
- (f) have been accredited, inspected, or approved using a process acceptable to the Ministry of Education.

Placements in schools which do not meet the criteria may be considered by special application to the Director of Certification.

4. Selection & Admission & Withdrawal & Re-entry

Programs must have a defined selection and admission policy that recognizes the importance of academic standing, accounts for the content of British Columbia curriculum, and focuses on appropriate relationships with young people and suitability for entrance into the profession of teaching.

5. Resources and Personnel

Programs must have appropriate and sufficient

- (a) library and curriculum resources,
- (b) depth and breadth of personnel,
- (c) scholarly research, and
- (d) institutional commitment to teacher education.

Glossary of Terms

Admission: The process through which students can enter a teacher education program.

British Columbia Teachers' Council (BCTC): The BCTC, created under the *Teachers Act*, comprises 16 members either appointed by the Minister of Education or elected by certified teachers. The BCTC is constituted to establish standards for the preparation, certification, competence and conduct of teachers who hold a certificate of qualification from the Ministry of Education. Further, the BCTC develops and implements standards to approve teacher education programs.

Certification Standards: BCTC Regulatory Standards, established under the *Teachers Act*, that outline the certification requirements for teachers in BC.

Director of Certification (DOC): A statutory decision maker whose mandate is detailed in the *Teachers Act*. The DOC is responsible for the regulation of the BC teaching profession in the area of teacher certification.

Educator: A person who holds a certificate of qualification, independent school teaching certificate or letter of permission from the BC Ministry of Education.

Field Experience: Opportunities offered by a TEP for teacher candidates to develop one's knowledge, skills and dispositions in an educational (school or non-school) setting.

Institution: A BC post-secondary institution.

Practicum: The experience of practice teaching in K-12 schools or TRB-approved alternative settings under the supervision of a BC certified teacher to progressively develop and demonstrate one's knowledge, skills and dispositions; includes an evaluative component; and successful completion leads to eligibility for BC teacher certification.

Program: A planned sequence of courses and experiences leading to a Bachelor of Education degree or a Diploma or Certificate in Education completed either concurrently with a first undergraduate degree, or consecutively following the completion of an undergraduate degree or graduate degree.

Professional Standards: The *Professional Standards for BC Educators*. The Standards outline the requirements of the profession and provide the foundation on which educators can grow, articulating both the values and characteristics that distinguish their work.

Quality Assurance: Mechanisms (i.e., structures, policies, procedures, and resources) that a teacher education program has established to promote, monitor, evaluate and enhance operational effectiveness and the quality of the TEP's candidates, educators, curriculum and other program requirements.

Re-entry: The process through which students who exited the program can be re-admitted into the program.

Regulatory Standards: An overarching term that refers to the Professional Standards, the Certification Standards and the Teacher Education Program Approval Standards for the teaching profession in British Columbia.

Required Content: The course content required for teacher candidates to be certified, as outlined in the Regulatory Standards.

Student: A person enrolled in a K-12 educational program provided by a board of education, independent school authority or First Nations School and for whom an educator has responsibility.

Teachers Act: [Teachers Act](#), S.B.C. 2011, c. 19 regulates and guides the work of the regulatory structure for the teaching profession in the BC K-12 school system.

Teacher Education Program (TEP): A program of professional education that prepares a person to teach in the Kindergarten to Grade 12 school system.

Withdrawal: The process through which students can exit the program before completion.