



# Teacher Education Program Approval Standards

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# Teacher Education Program Approval Standards

The Teacher Education Program Approval Standards articulate the requirements that must be met when post-secondary institutions seek to:

1. establish a new teacher education program,
2. make changes to an existing teacher education program, and
3. maintain approval of a teacher education program.

The Teacher Education Program Approval Standards are meant to ensure that teacher education programs are designed and delivered in a manner that will permit graduates to meet the Professional Standards for BC Educators and the Certification Standards. The [Professional Standards for BC Educators](#) guide and advance the work of educators, and they communicate the knowledge, skills, attitudes, and values that define educators' work. The [Certification Standards](#) set out the training, education, and qualifications an applicant must have to be eligible for a BC teaching certificate of qualification. They are used by the Director of Certification to evaluate applications for certificates of qualification.

The Teacher Education Program Approval Standards provide the lens through which the BC Teachers' Council (BCTC) considers any matter brought forward and assessed in accordance with its [Teacher Education Program Approval and Review Framework](#). These standards set out minimum program requirements. They also set expectations that [Program Design](#) and delivery will address societal issues such as decolonization, systemic racism, diversity and inclusion, having regard to the BC Human Rights Code and the United Nations Declaration on the Rights of Indigenous Peoples. These standards reflect that programs contribute towards truth, reconciliation, and healing, acknowledging the history and contributions of First Nations, Inuit and Métis in Canada.

## DESIGN, DEVELOPMENT and DELIVERY

**1 | 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*.**

### Required Indicators

- 1.1 Programs ensure that all matters related to design, development and delivery are consistent and comply with applicable BC legislation.
- 1.2 Programs have a coherent philosophy and rationale founded on research and evidence-based understandings of how the program will develop effective teachers who meet the Professional Standards for BC Educators and the Certification Standards.
- 1.3 Programs have a sequenced delivery of program content, including Practicum, that facilitates attainment of the Professional Standards for BC Educators and the Certification Standards.
- 1.4 Programs design methods of delivery, including online, to maximize access and preserve the interactional and relational integrity of teaching.
- 1.5 Prior to recommending their graduates for certification, programs provide a minimum 60 credit/semester hours of professional preparation, combining coursework and Practicum that must include the following content:
  - (a) studies of human development and learning.
  - (b) foundational studies of the theories and practices of teaching and learning.
  - (c) effective teaching methods through the modelling of planning, appropriate instructional and assessment strategies, engaging relationships, and clear expectations for intellectual rigor, performance, and behaviour.
  - (d) studies or dialogue addressing and reflecting the diverse cultural, spiritual, ethical, and philosophical nature of society.
  - (e) studies in anti-racist education and anti-oppression education.
  - (f) at least 3 credit/semester hours of study related to **Indigenous Pedagogies** and **Unappropriated Indigenous Knowledge** and perspectives, and integration of these teachings throughout the program.
  - (g) at least 3 credit/semester hours of study related to supporting students with disabilities or diverse abilities, and integration of these teachings throughout the program.
  - (h) studies, inquiry, and dialogue regarding the ethics, standards, and practices of the teaching profession.



## SELECTION, RETENTION and COMPLETION

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

#### Required Indicators

- 2.1 Programs have multi-faceted selection criteria to promote diversity of potential candidates and have policies to ensure equitable access for all **Teacher Candidates** in compliance with the **BC Human Rights Code** and the **BC Declaration on the Rights of Indigenous Peoples Act**.
- 2.2 Programs ensure that Teacher Candidates are aware of the program's assessment system, including its Practicum expectations and the policies and criteria for entrance to the program, continuing in the program, accommodation within the program pursuant to the BC Human Rights Code, and withdrawing from and re-entering the program.
- 2.3 Programs have a transparent policy around pausing and rejoining a program to ensure completion within a reasonable duration for Teacher Candidates to complete requirements necessary to meet the Professional Standards for BC Educators and the Certification Standards.
- 2.4 Programs ensure that all Teacher Candidates have completed a criminal record check prior to beginning a Practicum.

## CONTENT KNOWLEDGE, PEDAGOGY and PROFESSIONAL DISPOSITIONS

### **3 | 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.**

#### **Required Indicators**

- 3.1 Programs ensure that Teacher Candidates understand the BC curriculum and utilize pedagogically appropriate methodologies.
- 3.2 Programs ensure that Teacher Candidates have the Pedagogical Knowledge in their curricular area to design and implement learning experiences that are research and evidence-based to promote the success of all students.
- 3.3 Programs ensure that Teacher Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet student needs.
- 3.4 Programs ensure that Teacher Candidates are knowledgeable about how children and youth develop as learners and social beings; recognize and respect their differences in cognitive, linguistic, social, cultural, emotional, and physical areas; and design and implement developmentally, age appropriate, and relevant learning experiences.
- 3.5 Programs 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 Programs 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 Programs 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 Programs 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 Programs 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 Programs ensure that Teacher Candidates demonstrate a reflective approach to teaching and identify themselves as lifelong learners.
- 3.11 Programs ensure that Teacher Candidates demonstrate a reflective approach to their own mental and physical well-being and that of others.

## PRACTICUM

### 4 | 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.

#### Required Indicators

- 4.1 Programs collaborate with their Practicum Partners to design, implement, and evaluate Practicum to ensure that teacher candidates receive the mentorship they require to demonstrate effective teaching.
- 4.2 Programs collaborate with their Practicum Partners to ensure that Teacher Candidates understand the expectations of the profession and the employment relationships within schools and districts.
- 4.3 Programs collaborate with their 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 Programs provide a minimum of 16 weeks of high-quality Practicum that represent the range of grade levels and curricular areas that Teacher Candidates are expecting to teach.
- 4.5 Programs must include, within the 16 weeks of practicum required in section 4.4, a **Summative Practicum** of at least 10 consecutive weeks, including in-person supervision by the teacher education program, prior to recommending a Teacher Candidate for certification. A Summative Practicum must be taken in a school which:
  - (a) is physically located in British Columbia and is one of the following:
    - i. a school, francophone school, or provincial school within the meaning of the *School Act*;
    - ii. a Group 1, 2, or 4 independent school under the *Independent School Act*;
    - iii. a First Nations school on reserve certified by the First Nations Schools Association; or
    - iv. a school operated by or on behalf of a Participating First Nation certified by the First Nations Education Authority;or
  - (b) is physically located in the Yukon Territory and is one of the following, operated in accordance with the *Education Act*, RSY 2002, ch. 61:
    - i. operated by a school board within the meaning of the *Education Act*;
    - ii. operated by the Yukon Minister of Education in accordance with the *Education Act*;
    - iii. a French language school within the meaning of section 56 of the *Education Act*; or
    - iv. a separate school within the meaning of section 57 of the *Education Act*;and:
  - (c) teaches the BC curriculum,
  - (d) provides supervision by sponsoring teachers and principals who hold a BC Certificate of Qualification as defined in the *Teachers Act*,
  - (e) is free from any apparent conflict of interest between the Teacher Candidate and the supervising teacher or the school administration,
  - (f) does not employ the Teacher Candidate in any capacity within the school, and
  - (g) does not discriminate in the admission of students on the basis of scholastic or intellectual ability or any federally or provincially protected human right.
- 4.6 Programs demonstrate an overall effort to provide Teacher Candidates with a variety of Practicum that include diverse populations of students and educators.
- 4.7 Programs have flexibility to provide select Teacher Candidates with additional opportunities to demonstrate sustained effective teaching and complete the Summative Practicum, where necessary.

## QUALITY ASSURANCE

**5 | 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.**

### Required Indicators

- 5.1 Programs align with their institution's internal and external **Quality Assurance** structures and processes.
- 5.2 **Program Design** and assessment processes identify where each of the Professional Standards for BC Educators is taught, practised, and assessed. Programs have processes to determine how Teacher Candidates have demonstrated successful performance against all Professional Standards for BC Educators prior to graduation.
- 5.3 Programs have processes to demonstrate how the teacher education program will ensure that graduates meet the Certification Standards.
- 5.4 Programs have processes for the ongoing collection, analysis, and evaluation of data from assessment measures including **Self-Study** and external reviews to inform program improvements and periodic BCTC reviews.
- 5.5 Programs have processes to support instructors and Teacher Candidates in collaborating with colleagues across teacher education programs and in the field.
- 5.6 Programs have the leadership, authority, budget, resources, personnel, facilities, and technology necessary to meet the Teacher Education Program Approval Standards.
- 5.7 Programs have processes to demonstrate how they recruit and retain faculty and **Mentor Teachers** from diverse backgrounds.
- 5.8 Programs have processes to demonstrate how they address the needs of local, regional, rural, remote, and First Nations communities.



## GLOSSARY

Note: These terms are included to assist the public. To the extent that there is a discrepancy between these terms and definitions in the legislation, the legislative definitions prevail.

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<b>Indigenous Pedagogy</b>	Within the BC context, this refers to the First Peoples Principles of Learning (or local First Nations education principles), and Unappropriated Indigenous Knowledge and perspectives.
<b>Mentor Teacher</b>	Within the context of a teacher education program, a practising BC certified teacher whose role is to guide the growth and development of a Teacher Candidate during Practicum to improve the candidate's learning.
<b>Pedagogical Knowledge</b>	The knowledge accrued by Teacher Candidates through courses and other learning experiences pertaining to the concepts, theories and research about effective teaching and learning.
<b>Practicum</b>	Practical experience teaching in K-12 schools 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.
<b>Practicum Partners</b>	Schools and community groups that provide a setting for Teacher Candidates to develop content knowledge, Pedagogical Knowledge, and professional dispositions.
<b>Program Design</b>	The structure and content of a teacher education program. It includes course descriptions, learning outcomes, curriculum mapping and their congruence with the Professional Standards for BC Educators and the Certification Standards.
<b>Quality Assurance</b>	The mechanisms (i.e., structures, policies, procedures, and resources) employed by the teacher education program to provide confidence that the Teacher Education Program Approval Standards will be met.
<b>Self-Study</b>	A preliminary report that addresses how a teacher education program is meeting the Teacher Education Program Approval Standards. This report must be completed by the teacher education program prior to the site visit of a BCTC program assessment team.
<b>Summative Practicum</b>	A Practicum of at least 10 consecutive weeks in which the school Mentor Teacher and university supervisor evaluate a Teacher Candidate's Practicum performance. The Summative Practicum must be completed successfully before a Teacher Candidate can be recommended for certification by a teacher education program.
<b>Teacher Candidate</b>	A learner in a teacher education program.
<b>Unappropriated Indigenous Knowledge</b>	Knowledge systems developed over time by Indigenous peoples in a particular area that remain respected, rightfully owned, and unexploited.

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For more information on the Teacher Education Program Approval Standards, please contact the BC Teachers' Council: [BCTC@gov.bc.ca](mailto:BCTC@gov.bc.ca)

