



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

## **Accreditation Committee Decision**

### **Ontario Institute for Studies in Education of the University of Toronto (OISE)**

#### **Application for Renewal of Accreditation**

Consecutive program of professional education with areas of study in Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Master of Teaching degree

Consecutive program of professional education with areas of study in Primary/Junior divisions, leading to a Master of Arts in Child Study and Education degree

**Accreditation Committee  
Ontario College of Teachers  
November 29, 2016**



## **Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Ontario Institute for Studies in Education of the University of Toronto (OISE)**

### **Introduction**

The Ontario Institute for Studies in Education of the University of Toronto (OISE) submitted an application on September 7, 2016 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Master of Teaching degree
- Consecutive program of professional education with areas of study in Primary/Junior divisions, leading to a Master of Arts in Child Study and Education degree

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, the Accreditation Committee established an accreditation panel to:

1. conduct a review of the aforementioned programs of professional education on the direction of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations to the Committee with respect to the programs reviewed.

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with expertise in teacher education program evaluation
- a person who was nominated by the Ontario Institute for Studies in Education of the University of Toronto (OISE)

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Ontario Institute for Studies in Education of the University of Toronto (OISE). The accreditation panel conducted a site visit at OISE's campus located in Toronto, Ontario on Wednesday, October 19 and Thursday, October 20, 2016. During the site visit, the accreditation panel toured the facilities where the programs are offered, including the Dr. Eric Jackman Institute of Child Study laboratory school. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the faculty to various stakeholders, and notices on the College's website and through social media. The panel considered the twenty-seven public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Ontario Institute for Studies in Education of the University of Toronto (OISE). The final panel report submitted to the Accreditation Committee considered the comments provided by the Dean in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, set out to determine if both programs of professional education in the application submitted by the Ontario Institute for Studies in Education of the University of Toronto (OISE) qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated November 14, 2016, a response from the faculty Dean to the panel's draft report dated November 14, 2016, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

## **Decision of the Accreditation Committee at its Meeting of November 29, 2016**

### **Requirements and Findings**

The reasons for the Committee's decision and the facts upon which it is based follow herein:

#### **Requirement 1**

*The provider of the program is a permitted institution.*

#### **Findings**

The evidence indicates that the Ontario Institute for Studies in Education of the University of Toronto (OISE) is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs.

According to Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a faculty of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly.

The Ontario Institute for Studies in Education of the University of Toronto (OISE) is a permitted institution authorized under the *University of Toronto Act, 1971*.

Section 14 of the *University of Toronto Act, 1971* authorizes the university to offer degrees under an act of the legislative assembly of the province of Ontario. Section 1 of the Agreement dated December 16, 1994 between OISE and the Governing Council of the University of Toronto integrates OISE into the University of Toronto as a professional faculty of education under the Governing Council of the University of Toronto, affiliated with the university in accordance with the definition of permitted institution under subsection 1. (1) of Regulation 347/02.

#### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied.

## **Requirement 1.1**

*The program is four academic semesters, including the days of practical experience required under subparagraph 2v of subsection 1 (2).*

### **Findings**

Both programs are offered over five consecutive academic semesters: Fall / Winter / Summer / Fall / Winter. The Master of Teaching program includes 86 practicum days, and the Master of Arts in Child Study and Education program includes 94 days of practicum appropriate to the format and structure of the programs, thereby exceeding the 80 days required in the Accreditation Regulation.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1.1 is fully satisfied.

## Requirement 2

*The program has a clearly delineated conceptual framework.*

### Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework. The conceptual framework for OISE includes seven shared principles derived from research on best practices in teacher education that guide the program: Teaching Excellence, Research-based and Research-driven, Cohort-based Learning Communities, Coherence, Faculty Collaboration, School/Field/University Partnerships, and Equity, Diversity and Social Justice.

Fortified by the seven shared principles, research and innovation inform the teaching and learning in both programs. Next, teaching and learning inform the teacher candidates' practical experiences, and in both programs, there are multiple opportunities to apply research and theory in practice. Finally, the practical experiences bring questions back from the field and inspire new research. There is a cyclical effect that results in the conceptual framework informing program design, the course development process, faculty selection, assignments, assessment practices, and admission considerations in both programs.

Elements of the seven shared principles are realized in both programs. In particular, Kosnik and Beck's longitudinal study of teachers identifying seven priorities for teacher education has influenced the conceptual framework for both professional programs. Teacher candidates are encouraged to be 'teacher researchers' and to look critically at all elements of the theory to make informed pedagogical decisions. All teacher candidates in the Master of Teaching program complete a mandatory course *Reflective Teaching and Inquiry into Research in Education* in which they learn to develop research-informed teaching practice.

Furthermore, principles of equity, diversity and social justice permeate all aspects of the programs and are both modeled and taught in classes so that teacher candidates can experience and consider social justice in their own practice. When learning about lesson planning, teacher candidates explore culturally-relevant pedagogy as an approach to equitable teaching and planning.

OISE's commitment to improve equity and accessibility, including increasing diversity among students, serves to inform their admissions processes. For example, as part of the Statement of Intent, the Master of Teaching program requires applicants to describe a specific life experience and explain how this demonstrates an openness and/or commitment to working towards equity in diverse classrooms, schools and communities.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 2 is fully satisfied.

### Requirement 3

*The design of the program is consistent with and reflects*

- i) *the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession",*
- ii) *current research in teacher education, and*
- iii) *the integration of theory and practice in teacher education.*

### Findings

The evidence indicates that the programs of professional education reviewed are consistent with and reflect the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

### The College's Standards

Both programs provide opportunities to enable teacher candidates to learn and enhance skills and knowledge consistent with each of the College's *Standards of Practice for the Teaching Profession*. A commitment to student learning, knowledge, teaching practice, ongoing professional learning, and leadership are addressed in both programs by examining practices and strategies that support the planning and delivery of instruction and contribute to learner success, both in classroom studies and in practicum settings.

In both programs, the professional Standards are integrated in discussions, readings and assignments of specific mandatory courses. Throughout both programs, candidates are immersed in reflective practice that critically examines the implications of their ethical decisions and behaviours that occur during teaching. This introspective mindset enables teacher candidates to deeply understand their professional identity, ethical responsibilities and their impact on students' learning and well-being.

### Current Research in teacher education

The design of both professional programs is consistent with and reflects current research in teacher education. Teacher candidates are encouraged to be 'teacher researchers' and to look critically at all elements of the theory to make informed pedagogical decisions.

All Master of Teaching program teacher candidates complete a mandatory course *Reflective Teaching and Inquiry into Research in Education* in which they learn to develop research-informed teaching practice through two primary pathways: (1) opportunities to read research articles and reports that demonstrate a range of research approaches and utilize a variety of research methods while reporting relevant findings, and (2) designing their educational research study. The overall goal of the research project is to help students develop an approach to teaching that is driven by inquiry, based on research, is thoughtful, and responsive to student needs.

The Master of Arts in Child Study and Education program is designed with two fields of study: (1) Research-Intensive Training (RIT) field includes a course on Research Methods and candidates complete a Major Research Paper in which they produce a coherent literature review, pose relevant questions, and analyze data to provide insight into their core research questions, and (2) Practice-based Inquiry (PIB) field of study is centered on enhancing candidates' understanding of teacher inquiry into practice and the use of data to make decisions for instruction.



Faculty members engage in research that informs the development and continuous improvement of the programs. For example, current research occurring in the Centre for Urban Schooling Department of OISE informs the *Anti-Discriminatory Education* course content and assignments.

### **The integration of theory and practice**

The design of both programs is consistent with and reflects the integration of theory and practice in education. The first practicum of the Master of Teaching program occurs after seven weeks of OISE classes. For many of the courses, these first seven weeks are critical in preparing teacher candidates for practice teaching in areas such as lesson planning, classroom management, professional conduct, curriculum documents, theory and practice. The courses interweave theory and practice, with instructors modeling the practice by teaching the theory and the method, to help teacher candidates gain a deep understanding of the teaching-learning process while acquiring an extensive repertoire of teaching strategies. Following the practicum, teacher candidates return to OISE for two weeks of classes to engage in reflection and connection between theory and practice.

The format of the Master of Arts in Child Study and Education program is designed to have teacher candidates make strong connections between coursework and the field experiences. By having a concurrent practicum and academic experience in their first year of the program, candidates are able to bring queries and comments from their practica to classes and complete tasks in their practica that leverage the knowledge learned in courses. The program's format provides opportunities for candidates to delve deeply into the subject matter and related research in their coursework with the additional requirement of having to actively translate this knowledge into practice in their assignments or practicum activities. Master of Arts in Child Study and Education teacher candidates recognize the "permeability" of linking practice in the morning to the theoretical coursework in the afternoon.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is fully satisfied.

### **Requirement 3.1**

*The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.*

#### **Findings**

The evidence indicates that the programs enable students to acquire all the knowledge and skills in all of the elements set out in Schedule 1

The accreditation panel conducted a review of both programs, consistent with accreditation resource guidelines. The provider's course outlines in conjunction with the core content alignment charts (aligning the Schedule 1 elements to the content) confirmed that both programs enable teacher candidates to acquire knowledge and skills in all of the core content areas set out in Schedule 1 of the Accreditation Regulation as outlined in the *Accreditation Resource Guide*.

The core content elements are embedded in both programs in three distinct ways: (1) explicitly in existing methods, foundations and practicum courses (e.g., *Anti-Discriminatory Education*, *Integrating Technology into the Classroom* (Master of Teaching) and *Foundations in Inquiry and Data-Based Decision Making*, *Child Study: Observation, Evaluation, Reporting and Research*, *Introduction to Special Education and Adaptive Instruction* (Master of Arts in Child Study and Education), (2) in courses developed in response to the Enhanced Teacher Education Program, including *Curriculum and Teaching in Social Studies and Aboriginal Education* and *Supporting English Language Learners* and (3) implicitly through course goals and assignments. As an example, a course goal of *Introduction to Special Education and Mental Health* is for teacher candidates to collaborate with other professionals to meet the provincial requirements for inclusion of students in teaching, programming and assessment.

Finally, evidence that both programs enable teacher candidates to acquire knowledge and skills in certain core content areas is well-documented in other specific regulatory requirements. For example, Ontario Curriculum Knowledge, Pedagogy, Assessment and Evaluation for Specific Curriculum Areas and Knowledge of the Ontario Context (requirements 4, 5 and 10), Education Law and Standards of Practice (requirements 3i and 11) and Practicum (requirements 1.1 and 8).

#### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is fully satisfied.

## Requirement 4

*The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.*

### Findings

The evidence indicates that the programs reviewed are current, reference the Ontario curriculum, include the application of current research in teacher education, and represent a wide knowledge base in the divisions and components of the programs.

Courses in both programs are reviewed each year, updated as appropriate to reflect any changes in the Ontario curriculum, and incorporate recent relevant research. Faculty members ensure that instructors are well-informed about provincial policy, curriculum and resources and that all participating faculty members have regular opportunities to learn from each other and to keep up to date with current research and best practice.

Currency in the curriculum is confirmed in the alignment of specific courses within both programs to the elements of the enhanced teacher education program as reflected in the College's Accreditation Resource Guide (ARG). Sessional faculty bring knowledge, professional expertise and a current understanding of the realities of life in Ontario schools to the programs.

Current Ontario Ministry of Education curriculum guidelines are used in all Curriculum/Methods courses in both programs. Assignments also include expectations for teacher candidates to develop lesson plans where explicit links to the Ministry documents are made.

Research is at the core of the Master of Teaching program and the Master of Arts in Child Study and Education program utilizes research in teacher education to inform its overall design as well as pedagogical approaches. Teacher candidates learn to develop research-informed teaching practice and findings from their research projects inform their teaching practice and their professional identities as teacher-researchers. Since the programs are based in academic departments (Master of Teaching in the Department of Curriculum, Teaching and Learning and Master of Arts in Child Study and Education in the Department of Applied Psychology and Human Development), faculty members are actively involved in a range of departmental initiatives providing further opportunities to use current research in teacher education for program improvement.

For both programs, the curriculum enables teacher candidates to acquire a wide knowledge base in curriculum knowledge, pedagogical and instructional strategies and the teaching context. Frequent communication and regular meetings encourage common priorities and coherence across the programs. Thus, the curriculum reflects the knowledge and expertise of university faculty and field-based partners.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is fully satisfied.

## Requirement 5

*The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.*

### Findings

The evidence indicates that the course content of both programs reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice. Both programs include methods, foundations, practica and research courses. Theory is integrated into the methods and foundation courses.

In the Master of Teaching program, ‘Foundations Theory’ courses address foundational issues of professionalism, ethics, law, child and adolescent development, reflective teaching, inquiry into research in education, special education, mental health and anti-discriminatory education. The ‘Teaching Methods’ courses in the Master of Teaching program provide an introduction to education techniques and the role of the teacher in implementing, evaluating and designing curricula in Special Education, Supporting English Language Learners and Integrating Technology into the Classroom as well as in the six core curriculum areas for teacher candidates in the Primary/Junior divisions. In the Junior/Intermediate divisions, the ‘Teaching Methods’ courses include credits for curriculum and teaching in Special Education, Supporting English Language Learners, Technology, the six core content areas of the curriculum and one subject certification course. In the Intermediate/Senior divisions, the ‘Teaching Methods’ courses include *Authentic Assessment*, *Supporting English Language Learners*, *Integrating Technology into the Classroom*, and, two teaching subject courses.

In the Master of Arts in Child Study and Education program, ‘Foundations Theory’ courses address foundational issues of childhood education (including law and legislation) and the observation, evaluation, reporting and research of child study. The ‘Teaching Methods’ courses enable teacher candidates to become familiar with the characteristics of effective instruction that fosters the development of skills from Junior Kindergarten-Grade 6, to gain knowledge of the Ontario curriculum expectations for the elementary grades in the six core content areas and develop skills and knowledge related to teaching and assessment approaches that will enable student growth.

References to theorists are sourced in lectures, in specific course assignments, and in text recommendations by course instructors to support teacher candidates in their teaching of specific content areas. Teacher candidates reference theories and research as they relate to teaching strategies and practices, specific content and inquiry learning.

There are two Theory to Practice courses required for teacher candidates to undertake in each of the programs. A key goal of the Master of Teaching program is to cultivate the ability to think critically about the social context in which people teach and learn. Based on constructivist pedagogy, emphasizing Freire’s notion of praxis, the program’s courses, current research design, and daily teaching practices seek to ground teacher candidates in both the challenges and opportunities involved in bridging the divide between theory and practice. The Master of Arts in Child Study and Education program puts a strong emphasis on helping their candidates understand how theories shape the understanding of children’s development and their learning processes, how research guided by these theories can inform an understanding of children’s performance and behaviour in the classroom, and how to best respond to students’ needs to promote a positive experience and learning trajectory.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 5 is fully satisfied.

## Requirement 6

*The program's format and structure are appropriate for the course content.*

### Findings

The evidence indicates that the format and structure of both programs reviewed are appropriate for the course content. The format and structure is distinct for each of the Master of Teaching and the Master of Arts in Child Study and Education programs.

Both programs are divided into five semesters and are taken on a full-time basis. Semesters 1 and 4 begin in September and end in December. Semesters 2 and 5 begin in January and end in April. Semester 3 runs through the summer, May to August.

To graduate with an Master of Teaching degree and teacher certification, teacher candidates are required to complete 20 half-courses (10.0 full credit equivalent FCE) including 4 practice teaching placements. In the first seven weeks before teacher candidates go out to their first practicum placement, emphasis in the coursework is placed on preparation for practice teaching in areas such as lesson planning, classroom management, professional conduct and knowledge of curriculum. Teacher candidates return to OISE for two weeks of classes after the first practicum during which they engage in reflection and connection between theory and practice. This progression of coursework alternating with practicum is repeated in Semesters 2, 4 and 5.

The Master of Arts in Child Study and Education program is comprised of 20 half-courses (10.0 FCE) including approximately 600 hours of in-class practical experience. In Year 1, the teacher candidates complete three blocks of placement concurrently with their coursework. They are required to attend their assigned placement four mornings per week and then attend their academic classes in the afternoons. The teacher candidates are also required to complete placements in a Kindergarten setting, a primary classroom setting, and a junior classroom setting in their first year. In Year 2 of the Master of Arts in Child Study and Education program, teacher candidates complete a twelve-week intensive practicum experience in either the fall or winter term. The placement consists of two full days plus three half days for a total of 3.5 days per week for 12 weeks. All Year 2 candidates are also in their placements for the first week of school, all day every day for these four days. They are there to see how a classroom is set up and organized for a successful school year. Teacher candidates reported that the format and structure of their morning practicum followed by the afternoon seminar course allowed them to be able to ask questions for immediate clarification regarding child study and learning.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is fully satisfied.

## Requirement 7

*Students are assessed and informed of their progress on an ongoing basis throughout the program.*

### Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout both programs of professional education.

In both programs, formative and summative assessment occurs in courses and in practica with opportunities for reflection, self-assessment, peer assessment, rubric development, success criteria construction, and input into assignment content. Teacher candidates are regularly informed of their progress in course work and practicum placements. Feedback is timely and in some cases, teacher candidates are encouraged to use it to revise their work and resubmit a final version for marking.

During the practicum placements, there are three distinct yet interconnected aspects of the assessment and evaluation process: ongoing constructive feedback, formative assessment, and summative evaluation. In both programs, associate teachers provide daily informal, verbal feedback in discussions regarding planning and lesson delivery. At the mid-point of the practicum block, Master of Teaching program teacher candidates received formative feedback in the form of a written report indicating performance with a 4-point demonstration scale with respect to the following criteria: Professionalism, Diversity & Equity, Understanding Curriculum & the Learner, Assessment, Planning & Instruction, Classroom Management. Then, at the end of the practicum placement, a Summative Evaluation of Practicum Experience form which includes the same criteria as the formative assessment tool is completed, shared with the teacher candidate and uploaded into the university database. Associate teachers are directed to complete each section of the Summative Evaluation to describe the performance of the teacher candidate during the practicum with descriptions including specific examples. In the Master of Arts in Child Study and Education program, associate teachers complete a formative mid-point review in week 4 of each 8-week block and provide a Practicum Review in the final week of the placement. Each candidate is required to develop a Goals Plan at the start of each placement which serves as a guide for feedback and practice. In the Year 2 intensive placement, the candidates also complete a Goals Plan at the start of the placement. There is an early progress review in week 3 of the placement, formative review in week 6, and Summative Practicum Review in the final week of the placement.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 7 is fully satisfied.

## Requirement 8

*The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).*

*Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.*

*Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:*

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked - see subparagraph 2v of subsection 1(2)*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

## Findings

The evidence indicates that all required components for the practicum are addressed in both programs reviewed.

### **A minimum of eighty days appropriate to the format and structure of the program**

The Master of Teaching program includes 86 practicum days, and the Master of Arts in Child Study and Education program includes 94 days of practicum appropriate to the format and structure of the programs in schools or in other situations approved by the College for observation and practice teaching.

### **Observation and practice teaching in settings that use the Ontario curriculum**

Teacher candidates in the Master of Teaching program complete two one-month blocks of practicum each year in Master of Teaching partner schools. Each practicum is preceded by 2-3 observation days in which candidates visit their placement classroom in the weeks prior to the beginning of the four-week practicum placement. During observation days, candidates have an opportunity to meet their associate teacher, meet the students, learn classroom routines, and learn more about the school. As teacher candidates gain experience and proficiency, they are eased into increasing responsibilities over the 4-week placement.

In Year 1 of the Master of Arts in Child Study and Education, the candidates complete three 8-week practicum blocks concurrently with their coursework. In Year 2, teacher candidates complete a twelve-week intensive practicum experience in either the fall or winter term.

OISE's programs of professional education work in close partnership with a number of schools and school boards in the GTA including: Toronto District School Board, Toronto Catholic District School Board, York Region District School Board, York Catholic District School Board, Peel District School Board, Dufferin Peel Catholic District School Board, Halton District School Board, Halton Catholic District School Board, Durham District School Board, and the Durham Catholic



District School. Some independent schools in the area also host teacher candidates. Each principal of the Independent schools used by both programs is required to sign a letter confirming that the school uses the Ontario curriculum and that the associate teachers are certified members of the Ontario College of Teachers.

### **Each division and one subject**

All teacher candidates have the opportunity to teach at both division levels and when appropriate in their subject areas during their practicum. For example, in the Master of Teaching program, in the Primary/Junior divisions, teacher candidates complete at least one practicum in each of the Primary and Junior divisions. Junior/Intermediate candidates complete at least one practicum focused on their subject specialization in either Grades 4-6 or 7-10. Intermediate/Senior candidates complete at least one practicum in each of their two teaching subjects.

In the Master of Arts in Child Study and Education program, teacher candidates must complete an early-years placement, a primary placement, and a junior placement. Second year candidates complete a practicum experience in one of the terms; fall or winter, in one of the divisions.

### **An experienced teacher supervises and assesses**

In both programs, the selection of associate teachers is based on recommendations made by school principals. Teacher candidates are placed with the Ontario College of Teachers members who are in good standing in both public and independent school placements. Principals are aware of the responsibilities that the practicum team is seeking. These responsibilities are communicated between practicum coordinators and the school administration team.

Associate teachers are responsible for supervision, assessment and evaluation of teacher candidates on practicum. In both programs, associate teachers mentor candidates in all aspects of teaching including planning, delivering lessons, assessment and classroom management. As part of the assessment process, associate teachers in both programs provide teacher candidates with regular ongoing input regarding strengths and areas where improvement is necessary. Associate teachers are responsible for completing formative, mid-point reviews and a summative practicum review as an evaluation of the teacher candidate's overall performance.

### **Faculty advisor**

In both programs, a faculty member is appointed as an advisor for each student. In the Master of Teaching program, a faculty advisor is responsible for visiting a set of teacher candidates within a set of assigned schools. The faculty advisors act as a support person to the teacher candidate, associate teacher, liaison teachers, and school administrators. Part of the faculty advisor's role is to schedule and provide at least two in-class observations of lessons (for elementary candidates) and one in-class observation for secondary candidates. Faculty advisors observe their teacher candidates teaching a lesson and offer feedback to teacher candidates. In the Master of Arts in Child Study and Education program, teacher candidates are assigned a faculty advisor and a Practicum Coordinator whose role is to find placements, liaise with partner schools, support teacher candidates in their placements, and ensure that partners understand the program, expectations and vision. Practicum Coordinators visit and observe teacher candidates at least once in every one of their three placements in the first year, and at least twice in their placement in the second year of the program.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is fully satisfied.

## **Requirement 9**

*Successful completion of the practicum is a requirement for successful completion of the program.*

### **Findings**

The evidence indicates that successful completion of the practicum is required for successful completion of the programs reviewed.

In order to be recommended for graduation and degree conferral, teacher candidates in both programs must successfully complete all program components including practicum. Teacher candidates who fail to demonstrate performance on their practicum summative assessment must complete an additional, make-up practicum placement during the spring session with a pass. Failure of two practicum placements in a single year will result in a fail on the Practicum course and consequently failure of the program. Early identification and intervention mechanisms are in place to facilitate success for at-risk teacher candidates including extra-curricular workshops on classroom management, coach involvement and referrals to career counselling.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 9 is fully satisfied.

## Requirement 10

*The teaching method courses in the program are appropriate in relation to the divisions to which they relate.*

### Findings

The evidence indicates that the teaching method courses in both programs reviewed are appropriate in relation to the divisions to which they relate.

The teaching method courses in both programs are designed with the demands of the various divisions in mind. In 'Methods' courses in both programs, teacher candidates examine Ministry curriculum documents and explore teaching methods appropriate for particular divisions (Master of Teaching - Primary/Junior, Junior/Intermediate, Intermediate/Senior; Master of Arts in Child Study and Education - Primary/Junior) and specific subject areas. All method courses in both programs include strategies relating to student observation, assessment and evaluation. Direct instruction, concept development, cooperative learning, and inquiry-based approaches are some of the methods introduced to teacher candidates in their programs.

Teacher candidates in the Primary/Junior divisions of the Master of Teaching program take the following method-related courses: *Curriculum and Teaching in Literacy, Curriculum and Teaching in Mathematics, Curriculum and Teaching in Music, Dance and Drama, Curriculum and Teaching in Science and Environmental Education, Curriculum and Teaching in Visual Arts and Health and Physical Education, Curriculum and Teaching in Social Studies and Aboriginal Education*, as well as *Integrating Technology into the Classroom: Issues and Activities, Issues in Numeracy and Literacy* and *Supporting English Language Learners*.

The candidates in the Junior/Intermediate divisions of the Master of Teaching program take the following method-related courses: *Curriculum and Teaching in Literacy, Curriculum and Teaching in Mathematics, Curriculum and Teaching in the Arts* (\*includes music, visual arts & HPE), *Curriculum and Teaching in Science and Environmental Education, Curriculum and Teaching in Social Studies and Aboriginal Education* and one teaching subject that is offered for the year. As an example, in 2016-2017, the Intermediate teaching subjects offered in the Junior/Intermediate concentration are: *English (First Language), French (Second Language), Health and Physical Education, History, Mathematics, Science – General*. In addition, *Integrating Technology into the Classroom: Issues and Activities, Issues in Numeracy and Literacy* and *Supporting English Language Learners* are mandatory teaching method courses.

The candidates in the Intermediate/Senior divisions of the Master of Teaching program take the following method-related courses: *Authentic Assessment, Integrating Technology into the Classroom, Supporting English Language Learners* and two teaching subjects that are offered in that year. Candidates in the Intermediate/Senior concentration may take the following teachable subjects: *Business Studies: Accounting, Business Studies: General, Dramatic Arts, English, French as a second Language, Geography, Health and Physical Education, History, International Languages: German, International Languages: Italian, International Languages: Other, International Languages: Spanish, Mathematics, Music: Instrumental, Music: Vocal, Religious Education, Science: Biology, Science: Chemistry, Science: Physics, Science: General, Social Science: General, Visual Arts*. However, not all teaching subjects may be offered in a given year. OISE reserves the right to cancel courses for which enrolment is insufficient.

The teaching method courses are appropriate in relation to the divisions to which they relate. In interviews with alumni of the Master of Teaching program, former teacher candidates from the Junior/Intermediate and Intermediate/Senior concentrations reported that in some of their courses they had to reflect on strategies and on “what is it like to teach middle school?”

An example of an appropriate ‘Methods’ course is *Curriculum and Teaching in Literacy*. In this course, candidates explore issues in literacy and language instruction and assessment. Topics include reading and writing assessment and the teaching of: reading fluency, word recognition, reading comprehension, writing and writing conventions, literature response, and critical literacy.

The ‘Teaching Methods’ courses in the Master of Arts in Child Study and Education program enable teacher candidates to become familiar with the characteristics of effective instruction that fosters the development of skills from Junior Kindergarten/Senior Kindergarten to sixth grade, to gain knowledge of the Ontario curriculum expectations for the elementary grades and develop skills and knowledge related to teaching and assessment approaches that will enable student growth. There are four sections in the *Introduction to Curriculum I: Core Areas Teaching Methods* course: Language & Literacy, Early Years, Math and Science. The *Introduction to Curriculum II: Special Areas* ‘Teaching Methods’ course provides teacher candidates with an introduction to a broad range of curriculum areas important to elementary education including Health and Physical Education (movement competence strand), the Arts curriculum (music, drama, visual arts, dance) as well as the integration of these domains with other elements of the elementary curriculum, including Social Studies. Also, in the *Childhood Education Seminar* ‘Foundations Theory’ course, the frameworks of critical theory and inquiry are taught through the lens of the Social Studies curriculum.

## Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is fully satisfied.

## Requirement 11

*The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.*

### Findings

The evidence indicates that the teaching theory and foundation courses in both programs reviewed include human development and learning and legislation and government policies relating to education.

### Human Development and Learning

In the Master of Teaching program, all candidates, in all divisions, complete a foundations course *Child & Adolescent Development & Learning*, which addresses issues and developmental changes in children and the factors involved in child development. Infancy, the preschool period, early school years, intermediate years, and adolescence are covered in this course. An emphasis is placed on the childhood stage of the human development most relevant to the chosen divisions (Primary/Junior/Intermediate/Senior) of the teacher candidate. In addition, all teacher candidates in the Intermediate/Senior divisions take an additional, mandatory course, *Issues in Secondary Education* in which issues most relevant in secondary schools are addressed (e.g., bullying and exclusion, mental health, streaming, alternative programs, and educating for sustainability in the 21st century).

In the Master of Arts in Child Study and Education program, teacher candidates are provided with advanced study of child development, since this is a main focus of the program. There is an easily identifiable, mandatory course: *Child Study: Observation, Evaluation, Reporting, and Research*, that focuses on child development and learning. In this course, teacher candidates study the behaviour and development of children in classroom and research settings through observation, recording, interpretation, and reporting. In addition, teacher candidates participate in a *Childhood Education Seminar* course which emphasizes the integration of teaching practice with principles of child development, instructional methods, and social learning theories. This course draws on teacher candidates' experiences from practicum placements and is connected to the practicum course.

### Legislation and Government Policies

The Master of Teaching courses *Educational Professionalism, Ethics and the Law* and *Fundamentals of Teaching & Learning*, enable teacher candidates to analyze the interrelated legal and ethical conditions that shape the classroom context specifically and educational change generally. The Ontario College of Teachers' regulations and professional misconduct policies and procedures are studied in these courses. Topics include leadership theories, the legal context of education, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school.

As part of the *Childhood Education Seminar* course, teacher candidates in the Master of Arts in Child Study and Education program complete four law modules. A specific learning objective for this course is that teacher candidates will be able to describe the responsibilities and duties of the classroom teacher, professionalism, as well as supervision from the lens of the Ontario College of Teachers. The online OISE Law Modules address the teaching of such topics as: teacher duties and responsibilities, professional conduct, safe schools and the Family and Child Act.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 11 is fully satisfied.

## Requirement 12

*The faculty members teaching the program are an appropriate combination of,*

- i) persons with appropriate academic qualifications,*
- ii) practitioners with appropriate experience in the field of education, and*
- iii) persons with appropriate expertise in the divisions and components of the program.*

## Findings

The evidence indicates that the faculty members teaching in both programs of professional education are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

For both programs, OISE relies on a diversified academic staff. There are three levels of distribution of tenured and part-time faculty to complement theoretical knowledge and school-based experience within both programs including a combination of faculty members, long-term, appointments in the teaching stream and sessional lecturers. In the Master of Arts in Child Study and Education program, researchers, PhDs (95% of staff), and teachers from school boards on contract combine to form a heterogeneous faculty, not just researchers.

In order to ensure that teacher candidates are exposed to recent best practice in teaching, in both programs, candidates are taught by those with expertise in relevant subject areas and with extensive and successful experience in schools and school districts. Sessional faculty members bring knowledge, professional expertise, enthusiasm and a current understanding of the realities of life in Ontario schools to both programs. These instructors, with their strong links to schools and school districts, strengthen the partnerships between the university and the field.

In the Master of Teaching program, the summary of academic profiles indicated that faculty members have practical teaching experience in elementary and/or secondary school settings in addition to their work in post-secondary education. Also, many faculty have experience working at the Ministry of Education and the diversity of faculty brings multiple perspectives to the program.

For the Master of Arts in Child Study and Education program, some Lab School Instructors are seconded from GTA school boards and appointed full-time for a specified period at the Dr. Eric Jackman Institute for Child Study Laboratory School. Beyond classroom educators, faculty list practical experiences such as special education specialists, department heads, curriculum consultants and school administrators in Ontario, other parts of Canada and abroad.

## Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 12 is fully satisfied.



## **Requirement 13**

*The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.*

### **Findings**

The evidence indicates that there are adequate internal controls to preserve the integrity of student records relating to both programs reviewed.

There have been no substantive changes to the findings from the October 6, 2005 and February 23, 2009 Accreditation Committee Decisions that stated that the Ontario Institute for Studies in Education of the University of Toronto maintains adequate internal controls to preserve the integrity of teacher candidate records relating to both programs reviewed.

The University Records policy defines the Official Student Record, and as well it outlines students' right of access to their record, custody and retention of official student records. Electronic student records are currently held in the Repository of Student Information (ROSI) system, which is administered centrally by the University of Toronto. Access to these records by approved staff is via a SecureID card, which uses a time-sensitive logarithm for access.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied.

## Requirement 14

*The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.*

### Findings

The evidence indicates that the Ontario Institute for Studies in Education of the University of Toronto is committed to continuous improvement and quality assurance for both programs reviewed and has implemented measures demonstrating that commitment.

There are three categories of institutional Quality Assurance and Continuous Improvement: Program Reviews, Evaluation of Teaching in Courses and Academic Planning. Changes in both programs have been implemented as a result of data collection and consultations.

The cyclical reviews of the Master of Teaching and Master of Arts in Child Study and Education programs under the University of Toronto Quality Assurance Process (UTQAP) are meant to ensure that the two programs meet the standards of academic excellence mandated for all academic programs at the University of Toronto. During these reviews, the external reviewers meet with faculty, staff and students, as well as other stakeholders including members of cognate departments and alumni of whom many are teachers and some are school principals. Program strengths included the high quality of the programs, the unique Master of Teaching program, high level of student satisfaction and the quality of research. Recommendations included restructuring programs to build on faculty research and teaching strengths.

Student feedback is collected in both programs using the OISE-wide student evaluation forms for each course. Results from these course evaluations are returned to each instructor for use in their ongoing planning. The feedback from these course evaluations also helps to make program decisions (e.g., the timing of courses in year one or year two), to inform the ongoing effectiveness of courses and is used by the Chair to inform hiring and promotion decisions.

An example of a program change that resulted from student feedback is the implementation of a new cohort advisor structure. The cohort advisor facilitates closer relationships between teacher candidates and faculty which promotes a community feeling within student groups.

During the transitional 2015-2016 academic year, a Provostial Review of OISE was conducted. As part of the review process, it became clear that the Institute needs to engage in a new academic planning exercise that will inform the articulation of priorities for the next phase of its development. This academic planning process will take place during 2016-2017 academic year and will allow for an opportunity to build on existing strengths and leadership in teacher education.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is fully satisfied.

## Requirement 15

*The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.*

### Findings

The evidence indicates that both programs have a similar body to that of a Teacher Education Advisory Committee that functions in an advisory and liaison capacity in relation to the programs.

The Master of Teaching program has a Partnership Advisory Committee (PAC) that functions in both an advisory and liaison capacity. The PAC is chaired by the Master of Teaching Partnership Coordinator and has representation of 10-12 teachers as well as 1-2 school-based administrators. The members come from a range of school districts and grade levels. PAC members meet approximately three times a year to discuss and address areas of practicum and partnerships. The PAC has influenced the implementation of the electronic Standards of Practice portfolio that is used by teacher candidates. Another implementation change that resulted from suggestions made by the PAC was to make the first practicum more observation-based.

The Master of Arts in Child Study and Education program has an advisory board referred to as the Dean's Advisory Board for the Jackman Institute of Child Study (JICS) Laboratory School. The Board is comprised of OISE staff, the Director of JICS, the principal of the school, two parents of current students, and two parents of alumnae, a teacher in the school, a current student in the program, and an assistant to the Dean. The Board meets semi-annually and its meetings include regular reports from OISE, the Laboratory School and JICS, as well as discussions on topics of interest to the School. An example of a program improvement that has been made as a result of the Dean's Advisory Board is that teacher candidates spend an entire term in a single school in the internship (Year 2).

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 15 is fully satisfied.

## **Decision of the Accreditation Committee**

For the reasons set out above, the Accreditation Committee finds that the following programs of professional education offered by the Ontario Institute for Studies in Education of the University of Toronto (OISE) fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a leading to a Master of Teaching degree
- Consecutive program of professional education with areas of study in Primary/Junior divisions, leading to a Master of Arts in Child Study and Education degree

The Accreditation Committee grants general accreditation to these programs for a period of seven years until November 29, 2023 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee  
Ontario College of Teachers  
November 29, 2016**