



Accreditation Committee Decision

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

Pertaining to the General Accreditation of:

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

And the addition of:

Consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Master of Teaching degree or a Master of Arts in Child Study in Education degree

Accreditation Committee
Ontario College of Teachers
August 10, 2023

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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 February 15, 2023 for renewal of accreditation of the following programs of professional education:

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

And an addendum to the submission was received on March 28, 2023, for the addition of:

- Consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Master of Teaching degree or a Master of Arts in Child Study and Education degree.

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

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

The four-person accreditation panel was comprised as follows:

- a member of the College who is a member of the roster established for the Accreditation Committee, who has experience in teacher education program evaluation and expertise in French as a Second Language
- a person who is not a member of the College who is a member of the roster established for the Accreditation Committee
- a member of the College who is a member of the roster established for the Accreditation Committee, and who is currently an educator in an accredited program of professional education
- a person nominated by the Ontario Institute for Studies in Education (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 virtual site visit on May 16 and 17, 2023. During the virtual site visit, the accreditation panel held interviews with the Dean and Associate Dean of Programs, as well as the leadership team, the practicum team, teacher candidates, the teaching faculty, which included method and foundation instructors, associate teachers, and OISE alumni. The panel engaged in virtual presentations by the Library and Information Technology personnel. The panel considered information provided during the interviews.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. Digital posters and other digital products promoting an opportunity to provide input were shared on the faculty's website, posted on the university's social media platforms, and emailed to OISE's distribution lists. The panel considered the 34 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 considers the comments provided by the Dean in response to the draft report.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated June 30, 2023, a response from the Dean to the panel's draft report dated June 26, 2023, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

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. 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 *University of Toronto Act, 1971* authorizes the university to offer degrees under an act of the legislative assembly of the province of Ontario.

Conclusion

Based on the information provided, the Accreditation Committee 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 2 v of subsection 1 (2).

Findings

The Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs offered by the Ontario Institute for Studies in Education (OISE) are delivered over five consecutive academic semesters organized in a fall, winter, summer, fall, winter format. Each program includes foundation and teaching method courses, practical experiences including more than 80 days of practicum, as well as research and inquiry components and professional development activities.

In the MT program, candidates complete a minimum of 85 practicum days in placement blocks in semesters 1, 2 and 5. In the MA-CSE program, candidates complete a minimum of 85 days of practicum. In the first year of the program, candidates complete a minimum of 40 practicum days in placement blocks in semesters 1 and 2. In the second year, the cohort is divided into two smaller cohorts. One group completes 45 days of practicum in semester 4 and the other group completes their 45 days of practicum in semester 5.

Conclusion

Based on the information provided, the Accreditation Committee 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's teacher education evolves from continuous program improvement and informs the program design of both the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE). While the conceptual framework includes seven principles common to both programs, they may vary in how they are enacted and delineated for each program. These seven shared principles are derived from research on best practices in teacher education:

Principle 1: Teaching Excellence

Teaching excellence is a core value and is demonstrated in OISE's diversified staffing model which attracts faculty with strong field expertise and pedagogical practices.

Teaching excellence as a teacher candidate expectation is mapped to program expectations and the professional standards for the teaching profession. Both programs enable candidates to develop and enact their professional knowledge, ethical responsibilities, and autonomy. Candidates are assessed using criteria related to demonstrating teaching excellence during practicum situations and in coursework.

Principle 2: Research-based and Research-driven

OISE's programs draw upon the knowledge and research of faculty to inform course design and content. Courses are designed to connect topics, readings, and assignments to enable candidates to develop research-informed pedagogies and practices.

In the MT, program expectations include emphasis on evaluating and synthesizing research; engaging in data collection and analysis respectful of communities and contexts; and adopting an inquiry stance grounded in research and evidence-informed practice. In the *Education Research 1* course, candidates develop research literacy by conducting literature reviews based on an inquiry relating to an area of interest.

In the MA-CSE program all candidates are exposed to research on children's learning through their coursework, and via their interactions and observations of teaching practice in the Lab School where mentor teachers themselves are active researchers. Candidates often participate in classroom-based innovations that are based on collaborative research

projects among faculty, mentor teachers and in some cases, children. The structure of the MA-CSE provides opportunities for candidates to delve deeply into subject matter and theory. The research component in their coursework requires them to translate this knowledge into practice (e.g., in their assignments or practicum activities).

Principle 3: Cohort-based Learning Communities

OISE's teacher education programs employ a cohort model where groups of teacher candidates learn together for much of their program, a design strongly supported in teacher education research (Darling-Hammond, 2000; Goodlad, 1994; Seifert & Mandzuk, 2004; Zeichner, 2010). OISE cultivates mutually supportive school and university partnerships that in turn impact the quality of teacher candidate experiences and promote a sense of community. The school-based cohort model affords candidates multiple opportunities to make connections between theory and practice by being immersed in "real life" schools. In addition to the MA-CSE program's integration within the Dr. Eric Jackman Institute of Child Study Laboratory School (JICS), the MT program includes two school-based cohorts: 1) University of Toronto Schools – Global Citizenship focused; and 2) York Region District School Board – Pilot cohort. The cohort learning experience also models in action the kind of professional learning community found in "best practice" schools (Howey & Zimpher, 1989). Both the MT and the MA-CSE are deeply committed to the cohort model, and it is reflected in the format and structure of their respective programs.

Principle 4: Coherence

In both programs, courses are designed to interconnect content providing teacher candidates with a coherent program of study. OISE encourages links between theory and practice and identifying unifying themes in the core components of the program. Within cohorts, faculty and instructors strive to connect ideas and themes across the various courses.

In the MA-CSE program, the close connection and relationship with the Laboratory School builds coherence between theory and practice. As such, teachers from the Lab School often attend courses as guest speakers to share their expertise with candidates and support their connections between practicum experiences and coursework.

In the MT program each course is assigned a Course and Curriculum Development Leader (CCDL), who supports and mentors fellow instructors and onboards new instructors. A common course outline template also supports program coherence.

Principle 5: Faculty Collaboration

In both programs, faculty collaboration involves regular faculty meetings to discuss program related issues. Collaboration between cross-program committees routinely bring faculty

and program leaders together to adapt communication, discuss administration, and leverage emerging opportunities.

Faculty also collaborate on governance and advisory committees such as the Academic Programs Committee of OISE Council, and the OISE Programs Strategic Advisory Committee (OPSAC). Cyclical quality assessments (UTQAP), and periodic accreditation reviews (the Ontario College of Teachers) provide opportunities for faculty collaboration and sharing of ideas, perspectives, and best practices. Other ways in which faculty collaborate, for and with teacher candidates, include team-teaching, mentoring, research initiatives, sharing resources and expertise, and connections to professional networks and employment opportunities. Program coordinators and administrators in both programs ensure 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.

Principle 6: School/University/Field Partnerships

The close partnership between field practitioners, schools and school boards, university researchers and faculty creates diverse and positive outcomes for the learning of teacher candidates. The OISE-led Professional Learning Community for Toronto District School Board EcoSchools teachers is an example of these partnerships at work. One outcome of this partnership is an annual Environmental and Sustainability Education Conference that features a range of diverse voices, innovative approaches, and teaching strategies for engaging schools and communities in climate change education.

In addition to the MA-CSE program's ongoing collaboration with the on-site Laboratory School, partnerships with leading educational research and professional development programs include the Natural Curiosity and the Robertson Program for Inquiry-based teaching in Mathematics and Science.

The MT Access Pathways for Black Educators' initiative includes a range of specific outreach, admissions, program, and networking opportunities to build an intentional pathway to attract and support Black educators into K-12 education. The project works in collaboration with education partners and features an engagement with the TDSB's Centre of Excellence for Black Student Achievement. Initiatives, including the addition of Black-focused elective courses, and a student-led MT Black Educators' Association, have led to a practicum option for Black-identifying MT candidates to be placed in partner schools with educators committed to addressing anti-Black racism and supporting Black excellence.

Principle 7: Equity, Diversity and Social Justice

In addition to Equity, Diversity and Social Justice being one of the seven core principles underpinning OISE's graduate teacher education programs, the Institute's commitment to equity, diversity and accessibility is one of the six key focusing themes included in the Academic Plan. Also, OISE has its own Guiding Principles on Equity and Diversity, which

apply to OISE's administration, its research, and academic programs, its professional and continuing learning offerings, as well as to its field development and community outreach programs. These principles inform all decisions and initiatives, including, for example, recruitment, hiring, retention, evaluation, and promotion of faculty. Of note, the program has hired a Diversity, Equity and Student Experience Coordinator.

OISE is committed to creating equitable school environments and in honouring human rights principles in all their programs. Principles of equity, diversity and social justice permeate all aspects of both programs and are modeled and taught in classes so that candidates can experience and consider social justice in their own practice. Within the MT program, all Year 1 candidates are required to take the *Anti-Discriminatory Education* course which provides foundational learning on principles of equity, diversity, inclusion, and access. In the MA-CSE program, equity pedagogy is embedded across all courses in the program, and faculty teach sections in courses that focus exclusively on anti-oppression theory and pedagogies.

OISE's longstanding commitment to Indigenous education and research is stated in their Academic Plan. There are many examples of augmenting the programs with Indigenous knowledge and perspectives, research, and decision-making processes. These range from the Deepening Knowledge Project to Indigenous-focused research, the creation of the Dean's Advisory Council on Indigenous Education (DACIE), and the establishment of the Indigenous Educational Research Centre.

Conclusion

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

Requirement 3

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

The overall design and learning outcomes for the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs are developed under the University of Toronto Graduate Degree Level Expectations (DLE) and the Ontario Qualifications Framework for a master's degree. The Degree Level Expectations include:

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity/Autonomy
5. Level of Communication Skills.

Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession

The evidence indicates that the design of both programs is consistent with and reflects the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*.

Teacher education remains central to the vision and mission of OISE, with programs that are research-informed, cohort-based, closely linked with schools, and committed to inquiry. OISE's teacher education programs reflect not only the Institute's and the University's priorities and values, but also the Ontario College of Teachers' professional standards including the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*.

OISE communicates to their candidates about the policies and expectations that relate to the standards of professional practice, behaviour and ethical performance and adherence to OISE's Equity and Diversity Policy. These policies and standards apply to teacher candidates in all teaching or practice-related settings and include upholding the applicable standards for the teaching profession established with reference to:

1. *The Standards of Practice for the Teaching Profession* and *The Ethical Standards of Practice for the Teaching Profession* of the Ontario College of Teachers

2. The Education Act of the Province of Ontario
3. We the Teachers of Ontario of the Ontario Teachers' Federation
4. The Code of Student Conduct of the University of Toronto
5. The Ontario Human Rights Code
6. The Criminal Code of Canada, and
7. The expectations of schools and communities that act as OISE's partners and field sites.

Master of Teaching (MT)

The design of the MT program enables teacher candidates to demonstrate their commitment to student learning, knowledge, teaching practice, ongoing professional learning, and leadership in learning communities, in both coursework and in practicum settings. Teacher leadership and ongoing professional learning are essential components of the design of the MT program, providing candidates with multiple opportunities to reflexively examine theory and their developing professional identity. During the program, 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 candidates to examine their professional identity, ethical responsibilities, and their impact on students' learning and wellbeing.

The *Ethical Standards for the Teaching Profession* are infused in the *Anti-Discriminatory Education* and the *Introduction to Special Education and Mental Health* courses. These courses are designed to promote critical and reflective thinking and learning about topics related to supporting a diverse range of learners. Candidates delve into the ethical standards of care, respect, trust, and integrity. They examine their own beliefs and practices related to supporting student learning to understand and utilize a strength-based approach for differentiation, accommodation, modification, and planning for an inclusive, culturally responsive curriculum, pedagogy and assessment for all learners. The use of case studies further develops the candidates' ability to construct informed arguments based upon evidence to support their analyses of teaching situations and their pedagogical decision-making. The *Educational Research 1* course provides candidates an opportunity to engage with and reflect on the Standards of Practice as part of a professional practice assignment. In the *Educational Professionalism, Ethics and the Law* course candidates build an understanding of what it looks like to enact the ethical and professional standards in practice.

Master of Arts in Child Study and Education (MA-CSE)

The *Standards of Practice* and *Ethical Standards for the Teaching Profession* are embedded across all MA-CSE program components. The design of the program is structured so that continuous professional learning through data-based inquiry and collegial collaboration is interwoven. Candidates gain theoretical background, skills, and experiences through

applied practice and leadership in Professional Learning Communities (PLCs) with their peers. The program provides teacher candidates with a broad range of perspectives and approaches to understanding children and facilitates the development of skills and attitudes such as, advocating for children, becoming teacher-leaders and skilled at working collaboratively, sharing knowledge with peers and other professionals, and confronting issues of equity and diversity.

The *Ethical Standards for the Teaching Profession* are discussed and demonstrated explicitly in several MA-CSE courses including the *Childhood Education Seminar I and II*. These courses are sequenced in the design of the program to be the primary bridge between practicum experiences and coursework.

A design feature of the MA-CSE program is such that, in the first year, candidates complete their practicums in the morning and engage in academic learning in the afternoons. This enables candidates to observe and consider course topics and the ethical dimensions of the teaching profession while practice teaching. This affords the opportunity for candidates to bring their immediate concerns and questions to the in-class learning environment. In-class discussions with their peers and instructors help candidates understand how to respond sensitively and respectfully to issues and challenges. Additionally, coursework includes opportunities for candidates to learn from a panel of experts in the field such as principals, education assistants, early childhood educators, and English language learning teachers about professional relationships and learning communities.

More broadly, the design of the MA-CSE program includes multiple opportunities in coursework, research projects, case studies, and in practicum settings for candidates to learn about children and develop their professional identities and capacities. The program's emphasis on continuous professional learning enhances candidates' understanding of teacher inquiry into practice, and the use of data to make informed instructional decisions. In coursework candidates are provided with opportunities to enact the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* (i.e., Commitment to Students and Student Learning, Professional Knowledge and Practice, Leadership in Learning Communities, Ongoing Professional Learning). In the *Foundations in Inquiry and Data-Based Decision-Making* course, candidates learn about what it means to create the conditions for impactful professional learning. They develop an understanding of the inquiry process and learn about the implementation of the professional learning cycle. Candidates gain insight into core principles of data-based decision making and its role in classroom instruction.

Current Research in Teacher Education

The evidence indicates that the design of the programs is consistent with and reflects current research in teacher education. Both the MT and the MA-CSE are research-infused programs and involve membership in a research and knowledge mobilization community that includes schools, faculty, and research centres.

Master of Teaching (MT)

Research is at the centre of the MT program, and it is evident that current research in teacher education is applied in its overall design and curriculum. The MT program addresses the challenges of teacher education on a large scale through the establishment of cohort communities led by teacher educators with a deep commitment to integrated teacher education (Kosnik & Beck, 2006).

One core objective of the MT program is to graduate teachers who bring a ‘teacher-as-researcher stance’ (Loughran, 2007) to their classroom practice. Hence, the MT program aims to support the development of inquiry-oriented teachers to build a profession “where practices and their impact are transparently tested, developed, circulated, and adapted [through] inquiry, improvisation, and experimentation” (Hargreaves & Fullan, 2012). The opportunity to nurture an inquiry stance begins in Year 1 courses and the first practicum, when candidates’ foundational beliefs about what it means to be a teacher are challenged and developed. As the candidates gain an understanding of the underlying values and principles related to education, they are encouraged to use their accumulating base of knowledge to formulate personal philosophies to guide their professional practice.

Informed by research from experts in teacher education such as Linda Darling-Hammond, Lin Goodwin, Marilyn Cochran-Smith and Susan Lytle, Katherine Burn, and Trevor Mutton, OISE has adjusted and extended the last practicum block in the MT program. The research supports and finds that longer times in clinical practice provide candidates time to integrate learning in practice as they transition from the program into the teaching profession.

Master of Arts in Child Study and Education (MA-CSE)

The MA-CSE program utilizes research in teacher education to inform its overall design, as well as its pedagogical approaches. Embedded in the mission of the Dr. Eric Jackman Institute of Child Study and the design of the MA-CSE program is to immerse teacher candidates in the Laboratory School environment to observe and engage with exemplary educational practices. As co-inquirers with the Laidlaw Research Centre and faculty, candidates engage in research activities related to child study and are provided with opportunities to publish research relevant to teacher practice.

The teaching faculty endeavor to include researched informed content in coursework and model excellence in teaching, inquiry, and pedagogy. In both years of the program, candidates take the *Childhood Education Seminar* courses that are linked directly to their practicum experiences. This enables candidates to connect theoretical perspectives, evidence-based approaches to instruction, and considerations for children’s social-emotional development, from their coursework to their ongoing experiences in the classroom—an approach recommended by experts in teacher education (Darling-Hammond et al., 2000).

Integration of Theory and Practice in Teacher Education

The evidence indicates that the design of the programs is consistent with and reflects the integration of theory and practice in education.

Master of Teaching (MT)

The MT program includes opportunities for deeper exploration of the interconnections between theory and practice. This is accomplished via course work and practical experiences and supported with explicitly stated learning outcomes that expect candidates to:

1. take a research-informed perspective on school-based issues,
2. apply concepts or findings from research in coursework and practice teaching,
3. use learned concepts on teaching and learning to solve problems in particular educational situations, and
4. apply the theoretical and practical knowledge acquired in the academic portion of the program to their development as teachers.

The program is structured to weave research, theory and practice in every course and provide opportunities for integration, application, and reflection. Courses have been sequenced to foster ongoing knowledge-building and meaningful opportunities for application through course assignments and practical experiences. For example, the course content and assignments in the *Anti-Discriminatory Education* course provide teacher candidates with opportunities to question and explore theories pertaining to inclusive and anti-discriminatory/anti-oppressive education and the implications on their own practice and pedagogy.

Master of Arts in Child Study and Education (MA-CSE)

The MA-CSE program is offered at the Dr. Eric Jackman Institute of Child Study (JICS), a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School. The design of the MA-CSE program enables teacher candidates to observe, co-inquire and practice alongside teacher-researchers at the Dr. Eric Jackman Laboratory School and the Laidlaw Research Centre. This allows for teacher candidates to observe good practice modeled, explore ideas, hone their skills and practice through extensive practice teaching including in the Lab School.

The unique structure of the program closely links practicum and academic coursework in the first year of the program. Teacher candidates complete their first-year practicum experiences concurrently with their coursework. In this way theory and practice are intertwined and opportunities to consolidate learning are provided. The *Professional Practice Project* course is one example in which candidates have opportunities to make connections between evidence-based teaching practices and modeled lessons. The course organizes candidates into Professional Learning Communities enabling them to dissect the

components of modeled lessons and engage in professional dialogue relating to improving teaching practice, and how to measure that improvement.

The practicum-related *Childhood Education Seminar* courses provide candidates opportunities to bring together research and practice. In the Year 1 seminar course, candidates integrate practical school experience with educational theory and instructional strategies. In the Year 2 seminar course, candidates examine key topics in education and discuss issues of practice as they arise during their internship. Peer to peer discussions allow candidates to make connections to coursework and explore ways to remedy certain situations in their teaching practice.

Conclusion

Based on the information provided, the Accreditation Committee 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 teacher candidates to acquire the knowledge and skills in all of the elements set out in Schedule 1.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

Both the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs provide teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the candidates' areas of study and curriculum, including planning and design, special education, equity, and diversity, and learning assessment and evaluation.

Master of Teaching (MT)

Primary/Junior Divisions

Teacher candidates in the Primary/Junior (P/J) divisional cohort acquire knowledge and understanding of the Ontario curriculum in their method courses in the six core content areas for Grades 1-6: Language, Mathematics, Social Studies, Science, Health & Physical Education, and the Arts (Dance, Drama, Music, and Visual Arts). The Kindergarten Program as well as policy documents including *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools, Kindergarten to Grade 12 (2010)* are also included in these method courses to inform instruction and assessment planning. The method courses address practical issues around inclusion, culturally relevant and responsive pedagogy, lesson planning, unit planning, effective instruction, student engagement, and the learning environment.

Junior/Intermediate Divisions

Teacher candidates in the Junior/Intermediate (J/I) divisional cohorts acquire knowledge and understanding of the Ontario curriculum in their method courses in the following core content areas for Grades 4-8: Language, Mathematics, Social Studies, Science, Health & Physical Education, and the Arts (Music and Visual Arts only). The dance and drama strands from the *Ontario Curriculum, Grades 1-8: The Arts (2009)* are infused in method and foundation courses to support content learning in other subject areas, student engagement, and community building.

For teacher candidates in the Junior/Intermediate (J/I) divisions, the *Curriculum and Teaching* courses also examine instructional and assessment strategies and approaches to curriculum integration relevant to the intermediate division (Grades 7 - 10). Candidates examine relevant Ontario curriculum documents as well as other current Ministry initiatives and policy documents, such as *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)*, *High Impact Instructional Practices in Mathematics (2020)*, and *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2011)*.

Intermediate/Senior Divisions

Teacher candidates in the Intermediate/Senior (I/S) cohort acquire knowledge and understanding of the Ontario curriculum in their respective areas of study in teaching method courses. Common across all I/S *Curriculum and Teaching* courses, are an application of pedagogical and content knowledge. These courses are designed to develop teacher self-efficacy, their understanding of the structure and purposes of the Ontario curriculum and policy documents, including those related to students with special education needs, and their use in planning instruction and assessment. Teacher candidates learn the explicit use of curriculum documents, professional terminology, and practices in program planning, assessing, and communicating about student work.

Master of Arts – Child Study and Education (MA-CSE)

Curriculum is addressed in the method courses, and Ministry policies are emphasized in foundation courses. Teacher candidates acquire knowledge and understanding of the Ontario curriculum in integrated method courses which include the following six core content areas for Grades 1-6: Language, Mathematics, Social Studies, Science, Health & Physical Education, and the Arts. The Kindergarten Program is also addressed and referenced in numerous method courses.

Candidates are provided multiple opportunities in courses to design lessons and units where they are expected to make connections between curriculum expectations in relation to a grade level and implement developmentally appropriate teaching strategies. The *Growing Success: Assessment, Evaluation, and Reporting in Ontario's Schools (2010)* document is used as a cornerstone in learning how to assess, namely in creating rubrics and assessment plans.

Primary/Junior French as a Second Language Focus (MT and MA-CSE)

All Primary/Junior candidates in the French as a Second Language focus cohort take the same mandatory methodology courses: *L'immersion française : Enseignement et recherches* and *Curriculum and Teaching in French as a Second Language* courses. These courses provide knowledge and understanding of the current Ontario curriculum and provincial policy documents relevant to teaching and learning French as a second language (FSL). Teacher candidates are required to apply their knowledge and skills to curriculum design and instruction through lesson and unit planning assignments. Candidates are required to

use the *Ontario Curriculum: French as a Second Language (2013)* in both method courses which describes the three FSL programs: Core French Grades 4-8, Extended French Grades 4-8 and French Immersion Grades 1-8.

Element 2 – Current Research in Teaching and Learning

The MT and MA-CSE degree level expectations regarding research and scholarship place value on teacher candidates acquiring knowledge and skills in using current research in teaching and learning.

All teacher candidates engage in a variety of differentiated learning tasks including research-informed readings and analysis of research to inform written assignments. In the MT program, candidates are required to take the *Educational Research 1* course, where they learn how to access, interpret, synthesize, and critically evaluate research literature through lectures, readings, and seminars. In course assignments, teacher candidates develop their skills as reflective teacher-researchers.

MA-CSE candidates acquire knowledge of research on children’s learning through their coursework, and via their interactions and observations during practicum in the Dr. Eric Jackman Institute of Child Study Laboratory School where their mentor teachers are active researchers. In the *Theory and Curriculum I: Language and Literacy* course, teacher candidates focus on reading instruction, and connections to research are made throughout the course, including course assignments. The course includes an extensive list of readings, resources, and materials, including Ministry of Education documents, as well as published research regarding literacy and language acquisition. Teacher candidates build a research portfolio that supports language and literacy instruction. Current researchers and experts in the field of education are invited to share current thinking on topics related to questions teacher candidates have about teaching and learning, and what they are experiencing in practice in Ontario classrooms.

Primary/Junior French as a Second Language Focus (MT and MA-CSE)

Research connections are linked to the method courses taken by MT and MA-CSE teacher candidates in the P/J FSL focus pathway. Both the *L’immersion française : Enseignement et recherches* and *Curriculum and Teaching in French as a Second Language* courses address topics such as second language acquisition theories (Hummel, 2014) and classroom research in immersion, student outcomes and interaction. The courses feature ongoing direct instruction on how to identify, critique, and apply a research lens to instructional design, language acquisition, and teaching practice. Specific tasks in each course require engagement with and application of relevant research.

Pedagogical and Instructional Strategies Knowledge

Element 1 - Educational Research and Data Analysis

The programs enable teacher candidates to acquire knowledge and skills in using educational research and data analysis.

Master of Teaching (MT)

The use of educational research and data analysis is embedded in all courses in the MT program. All candidates take *Education Research 1*, which fosters research literacy and deepens understanding of the role that research plays in the field of education. One of the outcomes of this course is for candidates to make reflexive research-informed changes to humanize their pedagogical approach. The reflexive journal assignment guides teacher candidates through the research/inquiry process, supported by prompts provided by the course instructor. In several method courses, candidates complete theory-to-practice assignments requiring them to draw from course concepts, readings and research to inform instruction and assessment planning.

Master of Arts – Child Study and Education (MA-CSE)

The use of educational research and data analysis is embedded in all courses. In the *Foundations of Inquiry and Data Decision Making* course, teacher candidates deepen their understanding of how to use data to improve student achievement. Research and lesson design assignments enable candidates to research a topic and engage in peer-to-peer knowledge sharing through micro-teaching activities.

In the *Professional Practice Project: Role A* course, teacher candidates determine an area of focus for a professional learning cycle based on observation of student learning needs identified in their internship classroom. Teacher candidates complete a literature review to deepen their professional learning and use what they learned to build a learning plan for their students.

Element 2 - Technology as a Teaching Tool

Both programs enable teacher candidates to acquire knowledge and skills in using technology as a teaching and learning tool.

Master of Teaching (MT)

In the MT program, candidates take a mandatory method course *Integrating Technology into the Classroom*, which addresses a range of topics related to educational technology including online learning, hybrid learning and the impact of COVID for thinking about the integration of technology in the classroom. They complete learning modules that develop an understanding of key concepts related to educational technology and an awareness of new technologies that support teaching and learning in the classroom.

Technology as a teaching and learning tool are also addressed in other courses such as the *Child and Adolescent Development* course where teacher candidates engage with a range of tools and applications to develop digital resources to support parents and children at home and online. The *Introduction to Special Education and Mental Health* course addresses the knowledge and use of assistive technology to support student learning. Candidates explore blended learning and the use of Google Classroom, tablets, and appropriate instructional applications.

Master of Arts – Child Study and Education (MA-CSE)

Teacher candidates learn about the use of assistive and adaptive technologies to support student learning in the *Introduction to Special Education and Adaptive Instruction* course. In assignments for the *Introduction to Curriculum I: Math* course, teacher candidates explore physical and virtual manipulatives as well other technologies that support student learning. In *Introduction to Curriculum I: Science*, there is a focus on STEM (Science, Technology, Engineering and Math) and candidates are provided opportunities to develop technology-based activities in course assignments to support teaching and learning.

Element 3 - Informed Selection and Use of Instructional Strategies to Address Student Learning

The programs enable teacher candidates to acquire knowledge and skills in using inquiry-based research, data and assessment, and the selection and use of current instructional strategies to address student learning styles.

All teacher candidates complete inquiry projects where they identify an essential question or problem of practice and engage in critical inquiry. For MT candidates, it is in the *Educational Research 1* course where they research an educational issue guided by their inquiry questions. For MA-CSE candidates, it is in the *Professional Practice Project: Role A* course, where they use observation to plan a professional inquiry cycle based on student learning needs and identify instructional strategies and approaches to move student learning forward.

Master of Teaching (MT)

Course assignments in the *Supporting English Language Learners* course requires teacher candidates of all divisions to use the data from a learner profile to develop individualized strategies to support the learner's ongoing development. Working from a developed unit plan, teacher candidates are expected to adapt the plan to include lessons that address the strengths and needs of multi-lingual learners in their class.

Master of Arts – Child Study and Education (MA-CSE)

Teacher candidates explore evidence-based instructional approaches to foster the acquisition of literacy skills through course work and assignments in the *Introduction to Curriculum I: Core Areas Language & Literacy* course. Teacher candidates administer

informal student literacy assessments to better understand their level of achievement in reading and writing. Using the assessment information, teacher candidates identify activities and instructional approaches to improve student learning.

In the *Foundations in Inquiry and Data-based Decision Making* course, candidates develop insights into the core principles of data-based decision making and its role in classroom instruction. In coursework and assignments, candidates develop their understanding of how to use a broad range of data sources to inform their understanding of key issues and questions pertaining to the classroom and school context.

Element 4 - Learning and Teaching Methods and Differentiated Instruction

The programs enable teacher candidates to acquire knowledge and skills in using learning and teaching theories and methods and differentiated instruction.

Master of Teaching (MT)

The use of teaching and learning methods and differentiated instruction are addressed in the *Fundamentals of Teaching and Learning* course taken by all candidates. In their lesson designs, candidates are expected to consider accommodations, modifications and differentiated instruction to support learner needs. Candidates in the I/S cohort identify and implement specific instructional strategies such as thinking routines, Culturally Relevant and Responsive Pedagogy (CRRP), Universal Design for Learning (UDL), differentiated instruction and differentiated assessment for their unit and lesson plans.

In the *Child and Adolescent Development and Learning* course, all teacher candidates build knowledge and understanding of learning and thinking. Based on learning theories explored in the course, P/J and J/I teacher candidates create a digital artifact for parents that identifies strategies and activities to support learning online, at home and in the classroom.

In the *Intermediate Teaching Subject Mathematics* course, J/I candidates qualifying to teach math at the intermediate level are expected to implement a variety of teaching and learning strategies to effectively differentiate instruction and enable all students to succeed in mathematics. The course offers a scaffolded opportunity for candidates to develop a rich mathematical task designed for students at the intermediate level.

Master of Arts – Child Study and Education (MA-CSE)

Teacher candidates are provided multiple opportunities in coursework, assignments and practicum to acquire knowledge and skills in using teaching and learning theories to inform instructional decision making and implement differentiated instruction. Theory and practice are connected through scholarly readings, assignments, and practicum experience in the *Childhood Education Seminar I* course. In the *Childhood Education Seminar II: Advanced Teaching* course, teacher candidates explore social theories and complete an integrated unit plan that reflects equity, diversity, and inclusion. The unit includes planned instruction, learning experiences, and assessment to support a variety of student learning needs.

The Introduction to Special Education and Adaptive Instruction course requires teacher candidates to micro-teach a lesson to classmates intended for their teaching placement. The teaching demonstration provides the context and the learning needs of the learners identified on a class profile. The lesson demonstration also requires that candidates implement differentiated instruction strategies, UDL, culturally responsive practices and formative assessment.

Element 5 - Classroom Management and Organization Skills

The programs enable teacher candidates to acquire knowledge and skills in the development of classroom management and organization skills.

Master of Teaching (MT)

Explicit proactive and reactive classroom management strategies are commonly addressed in the *Fundamentals of Teaching and Learning* courses for all divisions. In coursework and assignments, teacher candidates learn to consider the learner and how to create inclusive learning environments. Candidates also explore research pertaining to high impact strategies that support student learning and engagement.

Case studies, policies, and legal statutes pertaining to student conduct, progressive discipline, and safe schools are included in both the *Educational Professionalism, Ethics, and the Law* course (P/J and J/I) and the *Issues in Secondary Educational Policy, Law, and Ethics* course (I/S). Approaches to the socio-cultural dimensions of classroom management, including culturally relevant pedagogy, inclusion, and accommodations are topics addressed in the *Anti-Discriminatory Education* course.

Opportunities to address student engagement through the practical understanding of instructional methods and skills such as lesson/unit planning, effective use of instructional support materials, digital technology, and assessment and evaluation strategies are addressed in method courses and practicum experiences.

Master of Arts – Child Study and Education (MA-CSE)

Classroom management and organization skills are developed in the *Childhood Education Seminar* courses where teacher candidates deepen their understanding through dedicated course topics, assignments, and readings. In assignments teacher candidates address topics related to non-punitive methods of classroom management and explore practices and extension activities that are research informed and evidence based.

In coursework, candidates acquire knowledge and skills about self-regulation, classroom organization, classroom climate and community, restorative justice, progressive discipline, the community-building power of the arts and the challenge of reimagining the power dynamics in relationship to students.

More broadly, the program allows for learning pertaining to organizing the classroom for academic and socio-emotional success; using the concept of the classroom as a third teacher; and implementing a child-centered focus in classroom practice to promote student engagement and ownership of learning.

Element 6 - Student Transitions

Information pertaining to Child and Adolescent Development is addressed in Requirement 11.

Master of Teaching (MT)

Teacher candidates in the Intermediate and Senior division cohorts deepen their understanding of the transition from elementary to secondary school in the *Fundamentals of Teaching and Learning* course. The course explores topics on academic pathways in Ontario schools including types of courses and specialized programs, OSSD graduation requirements, along with the myBlueprint post secondary pathway planning tool.

All teacher candidates explore transitions for students with special education in the *Introduction to Special Education and Mental Health* course. Through coursework and readings on differentiated instruction, teacher candidates learn how to engage, motivate, and meet the needs of their students so that learning transitions support student success in a safe, healthy, and inclusive classroom.

In the *Child and Adolescent Development and Learning* course, teacher candidates examine the conditions for learning and how to support students' learning transitions over the course of a day through the lens of cognitive, social-emotional, and behavioural development.

Master of Arts – Child Study and Education (MA-CSE)

Student transitions are addressed in the *Introduction to Curriculum I: Kindergarten* course where candidates observe a Kindergarten classroom and describe student routines, including transitions throughout the day. Transitions for students with exceptional learning needs are explored in the *Introduction to Special Education and Adaptive Instruction* course where teacher candidates learn about establishing and reinforcing classroom routines and expectations. In coursework and relevant readings, candidates learn how to create emotionally supportive learning environments that address student needs.

Due to the program's focus on child study, candidates learn about child development theories, and developmentally appropriate teaching strategies in various subject areas, and how to consider the developmental needs of students in relation to curriculum expectations. Transitions are also addressed when candidates are learning about Individual Education Plans (IEPs) and transition plans therein; candidates learn to think of transitions as a timely support for students' learning, rather than as a technical exercise.

Element 7 - Student Observation, Assessment and Evaluation

The programs enable teacher candidates to acquire knowledge and skills in using current strategies relating to student observation, assessment, and evaluation.

Master of Teaching (MT)

In coursework and assignments, teacher candidates develop their understanding of assessment strategies and tools that align with Ministry and school board policies, including *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010) and its Kindergarten addendum (2016). Candidates are required to plan lessons that identify appropriate assessment strategies to meet curriculum expectations and learner needs. In the *Curriculum and Teaching in Literacy* course, P/J and J/I teacher candidates conduct and analyze a reading assessment and identify one goal and related learning activity for helping the student develop as a reader. J/I candidates also apply their understanding of assessment *for*, *as* and *of* learning when developing unit or lesson plans in method courses for their teachable subject area.

The method course *Authentic Assessment I/S* balances the theory around assessment *for*, *as*, and *of* learning with practical strategies for ensuring that assessment plays a positive role in shaping student learning. In an assessment planning assignment candidates consider how their planning is fair, equitable, and transparent.

Research in assessment, particularly in the field of formative assessment, informs instruction in the program. As such, the principles of assessment, evaluation and reporting in Ontario schools are reflected in the assessment and grading practices of courses. Integral to all courses are opportunities for reflection and self-evaluation.

Master of Arts – Child Study and Education (MA-CSE)

Student observation, assessment, and evaluation are addressed in method and foundation courses. Opportunities in coursework and assignments enable teacher candidates to develop their understanding of assessment strategies and tools that align with Ministry policies, including *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). In the *Childhood Education Seminar I* course teacher candidates learn the concept of assessment *for*, *as*, and *of* learning. Discussions about the reliability and validity of assessment and how assessment informs instruction are explored. Faculty also model and implement assessment practices that align with *Growing Success* in coursework and assignments.

In the *Introduction to Curriculum I: Literacy* course, candidates develop knowledge and skills related to teaching and assessment that support student growth in the key components of literacy development. Candidates administer an informal literacy assessment to better understand a student's level of performance in reading and writing. Candidates choose from a menu of assessment tools including a phonemic awareness inventory, phonics inventory, oral reading fluency assessment, and a writing assessment. Using the assessment data,

teacher candidates describe follow up activities and/or instructional approaches to support next steps in the student's literacy learning.

In the *Introduction to Curriculum I: Math* course, teacher candidates engage in observing students and develop insights related to student perspectives on mathematics. Based on their observations and findings, candidates describe how these might inform their instructional decisions and help them build on the strengths of the student they observed.

The use of formal and informal assessment to develop a class profile and plan for differentiated instruction for students with exceptionalities is addressed in the *Introduction to Special Education and Adaptive Instruction* course. Candidates engage in teaching demonstrations where they lead a differentiated lesson created for their teaching placement that addresses the learning needs in their class profile.

Element 8 - Supporting English Language Learners

The programs enable teacher candidates to acquire knowledge and skills to teach students whose first language is not the language of instruction in coursework and through practical experiences.

Master of Teaching (MT)

All teacher candidates take the method course *Supporting English Language Learners* where they explore principles, policies, and pedagogical strategies to support culturally and linguistically diverse students acquiring English as another language. Teacher candidates learn about multilingual language assessments, create learner profiles, and generate lessons and/or unit plans for English language learners (ELL). Teacher candidates use the *Steps to English Proficiency* (STEP) framework for assessing and monitoring language acquisition and providing necessary modifications and accommodations for ELL and multi-lingual learners. Teacher candidates create an asset-based portrait of a learner that is informed by their cultural and linguistic repertoires, educational backgrounds, strengths, and interests; assess the student using the STEP framework; and develop individualized strategies to support the learner's ongoing multi-lingual development.

Master of Arts – Child Study and Education (MA-CSE)

Teacher candidates explore relevant issues, Ontario policies, curricula and resources related to teaching English Language Learners (ELL) in foundation and method courses. Candidates read assigned chapters from the Ministry document *Supporting English Language Learners: A practical guide for Ontario educators, Grades 1-8 (2008)* and engage with other resources on the topic of oral language and ELL such as *Supporting English Language Learners in Kindergarten (2007)* and *Steps to English Proficiency (2015)*. Candidates develop and implement their understanding of supporting ELL in course assignments and have opportunities to reflect on how this learning could be integrated in their classrooms. In the *Introduction to Special Education and Adaptive Instruction* course,

teacher candidates examine the intersection between special education and diversity, including for English language learners.

Element 9 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Element 10 - Supporting Students with Special Education Needs

The programs enable teacher candidates to acquire knowledge and skills in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.

Master of Teaching (MT)

Specific attention to policies, principles, and practices to support students with special education needs is found in the foundation course *Introduction to Special Education and Mental Health* taken by all divisional cohorts. In this course, candidates review the Ontario Special Education policy context, develop fluency around key terms, explore a range of special educational needs and exceptionalities and gain introductory level understanding of creating Individual Education Plans (IEPs), as well as a range of approaches to providing accommodations. The course pays particular attention to current research on inclusion through Universal Design for Learning (UDL) and differentiated instruction (DI). Course assignments encourage reflection and an exploration of how teacher candidates' knowledge, understanding, beliefs and practice related to teaching students with diverse learning needs changes over time.

Diversity, Equity, Inclusion, and Transformative Justice are fundamental themes throughout the program. For example, disability justice is introduced to all teacher candidates in the foundation course *Educational Research 1*. In coursework, candidates practice applying Disability Critical Race Theory to their inquiry stance. In the foundation course *Fundamentals of Teaching and Learning I/S*, topics related to special education such as IEPs, exceptionalities, accommodations, and modifications are explored. Teacher candidates analyze class scenarios that address differentiation and student profiles.

Master of Arts – Child Study and Education (MA-CSE)

Specific attention to policies, principles, and practices to support students with special education needs is found in the foundation course *Introduction to Special Education and Adaptive Instruction*. Teacher candidates gain skills and knowledge regarding identification, instruction and progress monitoring and develop their understanding of Individual Education Plans (IEPs), accommodations, modifications, and adaptive technologies. Teacher candidates are introduced to special education needs and exceptionalities including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Mild Intellectual Disability (MID), Learning Disability (LD) and Gifted. In coursework and

assignments, candidates analyze and reflect upon key issues related to disabilities and inclusion, and practice approaches for universal design, differentiated instruction, diversity and assessment.

Universal Design for Learning and differentiated instruction are core values of the MA-CSE program which candidates can apply in their practicum work. Associate teachers model these values in practice, and the program allows teacher candidates to complete an additional placement experience beyond the required practicum days with a particular focus on special education.

The Teaching Context Knowledge

Teacher candidates in the programs are provided with knowledge of the Ontario context in which schools operate in both coursework and practicum experiences.

Element 1 - Mental Health and Well-Being

The programs enable teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

Both the MT and MA-CSE teacher candidates benefit from the University of Toronto's and OISE's student support services regarding mental health and wellbeing. OISE's Wellness website offers a Lunch and Learn Series for current and future educators with opportunities to strengthen their personal practice and explore ways of integrating mindfulness-based strategies in education settings.

Master of Teaching (MT)

An understanding of the relationship among mental health, wellbeing, and achievement is developed for all teacher candidates in the *Introduction to Special Education and Mental Health* course. Teacher candidates discuss and address questions that arise from readings related to special education and mental health. Primary/Junior (P/J) and Junior/Intermediate (J/I) teacher candidates prepare an interactive workshop that addresses mental health and wellbeing and look at the implications for student learning, including building safe, healthy, and inclusive learning environments. Intermediate/Senior (I/S) teacher candidates complete a similar assignment where they explore an issue addressed in coursework and facilitate a seminar that promotes thoughtful reflection, interaction, and active learning. Candidates develop and implement strategies to support student diversity and develop an awareness of the influential and critical role teachers can play in removing barriers to learning and helping all students feel safe and valued.

Master of Arts – Child Study and Education (MA-CSE)

An understanding of mental health and wellness is addressed in the *Introduction to Special Education and Adaptive Instruction* course where teacher candidates explore the intersection between mental health and learning in Kindergarten to Grade 6 classrooms. The Ministry of Education document, *Supporting Minds—An Educator’s Guide to Promoting Students’ Mental Health and Well-being* (2013) is referenced and used in this course.

In other courses, teacher candidates make connections between their lived experiences and course content to inform their teaching practice, specifically in relation to child wellness and wellbeing. They explore questions pertaining to how health and physical education contributes to child wellness and wellbeing. They develop their understanding of cognitive and socio-emotional foundations of mathematics by investigating topics pertaining to mathematics anxiety, fostering positive mathematics identities, making mathematics accessible for all students and building arithmetical fluency through stress-free approaches to learning.

Element 2 - Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3 - Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 - Ontario Context

The programs enable teacher candidates to acquire knowledge and skills pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate.

Master of Teaching (MT)

Teacher candidates frame Ontario Ministry of Education policies and local school board policies, current legislation pertaining to the Ontario Human Rights Code, and Ontario College of Teachers case law, within the current provincial educational context in courses dedicated to professionalism, law and ethics.

Specific attention to histories, perspectives, and instructional practices about Indigenous education is found for candidates in the P/J and J/I division cohorts in the *Curriculum & Teaching: Social Studies and Indigenous Education* course which examines cultural representation, construction of historical narratives, land-based pedagogies, and colonial patterns. Elders join classes as facilitators and guide critical discussions pertaining to

topics and pedagogical strategies related to Indigenous histories, perspectives, and knowledge systems. OISE also provides additional opportunities for candidates' ongoing learning pertaining to Indigenous education via conferences and guest lecturers.

In the I/S divisions, candidates take the *Indigenous Experiences of Racism and Settler Colonialism in Canada* course. The course focuses on implications for classroom-based, programmatic, and pedagogical practice and reform. Teacher candidates address topics such as implicit associations and Indigeneity, Truth and Reconciliation, Indigenous community structures and relations and historical trauma. During their practicum, teacher candidates are asked to look for examples of historical privilege and settler humanitarianism and reflect on their observations.

In the mandatory *Anti-Discriminatory Education* course, teacher candidates from all divisions examine past and current discriminatory practices and policies in Ontario schools and beyond, including colonization, decolonization, Indigeneity, and Truth and Reconciliation. Candidates are encouraged to see themselves as change agents who can make a difference in the lives of marginalized students by implementing inclusive instructional practices. Candidates are asked to observe and examine from a critical lens discriminatory school policies and practices that perpetuate barriers in the lives of marginalized students.

Conferences are another opportunity where candidates examine topics that address current issues in education in Ontario such as but not limited to, Race, Whiteness and Teacher Education, Reconciliation as Pedagogy, Unlearning Whiteness and Coloniality in 2SLGBTQIA+ Affirming Education, and Understanding the Effects of Colonization.

Master of Arts – Child Study and Education (MA-CSE)

Knowledge of the Ontario context is addressed in foundation courses where educational ideas, concepts and issues are reviewed from a historical, philosophical, sociological, and cultural context and include topics related to the evolution of instruction and assessment in Ontario. The relationship between schooling and society and implications for understanding the contemporary Ontario educational system are emphasized.

The development of education policy and practices in Ontario is addressed in coursework. Teacher candidates explore the historical and contemporary challenges facing child study practitioners and examine both Ministry of Education and school board policies to understand the Ontario context. In the *Introduction to Special Education and Adaptive Instruction*, teacher candidates analyze and reflect upon key issues related to disability and inclusion. Coursework and readings help candidates examine issues in special education related to systemic and political change.

Teacher candidates examine the historical experiences and contemporary perspectives on the education of First Nations, Inuit, and Métis people in several courses where they develop their understanding of Indigenous education, reconciliation, and residential

schools. Indigenous knowledge systems are also explicitly addressed in method courses to bring these perspectives to the teaching and learning of science and mathematics.

A focus on equity and social justice is a core value of the program and woven into course content. The impact of privilege, power, and oppression on the lived experiences of children within education are explored in the *Equity and Advocacy in Education* section of the *Child Study* course. The goal of the course is to help teacher candidates understand their position and privilege and think critically about the social structures that impact the lives of those they serve. In other courses, teacher candidates deepen their understanding of anti-oppression education and equity-based pedagogy and learn how they can foster a community in the classroom. They develop their understanding of differentiated instruction, classroom climate and community building.

Element 1 – Education Law and Legislation

Information pertaining to this element is addressed in Requirement 11.

Element 2 – Professional Relationships

The programs enable teacher candidates to acquire knowledge and skills in how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

Master of Teaching (MT)

The program provides ample opportunities for teacher candidates to develop their professional relationships and competencies in coursework and practicum where collaborating with others is essential.

In the *Educational Professionalism, Ethics, and the Law P/J and J/I* course, teacher candidates explore behavioural expectations and ethical issues that exist in relationships with colleagues. Course expectations pertaining to professional behaviour and engagement are mirrored in assignments where candidates explicitly examine professional behaviours in school settings and how they contribute to a positive learning community in those settings. Candidates examine parent-teacher relationships through case studies and they reflect on the benefits of a positive partnership with parents and guardians. Parents and/or guardians as partners are also a focus in the *Fundamentals of Teaching and Learning – P/J and J/I*, which supports working with families to facilitate student learning and wellbeing.

Teacher candidates in the I/S divisions explore professional collaborative relationships in the *Issues in Educational Law, Policy & Ethics* course, via class discussions and case studies. They also examine parent-teacher relationships and make connections between coursework, readings, and assignments on the importance of parents and guardians as partners.

The MT practicum placements provide opportunities to learn about and further develop skills and understanding about the needs and nature of professional relationships in school contexts. Cohort coordinators and faculty advisors support candidates and actively mentor them on professional relationships with field partners during practicum. During practicum placements, candidates are provided with opportunities to participate in parent-teacher interviews, daily communications surrounding student progress and attendance, and the use of virtual learning spaces to support connections to parents and caregivers.

Master of Arts – Child Study and Education (MA-CSE)

The program provides ample opportunities for teacher candidates to develop their professional relationships and competencies in group work and collaborative inquiry in coursework, Professional Learning Communities (PLC) and practicum.

Teacher candidates explore the features and benefits of Professional Learning Communities (PLC) including the role of the critical friend to support and enhance professional learning and development. Assignments foster professional learning, teacher candidate leadership, and collaboration among colleagues when planning. Teacher candidates engage in project work by collaborating in a PLC to develop an area of focus from their internship classroom. They are supported by teacher candidates in the *Graduate Research* cohort who act as ‘critical friends’ to actively create the conditions for impactful professional learning.

Professional behaviours, practices, and approaches when working in a collaborative environment are stated expectations and modeled in courses. Teacher candidates develop their understanding of professionalism and the responsibilities and duties of the classroom teacher through coursework and explicit learning modules that address education and the law. The roles and relationship between the Early Childhood Educator (ECE) and the classroom teacher are explored through course discussions and readings including *The Ontario Kindergarten Program (2016)*.

Parent and guardian engagement and communication is addressed in foundation and practicum courses. Teacher candidates learn about relationships with families as described in *The Ontario Kindergarten Program (2016)*. Teacher candidates also engage in topics and readings that explore how mathematics skills, interests and dispositions are developed outside of school.

Conclusion

Based on the information provided, the Accreditation Committee 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.

Findings related to this requirement are reported in Requirement 3.1.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed include theory, method, and foundation courses, and makes appropriate provision for the application of theory in practice.

Theory, Method and Foundation Courses

The Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs include method, foundation and research courses as well as practicum. Theory is embedded in both the method and foundation courses.

Master of Teaching (MT)

The five common foundation courses taken by all divisional cohorts are: *Educational Research 1, Introduction to Special Education and Mental Health, Anti-Discriminatory Education, Child and Adolescent Development and Learning, and Fundamentals of Teaching and Learning.*

Candidates in the Primary/Junior (P/J) and Junior/Intermediate (J/I) divisional cohorts take one additional foundation course: *Educational Professionalism, Ethics and the Law.* Candidates in the Intermediate/Senior (I/S) divisional cohort take two additional foundation courses: *Indigenous Experiences of Racism and Settler Colonialism, and Issues in Educational Law, Policy and Ethics.*

Master of Arts in Child Study and Education (MA-CSE)

Six mandatory foundation courses are taken by teacher candidates in the MA-CSE program. These are: *Childhood Education Seminar I, Child Study: Observation, Evaluation, and Reporting, Introduction to Special Education and Adaptive Instruction, Foundations in Inquiry and Data-based Decision Making, Professional Practice Project: Role A, and Childhood Education Seminar II: Advanced Teaching.*

The teaching method courses are described by program, division and area(s) of study in Requirement 10.

Application of Theory in Practice

Master of Teaching (MT)

Connections between coursework, research, and field experiences through practice teaching enable candidates to critically engage in ongoing dialogue and reflection in bridging theory and practice. All MT courses provide ample opportunities for linking practice to theory, and theory to practice.

A key goal of the MT program is to cultivate the ability to think critically about the social context in which people teach and learn. In the first year of the program, all teacher candidates take the *Anti-Discriminatory Education* course, which introduces a variety of social justice-oriented and anti-oppressive theoretical frameworks. Candidates are asked to consider and frame their teaching based on the equity and justice-oriented concepts presented in the course. Through coursework, and assignments candidates implement a variety of theoretical frameworks and approaches (case studies, role-play) to address marginalization, oppression and discrimination. Candidates explore the work and perspectives of Indigenous, Black, or racialized authors and reflect on the impact and implications on their own practice and pedagogy. Candidates also examine the Ontario curriculum to inform the development of an anti-discriminatory unit. On practicum, candidates observe, make connections to course work and reflect on the role they can play in interrupting unjust practices.

In the *Educational Law* and *Fundamentals of Teaching and Learning* courses candidates investigate theories and concepts as they explore legislative requirements, policy decisions, ethical dilemmas, and contemporary issues in education. As the candidates gain an understanding of the underlying values and principles related to education, they are encouraged to use their accumulating base of knowledge to formulate personal philosophies to guide their professional practice.

In several method courses, candidates are provided with opportunities to devise an inquiry question and engage in a process of linking research, theory and practice to inform unit planning and the design of learning experiences. In the *Curriculum & Teaching in Literacy P/J* course, candidates conduct an oral reading running record for a student and develop an instructional plan which is based on the reading assessment results, curriculum expectations, and literacy research.

Master of Arts in Child Study and Education (MA-CSE)

The integrated nature of the MA-CSE program emphasizes that professional knowledge is informed by research and that it guides and informs candidates' application into practice.

The MA-CSE program puts a strong emphasis on theories that shape teacher candidates' understanding of children's development and their learning processes. Guided by these theories, candidates develop an understanding of children's performance and behaviour in the classroom and how to best respond to learner needs and promote a positive experience

and learning trajectory. In the Language and Literacy section of the *Introduction to Curriculum I: Core Areas* course, theories of reading are highlighted. Candidates learn the key elements of being a successful reader, and how to detect a reading disability through their understanding of the domains that contribute to reading development. Candidates are provided with hands-on experiences in using informal literacy assessments to better understand a student's level of performance in reading and writing, and to apply this information to determine future instruction and learning opportunities.

In the Kindergarten section of the *Introduction to Curriculum I: Core Areas* course, candidates learn about socio-cultural theories of children's self-regulation and its importance to academic performance. Candidates address topics, readings and related research pertaining to early learners and play-based learning, literacy and mathematics development, self-regulation and well-being, and assessment. Their learning culminates in a theory to practice assignment where candidates observe and describe a typical kindergarten day in a school setting. Their descriptions include connections to theories and curriculum, as well as implications for their practice.

In the course *Child Study: Observation, Evaluation, and Reporting*, candidates are introduced to theories of child study, equity and anti-oppression and consider how educational systems work to support children's wellness, security, and experiences in the world. Course assignments enable candidates to develop knowledge and practical resources that help them enact change within the communities they serve and advocate for students who are oppressed within school systems.

In the *Curriculum & Pedagogy for Cross-Curricular Teaching* course, the same lens of anti-oppression is applied as candidates learn to teach the Arts curriculum through a critical lens. The course guides candidates through a variety of topics, research, readings, and participation in arts-based strategies that aim to develop critical awareness, an artistic practice, and to think about how the arts can be implemented across the curriculum in their own classrooms.

Primary/Junior French as a Second Language Focus (MT and MA-CSE)

Teacher candidates enrolled in the French as a Second Language (FSL) focus cohort in both the MT and the MA-CSE programs complete additional coursework and a practicum placement in an FSL setting that enables them to combine research, theory, and practice. In the *L'immersion française : Enseignement et recherches* and *Curriculum and Teaching in French as a Second Language* courses, candidates integrate research into practice, and reflect on their practical experiences in FSL settings.

In the *L'immersion française : Enseignement et recherches* course, teacher candidates critically analyze research, policy documents, and learning resources in French to deepen their understanding of language immersion programs, policies, teaching strategies, learning outcomes, and the theoretical foundations of immersion teaching in diverse contexts. The course provides meaningful opportunities for teacher candidates to connect teaching and

learning practices in their language learning. Candidates examine conceptual frameworks and empirically validated studies to prepare for a career in immersion teaching and/or research that will support diverse learners.

In the *Teaching French as a Second Language* course, teacher candidates develop the theoretical framework, skills, knowledge, and professionalism expected of beginning French teachers in the Primary and Junior grades. The course focuses on the theoretical underpinnings of second-language learning, methods, strategies, and techniques to facilitate the teaching and learning of language processes, Ministry of Education documents for teaching, assessing, and evaluating FSL, as well as school practices in the three FSL programs in Ontario (e.g., Core French, Extended French, and French Immersion).

In both courses, candidates are provided with opportunities to make connections with theory, research, and their practicum experiences. Candidates develop a language resource portfolio, design peer reviewed lessons, reflect on practicum experiences and develop their teaching philosophy regarding FSL teaching.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs are appropriate for the course content.

Both the Master of Teaching (MT) program and the Master of Arts in Child Study and Education (MA-CSE) program combine the requirements of professional teacher education within advanced study of education theory and research over the course of five academic semesters (Fall, Winter, Summer, Fall, Winter). Additional credits in research and elective courses are completed as a graduate program requirement. These courses are outside of the accreditation requirements stipulated in the Ontario Regulation 347/02 Accreditation of Teacher Education Programs.

Commencing in September 2023, OISE will offer a Primary/Junior French as a Second Language (FSL) focus pathway in the MT and MA-CSE programs. In semesters 3 and 4, eligible candidates from both programs will complete the required FSL method courses together. In the fifth and final semester, candidates complete a practicum in a French Immersion, Core French, or Extended French setting.

Teacher candidates in both programs must successfully complete the equivalent of 9 full credits in their program of professional education. Each full credit reflects 72 hours of instruction. Teacher candidates in the P/J FSL focus pathway complete 10 full credits which includes two additional method courses pertaining to teaching French as a second language.

Master of Teaching (MT)

In the first year of the program, candidates complete coursework and practicums in the fall and winter semesters. In the summer semester, candidates complete coursework only. In the second year, candidates complete course work in the fall, and in the final winter semester, course work and their third practicum. The delivery of courses and practicum in the fall and winter terms are in-person, while the intersession/summer courses are offered online. A feature of the program is that P/J and J/I candidates must also complete a non-credit seminar course *Mathematics Concepts for Elementary Candidates*, also known as *MathPlus*, during the first semester of the program.

The MT program utilizes the cohort-based teacher education model in which cohort candidates take the majority of their courses together. Each cohort generally includes up to 30 candidates enrolled in the same division with an assigned cohort coordinator who is a

faculty member. The responsibilities of the cohort coordinators include teaching, meeting with candidates regularly to build community and supporting their progress, facilitating practicum preparation, and serving as faculty advisor for cohort members during their first-year practicum placements. The cohort model also facilitates relationships with partner schools where some cohorts may complete coursework and practicum placements in the same school.

The program's overall format and structure provides opportunities for candidates to delve into the subject matter and related research in their coursework and to actively translate this knowledge into practice in their assignments or practicum activities. Prior to the first practicum, candidates complete seven weeks of method and foundation courses which are critical in their preparation and understanding of areas such as, but not limited to, lesson planning, classroom management, professional conduct, curriculum documents, and theory and practice. Candidates complete their final practicum in the fifth semester of the program, enabling them to make informed instructional decisions pertaining to strategies, approaches, and skills that have been developed in their coursework. As expectations and teaching responsibilities increase up to 100% in the final practicum, instructional skills and strategies are scaffolded along with course work.

Master of Arts in Child Study and Education (MA-CSE)

In the first year of the program, candidates complete coursework and practicums in the fall and winter semesters. In the summer semester, candidates complete coursework only. In the second year, half of the cohort complete coursework in the fall and the other half complete their practicum internship. In the winter semester the groups switch.

In each year of the program, candidates are divided into cohorts to allow for smaller class sizes and enable cohort groups to form a community of learners. During the first year of the program, teacher candidates are engaged in parallel practicum experiences and academic learning. There are two 10-week placements in primary (JK-Grade 3) and junior (Grades 4 to 6) classrooms, four mornings per week. These occur concurrently with courses in curriculum, teaching methods, professional inquiry, child study, and special education. In the second year of the program, candidates complete a full-term practicum internship in a single classroom setting in semester 4 or 5. Teacher candidates are on placement for two full days and three mornings each week. The delivery of courses and practicum in the fall and winter terms are in-person, while the intersession/summer courses are offered online.

Practicum placements are designed to provide the MA-CSE candidates with diverse practice teaching experience in different school communities. This experience is valued by the faculty as the opportunity for each candidate to acquire the knowledge and skills to become a successful classroom teacher, as well as the place to apply ideas and connect research to practice. Practicum placements provide the opportunity to work across a variety of schools, neighborhoods and settings, different grade levels, research classrooms, and early years (i.e., kindergarten) programs.

The MA-CSE program is offered at the Dr. Eric Jackman Institute of Child Study (JICS), a centre of professional teacher training and research in childhood and education, which includes a Nursery through Grade 6 Laboratory School. The format and structure of the program and its integration within the JICS Laboratory School is designed to have teacher candidates in their first year of the program 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 develop insights and questions from their practicum experiences and bring them to their academic classes and conversely complete tasks in their practicum that leverage the knowledge learned in courses.

During both years, teacher candidates meet weekly for practicum-related *Childhood Education Seminar* courses that bring together research and practice. In Year 1, the aim of the seminar course is to encourage teacher candidates to integrate practical school experience with educational theory and instructional strategies. In Year 2, the seminar course examines key topics in education and provides an opportunity to share and reflect upon questions that arise during the internship.

Conclusion

Based on the information provided, the Accreditation Committee 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 in both the Master of Teaching (MT) and Master of Arts – Child Study and Education (MA-CSE) programs in coursework and practicum.

The MT and the MA-CSE programs are governed by the University of Toronto School of Graduate Studies (SGS), which defines and administers university-wide policies and regulations for graduate education. Assessment guidelines for courses including practicum courses in both programs are informed by the University of Toronto's Assessment and Grading Practices Policy. All academic courses taken in both programs must satisfy the master's degree-level expectations. The Assessment and Grading Policy sets the minimum passing grade in all graduate (academic) courses at a B-.

Candidates experience ongoing assessment for learning in a similar way as they are required to assess the students in their classrooms. Course outlines describe projected learning outcomes, and a list of assignments, with details pertaining to success criteria and rubrics. Formative assessments and feedback are provided to candidates on a variety of academic and creative assignments. Course instructors employ conventional and objective rubrics with specific values assigned to different performance benchmarks to assess teacher candidates' progress. When assessing, instructors include observations, share insights, and offer descriptive feedback with proposed next steps for the candidates to consider.

Practicum assessments and evaluations are aligned with the current approaches to assessment and evaluation in Ontario classrooms. As such, there are three distinct yet interconnected aspects of the assessment and evaluation including: a) ongoing constructive feedback; b) formative assessment; and c) summative assessment. All practicum is graded on a pass/fail basis.

Teacher candidates are assessed and informed of their progress in practicum settings through regular and ongoing feedback from associate teachers and faculty advisors. Candidates also complete and discuss their self-evaluations with associate teachers. A list of practicum expectations and guidelines to inform the assessment process and facilitate discussions between teacher candidates and associate teachers are detailed in the practicum handbook and can be accessed by both.

At the mid-point of each practicum block, associate teachers complete a formative assessment, which includes detailed and descriptive feedback to inform the teacher candidate of their progress. The formative assessment process also includes an opportunity for the candidate to reflect in writing on what they have learned, and areas for further learning. For candidates who are not performing as expected, this is an opportunity for the associate teacher to provide substantial information about areas for growth and next steps. If the candidate is “at-risk” of failing their practicum, the teacher candidate, associate teacher, and faculty advisor collaborate to develop an action plan that will assist the teacher candidate in moving forward in practicum.

Conclusion

Based on the information provided, the Accreditation Committee 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.*
- 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

Teacher candidates enrolled in the Master of Teaching (MT), or Master of Arts in Child Study and Education (MA-CSE) programs complete a minimum of 85 days of practicum that are appropriate to the format and structure of their respective programs.

Teacher candidates complete two practicum placements in Year 1 and one longer placement in Year 2. The timing and duration of the placements for each program vary.

Master of Teaching (MT)

In Year 1, candidates complete 25 days of practicum in semester 1 and 25 days in semester 2. In Year 2, candidates complete 35 days of practicum in semester 5. OISE uses the Willow data management system which tracks teacher candidate teaching assignments and attendance to ensure that the regulatory minimum of 80-days of practicum are successfully completed by the end of the program.

Master of Arts in Child Study and Education (MA-CSE)

The MA-CSE practicums allow teacher candidates to concurrently engage in coursework and practicum experiences. In Year 1, there are two, 10-week placements four mornings per week totalling 40 days of practicum that occur along with courses that candidates attend in the afternoons. In Year 2, candidates complete a full-term, 13-week (45 days) practicum internship in a single classroom setting. The practicum coordinators keep records to ensure that the regulatory minimum of 80 days of practicum are met.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

The MT and MA-CSE programs include observation and practice teaching in instructional settings in schools or other situations that use the Ontario curriculum. OISE works in close partnership with public and Catholic school boards in Toronto and the GTA, as well as independent schools. All partner schools, including independent schools, comply with the use of Ontario curriculum.

Master of Teaching (MT)

Prior to each practicum, candidates visit their placement classrooms and complete three to five practicum preparation/observation days. Candidates are provided with a framework to support observation, inquiry and active engagement when completing their observation days in schools. The observation days enable candidates to become familiar with the curriculum, the learners, and the school in which they are placed.

During the practicum, candidates are involved in a wide range of activities including observing, planning, and working with the associate teacher, working one-on-one with students, working with small groups of students, and gradually teaching the whole class.

Master of Arts in Child Study and Education (MA-CSE)

Depending on availability of space, MA-CSE candidates can have one practicum placement at the Dr. Eric Jackman Institute of Child Study Laboratory School during the first or second year of the program. Notwithstanding, given the program is situated within the Laboratory School, all candidates observe children in the school.

The MA-CSE practicum expectations build over the duration of the program. In Year 1, candidates first focus on observation in the classroom, then begin to work with individuals and small groups, then plan or co-plan units of instruction, and finally take responsibility for teaching the whole morning. Each of these steps is supported by coursework that steadily builds the knowledge and skills needed to appreciate child development in a general sense, teach curriculum, and respond to special education needs.

In Year 2, during their practicum internship, candidates assume increasing responsibility for planning and implementing cross-curricular teaching units and assessing and evaluating student learning. The pace at which teacher candidates assume teaching responsibilities is

determined by the professional judgment of the associate teacher in discussion with the teacher candidate. Candidates' learning during their internship practicum is also supported by more advanced curriculum courses, that have an increased focus on equity, critical pedagogy, and teacher leadership.

Each Division and One Subject Area

Master of Teaching (MT)

The MT program has several processes in place to ensure that candidates are placed in the division and teaching subject areas for which they are qualifying. All candidate placements and related information are tracked on the faculty's Willow database system which maintains a record of the three placements for each teacher candidate. The practicum coordinators and the partnership coordinator are responsible for using Willow to ensure the appropriateness of the placements.

The Primary/Junior (P/J) teacher candidates complete at least one practicum in each of their divisions, and many complete a placement in a Kindergarten classroom.

Candidates in the Junior/Intermediate (J/I) divisions are placed in each of their divisions and are provided opportunities to teach in their teachable subject area for which they are qualifying.

The Intermediate/Senior (I/S) candidates complete at least one practicum in each division and depending on the availability of associate teachers in both of their teaching subject areas. I/S candidates are prepared to teach grades 7-12, complete their placements in secondary schools in intermediate and senior level classrooms, and may be placed in a Grade 7 or 8 classroom if requested and available. The placements are organized so that I/S candidates are placed in their first teachable subject so that it corresponds with the teachable subject course they take in same term.

Master of Arts in Child Study and Education (MA-CSE)

The practicum coordinators are responsible for the placement of MA-CSE teacher candidates, including identifying partner schools, contacting schools, speaking with school administrators and associate teachers, and arranging placements. As such, the practicum coordinators are responsible for ensuring that both primary and junior placements are completed by each teacher candidate. The practicum coordinators are also responsible for organizing, tracking, and confirming that each candidate successfully completes at least one practicum in primary and one in the junior teaching divisions. Due to the three extensive practicum placements in the program, the practicum coordinators strive to place candidates in a Kindergarten classroom, one primary placement, and one junior placement.

In addition, Primary/Junior candidates in the French as a Second Language (FSL) focus pathway offered in the MT or MA-CSE programs are placed in either a French Immersion, Core French, or Extended French setting in the fifth and final semester of the program. Prior

to completing this placement, candidates must successfully pass OISE's French Proficiency Test, and complete two method courses - *L'immersion française : Enseignement et recherches* and *Curriculum and Teaching in French as a Second Language – P/J* in semesters 3 and 4.

Experienced Teacher Supervises and Assesses

Master of Teaching (MT)

The MT practicum is an evaluated full-time experience in a classroom with an associate teacher. The selection of associate teachers is based on recommendations made by school principals. Principals are aware of the responsibilities that the MT practicum team is seeking. These responsibilities are communicated between practicum coordinators and the school administration team.

Associate teachers mentor and assess candidates in all aspects of their practicum work: planning, teaching, assessment, and establishing a positive learning environment. Their responsibilities are detailed in the practicum handbook. Associate teachers and candidates are also provided with a weekly expectations chart to understand the expectations pertaining to the gradual release of teaching responsibilities.

To maximize candidates' learning during practicum, the MT program identifies three distinct yet interconnected aspects of the assessment and evaluation process of teacher candidates: ongoing constructive feedback, formative assessment; and summative evaluation. At the mid-point of the practicum, associate teachers complete a formative assessment checklist, which is used as a tool to facilitate communication about the candidate's performance. The assessment categories include Professional Responsibilities, Diversity and Equity, Involvement in School/Community Life, Assessment, Planning and Instruction, and Classroom Management. Associate teachers can use the checklist at any other point throughout the practicum as a tool to provide candidates feedback relating to areas of growth and areas requiring further development. Teacher candidates are also encouraged to complete the same checklist as a means of self-assessment and share this with their associate teacher.

At the end of a practicum, associate teachers are responsible for completing a summative evaluation. The summative evaluation uses the same assessment categories as the formative assessment checklist with opportunities to provide detailed comments and to indicate if the candidate has passed or failed the practicum.

Master of Arts in Child Study and Education (MA-CSE)

Principals from hosting schools identify and recommend exemplary teachers to the practicum team. In many cases, they are graduates of the MA-CSE program. The selection criteria shared with principals includes that they nominate associate teachers who are members in good standing with the Ontario College of Teachers. Associate teachers

nominated by principals in independent schools must also be Ontario Certified Teachers (OCT). Additional selection criteria include that nominees hold a permanent contract and have a minimum of 2 years of teaching experience. Faculty members visiting classrooms also observe the pedagogical practices of associate teachers and assess how they align with the program's conceptual framework and expectations.

The role and responsibilities of an associate teacher, including assessment details are outlined in the program's practicum handbook. Associate teachers are expected to support their candidates in planning learning for children, in accordance with the program's goals for gradual release of teaching responsibilities. Associate teachers and teacher candidates engage in weekly scheduled meetings for feedback, planning, and reflection. The weekly meetings are an opportunity for the associate teacher to foster a safe and respectful environment for continued learning and sharing of ideas, discuss instructional strategies and collaborate on how to accommodate the diverse learning needs in the classroom. Associate teachers also provide opportunities for candidates to play a role in the assessment, evaluation, and the reporting process, as well as encourage candidates to participate in the school community.

During each practicum block there is an early progress review. The associate teacher communicates all concerns or growth areas that they have identified to the teacher candidate in a timely manner, continue to provide feedback, and support these growth areas. At the mid-point of the practicum, the associate teacher completes a formative review. In the final week of a placement, a summative review is completed. The formative and summative evaluation forms include the following assessment categories: Commitment to Pupils and Pupil Learning, Professional Knowledge, Teaching Practice, and Ongoing Professional Learning. Both forms also include an opportunity for both the teacher candidate and the associate teacher to add comments.

Faculty Advisor

Master of Teaching (MT)

Candidates are supported by cohort coordinators, practicum coordinators, and faculty advisors.

The faculty advisors for the MT program support teacher candidates and associate teachers, and work with the appointed school liaisons or school principals. Faculty advisors are assigned and responsible for approximately 15 teacher candidates for the duration of one practicum block. Faculty advisors are also faculty members who teach the candidates that they support. This strengthens theory-practice connections. The faculty advisor is responsible for scheduling at least two in-class observations of lessons for elementary candidates and one in-class observation for secondary candidates. Faculty advisors observe their candidates teaching a lesson and provide feedback. Additional responsibilities may include coaching associate teachers by modeling strategies and reviewing program expectations. Faculty advisors are also responsible for intervening and providing support

when a teacher candidate is at-risk of failing a practicum. They guide both the teacher candidate and the associate teacher through the development of an action plan and next steps.

Candidates keep a practicum binder which is an organizer that includes observations, lesson and unit plans, schedules, notes, reflections, and any other pertinent information relevant for the practicum. The binder is shared with their faculty advisor and guides discussions and self reflection.

Master of Arts in Child Study and Education (MA-CSE)

Candidates are supported by practicum coordinators, teacher education program assistants (TEPAs) and faculty advisors.

MA-CSE candidates are assigned a faculty advisor, who is a faculty member and/or course instructor in the program. A small group of teacher candidates are assigned to one faculty advisor for the duration of one full year of the program. Faculty advisors support candidates before and during their practicums, listen to candidate concerns, provide feedback and advice; and, when necessary, intervene when they need help navigating difficult situations.

The faculty advisors are also involved in the MA-CSE Academic Advising Program which entails a monthly check in with a group of teacher candidates that supports their academic success and community building. The faculty advisors spend about an hour or two per month facilitating these monthly sessions. The faculty advisor is the primary support person related to issues of academic and practicum expectations.

Conclusion

Based on the information provided, the Accreditation Committee 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 the Master of Teaching (MT) and Master of Arts in Child Study and Education (MA-CSE) programs must successfully complete all program components, including a minimum of 80 days of practicum. Teacher candidates are required to perform at a pass level in all areas identified in the formative assessment and summative evaluation forms. Failure of two practicum placements in a single year will result in a Fail on the *Practice Teaching* course and consequently, failure of the program.

Master of Teaching (MT)

Should a MT candidate be “at-risk” of failing the practicum on the formative assessment, associate teachers are asked to collaborate with the faculty advisor to develop an action plan. An action plan is developed with the teacher candidate, which outlines the goals, suggestions and time frames the teacher candidate must meet to be successful.

If a teacher candidate leaves a placement prior to the completion of a practicum, the teacher candidate receives an unsuccessful summative evaluation for the practicum and is required to complete a make-up practicum. If the make-up practicum is unsuccessful, the teacher candidate will be recommended for withdrawal from the MT program.

Master of Arts in Child Study and Education (MA-CSE)

The MA-CSE teacher candidates must receive a passing grade in two practicum placements in Year 1 and in the 10-week internship in Year 2. To pass each placement, candidates must perform at a “beginning to” level (or above) in all areas of the summative evaluation and have completed all expectations outlined.

A teacher candidate who fails a placement in Year 1 must earn a Pass in a mandatory Block 3 placement to be completed immediately following the first academic year. Only one additional placement is permitted. Failure of two placements will result in a failure in the *Teaching Practicum* course and the candidate will not be admitted into Year 2 of the program.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs are appropriate in relation to the divisions to which they relate.

Master of Teaching (MT)

Primary/Junior Divisions

Teacher candidates in the Primary/Junior (P/J) cohort undertake division specific method courses reflecting the six core content areas of the Ontario curriculum: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies and the Arts (Dance, Drama, Music and Visual Arts).

All P/J divisional candidates take eight teaching method courses: *Curriculum and Teaching in Literacy, Curriculum and Teaching in Mathematics, Curriculum and Teaching in Science and Environmental Education, Curriculum and Teaching in Social Studies and Indigenous Education, Curriculum and Teaching in Music and Dance, Curriculum and Teaching in Drama and Dance, Curriculum and Teaching in Visual Arts, Curriculum and Teaching in Health and Physical Education*. P/J candidates are also required to take two additional method courses: *Integrating technology into the Classroom* and *Supporting English Language Learners*.

Junior/Intermediate Divisions

Teacher candidates in Junior/Intermediate (J/I) divisional cohort complete method courses reflecting the six core content areas of the Ontario curriculum: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies and the Arts. Curriculum content pertaining to Grades 9/10 are addressed in the method courses for the J/I divisions.

All J/I candidates take the following five common method courses: *Curriculum and Teaching in Literacy, Curriculum and Teaching in Mathematics, Curriculum and Teaching in Arts (Music and Visual Arts) and Health and Physical Education, Curriculum and Teaching in Science and Environmental Education, and Curriculum and Teaching in Social Studies and Indigenous Education*. J/I candidates are also required to take two additional method courses: *Integrating Technology in the Classroom* and *Supporting English Language Learners*.

In addition to the common courses, the J/I candidates select one of the following intermediate general education subjects as their teachable subject area: *Drama, English,*

French (Second Language), Geography, Health and Physical Education, History, Mathematics, Music Instrumental, Music Vocal, Science, Visual Arts.

Intermediate/Senior Divisions

Teacher candidates in the Intermediate/Senior (I/S) divisional cohort complete one full year method course in each of their two teachable subject areas. The following I/S general education subjects are offered: *Curriculum and Teaching in English, Curriculum and Teaching in History, Curriculum and Teaching in Mathematics, Curriculum and Teaching in Science: Biology, Curriculum and Teaching in Science: Chemistry, Curriculum and Teaching in Science: Physics, Curriculum and Teaching in Science: General, Curriculum and Teaching in Social Science, Curriculum and Teaching in Geography, Curriculum and Teaching in Music: Instrumental, Curriculum and Teaching in Music: Vocal, Curriculum and Teaching in Health and Physical Education, Curriculum and Teaching in Visual Arts, Curriculum and Teaching in Drama, Curriculum and Teaching in French (Second Language), Curriculum and Teaching in Business Studies: General, Curriculum and Teaching in Business Studies: Accounting and Curriculum and Teaching in Religion.* Curriculum content pertaining to Grades 7/8 is addressed in the method courses.

I/S candidates are also required to take three additional method courses: *Authentic Assessment, Integrating Technology into the Classroom* and *Supporting English Language Learners.*

Master of Arts in Child Study and Education (MA-CSE)

Teacher candidates in the MA-CSE program undertake method courses related to the primary and junior divisions that address the six core content areas of the Ontario curriculum: Language, Mathematics, Science, Health and Physical Education, Social Studies, and the Arts (Dance, Drama, Music and Visual Arts).

Teaching methodologies as they relate to the six core content areas are addressed in the two subject specific method courses: *Theory and Curriculum I: Language and Literacy*; and *Theory and Curriculum II: Mathematics*; as well as in the following two integrated curriculum method courses: *Introduction to Curriculum I: Core Areas*; and *Curriculum and Pedagogies for Cross-Curricular Teaching*. Core content is also integrated into the *Child Study: Observation, Evaluation, Reporting, and Research* course and the *Childhood Education Seminar I* course.

The *Introduction to Curriculum I: Core Areas* course is divided into four sections: Kindergarten, Literacy, Mathematics, and Science. Each section makes use of the Ontario curriculum, from Kindergarten to Grade 6. The *Curriculum and Pedagogies for Cross-Curricular Teaching* course focuses on *The Ontario Curriculum, Grades 1-8: The Arts (2009)* with an emphasis on critical thinking, engaging in critical artistic practice, and how the arts can be implemented across the curriculum. *The Ontario Curriculum, Grades 1-8: Health and Physical Education (2018)* is explored in the *Child Study* course in the Wellbeing and

Resilience section. *The Ontario Curriculum, Grades 1-8: Social Studies Social Studies (2018)* is addressed in the *Childhood Education Seminar I* course.

Primary/Junior - French as a Second Language Focus (MT and MA-CSE)

Teacher candidates in the Primary/Junior French as a Second Language focus cohort take the following additional method courses: *L'immersion française : Enseignement et recherches*, *Curriculum and Teaching in French as a Second Language*.

Schedule 1 – Pedagogical Instructional Strategies Knowledge, Element 9 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Both the MT and the MA-CSE programs enable teacher candidates to acquire knowledge and skills in pedagogy, assessment, and evaluation for specific curriculum areas within the curriculum-specific method courses.

Primary/Junior - French as a Second Language Focus (MT and MA-CSE)

In addition to completing the respective method courses specific to the MT and MA-CSE programs, teacher candidates in the Primary/Junior French as a Second Language focus pathway are grouped together to complete method courses pertaining to teaching French as a second language in Core French, Extended French, and French Immersion settings. These courses build upon and enable candidates to integrate prior learning in coursework from their respective programs, while also specifically addressing second language education and learning, the Ontario curriculum and Ministry of Education policy documents. In course assignments such as lesson and unit planning, candidates are provided with opportunities to apply their understanding of instruction and assessment which reflect current Ministry of Education guidelines. Candidates also engage with critical research and the theoretical foundations of immersion teaching in diverse contexts.

Master of Teaching (MT)

For the MT program, the teaching method courses are specifically designed to address pedagogy, assessment and evaluation in relation to each of the certification divisions: Primary/Junior, Junior/Intermediate, and Intermediate/Senior.

Primary/Junior Divisions

The method courses in the P/J divisions embeds appropriate Ministry policy documents for both divisions and include the Ontario curriculum for Grades 1 to 8, as well as Kindergarten in various course activities and assignments.

In the *Curriculum and Teaching in Mathematics* course, candidates are introduced to the role of the teacher in assessing, evaluating, designing and implementing the mathematics curriculum for students in Kindergarten to Grade 6. Course assignments are informed by current research related to math education, and the following course texts inform

curriculum and assessment planning: *The Ontario Curriculum, Grades 1-8: Mathematics (2020)*, the *Kindergarten Program (2016)*, *Growing Success: Assessment, Evaluation, and Reporting in Schools, Kindergarten to Grade 12 (2010)*, and *Growing Success: The Kindergarten Addendum (2019)*. Teacher candidates develop the knowledge, skills, perspectives and practices necessary to create inclusive learning environments through anti-racist and decolonializing approaches to math education.

Junior/Intermediate Divisions

Teacher candidates in the Junior/Intermediate divisions examine, explore and implement a variety of teaching methodologies and approaches relevant to language, mathematics, social studies and Indigenous education, science and environmental education, health and physical education and the music and visual arts strands of the Arts curriculum.

Candidates are provided with multiple opportunities in coursework and assignments via the *Curriculum and Teaching* method courses as well as in their *Intermediate Teaching Subject* course. To inform course assignments and the preparation for teaching in the junior and intermediate divisions, the method courses reference The Ontario curriculum, Grades 1-8 for the respective subject areas. For the *Intermediate Teaching Subject* method courses, The Ontario curriculum, Grades 9 and 10 are referenced. Candidates are provided with numerous opportunities to implement the relevant curriculum expectations in their lesson design, unit and assessment planning assignments. In addition to demonstrating curriculum knowledge, candidates are expected to apply teaching and learning strategies such as differentiated instruction and student-centred learning; and to implement strategies that support student engagement and success through inclusive and equitable learning environments.

In the *Arts and Health and Physical Education* course, teacher candidates complete three dedicated modules in each of the following subject areas: music education, visual arts education, and health and physical education (HPE). The dance and drama strands from *The Ontario Curriculum, Grades 1-8: The Arts (2009)* are implemented in other courses as an interdisciplinary approach to learning about other subject areas (e.g., literacy, math, science). Beginning in Fall 2023, OISE has committed to an explicit focus on the discrete knowledge and skills, planning and assessment in the dance and drama strands of the Ontario arts curriculum. A faculty member with expertise in these two subject areas will support faculty by co-teaching or teaching in courses where dance and drama continue to be integrated. The faculty commitments to redesigning the *Arts and HPE Education* course to include opportunities for teacher candidates to receive explicit instruction, modelling and complete course assignments pertaining to the dance and drama strands from the Ontario Arts curriculum.

Intermediate/Senior Divisions

In the Intermediate/Senior method courses the subject-specific curriculum for Grades 9 and 10, and Grades 11 and 12, as well as the Ontario curriculum Grades 1-8 are required reading.

Teacher candidates in the Intermediate/Senior divisions examine and explore instructional and assessment practices as they relate to the specific curriculum subject areas for which they are qualifying to teach. Course content and assignments enable teacher candidates to consider curriculum delivery, implement a variety of instructional strategies and approaches (e.g., inclusive, inquiry-based, experiential, place-based) in their lesson and unit designs, and develop assessment and evaluation plans appropriate for the intermediate and senior divisions.

Master of Arts in Child Study and Education (MA-CSE)

The teaching methods/curriculum courses emphasize the current Ontario curriculum, including planning for learning, pedagogical approaches, assessment tasks, assessment and evaluation for specific curriculum areas, and resources that are appropriate for Kindergarten to Grade 6. Prior to practicum, assignments and expectations in coursework are aligned with the practicum and scaffolded to provide support from course instructors.

The *Introduction to Curriculum I: Core Areas* course introduces relevant Ministry of Education curriculum and policy documents pertaining to teaching Kindergarten to Grade 6, including program design and planning language and literacy, mathematics, and science. In the Kindergarten section of the course, teacher candidates learn about the Ministry of Education's Kindergarten Program (2016) and supporting documents, issues in early childhood learning and strategies for teaching based on exemplary practice models and research on pedagogy. This course also enables candidates to explore place-based experiential learning, Indigenous science, and inquiry-based, integrative, and problem-centered approaches to teaching and learning. Also, in the *Language and Literacy* course, candidates examine reading instruction and research in North America, literacy frameworks, stages of development and motivation for literacy, building the foundation for reading development, (i.e., concepts of print, phonological and phonemic awareness, phonics and word identification, morphology, spelling and word study).

The *Child Study: Observation, Evaluation, Reporting, and Research* course draws on the *Ontario Curriculum, Grades 1-8: Health and Physical Education (2019)* to support an understanding of the strands related to the HPE curriculum. Candidates explore topics related physical education, health, wellness, and wellbeing with a focus on fostering healthy relationships in the context of anti-racist and anti-oppressive approaches to teaching and learning. *The Ontario Curriculum, Grades 1-8: The Arts (2009)* is addressed in the *Curriculum and Pedagogies for Cross-Curricular Teaching* course. Teacher candidates engage in topics such as the arts as critical pedagogy and integrated literacy through dance, drama, media, music, and visual art.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

Master of Teaching (MT)

The *Child and Adolescent Development* course is a mandatory course for all candidates in the MT program. The course addresses issues and developmental changes in children, learning theories, and the factors involved in child development from infancy, the preschool period, early school years, intermediate years, and adolescence. Candidates are introduced to various models and perspectives on learning and development. They examine theories including social constructivism and motivation, and explore the ways in which these theories guide teaching practice. Common assignments for all divisional cohorts involve candidates leading and participating in case study seminars. Candidates also complete a project focused on an area of interest in the field of development and learning, with an emphasis on the application of theory in practice.

The curriculum and teaching (method) courses also include understandings of cognitive, physical, social-emotional development as they pertain to planning, pedagogy, classroom environment, and assessment.

Master of Arts in Child Study and Education (MA-CSE)

OISE's Department of Applied Psychology and Human Development, which houses the MA-CSE program, has expertise in human development that benefits teacher candidates' understanding of current knowledge about human development and learning.

Candidates in the MA-CSE program are equipped with the skills and knowledge to become teacher-researchers with an in-depth knowledge of child development coupled with developmentally oriented and systematic understanding of children, and the ability to integrate teaching practice with principles of child development and learning theory. The program emphasizes an understanding of children's development and learning to inform effective instructional and pedagogical practices and the effective use of the Ontario curriculum. Teacher candidates are provided with advanced study of child development since this is a main focus of the program.

Child and adolescent development are addressed in a number of method courses in which candidates learn about human development, learning theories and learning theorists. Candidates also examine the development of basic cognitive skills by exploring current evidence pertaining to theory of mind and scientific reasoning. Course assignments enable teacher candidates to consider course readings and research and develop implementation strategies as it applies to their instructional decisions in a classroom context.

In the *Introduction to Curriculum I: Core Areas* course, human development is explored through a curriculum lens including the Kindergarten curriculum, literacy and language development, and ways children understand mathematics.

Legislation and Government Policies

Master of Teaching (MT)

The MT course *Educational Professionalism, Ethics and the Law* course introduces P/J and J/I teacher candidates to the basic legal, ethical, and administrative issues related to functioning as a teacher in publicly funded school systems in Ontario. The aim of the course is to enable candidates to understand the purpose of the law as a safeguard to both students and teachers, and to become aware of their rights and obligations as defined in legislation. Candidates learn that these rights and obligations, combined with the legal structure and processes, have direct impact on the relationships between teachers and pupils, teachers and their colleagues in education, and teachers and the community. Ethical decision-making is a central aspect in this course and applied ethics is recognized as an essential characteristic of teaching. Course content includes opportunities for candidates to explore topics and resources such as regulations governing teaching and education in Ontario, and the Ontario College of Teachers' professional advisories. Course topics, readings, and assignments support teacher candidates' examination and exploration of the ethical nuances and challenges in teaching, while recognizing the relevant legislation that helps to define and guide the teacher's role. As supported by the MT program's pedagogical commitment to anti-racism education, the course learning goals enable teacher candidates to approach education law and ethical decision making with a deliberate aim to become anti-racist teachers.

Intermediate/Senior (I/S) candidates are made aware of their professional and legal rights and responsibilities, as defined by national and provincial legislation, local school board policy, and professional advisories in the *Issues in Educational Law, Policy & Ethics* course. Using academic research literature, policy documents, and case studies, the course blends theory with the consideration of practical in-school situations to enable candidates to analyse policy, as well as ethical and legal tensions in teaching.

Educational policies, regulations, and ethics are also addressed in other foundation courses such as *Fundamentals of Teaching and Learning*, and *Anti-Discriminatory Education*.

Master of Arts in Child Study and Education

The MA-CSE program includes coursework and professional learning workshops dedicated to education law and related legislation. Candidates complete four law modules: 1) Duties and Responsibility of a Teacher, 2) Professional Conduct, 3) Safe Schools, and 4) Children, Families, and the Law. They use case studies to examine and discuss laws, legislations, and government policies for education in relation to professionalism and professional practice.

The *Introduction to Special and Adaptive Education* course addresses the history of legislation as it relates to disability and special education in the province of Ontario. Candidates examine and pose questions related to the *Ministry of Education Special Education in Ontario, Policy, and Resource Guide (2017)* and relevant course readings.

Candidates also attend professional learning workshops as part of a program requirement. These workshops support candidates in their understanding of the professional standards of the teaching profession as well as making connections between the professional standards and the legal duties and responsibilities of teachers.

Conclusion

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

Requirement 12

The faculty members teaching the program 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.

Findings

The evidence indicates that the faculty members teaching in the programs 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 programs.

OISE is a large research-intensive faculty which includes full-time faculty members, along with many contract faculty, affiliated educators, and researchers, representing excellence in their fields of teaching and research with wide-ranging interests and active research programs.

Academic Qualifications

For both programs, OISE relies on a diversified academic staff including a variety of employment categories defined by policies and collective agreements in effect at the University of Toronto. These include tenure stream faculty, teaching stream faculty, contractually limited term appointments, part-time faculty, sessional lecturers, course instructors, and the Dr. Eric Jackman Institute of Child Study (JICS) Lab School instructors. All tenure-stream faculty have doctorates, and most teaching-stream faculty, and sessional faculty do as well.

Given that the Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs are offered at the graduate level, there is an increase in tenured/tenure-stream faculty from across OISE's four departments participating in the teacher education programs. These scholar-researchers participate in course development, instruction of graduate elective courses and provide leadership and collaboration on instructional teams.

The MT faculty community includes practitioner-scholars who have both field and academic backgrounds and expertise. In addition to being experienced educators, sessional faculty appointed in the MT program meet the requirements of the School of Graduate Studies (SGS) to teach at the graduate level, in that they have a doctoral degree, or other graduate degree. Graduate-level qualifications are also required due to the research-focus of the program.

Many faculty members in the MT program have specialized doctoral education in curriculum, pedagogy, teacher development, and teaching and learning.

The Dr. Eric Jackman Institute of Child Study (JICS) faculty hold their primary appointments in the Department of Applied Psychology and Human Development (APHD) and are affiliated with JICS. The core faculty of the Master of Arts in Child Study and Education (MA-CSE) consists of tenured and tenure-stream faculty members, teaching-stream faculty, and contractually limited term appointment faculty.

Experience in the Field of Education

OISE's diversified staffing model contributes to the participation of faculty with significant field expertise who bring their strengths to the two programs.

Many MT teaching-stream faculty have teaching certifications and demonstrate both currency and mastery in their respective field or discipline. This mastery is demonstrated through, but not limited to, scholarly publications establishing expertise in the area. Educational leadership and research interests include decolonizing curriculum, outdoor learning and curriculum, and inclusive schooling curriculum. Research interests also reflect currency in the field of education in terms of climate/sustainability education and pandemic-impacted learning.

The MA-CSE faculty are experts in their field of child study and most of them are former classroom teachers. Faculty research interests and experience include developmental psychology, academic achievement in children with learning difficulties, inclusive pedagogies, anti-racist and anti-oppressive teaching practices, educators' efficacy for teaching online and executive functioning in early years.

Expertise in the Divisions and Components of the Programs

In both programs, candidates are taught by those with expertise in relevant subject areas, as well as with extensive and successful experience in schools and school districts. Many sessional faculty have particularly strong knowledge of schools and the education sector, and bring their knowledge, professional expertise, and an understanding of the realities of life in Ontario schools.

OISE maintains close connections with various branches of the Ministry of Education, and participation in the Ministry-Faculty Liaison Committee ensures that faculty are well informed about provincial policy, curriculum and resources. Many of OISE's instructors and faculty have been involved in the drafting of provincial curriculum documents, course profiles, and other teacher education resources.

Sessional faculty in the MT program are experienced educators who demonstrate currency and expertise in relevant subject area(s) and divisions. An Ontario Teaching Certificate is an asset to the program since connections to classroom teaching in K-12 schools are

prioritized for the *Curriculum and Teaching* courses, as well as other specialized courses. The MT program is large and relies heavily on sessional faculty on short-term or annual appointments to deliver numerous sections of courses. These educators bring geographic representation from a wide variety of school board districts as well as school administration and/or leadership experience. Many faculty members more broadly in the MT program have extensive K-12 teaching experience, both from within Ontario and outside of the province.

The French as a Second Language method courses offered in the Primary/Junior French as a Second Language focus pathway for both the MT and MA-CSE are instructed by faculty members who are leading French-language researchers and teacher educators of French language learning.

The MA-CSE program includes JICS faculty members who teach and participate in the Laidlaw Research Centre. The Laboratory School also employs teachers and administrators. Each teacher and academic administrator at the Lab School are hired to teach, mentor MA-CSE candidates, and participate as teacher-researchers in approved research supported within the school. All teachers who are eligible for membership with the Ontario College of Teachers are currently members in good standing.

There are several MA-CSE faculty members who have practical experience working in school districts in a combination of roles including teachers, consultants, researchers and school trustee. The faculty bring experience in elementary and specialized expertise in the arts, learning disabilities, social studies, and primary/junior special education.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed.

In accordance with the University of Toronto Guidelines on Access to Official Student Academic Records, the Office of the Registrar and Student Experience (ROSE) is responsible for the registration of students and student records management. The University supports appropriate access to, and privacy of, official student academic records consistent with the Freedom of Information and Protection of Privacy Act (FIPPA). These guidelines outline university-wide procedures and criteria for access, privacy, custody, and retention of academic records of students to best support clarity and consistency of practice. Academic records are kept in appropriate secure areas within the OISE building.

Students enrolled in programs prior to the pandemic, have their records in hard copy files securely stored within ROSE. Electronic records are 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 the University of Toronto Multifactor Authentication (UTORMFA), a high-security solution that allows for better remote work and access. All student records stored during and post-COVID are in a SharePoint Cloud application and the servers are in Canada. Current student files are retained according to the approved University of Toronto Archives and Record Management Systems (UTARMS) retention schedule. Master's degree student files are securely destroyed after eight years. The University of Toronto Information Security and Enterprise Architecture services assist and inform the university's development of policies and practices to support and secure information and information systems.

Conclusion

Based on the information provided, the Accreditation Committee 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 (OISE) is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

OISE has internal and external mechanisms in place that promote critical self-study and the faculty's ongoing commitment to improvement and quality assurance. The Master of Teaching (MT) and the Master of Arts in Child Study and Education (MA-CSE) programs undergo rigorous cyclical reviews by the Ontario Council of Graduate Studies and the University of Toronto Quality Assurance Process (UTQAP). Under the UTQAP, the University of Toronto reviews all faculties, units, and their programs a minimum of every eight years. In 2019-2020, the MT program was reviewed as part of the external review of the Department of Curriculum, Teaching and Learning (CTL) and its programs; and the MA-CSE program was reviewed as part of the external review of the Department of Applied Psychology and Human Development (APHD) and its programs.

In addition to the UTQAP reviews, the OISE Programs Strategic Advisory Committee (OPSAC) advises on issues that have the most significant impact on the development and delivery of OISE's programs so that they continue to be relevant in terms of their content and learning outcomes, are sustainable and meet the needs of teacher candidates. The MT and the MA-CSE faculty leaders participate in the OPSAC and/or its subcommittees to review research courses, enhance practice teaching experiences and develop recruiting strategies to promote diversity in teacher candidate applications.

As part of their ongoing efforts to better address equity and diversity needs, OISE's Academic Plan 2017-2022 calls for increasing the diversity of faculty, staff, and students so that it can better reflect the communities they serve. To realize their commitment to equity and social justice, OISE's Guiding Principles on Equity and Diversity inform all decisions and initiatives, including recruitment, hiring, retention, evaluation, and promotion of faculty. As such, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. Another addition to the Department of Curriculum, Teaching and Learning (CTL) includes a Diversity, Equity and Student Experience Coordinator, as well as a new faculty appointment in Leadership in Racial Justice.

Another mechanism related to the faculty's commitment to ongoing improvement is collecting and responding to teacher candidate feedback through course evaluations. Course evaluations are part of an overall teaching and program evaluation framework that includes regular peer review, instructor self-assessment and cyclical program review. As part of this framework, course evaluations allow teacher candidates to provide feedback on their own learning experiences. The course evaluations are reviewed and support the ongoing improvements to courses, course delivery and addressing the learning needs of teacher candidates.

Aligned with OISE's commitment to continuous improvement and quality assurance, the addition of the Primary/Junior French as a Second Language focus pathway to both the MT and MA-CSE programs are subject to the same institutional processes described herein. FSL instructors are expected to attend program-level meetings and meet with Course and Curriculum Development Leaders, and the leadership teams in both the MT and the MA-CSE programs regarding their preparation to teach in this program pathway and discuss feedback collected from teacher candidates and associate teachers.

Curriculum mapping processes, departmental retreats, regular faculty meetings, faculty collaborations, course development and resource sharing, faculty surveys, all contribute to ongoing improvements to both programs. This speaks to OISE's efforts to ensure program coherence, currency, relevancy and responsiveness to the concerns identified by teacher candidates (e.g., coursework, course load, practicum issues and wellbeing). Tangible outcomes related to responding to teacher candidate feedback include actions pertaining to improving the learning and program experiences of community members who identify as Black, Indigenous, and People of Colour (BIPOC).

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs have a Teacher Education Advisory Committee or similar body that functions in an advisory and liaison capacity in relation to the programs.

The Master of Teaching (MT) and Master of Arts in Child Study and Education (MA-CSE) programs differ in the organization of their advisory bodies. The MT program has a Teacher Education Advisory Committee while the MA-CSE program has the Dr. Eric Jackman Institute of Child Study Laboratory School Advisory Board. Both committees serve in an advisory capacity.

Master of Teaching (MT)

The MT Teacher Education Advisory Committee (TEAC) mandate is to gather perspectives of key stakeholders related to the program development, practica, and partnerships in service of teacher candidates and learners in schools. The TEAC membership includes representatives from school board partners, the president of the OISE Teacher Education Liaison Committee (TELC), Ministry of Education officers, an independent school principal, and members of the MT Leadership Team.

Meetings are held three times per year, and updates and reports are made by various members in attendance. Topics discussed have included professionalism, racial literacy, equity, diversity, and student experience, MT admissions and barriers experienced by teacher candidates. Participants share perspectives from their respective stakeholder groups, in service of the MT program, its teacher candidates, and students in schools.

The work of the TEAC led to reconceptualizing “professionalism” through an equity and anti-racist lens which resulted in changes to terminology in the MT Practicum Handbook, in particular changes were made to the criteria of the practicum assessment tool(s).

Master of Arts in Child Study and Education (MA-CSE)

The Dr. Eric Jackman Institute of Child Study Laboratory School Advisory Board’s mandate is to provide non-binding advice to the Dean on the mission of, and policies affecting the Laboratory School. Its membership includes representatives of the Lab School teachers, parents, alumni, MA-CSE candidates, OISE’s Dean and Associate Dean of Programs, as well as the Director and the Principal of Dr. Eric Jackman Institute of Child Study.

Advisory Board meetings occur three to four times per year. Discussions help mobilize faculty research knowledge, educate the Lab School community, and help JICS maintain and deepen its connections with the University and the broader education community.

Conclusion

Based on the information provided, the Accreditation Committee 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 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 the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Master of Teaching degree
- Consecutive program of professional education with areas of study in the Primary/Junior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, 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 August 10, 2030 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
August 10, 2023