



# **Accreditation Decision**

## **Université d'Ottawa Faculté d'éducation**

### **Pertaining to the General Accreditation of the:**

Multi-session Consecutive Program of Professional Education,  
with Areas of Study in Technological Education (Grades 9/10  
and Grades 11/12), Leading to a Bachelor of Education degree  
or a Certificate in Education (French-language program)

**Accreditation Committee  
Ontario College of Teachers  
October 3, 2023**

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## **Accreditation Committee Decision regarding the Application for Accreditation Submitted by the Faculty of Education of the University of Ottawa**

### **Introduction**

The Faculty of Education of the University of Ottawa submitted an application on June 5, 2023, to renew accreditation of the following program:

- Multi-session consecutive program of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a Bachelor of Education degree or a Certificate in Education (French-language program)

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

1. review the above-mentioned professional education program; and,
2. act in an advisory role to the Accreditation Committee by reporting on its findings and making recommendations on the accreditation of the program under review.

The accreditation panel was made up of four people, as follows:

- a member of the College on the Accreditation Committee roster with expertise in teacher education program evaluation;
- a member of the College on the Accreditation Committee roster with experience as an educator in an accredited teacher education program;
- a member of the public on the Accreditation Committee roster;
- a person appointed by the institution with expertise in Technological Education.

In making its recommendations, the panel reviewed the application for renewal of accreditation and other supporting documentation submitted by the University of Ottawa's Faculty of Education. The following sources of evidence were also reviewed: interviews conducted by the panel and supplementary information provided by the institution at the panel's request.

The accreditation panel made a virtual site visit on June 27 and 28, and on July 17, 18 and 19, 2023 during which it conducted interviews with faculty members, the practicum coordinator, the faculty advisor, a member of the educational technology team, associate professors, teacher candidates and the management team, including the Dean, Vice-Dean, Director, Program Manager and the Program Coordinator.

The College advised the public of the opportunity to make submissions to the panel on the quality of the program under review. The Faculty sent emails to inform various stakeholders of this opportunity, and posted notices on its website, social media pages and in the Faculty Newsletter.

Following its review, the accreditation panel prepared a draft report of its findings and recommendations for consideration by the University of Ottawa's Faculty of Education. The final report takes into account the Faculty's comments in response to the draft report.

In rendering its decision, the Accreditation Committee considered the Accreditation Panel's Final Report dated September 11, 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 are as follows:

### Requirement 1

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

### Findings

Evidence confirms that the University of Ottawa is a permitted institution as defined in subsection 1(1) of Regulation 347/02: Accreditation of Teacher Education Programs. In Regulation 347/02, 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 Faculty of Education is part of the University of Ottawa, which is authorized to confer degrees by an Act of the Assembly, the *University of Ottawa Act, 1965*. Subsection 17(d) authorizes the Senate of the University to confer the degrees of Bachelor, Master and Doctor, and such other degrees and diplomas as may be appropriate for a university to confer in all fields of learning.

In 1969, the Ontario Ministry of Education reinstated elementary teacher education programs at the University of Ottawa and authorized the opening of various secondary teacher education programs.

The Faculty has been offering the Technological Education teacher education program since January 2022. This program allows teacher candidates to obtain a certificate or a bachelor's degree in education, depending on whether they have the required work experience and skills in their chosen field of technological education or the prerequisite university degree.

### Conclusion

Based on the information provided, Requirement 1 is fully satisfied for the program reviewed.

## Requirement 1.1

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

### Findings

Evidence confirms that the program under review lasts four semesters, including the required 80 days of practical experience.

The teacher education program with areas of study for teaching Technological Education (Grades 9/10 and 11/12) is a consecutive, multi-session program that lasts four academic semesters and includes 80 days of practical experience. This program takes 19 months to complete, for a total of 60 credits.

The teacher candidates' practical experience is divided into three blocks comprising the two practicums *PED3620 Stage I en milieu scolaire secondaire* and *PED4620 Stage II en milieu scolaire secondaire*. The practicums are staggered as follows:

2 <sup>nd</sup> semester – May:	10 days leading to the Multi-Session Transitional Certificate [Practicum I(a)]
3 <sup>rd</sup> semester – November, December:	30 days [Practicum I(b)]
4 <sup>th</sup> semester – February to April:	40 days [Practicum II].

The program satisfies the requirements for a multi-session program as outlined in Regulation 176/10. In addition, the program meets the requirements of a multi-session program in that the first session consists of 12 postsecondary credits, including six method course credits and six foundation course credits. The 10 days of practical experience leading to the Multi-session Transitional Certificate take place at the beginning of the second semester, in May. Candidates are eligible for the Multi-Session Transitional Certificate of Qualification and Registration upon successful completion of the above-mentioned 12 credits and the first session (10 days) of *PED3620 Stage I en milieu scolaire secondaire*.

### Conclusion

Based on the information provided, Requirement 1.1 is fully satisfied for the program under review.

## Requirement 2

*The program has a clearly delineated conceptual framework.*

### Findings

Evidence confirms that the program reviewed has a clearly delineated conceptual framework.

The Technological Education teacher education program is based on an approach that links theory and practice. This relationship is explored through the learning content taught in the classroom and targeted in assignments that reflect the school context, such as case studies, scenarios, and reflective activities. The practicums are an integral part of this process.

The program is supported by eight guiding principles that were developed by Faculty of Education faculty members in consultation with representatives of Ontario's French-language schools. These principles describe teacher education as one step in the overall process of teacher candidates' continuous professional growth and development. They reflect the vibrancy of the social and cultural context of Ontario's French-language schools and of the Franco-Ontarian community and honour an adult learning approach that prepares teacher candidates to teach in the province's French-language schools or to work in education. They also call for the integration of information and communication technologies in teaching.

The program's training model includes the following three components: the *environment*, the *individual*, and *knowledge and skills*. The first takes into account the community, school boards and schools, as well as government education authorities. The second invites candidates to define themselves as engaged and self-evaluating practitioners over the course of their entire careers. The third includes the theoretical knowledge and essential skills that candidates are expected to develop. The program and its eight guiding principles are inspired by the research and theories of the reflective practitioner paradigm.

The six learning outcomes, as revised in 2021, flow directly from the conceptual framework. These learning outcomes are richness and breadth of educational knowledge; mobilization of professional knowledge in practice; communication skills; equity, diversity and inclusion; digital technologies in the teaching profession; and, ethics and professionalization. Each course outline must include a chart identifying the program's learning outcomes. A summary table of learning outcomes for each course helps ensure that candidates can achieve all learning outcomes as they progress through the program.

### Conclusion

Based on the information provided, Requirement 2 is fully satisfied for the program under review.

### **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**

Documentation confirms that the program design is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

#### **The Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession**

The learning objectives and outcomes of all courses offered in the Technological Education teacher education program include content that relates to the ethical standards of the profession and focuses on different standards of practice in teaching.

The introduction to the Faculty Regulations specifies the program's adherence to the College's standards. It states that the Faculty of Education recognizes that its candidates are learning their professional responsibilities as teachers. It expects all of its teacher candidates to demonstrate that they have the knowledge, attitudes and capacities needed to be responsible for the physical safety, the psychological health and the educational well-being of students. It further expects that they will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students, parents, other teachers, principals, other school personnel and with members of the public.

The six learning outcomes that underpin the program directly relate College's *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*: the "autonomy and professional skills" learning outcomes relate to Leadership in Learning Communities; the "richness and breadth of knowledge in the field of education" and the "ethics and professionalization" outcomes relate to Ongoing Professional Learning, which includes reflexivity; the "digital technologies in the teaching profession" and the "equity, diversity and inclusion" outcomes relate to Professional Knowledge; and lastly, the "mobilization of professional knowledge in practice" and the "communication skills" outcomes represent expected Professional Practice.

Through engaging in conversations about ethics and in critical professional inquiry, teacher candidates are able to better understand the fundamental concepts intrinsic to the ethical standards, as well as the complex issues related to teaching and leadership. These discussions lead students to make connections between their professional practice and the standards by reminding them of their inherent ethical responsibilities in relation to objectivity and well-being, acceptance, human dignity and open-mindedness.



## **Current Research in Teacher Education**

The program is consistent with and reflects current research in teacher education with the intent to apply theory to practice.

The underlying principles of the conceptual framework are based on the “reflective practitioner” paradigm (Schön, 1994; Paquay et al., 2001; Zeichner and Liston, 1987), according to which the practice of the teaching profession requires considerable reflection; the pedagogical act is not simply the technical application of algorithms, but an educational intervention adapted to the characteristics of the students in a class and the specific teaching context. The framework emphasizes the human dimension of learning (Cifali, 2007), which is essential in the constantly changing Franco-Ontarian minority context.

In light of the research from R. Huang, et al. 2020, the Faculty offers a Technological Education program focused on design-based learning. Research from the Tyumen University Pedagogical Institute shows the importance of design-based learning and its instruction, and of the integration of problem solving into design processes to ensure instructional interdisciplinarity (Sidorov, Kozubet Kozinets, 2018). In developing its program, the Faculty considered a meta-analysis cited by the Massachusetts Institute of Technology (MIT) (J-PAL, 2019) that highlights the importance of developing technological education teachers’ coding, software development and online education skills.

Research by faculty members in the University of Ottawa’s Faculty of Education is evidence of the interdisciplinarity in the areas of teaching and learning, and of assessment and evaluation. For example, Liliane Dionne and Mirela Moldoveanu’s research on professional learning and knowledge mobilization in teaching practice informs the design of the program.

## **Integration of theory and practice**

The documentation indicates that the program’s design is consistent with and addresses the integration of theory and practice in teacher education.

Theory is presented in the foundation courses and applied during the practicum through reflective, collaborative and critical-thinking activities. Teacher candidates have the opportunity to reflect critically on what they have learned throughout their training, whether in formal courses, professional activities in which they have participated or during in-school practicums.

Many courses are designed to stimulate reflection and create opportunities to make connections between theory and practice. Inquiry-based course work and projects, which encourage teacher candidates to identify the potential for integrating the concepts presented into practice, can be found throughout the program’s courses. They contribute to training teachers who value research-based knowledge, are open to experimenting with innovative practices and do not limit themselves to perpetuating practices rooted in a purely transmissive paradigm of knowledge.

**Conclusion**

Based on the information provided, Requirement 3 is fully satisfied for the program under review.

### 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 documentation confirms that the program under review enables teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

### Curriculum Knowledge

#### Element 1 – Current Curriculum and Provincial Policy Documents

The program provides teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

The method courses, which are compulsory for all teacher candidates, provide an understanding of curriculum structure and the links between *The Ontario Curriculum, Grades 9 and 10 – Technological Education (2009)* and *The Ontario Curriculum, Grades 11 and 12 – Technological Education (2009)*, and Ministry policy documents.

Planning and design are explicitly taught, and teacher candidates examine and apply technological education curriculums. They explore strategies for planning, teaching and learning, as well as the important elements of a lesson whether theoretical, practical or technological.

In most method courses, teacher candidates plan lessons and projects related to their field of study in the Technological Education program, integrating curriculum and departmental policies. The program allows teacher candidates to explore the pedagogical implications and implementation of the Technological Education curriculum and the *Actualisation linguistique en français*; of the *Programme d'appui aux nouveaux arrivants de la 9<sup>e</sup> à la 12<sup>e</sup> année (PANA)*; and of the policy *Growing Success- Assessment, Evaluation and reporting in Ontario Schools, 2010*.

The mandatory inclusive education and learning support course addresses the characteristics of students with mental health issues and other exceptionalities and of students requiring special education support. Topics include support for students facing academic or social challenges or students with intellectual or behavioural disabilities. In this course, teacher candidates refer to *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide*.

The program offers courses that present general principles that are relevant to the school environment's cultural and ethnic diversity. One mandatory course is specifically intended to promote diversity, equity and inclusion, in order to align teaching practice with the reality of Ontario's pluralistic and multilingual Francophone minority. Teacher candidates explore diversity and multiculturalism, as well as the Ministry resource *Ontario's equity and*

*inclusive education strategy (2009)*. They deepen their understanding of issues related to equity, diversity and inclusion in the classroom and consult *Penser l'éducation inclusive dans un contexte de discriminations et de diversité au Canada* by C. Bergeron (2020).

In classroom management courses, teacher candidates study models associated with managing the overall teaching and learning situation. They analyze the actions taken by teachers to create an inclusive learning environment that encourages optimal learning for all students.

Various program courses require teacher candidates refer to sections on assessment of learning in Technological Education curriculums, and to policies such as *Learning for all: a guide to effective assessment and instruction for all students, kindergarten to Grade 12* and *Growing Success- Assessment, Evaluation and reporting in Ontario Schools, 2010*.

A compulsory course on assessment, evaluation and learning at the secondary level covers assessment in support of learning, as a form of learning and assessment of learning. Teacher candidates review assessment planning, interpretation and professional judgment, communication of student achievement, ethics, bias and assessment in exceptional circumstances.

Transfer and integration of teacher candidate learning in planning, classroom management, assessment and evaluation, differentiation and special education are reinforced through the assignments they complete in the program's method courses.

### **Ontario's Aménagement Linguistique Policy (PAL)**

Teacher candidates take a compulsory course on Franco-Ontarian society and education. The course provides an overview of the Ontario context and presents the characteristics and distinctive features of Ontario's historical, political and social context, with a focus on the construction of the Franco-Ontarian identity. Teacher candidates explore their role as teachers in a minority context and discuss the importance of identity building; issues are raised relating to Canadian Francophonie and linguistic discrimination in Ontario. As part of a course on integrated learning and professional development, teacher candidates consult Ontario's *Politique d'aménagement linguistique* (PAL) and define the school environment in a minority and multi-ethnic context. In one assignment they identify ways to facilitate additive bilingualism (learning the second language while reinforcing the first one) among students in a minority context.

### **Element 2 – Current Research on Teaching and Learning**

The program enables teacher candidates to use current research relating to teaching and learning in technological education.

Method courses introduce teacher candidates to new research in technological education. They explore the interdisciplinarity of technological education as applied to design-based teaching and learning, as well as to the design and problem-solving process.

In the method course on science, technology, society and the environment, teacher candidates review research, readings and teaching strategies through a professional

learning portfolio. In the design, research and problem-solving course, and the mathematics and programming course, teacher candidates use research to develop their knowledge of strategies, research methods and problem-solving. In the mathematics course, they learn about relevant research to consider in support of their pedagogical decisions, such as that of Jo Boaler, Marian Small and Dan Meyer.

The course on the impact of information and communication technologies in education approaches the use of research from a connectivism angle; teacher candidates must identify the relevant research on which they will base their teaching and learning interventions. The search for current research helps develop teacher candidates' critical thinking skills at the metacognitive level.

## **Pedagogical and Instructional Strategies Knowledge**

### **Element 1 – Educational Research and Data Analysis**

Course outlines confirm that the program prepares teacher candidates to use educational research and data analysis in teaching.

Both foundation and method courses cover educational research and data analysis. Teacher candidates learn how to interpret and use research to support learning and make informed decisions about their teaching interventions. They consult best-practice models from the College's publications to identify the practices adopted by good educational leaders. They also explore the integration of overall competencies through a variety of resources, including those on the Ontario government website, *Pédagogie numérique en action* [Digital pedagogy in action].

By exploring the foundations of the *Teaching-Learning Critical Pathway (TLCP)* and by analyzing relevant data, teacher candidates are called upon to understand how the priority area for action can promote student learning.

### **Element 2 – Technology as a Teaching and Learning Tool**

The program enables teacher candidates to use technology as a teaching tool.

A compulsory course on the integration of technology in teaching introduces several technologies and encourages analysis of their instructional potential in technological education. Course work covers the evaluation of different technologies and the design of educational projects integrating technologies. Several courses enable teacher candidates to familiarize themselves with different software programs and apps to optimize their teaching strategies and classroom management, in both face-to-face and virtual settings. Teacher candidates develop programming skills using tools such as Scratch, mBlock and mBot robot, and make connections between these skills and their teaching. They explore practical strategies to support teaching and learning, using robotics as a tool to develop global competencies.

Teacher candidates address technological literacy in a course on *Integration of learning and professional development* and learn about the Ministry of Education's major themes regarding the effective use of technology. These include digital citizenship and literacy,

innovative teaching practices, student engagement, culture and achievement, learning environments, and parent and community engagement.

During the practicums, the associate teacher assesses the teacher candidate's ability to integrate information and communication technologies into their teaching activities.

### **Element 3 – Inquiry-based Research, Data and Assessment to Address Student Learning Styles**

The program enables teacher candidates to use inquiry-based research, data and assessment to address student learning styles.

Courses are designed to train teacher candidates into professionals to become data-driven professionals who continually re-evaluate their planning, teaching and assessment practices. Engaging in inquiry and observation, consulting multiple data sources, collecting data, reflecting, interpreting and intervening through teaching or assessment are all part of candidates' teacher education. They learn to consult student profiles, use diagnostic assessments for effective intervention, and plan teaching and learning strategies that take into account students' needs. Teacher candidates also prepare teaching and learning activities and integrate students' learning styles into their assignments.

Teacher candidates explore the foundations of the *teaching-Learning Critical Pathway (TLCP)* and strategies for determining the priority area of action to support student learning.

### **Element 4 – Learning and Teaching Theories and Methods and Differentiated Instruction**

The program enables teacher candidates to use learning and teaching theories and methods and differentiated instruction.

In the compulsory method courses, teacher candidates explore the main teaching and learning strategies in technological education. These include the integration of literacy and numeracy skills in technological education, inquiry-based and project-based learning, and differentiated tasks.

In a compulsory course on Indigenous technology, teacher candidates explore technological education informed by Indigenous ways of knowing, including planning teaching and learning activities that integrate Indigenous technology and the relationship to the land.

Compulsory foundation courses cover theories and methods of teaching and learning, such as Bloom's taxonomy, universal design for learning, differentiated instruction, backward design and explicit teaching. Teacher candidates have the opportunity to expand their knowledge of feedback, the art of inquiry and ways to foster student engagement.

### **Element 5 – Classroom Management and Organization Skills**

The program provides teacher candidates with knowledge and skills in classroom management and organization skills.

In the two classroom management courses, teacher candidates study models associated with managing the overall teaching and learning situation. They analyze actions taken by the

teacher to create an inclusive learning environment that encourages optimal learning for all students. These courses explore strategies for developing positive social relationships and outline the building blocks of successful classroom management. Teacher candidates discover effective ways to engage students so that they become aware of the influence of interpersonal relationships on classroom climate and learning. They also explore ways to prevent and manage difficult student behaviours, and learn common intervention techniques used in school environments.

Teacher candidates learn to establish classroom standards that reflect the reality of their area of study and to prioritize values such as respect, responsibility and success. They develop assessment and evaluation criteria for supervising students and set out the consequences for violating classroom rules. They also discuss the right to make mistakes, respecting others' opinions, negative role models, bullying, classroom layout and signage.

### **Element 6 – Student Transitions**

The program provides teacher candidates with an overview of child and adolescent development and the transitions students go through up to age 21 and from kindergarten to Grade 12.

Information on child and adolescent development is addressed in Requirement 11.

Teacher candidates are made aware of the importance of varying projects throughout a semester and planning how to manage the resulting transitions. They develop knowledge of transitions in the learning continuum by exploring the progression of learning, the progression of definitions provided for various concepts depending on the grade-level, and the potential difficulties encountered by students.

Teacher candidates learn how to support successful student transitions to postsecondary education and the workforce. They refer to the Ministry of Education's resource *Creating Pathways to Success*, which supports planning for transitions from elementary to postsecondary education, including transitions for students with special education needs. Teacher candidates also explore how job skills programs such as the Specialist High Skills Major (SHSM), the Dual Credit program, the Co-op Education program and the Ontario Youth Apprenticeship Program (OYAP) can affect students' academic success and ensure a successful postsecondary transition.

Teacher candidates explore the role of the school in guiding students through the process of choosing a career in technology. They learn to discuss employment conditions, the state of the job market and social issues related to technological fields with their students.

### **Element 7 – Student Observation, Assessment and Evaluation**

The program enables teacher candidates to use current strategies relating to student observation, assessment and evaluation.

A compulsory course on learning and teaching at the secondary level enables teacher candidates to take an evaluative look at and gauge the progress of student learning. Teacher candidates explore assessment in learning through backward design, thereby keeping their

focus on the learning outcome. They study the various stages of assessment, including assessment planning, interpretation, professional judgment, decision-making and communication of student achievement. They deepen their reflection by discussing ethics and biases in assessment situations, as well as assessment in exceptional circumstances. As part of their coursework, teacher candidates plan assessment projects and tasks, including observation rubrics, criteria on which descriptive feedback will be based, formative assessment, peer assessment and summative assessment. They design a performance measurement tool and a learning summary chart.

Teacher candidates' assessment skills are assessed in the practicums. Teacher candidates plan formative assessment, descriptive feedback and summative evaluation of learning through triangulation, by considering different sources of evidence such as submissions, conversations and productions. They present and discuss learning outcomes and co-construct assessment and evaluation criteria with students. They must also use effective methods to observe and evaluate student progress.

### **Element 8 – Supporting French Language Learners**

The program prepares teacher candidates to teach students whose first language is not the language of instruction.

Teacher candidates use the *Actualisation linguistique en français de la 9<sup>e</sup> à la 12<sup>e</sup> année* (ALF) curriculum, which presents teaching strategies to support classroom teachers in their role as educational guides who promote learning in French and foster overall student success. Teacher candidates explore the pedagogy of teaching all subjects in a Francophone minority environment in Canada.

In the course on the Franco-Ontarian society and school system, teacher candidates explore the issues facing the French-speaking community, including its multiple, complex and growing needs. They discuss models of teaching and learning, and the evolving expectations for building student identity.

### **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 Needs**

The program includes policies, assessments and practices involved in responding to the needs and strengths of all students, including those who have been identified as requiring special education supports.

The compulsory course on inclusive education and learning supports is based on the document *Special education in Ontario Kindergarten to Grade 12 – Policy and Resource Guide*, which helps teacher candidates explore universal design for learning and the inclusion of students with special needs. This course covers the legislative and policy frameworks related to students identified as needing special education supports. Teacher candidates learn about the mechanisms, evaluation approaches and intervention practices considered effective in relation to specific challenges and current knowledge in the field.



They create an Individual Education Plan (IEP) based on learning needs and develop strategies to assess students' needs and challenges in a technological education context.

Teacher candidates explore how technology and various instructional interventions support individual students' learning and success. They consult resources on intervention plans, including the intervention pyramid of the Response to Intervention (in French RAI) model to better understand this ongoing process of evaluating and adjusting interventions.

## **Teaching Context Knowledge**

### **Element 1 – Mental Health and Well-being**

The program raises teacher candidates' awareness of child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

Teacher candidates consult the Ministry of Education resource *What We Heard – Well-Being in our Schools, Strength in our Society*. They design scenarios and plan appropriate interventions to support students' mental health. In addition, they learn to identify students who may need additional help from a mental health professional, based on the intervention strategies presented in the resource *Supporting Minds – An Educator's Guide to Promoting Students' Mental Health and Well-being*.

In a compulsory course on diversity, equity and inclusive education in a minority context, teacher candidates plan interventions to stimulate students' mental health. They address the concept of the individual and difference. The course helps teacher candidates develop a growth mindset with respect to the construction of social representations and stereotypes in their teaching practice and encourages them to reflect on how to consider diversity from an inclusive perspective.

### **Element 2 – Standards of Practice**

Information pertaining to this element is addressed in Requirement 3.

### **Element 3 – Student Transitions between Learning Stages**

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

### **Element 4 – Knowledge of the Ontario Context**

The program includes knowledge of the Ontario context in which elementary and secondary schools operate.

## **Indigenous Perspectives, Cultures, Histories and Knowledge Systems**

A compulsory course on Indigenous technologies enables teacher candidates to explore Indigenous technologies and ways of knowing and their relationship with the land, and address the issues and concerns of Indigenous communities. Several required readings help teacher candidates develop their knowledge of Indigenous peoples and integrate Indigenous perspectives, cultures, histories and knowledge systems into their teaching practice.

Teacher candidates address the 94 Calls to Action, specifically those related to education, colonization, and recognition of the value of First Peoples' educational principles in a spirit of reconciliation. They explore Indigenous pedagogy, evaluation, place-based pedagogy, the hybrid pedagogy 3-4-5 + Concept (Campeau 2016, 2019), the talking circle and the role of storytelling from an Indigenous science and technology perspective. Teacher candidates reinvest their planning skills by designing a teaching and learning situation in their area of study in the Technological Education curriculum that integrates elements of Indigenous pedagogy.

### **Safe and Inclusive Schools and the Creation of a Positive School Climate**

Teacher candidates are required to demonstrate the knowledge, behaviour and skills necessary to assume responsibility for the physical safety, psychological health and academic well-being of students.

In the course on Franco-Ontarian society and education, teacher candidates discuss diversity and multiculturalism and explore relevant resources. They compare the main approaches to classroom management and analyze strategies for positive communication that promote collaboration and help to maintain a climate of respect. They also practise the developing positive social relationships.

The course on diversity, equity and inclusive education in a minority context helps teacher candidates develop a growth mindset with respect to the construction of social representations and stereotypes in their teaching practice. They are asked to reflect on diversity from an inclusive perspective and to consult resources on how to integrate the principle of truth and reconciliation and to support 2SLGBTQI+ students. Teacher candidates explore many resources and interactive modules on bullying prevention, equity and inclusive education, and partners in prevention. They explore the concept of the individual and difference and identify indicators related to Indigenous perspectives and inclusive, anti-discriminatory education in the curriculum documents.

### **Element 5 – Ontario Education Legislation**

Information pertaining to this element is addressed in Requirement 11.

### **Element 6 – Professional Relationships**

The program enables teacher candidates to create and maintain various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

Teacher candidates learn that feedback, assessments and evaluations and progress and performance report cards are key elements in communication with parents. They discuss the importance of consulting with parents to develop, review and update a student's Individual Education Plan (IEP), and of parents' participation in Identification, Placement and Review Committee (IPRC) meetings and parent-teacher conferences.

Using case studies, teacher candidates move through the various stages of the intervention pyramid, while discussing how good relationships with parents, teachers and school staff in

general contribute to the intervention. Teacher candidates learn that consultation with different colleagues enables them to explore a wide range of solutions that meet individual student needs.

Teacher candidates discuss professional learning communities as a means of fostering professional development and identifying different levels of collaboration. One of the practicum themes is collaboration, particularly as it related to co-teaching and co-management of routines.

Teacher candidates discuss the educative role of community partners in the various areas of technological education and are encouraged to establish relationships with them.

### **Conclusion**

Based on the information provided, Requirement 3.1 is fully satisfied for the program under review.

**Requirement 4**

*The program 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 program reviewed 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 programs.

Information pertaining to this requirement is provided in Requirement 3.1.

**Conclusion**

Based on the information provided, Requirement 4 is fully satisfied for the program under review.

## **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 documentation confirms that the program content reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice.

### **Theory courses, teaching method courses and foundation courses**

Theory is embedded in both the compulsory method courses and foundation courses in the Faculty of Education's Technological Education program.

The program includes nine foundation courses (two of which are in two parts) covering topics such as classroom management; learning, teaching and assessment at the secondary level; professional development; Franco-Ontarian society and education system; and, information and communication technologies in education.

The program offers 11 method courses that address a variety of topics including curriculum development and implementation in technological education; science, technology and the environment; mathematics and programming; health and wellness; workshop practice and safety; design, research and problem solving; interprofessionalization, career and community; diversity, equity and inclusive education in minority contexts; and, Indigenous technologies. Method courses are described in Requirement 10.

### **Application of Theory in Practice**

The link between theory and practice is at the very core of the teacher education program; it takes shape in courses based on learning content taught in the classroom that also integrate activities and assignments directly related to the school context, such as case studies, role-playing, and activities reflecting on teaching practice. Practicums are also an integral part of this reflective practice.

Teacher candidates explore the theories and foundations needed to develop lessons, implement and evaluate lesson plans, and use appropriate vocabulary in the various areas of study of the Ontario Technological Education curriculum. Discussions, case studies and assignments are based on teacher candidates' practicum experiences. By sharing these experiences, they collaborate and develop a critical view of their practice, which they can then apply in their classrooms or during practicums.

### **Conclusion**

Based on the information provided, Requirement 5 is fully satisfied for the program under review.

## Requirement 6

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

### Findings

The documentation confirms that the format and structure of the program reviewed are appropriate for the course content.

### Format and Structure

The Technological Education teacher education program is spread over 19 months, from January of the first year to July of the second. Courses are taught in three modes: in-person, hybrid in-person<sup>1</sup> or by web conferencing. All courses offered are compulsory for teacher candidates enrolled in the program, regardless of their area of study in the Technological Education curriculum.

The Faculty recognizes that teacher candidates entering the program have a wealth of knowledge and expertise in the sector. Courses are therefore designed to be relevant and adapted to teacher candidates' teaching experiences and to the general technological area in which they are qualified.

Teacher candidates' practical experience is divided into three blocks, comprising two practicums, *Stage I* and *Stage II en milieu scolaire secondaire*. The first part of the first practicum (10 days) begins in the second semester (Spring 1) and the second part of the first practicum (30 days) takes place in November and December of the third semester (Autumn 1). The final practicum, lasting 40 days, takes place in the fourth semester (Winter 2).

The first session of the multi-session program includes courses in the first semester and the 10-day practicum at the beginning of the second semester. It consists of 12 postsecondary credits, including six credits in foundation courses and six credits in method courses. The courses prepare teacher candidates to understand their roles and obligations in a Francophone minority context, to implement the standards of the teaching profession, and to develop skills in learning and classroom management. First Session courses are also instrumental in developing teacher candidates' knowledge of the Ontario curriculum, the integration of the design and problem-solving process, and research methods.

After successfully completing the first session of the program, teacher candidates can apply for a Multi-Session Transitional Certificate of Qualification and Registration.

The beginning of the second session of the program prepares teacher candidates to be responsible for the safety, health and well-being of students in the workshop, to implement the Technological Education curriculum and to teach mathematics and programming. These courses take place in the workshop during the summer semester, giving students practical experience in a technological education teaching environment before they begin teaching.

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<sup>1</sup> Means a combination of two or more modes, including a face-to-face component.

At the end of the program, teacher candidates will have earned a total of 60 credits and completed a minimum of 80 days of practicum in Grades 9/10 and 11/12 technological education classes.

### **Program Location**

The Faculty has access to equipment in the Maker Lab at the University of Ottawa's Faculty of Engineering, as well as to facilities for teaching other disciplines. The Faculty of Engineering has seven different spaces that can be used, depending on the program's needs.

Agreements are also in place with the Centre Innovation Minto, the Collège Mer Bleu (Conseil des écoles catholiques du Centre-Est), and La Cité collégiale for use by the Institut des métiers spécialisés for health care and agricultural and forestry technologies. The Faculty is renewing its agreements so as to have access to equipment and materials required for various Technological Education areas of study.

In addition, the Canadian Playful Schools Network, located at the University, offers a wide range of technological resources. These include robots accessible to teacher candidates and faculty alike, coding equipment, viewing stations, video editing tools, cameras and screens.

In addition, the EdStudiO will provide teacher candidates and faculty with educational technologies including a Tinkerlab, a podcast studio, assistive technologies and a robotics space. The space is laid out in zones that can accommodate up to 50 students.

### **Conclusion**

Based on the information provided, Requirement 6 is fully satisfied for the program under review.

**Requirement 7**

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

**Findings**

The documentation confirms that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program under review.

**Course**

Generally speaking, teacher candidate performance is assessed through at least four assignments per course. Course outlines include assessment and evaluation procedures, descriptions of assignments to be submitted, an evaluation rubric, a grading scale, the penalty for each day late, assignment due dates, and the submission dates for each assignment. To facilitate the carrying out of formative evaluations and the assignment of midterm grades, the final assignment cannot count for more than 60% or less than 30% in the calculation of the final grade.

Ongoing feedback, both written and oral, is provided to teacher candidates throughout their courses. Foundation course instructors provide feedback in reflective journals and in discussions with teacher candidates to identify concepts that require additional attention for an upcoming task or test. In some courses, teacher candidates are given the opportunity to submit their assignments before the deadline in order to obtain feedback that will enable them to make corrections before the deadline. Method course instructors model key elements of meaningful feedback, including using various assessment strategies and annotated correction and ensuring timely submission.

**Practicum**

Teacher candidates receive formal feedback from their associate teacher four times during each practicum, in addition to the spontaneous feedback provided on an on-going basis. Associate teachers complete and submit a feedback form at the end of the first week of the practicum. This form provides feedback to the teacher candidate on criteria relating to engagement and professional ethics.

Teacher candidates receive two progress reports during the practicums and a summative evaluation report at the end of the eighth week. The progress reports and summative evaluation appraise and provide feedback for teacher candidates' performance according to eight competencies: communication, interpersonal relations, professional responsibilities, ethical conduct, planning and teaching, classroom management and reflective practice. A section is also reserved for general comments on teacher candidates' strengths and areas for improvement.

During both practicums, the faculty advisor observes teacher candidates as they teach, then provides feedback on strengths and next steps.



When a teacher candidate is experiencing difficulties in the practicum, the associate teacher completes a notice of difficulty before the third week. Then, in collaboration with the faculty advisor and the practicum coordinator, the associate teacher draws up a plan of action to help the teacher candidate achieve the objectives.

**Conclusion**

Based on the information provided, Requirement 7 is fully satisfied for the program under review.

## Requirement 8

*The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9(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) states that the requirements for the practicum are as follows:*

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked: see subparagraph 2v of subsection 1(2).*
- 3. The practicum enables every student to participate in settings related to teaching, in each division and in 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 documentation indicates that the program under review includes all required practical experience components.

### **Days of Practical Classroom Experience Appropriate to the Format and Structure of the Program**

Teacher candidates in the Technological Education program must successfully complete two practicums totalling 80 days of practical experience. *Stage I en milieu scolaire secondaire* comprises two components totalling 40 days. The first component lasts 10 days and takes place at the beginning of the second semester, in May. The second component lasts 30 days and takes place at the end of the third semester, in November and December. *Stage II en milieu scolaire secondaire*, which lasts 40 days, takes place in the fourth semester of the program, from February to April.

### **Observation and Practice Teaching in Ontario**

Practicums take place in publicly funded high schools in Ontario. The program is based on a continuum in which teacher candidates gradually assume increasing responsibility in the classroom.

During the first part of the first practicum (the 10-day block in *Stage I en milieu scolaire secondaire*), teacher candidates must take part in mandatory observation periods during which an experienced educator in technological education shares their teaching and learning methods with classes from Grades 9 to 12.

The first week of practicums begins with active observation and integration into workshop routines. The emphasis then shifts to co-management, co-planning and co-teaching. Teacher candidates observe their associate teachers and do more and more teaching. They provide individual support to students and are involved in organizing the workshop, equipment, tools and materials needed for projects to run smoothly. Teacher candidates manage the classroom, establish routines and student safety, up to and including assuming full responsibility for each aspect.

During the final weeks of the second practicum, teacher candidates assume daily responsibility for teaching and managing routines for their summative performance evaluation.

### **Divisions and Subject Areas**

The Practicum Office and the Program Coordinator strive to provide each teacher candidate with a practicum in Grades 9/10 and in Grades 11/12, focused primarily on their technological education subject. To allow teacher candidates to complete their practicum close to home where possible, the Faculty has established partnerships with French-language school boards across the province.

### **Experienced Teacher**

The Faculty has established standards for the selection of associate teachers. According to the guidelines communicated to school boards, teachers who wish to host teacher candidates must have at least two years of teaching experience and hold a valid Certificate of Qualification and Registration from the Ontario College of Teachers.

Associate teachers supervise teacher candidates throughout their practical training and are responsible for evaluating the practicums.

They are called upon to clarify and model different aspects of teaching and to co-plan, co-manage and co-teach. They supervise guided practice and provide feedback on teacher candidates' personal practice.

Associate teachers coach teacher candidates and evaluate their performance according to established criteria such as planning, teaching, classroom management and professional responsibilities. They communicate with teacher candidates on an ongoing basis, offering spontaneous feedback and providing timely formative and summative evaluations.

Teacher candidates who hold a Multi-Session Transitional Certificate of Qualification and Registration allowing them to teach in schools are supervised and evaluated by the school principal for the remaining 70 days required to satisfy the practical experience component of the program.

### **Faculty Advisor**

A faculty member is assigned to each teacher candidate as a faculty advisor. They mentor and accompany teacher candidates and their associate teacher, communicating regularly to clarify practicum expectations, make suggestions and offer resources. They observe the

teacher candidates' teaching and provide descriptive feedback to support performance improvement.

**Conclusion**

Based on the information provided, Requirement 8 is fully satisfied for the program under review.

**Requirement 9**

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

**Findings**

The documentation indicates that successful completion of the practicum is a requirement for successful completion of the program under review.

Successful completion of the Technological Education teacher education program is contingent on successful completion of the practicums, i.e., the 40-day *Stage I en milieu scolaire secondaire* and the 40-day *Stage II en milieu scolaire secondaire*.

The regulations of the Faculty of Education set out the requirements for successful completion of courses and practicums (teaching practice). They specify that teacher candidates must meet all requirements, including that of obtaining a satisfactory grade in both practicums.

Withdrawal from a practicum is recorded in the candidate's file as a failure. The candidate is allowed to retake the practicum; however, a second failure of the repeated practicum results in compulsory withdrawal from the program.

Teacher candidates must successfully complete two 80-day practicums before being recommended to the College for a Certificate of Qualification and Registration.

**Conclusion**

Based on the information provided, Requirement 9 is fully satisfied for the program under review.

## Requirement 10

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

## Findings

The documentation confirms that the teaching method courses in the program under review are appropriate based on the divisions to which they relate.

The Technological Education program includes 11 mandatory method courses, seven of which enable teacher candidates to experience the transformation of trades in today's evolving society, and four of which focus on teacher candidates' technological education areas of study. Through these courses, teacher candidates review and apply the technological education curriculums that prepare them to teach the following specialized technologies: Hairdressing and Aesthetics; Hospitality and Tourism; Health Care; Agricultural, Forestry and Landscape Technology; Communications Technology; Construction Technology; Design Technology; Manufacturing Technology; Computer Systems Technology; and, Transportation.

Course outlines are based on current curriculums, i.e., *The Ontario Curriculum, Grades 9 and 10 – Technological Education (2009)*, and *The Ontario Curriculum, Grades 11 and 12 – Technological Education (2009)*.

## Schedule 1 – Element 9: Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The program includes pedagogy and learning assessment and evaluation in the areas of study related to technological education for students in Grades 9 to 12.

The program's method courses include components on pedagogy and learning assessment. Teacher candidates learn about programs that support student success, such as the *Ontario Youth Apprenticeship Program*, the *Specialist High Skills Major*, *Cooperative Education* and the *Dual Credit program*.

Teacher candidates design lesson plans for students in Grades 9 to 12 workshops that integrate theory and practice. They create learning situations based on the steps of the design and problem-solving process. They plan learning outcomes, assessment and evaluation criteria, vocabulary and concepts to be studied, pre-activity concepts to explore and evaluation tasks. They explore teaching and learning strategies, organize workshops and classrooms, and manage materials and equipment. They learn more about the *Occupational Health and Safety Act*, the safety of high school students and the inspection and maintenance of equipment.

Agreements with the Centre Innovation Minto, the Collège Mer Bleu (Conseil des écoles catholiques du Centre-Est) and the Cité collégiale enable teacher candidates to take three technological education method courses in these partners' workshops, allowing them to develop pedagogical skills and knowledge in workshops, laboratories and classrooms

specifically equipped to support their technological area of expertise. Learning in these facilities also enables them to integrate their knowledge of the Ontario curriculum and their industry/field knowledge in designing lesson plans that are grade-level appropriate.

**Conclusion**

Based on the information provided, Requirement 10 is fully satisfied for the program under review.

## 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 documentation confirms that the teaching theory and foundation courses include courses on human development and learning and on legislation and government policies relating to education.

### Human Development and Learning

Developmental theories from psychology and human learning are covered in all foundation courses; they are given particular attention in the compulsory course on teaching and learning at the secondary level, which provides a foundation for the main theories of human learning that influence the conceptualization of learning and of activities that should be emphasized with students.

### Legislation and Government Policies

Legislation and government policies relating to education are among the topics covered in the compulsory courses for all teacher candidates in the program.

In the method courses, teacher candidates integrate safety protocols into their lesson plans, thus applying their legal obligations relating to safety management. They learn and implement safety procedures and protocols school boards expect to be followed in technological education facilities. The course on workshop practice, safety, health and wellness covers texts and policies related to technological education, including CODE's *Student Safety in Secondary Technological Education Grades 9 to 12*, the *Guide to the Occupational Health and Safety Act*, the *Workplace Safety and Insurance Act, 1997*, health and safety training, the WHMIS training and *Workplace hazards* (Ontario).

Other courses prepare teacher candidates to assume the professional, ethical and legal responsibilities of teachers by helping them to deepen their understanding of teachers' roles, responsibilities and duties in the school environment, and of their legal obligations towards students and families, colleagues and the community. They consult *Ontario's equity and inclusive education strategy* and the *Accepting Schools Act*. Learning evaluation and assessment in these courses focus on the professional standards and on education legislation in Ontario. Teacher candidates review the legal framework for teachers' roles and duties, referring to section 264 of the *Education Act* (Duties of a Teacher) and to various *Professional Advisories* published by the College, including *The Duty to Report*, the *Professional Advisory on Anti-Black Racism*, *Responding to the Bullying of Students*, *Professional Boundaries*, and *Maintaining Professional Boundaries – Use of Electronic Communication and Social Media*.



In the course on inclusive education and learning support, teacher candidates review the legislative framework for special education in the *Education Act*, and relevant regulations and policies.

**Conclusion**

Based on the information provided, Requirement 11 is fully satisfied for the program under review.

## **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 documentation indicates that the faculty members at the University of Ottawa's Faculty of Education are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education and persons with appropriate expertise in the various divisions and components of the program.

## **Academic Qualifications**

Of the five regular and 12 part-time faculty members, nine hold doctorates, three hold master's degrees, and four have the work experience and competency required to teach areas of technological education, as listed in the "Teaching Qualifications" section of the Ontario College of Teachers' public register.

## **Experience in the Field of Education**

Faculty members in the Technological Education program have appropriate teaching experience. They have 11 to 50 years of experience in education in teaching positions, as learning consultants, in school administration and as education officers.

## **Expertise in the Divisions and Components of the Program**

Of the 17 faculty members, seven are members in good standing of the Ontario College of Teachers who hold qualifications in the Intermediate and/or Senior divisions.

The members' qualifications can be found in various areas of study in technological education, such as:

- transportation technology – Grades 9/10 and 11/12;
- information technology – Grades 9/10 and Grades 11/12;
- technology design – Grades 9/10 and 11/12;
- construction technology – Grades 9/10;
- manufacturing technology – Grades 9/10 and 11/12;
- welding technology – Grades 9/10 and 11/12;
- energy transmission and control;
- mechanics workshop – Grades 9/10 and 11/12;
- a Graduate Specialist in technological education.

In addition, the faculty has expertise in areas such as:

- educational technologies and serious video games;
- online teaching and gerontagogy;
- Indigenous pedagogy and the integration of Indigenous cultural dimensions into education;
- pedagogy and sociolinguistics;
- program measurement and evaluation;
- learning, assessment and evaluation;
- educational psychology and andragogy;
- mathematics instruction;
- special education;
- computers in the classroom;
- cooperative education;
- career guidance and training.

### **Conclusion**

Based on the information provided, Requirement 12 is fully satisfied for the program under review.

**Requirement 13**

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

**Findings**

The University of Ottawa has adequate internal controls in place to protect the integrity of teacher candidate records relating to the program under review. All documents related to admissions and administration, as well as teacher candidate results, are stored electronically on secure servers located in a stand-alone data centre. All admissions-related documents are stored securely and in accordance with record retention guidelines.

The University of Ottawa's Registrar is a member of professional associations such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Association of Registrars of the Universities and Colleges of Canada (ARUCC). The registrar regularly reviews AACRAO's and ARUCC's standards to refine policies relating to the maintenance of internal control mechanisms and stays abreast of best practices in the field in order to audit current practices. Only a small number of staff are authorized to access files.

Approved IT security protocols are in place. Each teacher candidate has a secure login and password. Policy No. 90, approved by the University Senate, outlines the institution's rules on access to information and protection of privacy.

**Conclusion**

Based on the information provided, Requirement 13 is fully satisfied for the program under review.

**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 documentation confirms that the University of Ottawa is committed to continuous improvement and quality assurance of the program under review and has put in place measures that reflect this commitment.

Many of the quality assurance mechanisms in place for the Technological Education program are the same as for the other programs at the Faculty, including teacher candidate surveys and administrative control of course outlines. Course evaluations are used as an institutional mechanism to improve program quality. Various aspects of teaching and course organization are evaluated by teacher candidates using an online survey. In fact, the program was modified in response to consultations with teacher candidates: initially scheduled to be offered in two cohorts over a 14-month period, the program was lengthened to better accommodate teacher candidates' schedules and responsibilities and the September cohort was abolished.

The process of validating course outlines is part of the program's commitment to improve teaching quality. Instructors are also consulted to identify program successes, challenges and areas for improvement. During a course harmonization meeting, it was put forth that working to reduce learning outcomes would make learning objectives more realistic. Associate teachers are also asked to provide feedback on various program components.

Several committees are responsible for improving the program. The Steering Committee meets every two weeks to discuss issues related to the teacher education program. In addition, the Program Council, composed of all regular faculty members, a representative appointed by the University of Ottawa's Part-Time Faculty Association and a student representative appointed by the Student Association, meets five to six times a year to make decisions affecting the running of the program.

**Conclusion**

Based on the information provided, the program fully satisfies Requirement 14.

**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 documentation confirms that a Teacher Education Advisory Committee plays an advisory or liaison role in relation to the program.

The Faculty of Education has set up a committee that plays an advisory and liaison role with regard to the program. Members of the Advisory Committee are drawn from a variety of organizations, including superintendents of education and a human resources representative from the various school boards hosting program candidates, Ministry of Education representatives, AEFO representatives, student representatives, and members of the Program Steering Committee.

The Committee's mandate is to review issues related to teacher education, promote dialogue between the University of Ottawa's Faculty of Education and its partners, initiate discussions that may lead to program redesigns, and assist in the coordination of activities related to teacher education.

More specifically, a committee that functions in an advisory role in relation to the Technological Education program meets once a year to discuss the overall direction of the program. Members of this committee include representatives of various school boards, including Ontario Certified Teachers with technological education qualifications, learning consultants, school principals, the director of the Faculty of Education's teacher education program, the Program Manager, the Program Coordinator, and teacher candidates in the Technological Education teacher education program.

In addition, the Technological Education Program Coordinator has taken part in meetings of the teacher education leadership committee.

**Conclusion**

Based on the information provided, Requirement 15 is fully satisfied for the program under review.

## **Accreditation Decision**

For the reasons set out above, the Accreditation Committee finds that the following program offered by the Faculty of Education at the University of Ottawa fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Multi-session consecutive program of professional education, with areas of study in technological education (Grades 9/10 and Grades 11/12), leading to a Bachelor of Education degree or a Certificate of Education (French-language program).

The Accreditation Committee grants general accreditation to this program for a period of seven years until October 3, 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  
October 3, 2023**