



Accreditation Committee Decision

Faculty of Education Wilfrid Laurier University

Pertaining to General Accreditation of:

Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a degree

**Accreditation Committee
Ontario College of Teachers
April 17, 2024**

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, Wilfrid Laurier University

Introduction

The Faculty of Education at Wilfrid Laurier University submitted an application on October 23, 2023 for renewal of accreditation of the following program of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of 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 program 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 program 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 specialized 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, who has experience in teacher education program evaluation
- a person nominated by the Faculty of Education, Wilfrid Laurier University

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education at Wilfrid Laurier University. The accreditation panel conducted a virtual site visit on February 12 and February 13, 2024. The site visit began with a welcome, land acknowledgement and short presentation by the Dean of the Faculty of Education, Wilfrid Laurier University. During the site visit, the accreditation panel conducted interviews with Dean and Associate Dean, the Chair of the Bachelor Education program, as well as the program team, the practicum team, teacher candidates, teaching faculty, which included method and foundation instructors, associate teachers, and alumni. The panel also conducted interviews with 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 program 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 the Faculty's distribution lists. The panel considered the 24 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education at Wilfrid Laurier University. 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 April 8, 2024, 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 Faculty of Education at Wilfrid Laurier University 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.

Wilfrid Laurier University was created by an Act of the Ontario legislature, namely the *Wilfrid Laurier University Act, 1973*. That Act authorizes the Senate of the University, with the approval of the Board of Governors, to create faculties and offer degrees. On September 18, 2006, the Senate approved the proposal to establish a faculty of education. Subsection 19. (g) of the Act states that the Senate "has the power to grant the degrees of Bachelor, Master and Doctor, and diplomas, certificates or other awards in any and all branches of learning taught in the University or in a federated or affiliated college".

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 evidence indicates that the program offered by the Faculty of Education at Wilfrid Laurier University includes four academic semesters organized in a fall, winter, fall, winter format. Each semester includes a combination of foundation and teaching method courses and practical experiences, including more than 80 days of practicum.

All teacher candidates complete up to 114 days of practicum in total. In addition to four dedicated practicum blocks, candidates complete observation days in their placement school once a week.

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 program of professional education reviewed has a clearly delineated conceptual framework.

The conceptual framework informs the design of the program and permeates its courses, practical experiences, external partnerships, and relationships within the Faculty. It is centered around five core themes derived from research on teacher education (Darling-Hammond, Bransford, LePage, Hammerness and Duffy, 2005):

1. Learner-centered
2. Knowledge-centered
3. Pedagogy-centered
4. Community-centered, and
5. Professionally-centered.

As part of the conceptual framework of the program, there is a commitment to the integration of Indigenous knowledge, teachings, and worldviews into the design of courses and coursework. The inclusion of an Indigenous education statement in all course outlines, the addition of the *First Nations, Métis and Inuit Topics in Educational Contexts* mandatory course, and the infusion of Indigenous perspectives and resources into coursework are examples of both indigenization of curriculum and educational practices throughout the program.

The conceptual framework also commits to the integration of technology throughout the program. Teacher candidates become familiar with a variety of digital teaching and learning tools and strategies within coursework and in their practicum placements and have access to a variety of current resources which enable them to effectively integrate technology into lesson planning, instruction, and assessment. Many courses include technology requirements related to course and assignment expectations.

The program's conceptual framework consists of five principles that underpin the research-informed Professional Development School (PDS) model (Kotsopoulos, Mueller, & Buzza, 2010) and are delineated throughout the program. The five principles are: Learning, Inquiry, Collaboration and Concurrent School Improvement, Connections and Reflective Practice. A focus on learning is evident in the program in terms of ongoing, continuous, and reflective practice expected of faculty members, teacher candidates and Laurier Partner School staff.

The program uses inquiry to facilitate teacher candidate's development of a research disposition (Kotsopoulos, Mueller & Buzza, 2010). Through investigation and reflection, candidates move toward a more complex understanding of the teaching profession. Inquiry is incorporated into assignments and other learning opportunities through collaboration and investigations to improve overall classroom instruction.

The program places an emphasis on reciprocal collaboration between the Faculty and Laurier Partner Schools by framing the relationship between coursework and the situated classroom context.

The PDS model reflects how collaboration is fostered throughout the program. With this model, there are opportunities to develop sustained partnerships among Laurier faculty, teacher candidates and educators in partnering schools.

The PDS model fosters both connections and reflective practice. In the *Professional Learning Seminar* courses, candidates connect academic and practical knowledge through discussions, readings, reflective journals, and course assignments.

Candidates also engage in ongoing reflection while making connections between coursework and practicum.

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 evidence indicates that the design of the program reviewed 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.

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

The five core "centered" themes of the program's conceptual framework map directly to each of the five Ontario College of Teachers' *Standards of Practice for the Teaching Profession* as follows: *Commitment to Students and Student Learning* aligns with Learner-centered; *Professional Knowledge* aligns with Knowledge-centered; *Professional Practice* aligns with Pedagogy-centered; *Leadership in Learning Communities* aligns with Community-centered; and *Ongoing Professional Learning* aligns with Professionally-centered. These themes provide a framework that informs the design of courses, assignments, and practicum.

Each of the College's professional standards make up the criteria on which candidates are assessed at the end of each practicum placement and are found in the summative practicum evaluation form. The Faculty communicates the alignment between the professional standards, expectations and responsibilities of candidates in the Practicum Handbook.

The Faculty uses a common course design template which includes a list of Program Learning Outcomes from which instructors can select. The Program Learning Outcomes (Learning Environment, Knowledge of Education, Planning, Instructional Strategies, Assessment, Communication, Professionalism, Inquiry and Continuous Learning) align with both the five core themes as well as the College's Standards. Also, teacher candidates use a common lesson planning template which includes components that align with the core themes of the program and the College's Standards. Candidates are prompted to embed Equity, Diversity, Inclusion, and Indigenization into their lessons, to consider how differentiated instruction will be evidenced in lessons, and to center the student in the learning process.

The *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* are addressed in coursework throughout the program. Specifically, in the *School and Society* course, candidates examine the role of the College as it pertains to their rights and responsibilities as members of the teaching profession. An examination of case studies

and scenarios provides opportunities for teacher candidates to consider professional and ethical dilemmas within current educational contexts. The *Professional Learning Seminar* courses address the College's Standards in relation to practicum to support the connection between theory and practice. Also, candidates have opportunities to explore and discuss professional advisories published by the College as a means of developing their understanding of the Standards.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education.

The core themes of the program's conceptual framework are informed by the teacher education research of Darling-Hammond, Bransford, LePage, Hammerness and Duffy (2005) and form the basis for how course content is linked to practicum experience and how teacher candidates are evaluated during practicum placements. The design of the program is based on the Professional Development School (PDS) model (Kotsopoulos, Mueller, & Buzza, 2010), which pertains to sustained participation and collaboration in school communities throughout the school year. This model allows candidates to engage in situated learning (Lave & Wegner, 1991; Putnam & Borko, 2002) where they acquire and refine instructional and pedagogical skills, observe practicing professionals in the classroom and contribute to school improvement. The program is also rooted in research pertaining to collaborative inquiry (Krall, 2006), where teacher candidates engage in ongoing professional reflection and inquiry, develop questions, and share insights that emerge from their professional practice.

Current research in teacher education is embedded throughout the program and informs the development and delivery of coursework. Relevant research topics such as equity and inclusive education (Eizadirad & Sider, 2020), early literacy learning (Heydon, McTavish & Bainbridge, 2022), and pedagogical approaches to science education (Jackson & Pankratz, 2019) are cited in coursework and enable candidates to develop insights and guide instructional decision making as it pertains to student learning while in their practicum placements. Additionally, faculty members embed their own research on current topics in teacher education into course readings, reflections, and assignments.

A resulting outcome from the PDS model and the Faculty's relationship with their Partner Schools is that research projects are conducted collaboratively by associate teachers and Laurier faculty members. The Faculty of Education's Centre for Leading Research in Education promotes collaborative research projects among school boards and university faculty members.

Integration of Theory and Practice in Teacher Education

The design of the program is consistent with and reflects the integration of theory and practice in education. Connections and Reflective Practice are two of the principles that underpin the conceptual framework. Inherent in these principles are opportunities for candidates to synthesize key learning from coursework, draw theory to practice

connections, relate those connections to practicum experiences and reflect on the connections to student learning.

The program is committed to the integration of theory and practice through coursework and practical experiences in Partner Schools. All method, foundation and practicum courses address current theory relevant to the subject matter and content. The courses require candidates to engage in active reflection and to develop their understanding of educational theories and instructional strategies prior to implementing them in placement settings.

As a feature of the program's design, the PDS model frames the relationship between coursework and classroom/school-based experiences, placing candidates in one Partner School for an entire year. Candidates have opportunities to implement theoretical understandings from coursework into their practicum placements and reflect on those experiences.

The *Professional Learning Seminar* courses allow for a bridge between practice to theory and back to practice. In these seminars, teacher candidates share observations and explore problems of practice as they emerge from their practicum experiences, in order to integrate and refine new knowledge and understanding of student learning and classroom instruction into their practicum experience. Following the completion of the fourth practicum, candidates participate in a Professional Teaching Transition Day. During this experience, teacher candidates share insights, professional goals and reflect on the knowledge and skills required to successfully transition into the teaching profession.

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 program enables students to acquire all the knowledge and skills in all of the elements set out in Schedule 1.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and 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 candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Candidates are provided with opportunities in coursework, assignments, and practicum to acquire and apply their knowledge and understanding of the Ontario curriculum and relevant policy documents as they relate to their divisions and teaching subjects.

Primary/Junior Divisions (P/J) and Primary/Junior French as a Second Language Focus (PJ FSL)

Teacher candidates in the Primary/Junior divisional cohort acquire knowledge and understanding of the Ontario Curriculum in their method courses in the following six core content areas: Language, Mathematics, Social Studies, Science and Technology, Health and Physical Education and The Arts (Dance, Drama, Music, and Visual Arts). Candidates in the P/J divisions with a focus on teaching French as a Second Language (FSL) complete additional method courses pertaining to teaching and learning in FSL settings (e.g., Core French, Extended French and French Immersion). All P/J candidates complete a standalone method course that focuses on The Kindergarten Program.

Junior/Intermediate (J/I) Divisions

Teacher candidates in the J/I divisions acquire knowledge and understanding of the Ontario Curriculum, Grades 4-8 in the following core content areas: Language, Mathematics, Social Studies, Science and Technology, Health and Physical Education, and the Arts (Dance, Drama, Music, and Visual Arts).

Candidates in the J/I cohort also select one teachable subject area that addresses the Ontario curriculum (Grades 7-10) for their respective area of study. Coursework and assignments require candidates to consult the relevant curriculum documents that address specific curriculum expectations for Grades 7-10 when planning and designing instruction for the intermediate learner.

In many method and foundation courses for both the P/J and J/I divisional cohorts, the Ontario Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools in Growing Success* (2010), *The Kindergarten Addendum: Assessment, Evaluation and Reporting in Ontario Schools* (2018) and *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) are referenced and inform instruction and assessment planning. In coursework, the front matter of Ontario curriculum documents is used to support teacher candidates' understanding of the frameworks that guide planning, instruction, and assessment across subject areas.

Element 2 – Current Research in Teaching and Learning

The program of professional education offers opportunities to prepare teacher candidates to acquire knowledge and skills in using current research in teaching and learning.

All teacher candidates have opportunities to apply current research in teacher education to lesson plan design, curriculum planning and practicum observations. Candidates explore research related to Equity, Diversity, Inclusion, and Indigeneity (EDI) to bring a critical lens to data and its implications in practice and discuss peer-reviewed research to make connections to professional practice. Candidates also acquire knowledge and skills in using current research related to instruction in areas such as restorative practices in education, teaching multilingual language learners (MLL) and/or instructional strategies for students with a refugee background.

A variety of theoretical approaches to teaching and learning are addressed in coursework in both divisional cohorts. In the *Special Education* course, research pertaining to differentiated instruction (Tomlinson, 2003) and agency/self-determination theory (Deci & Ryan, 2000) informs the design of the course. In the *Teaching French as a Second Language in Grades K to 6* course, P/J FSL focus candidates are introduced to and use current research in teaching and learning to identify various approaches and theories related to second language learning.

Pedagogical and Instructional Strategies Knowledge

Element 1 – Educational Research and Data Analysis

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using educational research and data analysis.

There are several mandatory foundation courses taken by all teacher candidates that introduce them to educational research. In the *Assessment and Evaluation* course, candidates examine current policies related to assessment and evaluation as informed by current research and relevant Ontario Ministry of Education curriculum and policy documents. Candidates also examine the role of large-scale assessments and develop knowledge and skills for analyzing and interpreting their results.

Element 2 – Technology as a Teaching Tool

The program enables teacher candidates to acquire knowledge, skills, perspectives and practices in using technology as a teaching tool.

In coursework, assignments and practicum settings, candidates are provided with opportunities to critically examine the role of technology in educational contexts and engage with technology as a teaching and learning tool when designing and planning for instruction and assessment. For example, in the mathematics method courses, candidates explore virtual manipulatives and online mathematics resources to develop learners' numeracy skills. In the *Principles and Applications of Learning and Development* course, candidates identify a learning problem and present plausible solutions that take advantage of the potential of a digital technology. Candidates also learn to use technology to record and organize assessment data.

The Practicum Evaluation form used by associate teachers includes an expectation that candidates engage and support all learners through the integration of appropriate technologies.

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

The program enables teacher candidates to acquire knowledge and skills in using inquiry-based research, data and assessment, and current instructional strategies to address student learning styles.

Teacher candidates use student data to inform instructional decision-making and pedagogical approaches. In both method and foundation course assignments, candidates conduct inquiries, collect classroom data during practicum which guide assessment planning, and reflect on the implications for instruction.

The *Professional Learning Seminar* courses provide candidates with opportunities to engage in reflection and inquiry. Candidates share questions and reflections emerging from their practice and engage in collaborative inquiry and problem solving. In one assignment, candidates gather data pertaining to students in their Partner School and use it to inform their planning.

All candidates are required to use the Standard Lesson Plan template which includes prompts to guide the selection of culturally responsive and inclusive instructional strategies. Associate teachers use the Practicum Evaluation Form to guide and assess teacher candidate capacity in making data-informed decisions when planning lessons.

Element 4 – Learning and Teaching Methods and Differentiated Instruction

The program enables teacher candidates to acquire knowledge and skills in using learning and teaching theories and methods and differentiated instruction in both coursework and practical experiences.

The use of learning and teaching theories and methods is addressed in the *Special Education* course taken by all teacher candidates. Candidates assess the theoretical understandings that form the basis for the design and implementation of programs for students with learning exceptionalities. In one assignment, candidates make research-informed, evidence-based decisions in the development of an Individual Education Plan (IEP). Included in the plan are teaching practices and strategies that support the needs of the student.

In method courses, candidates are introduced to a variety of instructional strategies and pedagogical approaches in relation to the subject area and division. Candidates learn about Universal Design for Learning (UDL) and plan a learning cycle that includes differentiated instruction (DI) strategies which address the needs of all learners. In course assignments, candidates use the Standard Lesson Plan template to develop cross-curricular lessons using the three-part lesson plan with prompts to guide considerations for differentiated instruction.

During their practicum, teacher candidates are assessed on their ability to plan developmentally appropriate lessons, demonstrate a variety of teaching strategies, and differentiate instruction to respond to diverse student needs.

Element 5 – Learning Environment and Organization Skills

The program enables teacher candidates to acquire knowledge, skills, perspectives, and practices in the development of classroom management and organization skills in coursework and practicum.

Classroom management and organization skills are developed through coursework including topics that focus on developing strategies for creating safe, equitable and responsive learning environments. In the *Principles and Applications of Learning and Development* course, teacher candidates reflect on the strategies and approaches to classroom management observed during their practicum experience. The *Equity and Diversity in Schools* course provides opportunities for candidates to explore how key issues related to equity, diversity and inclusion impact the learning environment and can inform their practice. In the *Professional Learning Seminar* courses, candidates address topics related to classroom management and make connections between learning theories and how they are enacted to create positive learning environments during practicum.

During the practicum, teacher candidates are assessed on their ability to implement classroom management strategies that foster positive and empowering learning environments which are responsive to the needs of their students.

Element 6 – Student Transitions

Information pertaining to child and adolescent development is addressed in Requirement 11.

Student transitions are addressed in coursework and in practicum for both the Primary/Junior (P/J) and Junior/Intermediate (J/I) divisional cohorts. In the *Teaching in Kindergarten* course, P/J teacher candidates engage in scholarly readings and research related to children's transitions to school and the role of the family as it relates to student transitions. Other courses address transitions as they relate to the development of IEPs, and the impact of socioemotional learning on transitions in the primary and junior grades.

Student and learning transitions are addressed in various J/I courses and workshops. For example, in the mathematics method course, J/I teacher candidates examine the foundational content knowledge necessary for students to transition into the intermediate grades. In a dedicated workshop focused on intermediate learners, teacher candidates learn how to support student transitions through instruction pertaining to educational and career pathways.

During their practicum, teacher candidates observe how associate teachers establish and reinforce classroom routines and facilitate student transitions throughout the day. Candidates are given informal feedback and summative evaluations on their ability to establish clear routines, procedures, and transitions during the delivery of their lesson plans.

Element 7 – Student Observation, Assessment and Evaluation

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

In coursework and assignments, teacher candidates deepen their understanding of assessment strategies and tools aligned to Ministry and school board policies, including *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools* (2010). Candidates are required to plan lessons that identify appropriate assessment strategies to meet curriculum expectations and address diverse learner needs from an equity stance. In the mandatory *Assessment and Evaluation* course candidates develop a portfolio of learning tasks that reflect research informed assessment practices. In the *Foundations of Math for Teaching* courses, teacher candidates examine equitable assessment practices in math and explore ways of providing feedback. Candidates in the *Health and Physical Education* method course develop and implement their understanding of assessment *for, as and of* learning and identify evaluation tools and strategies that are fair and equitable.

The Standard Lesson Plan template used by all teacher candidates guides instructional and assessment planning and includes prompts for the implementation of various assessment strategies, differentiated instruction and incorporating equity, diversity, inclusion and Indigeneity approaches to instruction and assessment. The template helps candidates distinguish between learning goals and success criteria, and the selection of appropriate assessment methods.

During practicum, teacher candidates have opportunities to observe learners, provide feedback, and adjust instruction to address learner needs. Candidates use diagnostic, formative and summative assessments when providing feedback to students, and use rubrics to communicate student achievement and next steps when reporting to parents. In their practicum evaluation, candidates are assessed on their ability to implement a variety of strategies and make data-informed decisions for differentiated instruction, and on their ability to provide descriptive feedback to guide next steps in student learning.

Element 8 – Supporting English Language Learners

The program enables 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.

All teacher candidates take the foundation course *Multilingual Learners in the English Dominant Classroom* that focuses on addressing the specific learning needs of English language learners (ELL). Coursework includes assignments that are geared towards creating inclusive learning environments, planning instruction, and creating equitable assessments that reflect the cultural and linguistic diversity of students. During practicum, candidates are assessed on their ability to plan lessons and implement instructional and assessment strategies that support phonological awareness, vocabulary development, and include appropriate accommodations and modifications.

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 program enables teacher candidates to acquire knowledge, skills, perspectives and practices 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.

All candidates take two mandatory courses in special education. In the *Special Education I* course, candidates develop an Individual Education Plan (IEP) to effectively plan for student success including appropriate accommodations, strategies, modifications, and alternative programming. In the *Special Education II* course, candidates critically assess pedagogical practices that relate to disability in educational contexts. Course content is addressed from an asset-based perspective in order support candidates in making instructional decisions that support learning for all students.

Supporting students with special education needs and addressing the needs of diverse learners are further addressed in subject-specific method courses. Candidates learn skills to support the needs of reluctant readers, modify texts and engage students.

Teacher candidates are assessed during practicum on their ability to address diverse student learning needs using appropriate accommodations and modifications. They are also assessed on their ability to utilize inclusive teaching strategies informed by IEP data to support students with special education needs.

The Teaching Context Knowledge

Teacher candidates in the program 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 program enables teacher candidates to acquire knowledge, skills, perspectives and practices in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario through coursework and practicum experiences.

In courses that address mental health, well-being and behaviour, teacher candidates explore topics that include the learning environment, social emotional learning, mental health literacy, learning and motivational theories and their relation to student behavior, self-regulation, and self-efficacy. Candidates examine the Ministry's *Supporting Minds: An Educator's Guide to Promoting Student's Mental Health* (2013) to inform assignments and classroom practice.

Weekly course topics and resources related to mental health and well-being are addressed in the *Health and Physical Education* course taken by all teacher candidates in the program. Candidates discuss how an integrated comprehensive health education program contributes to student well-being and mental health.

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 program enables 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; and Environmental Learning, Ecojustice and Climate Action.

Knowledge of the Ontario context is addressed in foundation courses, where educational concepts and current issues are reviewed from historical, philosophical, sociological, and cultural perspectives. Assignments in the *School and Society*, *Assessment and Evaluation*

and *Equity and Diversity in Schools* courses enable candidates to develop an understanding of the roles and responsibilities of Ontario teachers, the principles of equity, diversity, inclusion, and to enact instructional and assessment practices that are relevant in Ontario's elementary and/or secondary schools.

Course outlines throughout the program include an Indigenous Education Statement and highlight Laurier's commitment to indigenizing curricula and educational practices. In the mandatory *First Nations, Métis, and Inuit Topics in Education Contexts* course, all teacher candidates develop foundational knowledge of the historical and current context Canada's education system from an Indigenous lens. Candidates consider ways to integrate Indigenous pedagogical approaches, perspectives and learning materials into their teaching practice. Other courses include opportunities for candidates to implement culturally responsive pedagogy. For example, in the *Health and Physical Education* course, candidates identify ways to incorporate First Nations, Métis, and Inuit perspectives and activities when planning instruction. They also examine ways in which instruction and learning opportunities for non-Indigenous learners can help to build mutually supportive learning environments.

Teaching and learning approaches to the creation of safe and accepting schools and of positive school climates are evidenced in the design of the program and throughout coursework. All teacher candidates take a series of foundation courses that specifically focus on equity and diversity in the classroom: *Special Education I and II*, *First Nations, Métis and Inuit Topics in Education Contexts*, *Equity and Diversity in Schools*, and *Multilingual Learners in the English Dominant Classroom*. In the method course, *Curriculum and Pedagogies in Social Studies and Indigenous Education* candidates address topics pertaining to anti-hate and anti-racism, cultural appropriation, homophobia, and transphobia. Candidates also consider how they center equity and social justice into their teaching practice and how their assessment practices consider the diverse learning needs of students.

All candidates have opportunities to examine environmental learning, ecojustice and climate action in coursework. Candidates are introduced to instructional practices related to STEM (science, technology, engineering and mathematics) and engage with the Environmental Education curriculum in the *Integrating Through Science and Technology Education* course. In the *First Nations, Métis, and Inuit Topics in Educational Contexts* course, candidates explore the history of the relationship between Indigenous communities, environmental groups, and Indigenous perspectives on environmentalism.

Element 5 – Education Law and Legislation

Information pertaining this element is addressed in Requirement 11.

Element 6 – Professional Relationships

The program enables 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 in coursework and Professional Learning Communities (PLCs).

In the *Professional Learning Seminar* courses candidates become part of a PLC in which they share questions and reflections emerging from their professional practice, engage in collaborative inquiry and problem solving, and construct professional knowledge as a community of learners. Candidates build a professional digital portfolio that includes a cover letter, resume, and a philosophy of teaching statement in their preparation to transition to the teaching profession.

In the *Special Education* course, candidates collaborate in small groups to develop an IEP for a fictional student with an exceptionality or diagnosed condition which can be later be presented at a staff meeting or school support team meeting. In other courses, candidates engage in readings and course assignments that address school culture and community, communication with parents and caregivers, and developing relationships with community partners and professional organizations.

Candidates build professional relationships during practicum through regular involvement in school-based activities at their Partner School. Candidates have opportunities to attend staff meetings, professional development sessions, Identification, Placement and Review Committee (IPRC) meetings and engage with teachers, administrators and families.

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 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 program.

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 program reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice.

Theory, Method and Foundation Courses

The program includes method, foundation, and practicum courses. Theory is integrated in both the method and foundation courses.

The six common foundation courses taken together by candidates in both divisional cohorts are: *School and Society*, *Special Education I*, *Special Education II*, *Multilingual Learners in the English-Dominant Classroom*, *Equity and Diversity in Schools*, and *First Nations, Métis, and Inuit Topics in Education*.

Foundation courses that are common to both divisions but taken separately to ensure content is appropriate to their respective divisions are: *Principles and Applications of Learning and Development*, *Curriculum Foundations*, and *Assessment and Evaluation*.

The teaching method courses are described by division and area of study in Requirement 10.

Application of Theory in Practice

Coursework is sequenced such that teacher candidates are prepared for the application of theory in their practicum placements and other field experiences.

Teacher candidates explore a variety of learning theories including constructivism, Universal Design for Learning (UDL), trauma-informed pedagogy, and Zones of Regulation. Candidates then have opportunities to reflect on the application of theories in practice and critically assess the implications they may have on instruction.

In the first year of the program, all teacher candidates take *Principles and Applications of Learning and Development* which introduces a variety of psychological concepts and current theoretical approaches that are relevant to both divisional cohorts. Candidates apply their understanding of learning theories in their practicum experiences. Through coursework, candidates identify the techniques and approaches used in classroom settings to create optimal learning environments and share observations from their practicum placements to examine how theoretical approaches are best implemented.

The content and assignments in the *Integrating Through Science and Technology* course provide teacher candidates with opportunities to examine various learning theories pertaining to science education, reflect on the teaching strategies and resources that will be implemented in their practicum, and identify potential barriers to student learning.

In the *Assessment and Evaluation* course, teacher candidates develop their knowledge and understanding of assessment and evaluation theory. They reflect on particular learning theories in the design and selection of assessment and evaluation materials and reporting practices. Candidates create a portfolio that highlights effective instructional and assessment practices that align with and inform student learning in a classroom setting.

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 program are appropriate for the course content.

The program consists of four semesters over two years and is delivered at the Waterloo and Brantford campuses. The program is organized by divisions, focus, as well as the teaching subject areas for the intermediate divisions.

Teacher candidates in the Primary/Junior (P/J) divisional cohort complete a total of 10.0 credits, while candidates in the Primary/Junior with a focus on teaching French as a Second Language (P/J FSL) cohort complete a total of 10.5 credits. Candidates seeking qualifications in the Junior/Intermediate (J/I) divisions complete a varying number of credits depending on their teaching subject area. J/I teacher candidates with a Vocal, Instrumental Music, FSL or First Nations, Métis, and Inuit Studies teachable subject complete 10.25 credits. For all other teachable subjects in the J/I division, 10.0 credits are required to graduate.

Coursework is designed to build knowledge, confidence, and skill through increasingly complex expectations. The program features certain courses (i.e., Language and Literacy; Mathematics; Special Education) that are each offered in two-parts. Together they are designed to develop subject and pedagogical knowledge over time.

Candidates are assigned to and stay associated with the same Partner School for the full year in each year of the program. They will experience two Partner Schools over the duration of their program. This practicum model provides opportunities for candidates to make theory to practice connections while they develop sustained relationships and experience the life and culture of a school. Prior to each practicum block, candidates complete six weeks of coursework and observation days in their assigned Partner Schools.

During the practicum, candidates gradually assume increasing levels of instructional responsibilities. By the final placement, candidates in both divisions assume 100% of the teaching responsibilities for the first half of the placement and engage in a variety of other teaching opportunities and school-based experiences during the other half. J/I candidates have the option of choosing a secondary school placement during the latter half of the final practicum in which they gradually assume 100% of the instructional responsibilities in their teachable subject area.

An additional feature of the program is that teacher candidates complete a two-week Alternative Placement. This placement can be completed at the end of Semester 2 as a consecutive block, or 60 hours completed over the course of the first year of the program. Candidates work in a voluntary capacity in various contexts where learning takes place. There is no credit weighting assigned to the Alternative Placement and is not counted toward practicum days.

Candidates are introduced to program expectations, policies, and practices through a series of professional learning experiences (orientation days) scheduled at the beginning of the first and second year of the program.

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 throughout the program reviewed.

The Grading Policy, as outlined in the Bachelor of Education (BEd) Program Handbook, sets the minimum passing grade requirements for graduation from the program and the minimum passing grade in all academic courses at a C and a rating of Pass (satisfactory or above) in all practicum placements. A list of policies that impact successful completion of the program are also outlined in the Program Handbook.

The Faculty uses a Professional Competencies Form to provide feedback to candidates regarding concerns around ethical and professional behaviour in academic or practicum settings. The form is used in consultation with the teacher candidate, faculty, and program staff to develop an action plan to address the targeted concern.

Faculty members are expected to provide feedback on teacher candidate work within a reasonable time following the submission of assignments. Candidates are assessed and given feedback in a variety of ways depending on the nature of the course. Course outlines describe assignment expectations and weighting. Course instructors provide responses to completed work based on success criteria, as well as descriptive feedback on drafts of assigned tasks. In some courses candidates are given formative feedback which is then used to inform revisions and resubmission of assignments.

For practicum assessment, instructors assess and provide ongoing feedback on assigned tasks, lesson plans and reflective journals. Candidates are prompted to make connections between how practicum feedback informs the ongoing improvement of instructional decisions and teaching practice.

Associate teachers are responsible for the evaluation of teacher candidates through both ongoing feedback and summative evaluations. The Practicum Handbook directs associate teachers to provide written and oral feedback on the delivery of lessons, lesson plans, student assessments, and professionalism. Candidates are made aware of ways to improve their practice and given an opportunity to implement the feedback in a timely manner.

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 program reviewed.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

All teacher candidates complete up to 114 days of practicum in total. There are four practicum blocks, two in each of the two years of the program. In addition to each practicum block, candidates complete observation days in their placement school once a week. These days are included in the total number of practicum placement days.

In Year 1, candidates complete up to 9 observation days and a minimum of 15 days of practicum in the first semester and up to 10 observation days and a minimum of 14 days in the second semester. In Year 2, candidates complete up to 9 observation days and a minimum of 15 days of practicum in the third semester. In the final semester, candidates complete up to 5 observation days and a minimum 37 days of practicum.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

The program includes observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum. The Faculty works in partnership with public and Catholic school boards in Waterloo, Brantford and the surrounding regions. The program is based on a Professional Development School (PDS) model which allows teacher candidates to engage in observation and practice teaching in one school for an entire school year.

Teacher candidates begin their practicum blocks by observing and gradually increasing their responsibility for lesson planning, instruction, and assessment in accordance with the associate teacher's timetable.

Each Division and One Subject Area

Teacher candidates in the P/J and P/J FSL divisional cohorts complete four practicum blocks in two different Partner Schools, and in each of the two divisions for which they are qualifying. P/J candidates may have an opportunity to complete a Kindergarten placement depending on availability. Candidates enrolled in the P/J FSL focus pathway complete at least one practicum block in a core, extended or French Immersion classroom.

Candidates in the J/I cohort complete placements in each of their qualifying divisions, with at least one placement in their teachable subject for the intermediate division. J/I candidates may elect for a placement in a secondary school in the final practicum block.

The Practicum Office organizes and manages all teacher candidate placements using experiential learning software called *Navigator*. The Practicum Office also consults with partner school principals and associate teachers to schedule practicum and to secure the appropriate practicum placement of candidates.

Experienced Teacher Supervises and Assesses

Ontario Certified Teachers (OCT) supervise and assess teacher candidates. Associate teachers are responsible for providing daily feedback and ongoing assessment focused on the candidate's performance in the classroom, allowing the teacher candidate to implement the feedback in a timely manner. Additionally, associate teachers assist candidates in the planning and design of lessons, ensuring that they address the learning needs of all students.

A summative evaluation is completed by the associate teacher before the end of the practicum using an online Practicum Evaluation Form which assesses the work and contributions of the teacher candidate over the course of the practicum. The teacher candidate receives an overall rating for the practicum: Exemplary, Proficient, Satisfactory, or Unsatisfactory.

Faculty Advisor

Faculty advisors are assigned to all teacher candidates to provide support during the practicum and to act as instructors for the *Professional Learning Seminar* (PLS) courses. Faculty advisors are assigned to and responsible for the candidates enrolled in each section of their respective PLS courses.

Prior to the start of each practicum block, faculty advisors meet with candidates to outline expectations for the placement. In the first year of the program, and during each practicum block, faculty advisors meet with teacher candidates at least three times to provide mentorship and support. In Year 2, they check in with teacher candidates at least twice per practicum block. At all meetings with teacher candidates, the faculty advisor reviews and

provides feedback on the contents of their Practicum Day Book Binder, which includes lesson plans, observation and assessment notes, and reflections.

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 program reviewed.

In order to be recommended for graduation and degree conferral, teacher candidates in program must successfully complete all program components including a minimum of 80 days of practicum.

Teacher candidates who have concerns during their practicum placement are directed to contact their academic advisor who helps in resolving the issue. Associate teachers are directed to contact the Practicum Office if they have questions, concerns or require support in resolving issues during the practicum.

Should a teacher candidate be at risk of failing a practicum, associate teachers are required to notify the both the candidate and the Practicum Office. If necessary, an action plan is developed, in collaboration with the teacher candidate and practicum team, to address and remediate the specific issue.

In the event that a teacher candidate earns an unsatisfactory rating on their Summative Practicum Evaluation, they may choose to complete a Petition of Exception to Academic Regulations form as a formal request to repeat up to one practicum. A make-up practicum is scheduled by the Practicum Office upon approval of the petition, and a Practicum Action Plan is developed by the teacher candidate and the placement officer. A second option involves the teacher candidate choosing to initiate a formal appeal process regarding the failed practicum.

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 program are appropriate in relation to the divisions to which they relate.

Primary/Junior Divisions

Teacher candidates in the Primary/Junior (P/J) divisional cohort undertake division-specific method courses reflecting 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).

All P/J method courses embed appropriate Ministry policy documents and include references to the Ontario Curriculum for Grades 1 to 6 and Kindergarten.

All candidates in the P/J cohort take nine teaching method courses: *Foundations of Language/Literature, Extending Language/Literature, Foundations in Mathematics for Teaching, Extending Mathematics for Teaching, Integrating through Science & Technology, Health and Physical Education, Curriculum & Pedagogies in Social Studies & Indigenous Education, Integrating through the Arts, and Kindergarten*. Candidates in the Primary/Junior French as a Second Language (P/J FSL) Focus cohort take an additional two method courses: *Teaching French as a Second Language in Ontario Schools* and *Teaching French as a Second Language in Grades K to 6*.

Junior/Intermediate Divisions

Teacher candidates in the 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, History and Geography, and The Arts. All J/I method courses include opportunities to engage with relevant Ministry policy and curriculum documents pertaining to teaching in the six core content areas from Grades 4 to 8

All J/I candidates take the following eight teaching method courses: *Foundations of Language/Literature, Extending Language/Literature, Foundations in Mathematics for Teaching, Extending Mathematics for Teaching, Integrating through Science & Technology, Health and Physical Education, Curriculum & Pedagogies in Social Studies & Indigenous Education* and *Integrating through the Arts*.

Additionally, candidates in the J/I cohort select one teachable subject area and complete a dedicated method course focused on the intermediate learner. Coursework requires candidates to reference subject-specific curriculum documents to address expectations for Grades 7-10 when planning and designing lessons. Candidates select one of the teachable

subject areas: *English, French as a Second Language (FSL), Mathematics, Health and Physical Education, History, Geography, Science, Music-Instrumental, Music-Vocal, or First Nations, Métis or Inuit Studies*. Candidates selecting FSL as their teachable subject area, complete an additional two method courses: *Teaching French as a Second Language in Ontario Schools* and *Teaching French as a Second Language in Grades 4 to 10*.

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The program enables teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses. Candidates plan instruction for their respective divisions and areas of study.

Candidates in both divisional cohorts (P/J and J/I) implement teaching methodologies and assessment practices as they relate to the specific subjects, through course assignments and practical experiences. All method courses provide opportunities for candidates to engage with Ministry policy documents and relevant curriculum documents. As an example, in the mathematics method courses, candidates are introduced to the concepts and big ideas that guide student learning in math. The mathematics curriculum documents (Grades 1-8 and/or Grades 9/10) are used to inform the development of appropriate lesson plans and assessments. Candidates create diagnostic and summative assessments that include evidence of differentiation. Candidates also use the mathematics curriculum to plan a learning cycle that sequences key concepts and supports student learning.

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 program reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

The *Principles and Applications of Learning and Development* courses, taken by all teacher candidates, are differentiated by divisional cohort. Topics pertaining to the physical, social, cognitive and emotional development of students in early and middle childhood (P/J) or middle childhood and adolescence (J/I) are addressed in the courses. Candidates explore current learning theories and learn to apply their understanding to planning, instruction, and assessment of student learning. The division-specific course explores all aspects of development with relevant classroom applications. Course content addresses key constructs that affect practice, including culturally responsive pedagogy, the creation of positive learning environments, and collaborative learning models. Common assignments for both divisional cohorts include analysis of developmental case studies that connect student learning to developmental theories.

Method courses within the program also address human development as it pertains to pedagogy, planning, assessment and learning in the specific content areas.

Legislation and Government Policies

The *School and Society* course introduces all teacher candidates to the historical and contemporary contexts of education including various philosophical perspectives, and political, social, and legal aspects of the Ontario education system.

Candidates develop an understanding of the ethical and professional standards that govern teachers' professional work in Ontario. They review their rights and obligations as defined in legislation as well as the policies, structures, and processes that impact their work. In addition, teacher candidates are introduced to the roles of the Ministry of Education, district school boards, the Ontario College of Teachers, and the teachers' federations. Assignments, readings, and case studies within the course support teacher candidates' analysis of, and reflection on the College standards, laws, regulations, and policies that impact teachers, students, and administrators.

An examination of the legal and professional responsibilities of teachers occurs in other courses and orientation sessions throughout the program, including the *Professional Learning Seminars* and the *Introduction to the Teaching Profession* course.

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 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.

Academic Qualifications

Instruction in the program is delivered by faculty comprised of full-time faculty members, including professors, associate professors, and assistant professors, most of whom hold doctoral degrees; and part-time contract faculty, the majority of whom hold master's degrees.

Experience in the Field of Education

Candidates in the program are taught by faculty who have held various roles within Ontario school boards and who bring teaching experience from elementary and/or secondary schools. Many faculty members have held positions at other faculties of education within Ontario and across Canada, bringing diverse perspectives, experiences, and comparative research. Faculty research experiences and interests include special education, First Nations, Métis and Inuit studies, inclusion and school leadership in international contexts, mathematics, gender and sexuality, French as a Second Language (FSL), and technology in teaching and learning.

Expertise in the Divisions and Components of the Program

Faculty members bring expertise in the divisions and subject areas of the program for which they are assigned to teach. Most faculty members are Ontario Certified Teachers in good standing, having qualifications in the primary, junior, and intermediate divisions, FSL, as well as numerous additional qualifications.

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 teacher candidate records relating to the program reviewed.

Wilfrid Laurier University securely maintains student records. Electronic records are password protected and access is restricted to authorized staff. The staff are regularly trained and kept up to date on relevant policies and procedures related to the security of records. The University operates within the bounds of Ontario's Freedom of Information and Protection of Privacy Act (FIPPA). The University Secretariat Governance & Policies are posted on the Wilfrid Laurier University website and include information pertaining to custody, maintenance and retention of student records and authorization procedures. The policy regarding Retention of Student Records addresses both physical and electronic files. The Office of the Registrar is responsible for arranging for and ensuring that there is adequate back-up and safe and secure storage of the Official University Student Records.

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 Faculty of Education at Wilfrid Laurier University is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

The review of policies and procedures is undertaken through the internal and external work of committees such as the Division Council (DC), the Teacher Education Advisory Committee (TEAC), Teacher Education Liaison Committee (TELC), the Bachelor of Education Program Committee, and Wilfrid Laurier's Institutional Quality Assurance Procedures (IQAP). The Student Awards Committee; Equity, Diversity, Inclusion & Indigenization Coalition; Education Society, and the Advancement committee provide further contributions to the improvement of the program.

The Strategic Plan (2020-2025) identifies six key priorities that underscore the Faculty's commitment to continuous improvement: Inclusivity and Internationalization, Inquiry and Research, Integration with Experiential Learning, Image and Profile of the Faculty of Education, Innovative Programs and Pedagogies, and Indigenous Initiatives and Reconciliation. The initiatives that the Faculty has undertaken within each priority are reviewed twice yearly. Faculty staff attend bi-annual retreats in which the Strategic Plan is reviewed, informing future decision making and action plans. Two outcomes related to the goals of the Strategic Plan include the implementation of a more inclusive recruitment strategy and the addition of a mandatory Indigenous Education course.

Another mechanism related to the Faculty's commitment to continuous improvement is the cyclical review process. In 2019-2020, a Cyclical Program Review was conducted by the Quality Assurance Office to gather feedback from relevant stakeholders through surveys and interviews, with the goal of informing the current and future direction of the program. Recommendations resulting from the cyclical review are addressed through program change motions at Bachelor of Education Program Committee and Divisional Council meetings.

As a quality assurance measure, currency and coherence of courses and curriculum are supported through a variety of mechanisms. The Dean and Associate Dean provide regular curriculum and policy updates to faculty members and staff and have the responsibility of reviewing all course outlines. Additionally, the role of Course Lead has been instituted by the Faculty to create and organize course outlines that reflect the most current Ontario curriculum, to ensure currency of content and coherence across multiple sections of courses and divisions, and to align course content with the Faculty's goals and conceptual framework. Finally, faculty representatives attend Ministry of Education meetings pertaining to updates to policy and curriculum and report back to the Bachelor of Education Curriculum Committee and Divisional Council.

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 program has a Teacher Education Advisory Committee that functions in an advisory and liaison capacity in relation to the program.

The mandate of the Teacher Education Advisory Committee (TEAC) is to act in an advisory capacity to provide guidance and feedback to the Bachelor of Education program. TEAC membership includes the Dean, Associate Dean, full-time and contract teaching faculty, and the Field Experience Officer. Membership also includes representation from school board partners (e.g., school superintendents, principals, associate teachers), the Ministry of Education and teacher's federations.

TEAC meetings are held two times per year, in March and May. The format of the meetings includes discussions and questions from stakeholders and the sharing of updates, new initiatives, and current issues within the Bachelor of Education program. Discussion topics have included, greater inclusion with respect to admissions policies, the addition of new teachable courses, the addition of a part-time pathway for teacher candidates, survey feedback pertaining to teacher candidate experiences during practicum and updates to the Practicum Handbook.

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 program of professional offered by the Faculty of Education, Wilfrid Laurier University fully satisfies the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a degree

The Accreditation Committee grants general accreditation to this program for a period of seven years until April 17, 2031 or for an amended period that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
April 17, 2024