

Preparing Teachers for Tomorrow

THE FINAL REPORT
2006

Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

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Message from the Chair

Over the course of these past two years, we have learned a great deal.



On behalf of the Council of the Ontario College of Teachers, it is my pleasure to present to you this final report on the College's Teachers' Qualifications Review that was conducted during the past two years.

After almost 20 months spent listening to and reflecting on the commentary, submissions and advice given to the College through the review process about initial and continuing teacher education, the Council is pleased to report the outcome of its deliberations on the recommended policy directions for qualifications for Ontario's teaching profession.

Over the course of these past two years, we have learned a great deal. Not only about teachers' qualifications in Ontario and about teachers' qualifications and teacher education practices in other Canadian provinces and other international jurisdictions, but we have also learned how important it is to conduct a transparent process for developing and determining policy direction.

At its September 28-29, 2006 meeting, the Council of the Ontario College of Teachers made significant recommendations regarding amendments to *Regulation 184/97, Teachers' Qualifications*. These amendments, if enacted, will directly impact those entering programs of professional education and current teachers taking additional education courses throughout their career.

The recommendations are the product of an extensive review and consultation process with provincial education stakeholder and other groups across Ontario during the last 18 months. The list of motions that were approved by Council is presented in Chapter 6 of this report.

There are three pieces of legislation that work together to govern teaching qualifications in Ontario. The first of these is titled *Regulation 184/97, Teachers' Qualifications*. This regulation addresses initial and continuing teachers' qualifications and it identifies many of the requirements for the content, structure and format of the professional courses and programs through which these qualifications are acquired.

The second piece of legislation, *Regulation 347/02, Accreditation of Teacher Education Programs*, establishes the parameters of the College's responsibility to accredit teacher education programs in Ontario by requiring that institutions seeking accreditation of their teacher education programs have particular courses and components included in their programs. On completion of an accredited teacher education program, graduates may apply for certification and registration with the Ontario College of Teachers.

And finally, *Regulation 298, Operations of Schools, General* under the *Education Act* governs teaching assignments in addition to setting requirements in several other areas.

While the College's review of teachers' qualifications focused primarily on *Regulation 184/97, Teachers' Qualifications*, the consultation findings identified policy options that may have implications for the other pieces of legislation. Many of the policy options and some of Council's recommended policy directions presented in this report reflect this finding.

You will note that along with the regulatory amendments, Council approved the development and issuance of a comprehensive report to the education sector and the public about the findings of the Review and the decisions made by Council. Additionally, the Council approved the production of effective practices resources, program guidelines and a professional advisory in several important areas in programs of professional education and continuing teacher education. Council approved the development of a policy framework on the issue of implementing Prior Learning Assessment and Recognition (PLAR). Council also approved the sponsorship of a colloquium to address the delivery of the practicum component in the program of professional education.

Over the last 18 months, Ministry of Education staff have participated in and informed the College's consultation process and review. The College looks forward to working with the ministry officials in the next steps of the regulatory development process in order to fully implement these changes to better prepare teachers for entry into Ontario's classrooms and to enhance the ongoing professional learning of all of the province's teachers.

This policy review has been both an informative and educative process. As the outgoing Chair of the third Council, and on behalf of the Council members, I am honoured to present this report and our policy direction recommendations to you.

I invite you to read this report and share in my hope that Council's recommended policy options will move the teaching profession along a path that will continue to produce high quality Ontario teachers.



Marilyn A. Laframboise
Chair

Message from the Registrar

From the beginning, it has been very important that the College's review process be transparent.



I am pleased to join the Chair of the Council of the Ontario College of Teachers in presenting to you this final report on the College's Teachers' Qualifications Review.

The proposed amendments to the regulation governing Ontario's teachers' qualifications and the recommended implementation strategies identified in the motions approved by the Council of the College that are presented in this report would not have been possible without the involvement of the many individuals and

organizations who participated in the consultation process.

From the beginning, it has been very important that the College's review process be transparent. This was accomplished in a variety of ways: through the establishment of the external advisory committee, through the requests made to faculties of education and other interested individuals and/or organizations for position papers, briefs and empirical research on initial and continuing teacher education, and through the invitations extended to members, educational partners and others to contribute their perspectives on initial and continuing teacher education in the many consultation sessions held across the province.

The external advisory committee, comprised of representatives from the Ontario Association of Deans of Education, the Ontario Teachers' Federation, the Ministry of Education, the Ministry of Training, Colleges and Universities and principals', supervisory officers' and directors' organizations, were instrumental to this review process. The committee provided advice, commentary and validation of the backgrounders and questionnaires used in the consultation process, advice on the consultation and outreach process, and facilitated the dissemination of accurate information about the process to the field. They encouraged the participation of partners and stakeholders in the consultations, focus groups, and vetting of documents.

The success of the review process is directly attributable to the many thoughtful and well-articulated submissions that we received from individuals, groups and organizations for all three phases of the review. You will see that many of the comments and recommendations for changes to initial and continuing teacher education courses and programs contained in these submissions are reflected in this report. You will also see in the report many other observations that, although not in all instances directly related to regulatory change, are nevertheless important to present. It is my hope that the inclusion of these comments will stimulate and generate further dialogue among members of the profession, faculties of education and the broader educational community.

During the past 18 months, we have engaged in a dialogue with over 1,200 people about the teaching qualifications our members acquire through initial and continuing teacher education courses and programs. Our conversations, which included an online membership survey, involved conducting 39 English and French consultations and validation sessions and seven roundtables across the province. We heard not only about the needs of and challenges faced by particular communities but also about the strengths of the teacher education courses and programs offered by faculties of education and other providers.

We look forward to continuing this dialogue as the next stages of this review unfold through the regulatory development process, the development of new Additional Qualification guidelines and through the various implementation strategies approved by the Council.

A handwritten signature in black ink that reads "Brian P. McGowan". The signature is written in a cursive style with a large, prominent 'M' and 'G'.

Brian P. McGowan
Registrar

CHAPTER 1

Introduction

More than ever, teachers not only have to be competent in their specific subject discipline, but also be able to participate in the development and delivery of interdisciplinary programs and be able to assess student performance in these more complex areas.

The Ontario College of Teachers is committed to ensuring that members of Ontario's teaching profession have the skills and knowledge they will need for the classrooms of tomorrow. The College continues to be confident that candidates who graduate from Ontario's teacher education programs go on to become among the best teachers in the world. The College recognizes as well that in Ontario, as elsewhere, the public's increased expectations for schools and students in recent years has placed increasing demands and expectations on the province's current and prospective teachers.

Teachers today and in the future will need to continue to be responsive to and respectful of the diversity of the students in their classrooms. In particular, they will need to be supportive of students whose first language is not English or French and they will need knowledge and skills to modify programs, instruction and assessment for students with varied and/or special needs.

It will also continue to be important for current and prospective teachers to use computer technology, whether for general curriculum development, specific classroom instruction, or for evaluating student achievement. More than ever, teachers not only have to be competent in their specific subject discipline, but also be able to participate in the development and delivery of interdisciplinary programs and be able to assess student performance in these more complex areas.

The demands and expectations being placed on teachers are perhaps best captured in a discussion paper written in 2003 for an Australian *Inquiry into the Suitability of Current Pre-Service Teacher Training Courses*. The authors of the paper characterize the increasing expectations for teachers in this way: "If society is to promote lifelong and adaptive learners, then the nature of teaching and teacher education must necessarily encourage and reflect those qualities ... Stakeholders agree we want to create reflective, adaptive teachers, who are good team workers and are co-learners, rather than just instructors, for their students."

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Teacher Education Policy Contexts

Given the public expectations for schools and students, it should come as little surprise that teaching policy has been on government agendas around the world for a number of years now. In Europe, the United Kingdom, Australia and the United States, as part of their larger policy interests, governments and/or policy organizations have released reports that have emphasized the importance of teacher education policy.

In 2005, for example, the Organization for Economic Co-operation and Development (OECD) issued the report *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*. It attempted to provide a comprehensive analysis of trends and developments in the teacher workforce internationally, evidence on the key factors in attracting, developing and retaining effective teachers, innovative and successful teacher policies and practices, teacher policy

options for countries to consider and priorities for future work at national and international levels.

In Australia, also in 2005, the government of Victoria released the final report of its inquiry into the suitability of pre-service teacher education. This comprehensive review sought to determine the range and nature of pre-service teacher education courses and the variation among these courses with regard to content, pedagogy and contact and practicum time. It also investigated a range of pre-service teacher education courses across Australia and internationally to identify how these courses differed and how they were perceived to meet the needs of teachers and education systems for the 21st century.

In the United States, the year 2005 also saw the release of a publication sponsored by the American Education Research Association (AERA) that conducted a comprehensive analysis of the available empirical research on teacher education. This publication, titled *Studying Teacher Education: A Report of the AERA Panel on Research and Teacher Education*, and edited by Marilyn Cochran-Smith and Kenneth Zeichner, examined the available empirical research on teacher education in a number of areas. Among others, the review explored the research on the effects of coursework in the arts and sciences and in the foundations of education, methods courses and field experiences, pedagogical approaches in teacher education and the preparation of teachers for teaching diverse populations and students with disabilities.

The Ontario Context

Similar to governments in other jurisdictions, each of the past successive governments in the province of Ontario has made education a central focus of its policy priorities with the most recent years witnessing a steadily growing interest in teaching and teacher education policy.

Recommendations arising from reports such as the Royal Commission on Learning (1995), the Expert Panel on Literacy and Numeracy Instruction for Students with Special Needs, Kindergarten to Grade 6 (2004), the introduction of a new Ontario curriculum, changes to the grade-level structure of secondary schools and the recent ‘Learning to 18’ initiative have each significantly influenced the policy context for teachers’ qualifications and teacher education in the province.

The policy context has also been influenced by the Council of the Ontario College of Teachers, which has made many recommendations over the last few years about both teachers’ qualifications and initial and continuing programs of professional education.

Between 2000 and 2004, for example, the Council approved over 200 revised Additional Qualification guidelines that have been used in the accreditation of continuing teacher education courses and programs.

In 2000, the Council recommended that studies in foundations of education should include but not be limited to learning and development, history and philosophy of education, sociology of education and education psychology.

In 2001, the Council recommended that special education be an important component of the program of professional education.

Clearly, there could not be a more appropriate time for the Ontario College of Teachers to engage in a formal dialogue with its members and the larger educational community about teachers' qualifications and teacher education policy.

The Regulation of Teachers' Qualifications and Teacher Education in Ontario

Two objects of the Ontario College of Teachers provide the foundation for this review of teachers' qualifications. These objects are:

- to develop, establish and maintain qualifications for membership in the College
- to develop, provide and accredit educational programs leading to certificates of qualification additional to the certificate required for membership, including but not limited to certificates of qualification as a supervisory officer, and to issue, renew, amend, suspend, cancel, revoke and reinstate such additional certificates.

In varying degrees, there are three pieces of related legislation that govern teachers' qualifications. These are *Regulation 184/97, Teachers' Qualifications* and *Regulation 347/02, Accreditation of Teacher Education Programs* under the *Ontario College of Teachers' Act*, and *Regulation 298, Operation of Schools, General* under the *Education Act*.

Regulation 184/97, Teachers' Qualifications specifies the qualifications necessary for obtaining certification and registration with the Ontario College of Teachers. One of the most fundamental of these qualifications is that potential registrants must have obtained an acceptable postsecondary degree and have successfully completed an accredited or acceptable program of professional education. This regulation requires that the program satisfy a number of specific requirements that will prepare individuals to teach in the various school settings in the province – English and French public and Roman Catholic schools, schools that serve Aboriginal¹ communities, and private schools.

Regulation 347/02, Accreditation of Teacher Education Programs establishes the parameters of the College's responsibility to accredit teacher education programs in Ontario by requiring that institutions seeking accreditation of their teacher education programs have particular foci and components included in their programs. On completion of an accredited teacher education program,

¹ While in most instances this report uses "Aboriginal" to refer to Canada's indigenous peoples, legislative references (for example, in the titles of courses) use the term "Native."

candidates may apply for certification and registration with the Ontario College of Teachers.

Regulation 298, Operations of Schools, General under the *Education Act* governs teaching assignments based upon teachers' qualifications in addition to setting requirements in several other areas.

Responsive Regulatory Amendments

Of these three regulations, the first regulation – *Regulation 184/97, Teachers' Qualifications* – has been the most frequently amended over the past decades to respond to immediate pressures and emerging issues.

Some of the amendments were made to enable individuals to obtain teachers' qualifications in particular areas such as Technological Studies so that students' needs were better served. Other amendments reflected changes in teachers' ongoing professional development, in curriculum and in community standards regarding the protection of students and the public. Still more amendments were made to facilitate labour mobility.

In each instance, the amendment reflected a belief that governance and regulation should be responsive, flexible, enabling and sustainable over time, an assumption about regulation that the Council of the Ontario College of Teachers continues to uphold in its policies and practices regarding teachers' qualifications.

In addition to this assumption about regulation, the College's policies and practices also embrace a number of assumptions about teachers' qualifications acquired through initial and continuing teacher education.

Assumptions about Teachers' Qualifications

The qualification issued by the College under the authority of the *Ontario College of Teachers Act* and the regulations governing teachers' qualifications represents:

- the professional knowledge, skills and abilities a member of the College has acquired through the formal study and experiences comprising initial and continuing teacher education courses and programs
- the commitment that a member of the College has to students and student learning
- the commitment and responsibility that a member of the College has to the continued pursuit of his or her own professional learning.

Ontario's regulated system of qualifications identifies some of the formal routes a member of the College can take to acquire professional knowledge, skills and experiences. The regulation also recognizes that members develop

In each instance, the amendment reflected a belief that governance and regulation should be responsive, flexible, enabling and sustainable over time.

knowledge and expertise outside the Additional Qualification system (for example, in master's and doctoral degree programs or diploma programs).

The regulation acknowledges that members enter the profession at various times – immediately after completing postsecondary education and a teacher education program in Ontario, after engaging in another career and/or after completion of teacher education programs in another jurisdiction.

Not surprisingly, these assumptions are congruent with the assumptions about members of the Ontario College of Teachers, which are embedded in the College's *Ethical Standards for the Teaching Profession*, *Standards of Practice for the Teaching Profession* and *Professional Learning Framework*. The standards acknowledge that members of Ontario's teaching profession strive to be:

- responsive and respectful of the diversity of Ontario's classrooms
- ethical decision-makers who exercise responsible informed professional judgment
- self-directed learners who recognize that their own learning impacts on student learning
- critical and holistic thinkers, creative inquirers, innovators, risk-takers, reflective practitioners and teacher-researchers
- collaborative partners in learning communities.

Assumptions about Initial and Continuing Programs of Professional Education in Regulation 184/97 and Regulation 347/02

In addition to the assumptions about teachers' qualifications embedded in Regulation 184/97, there are a number of assumptions about initial teacher education programs that are contained in both Regulation 184/97 and Regulation 347/02.

Consistent with the principles of initial teacher education recently adopted by the Association of Canadian Deans of Education, these regulations assume that initial teacher education programs:

- provide a broad base of knowledge, skills and experiences and foster attitudes that will support further learning throughout a teacher's career
- with few and particular exceptions, they are provided through postsecondary institutions to recognize the depth of study, research and academic preparation required
- are based on and designed to foster candidates' understanding and integration of the ethical standards for the teaching profession and the standards of practice
- are developed and implemented in a variety of ways that reflect different institutional and local contexts

Ontario's regulated system of qualifications identifies some of the formal routes a member of the College can take to acquire professional knowledge, skills and experiences.

- are comprised of learning experiences that have been designed to reflect candidates' prior knowledge acquired through a postsecondary degree or, where appropriate, technological qualifications
- focus on the acquisition and application of knowledge and skills in such areas as instruction and assessment strategies, classroom management, communication and the integration of technology
- are the shared responsibility of the government on behalf of the public, the College, its members, faculties of education and district school boards.

These regulations also assume the following about continuing programs of professional education:

- Professional learning is at the heart of teacher professionalism.
- The goal of professional learning is the ongoing improvement of practice.
- Teacher learning is directly correlated to student learning.
- Professional learning based upon standards of practice provides for an integrated approach to teacher education.
- Exemplary professional learning opportunities are based on the principles of effective learning.
- Professional learning builds on the knowledge and skills acquired in initial teacher education and through teaching practice.
- Teachers plan for and reflect on their professional learning.
- Learning communities enhance professional learning.
- There is a body of professional knowledge that is unique to the teaching profession.
- Teachers contribute to the construction of professional knowledge through their practice and professional discourse.

Overview of the Review Process and the Organization of the Report

This review of the regulation that governs Ontario's system of teachers' qualifications consisted of:

- identifying and exploring, through an extensive consultation process, the perceptions of College members, educational partners and other interested stakeholders about whether current teachers' qualifications address Ontario's future needs
- using data gathered from this exploration to formulate policy options for consideration by the Council of the Ontario College of Teachers in order to make recommendations for new policy directions that impact on or may require legislative amendments to the regulation of teachers' qualifications in Ontario.

This report is organized to reflect these two components of the review. The first part of this report outlines current policies and practices and presents summaries of the data gathered through the consultations.

The second part of the report presents an overview of the iterative policy-making process used by Council to arrive at its policy direction recommendations. This part of the report presents the policy options considered by the Council and the outcomes of Council's deliberations.

Please note the word "consultations" as used in this report broadly refers to all forms of participation by individuals and groups and includes focus groups, roundtables, College presentations, stakeholder submissions and surveys. In some instances, specific types of consultations or meetings were held that may have formally presented information (for example, a Council briefing session), solicited information or sought validation.

CHAPTER 2

Teachers' Qualifications and Initial Programs of Professional Education

For the majority of teachers, a postsecondary degree is required for entry into or to be completed concurrently with a program of professional education in Ontario.

The Current Regulatory Context of Initial Programs of Professional Education in Ontario

Prerequisites for Admission

For the majority of teachers, a postsecondary degree is required for entry into or to be completed concurrently with a program of professional education in Ontario.

Currently, initial programs of professional education are offered at 14 faculties of education in Ontario. While these faculties vary in their admission requirements for entry into a teacher education program, generally they require candidates to have completed two or three courses related to their option in the postsecondary degree as a prerequisite for entry into a particular option in the Intermediate Division and five courses for entry into to a Senior Division option. These options are identified in Schedule A for Intermediate and Senior Division teachers.

Candidates enrolled in French-language professional education programs are required to successfully complete a fluency test upon acceptance into the program or before the program is completed. Approximately two-thirds of Ontario faculties of education have specific postsecondary prerequisites for applicants wishing to teach in the Primary/Junior Division.

Regulation 184/97 permits the Registrar to grant a certificate of qualification if the dean of the college or faculty of education reports that the candidate “holds an acceptable postsecondary degree or qualifications the College considers equivalent thereto, or technological qualifications...” However, neither the Act nor the regulation specifies the content of the degree, its length or when the degree is to be obtained.

In some circumstances, entry into initial teacher education programs is permitted and applicants may become qualified to teach without having a postsecondary degree. The next section details these exceptions.

Technological Studies

Faculties of education at five of Ontario’s universities currently offer initial programs in Technological Studies – Brock University, Queen’s University, University of Toronto, the University of Western Ontario and the University of Ottawa for French-language candidates. York University and the University of Windsor have also recently had their proposed programs in Technological Studies accredited.

Programs are offered on a full-time and/or part-time basis. Part-time programs are offered over two or three years.

Candidates for admission must have a combination of academic and technical credentials as well as wage-earning experience in the area in which they want to teach.

Currently, initial programs of professional education are offered at 14 faculties of education in Ontario.

In general, candidates must:

- have an Ontario Secondary School Diploma
- demonstrate competency in their broad-based technology areas
- have five years of wage-earning experience.

The requirement of wage-earning experience may be reduced depending on the amount of academic education the candidate has in the technological area. As a prerequisite, several institutions require candidates to have taught on a Letter of Permission in the preceding year in order to enter the program.

Teachers Who Teach in Aboriginal Schools

Aboriginal teacher education programs are offered in Ontario by several faculties of education. The programs are specifically designed to meet the social and cultural needs of Aboriginal communities and include Aboriginal culture, traditions, languages, literature and indigenous studies. Most candidates are of Aboriginal ancestry. The programs may lead to a Diploma/Certificate in Education or a Bachelor of Education. Programs that focus solely on Native languages lead to a diploma or certificate. Graduates may teach in elementary schools in Aboriginal communities and public school boards.

The faculties of education at Brock University, Lakehead University, Nipissing University, Queen's University and the University of Ottawa offer teacher education programs for persons of Native ancestry. Programs are offered on a full-time and/or part-time basis on campus or in community settings. Part-time programs are offered over two or three years. The faculty of education at Laurentian University has begun to offer a teacher education program premised on the infusion of Aboriginal issues and content into all coursework for all candidates.

In Ontario, regulatory provisions provide opportunities for persons of Native ancestry who hold an Ontario Secondary School Diploma or equivalent to enter teacher education programs that prepare them to teach in the Primary and Junior Divisions.

There are also regulatory provisions for persons who are fluent in a Native language to enter a three-year part-time program to prepare them to teach Native Language as a Second Language. This program is currently available at the Lakehead University and leads to a diploma and a Certificate of Qualification (Restricted). Graduates may teach a Native language in Kindergarten to Grade 8.

Teachers of the Deaf and Hard of Hearing

Teachers of the Deaf and Hard of Hearing acquire their qualifications through a variety of routes. Currently, candidates who have an acceptable postsecondary degree and who are hearing can complete an initial teacher education program leading to a degree and then enrol in a program leading to the Specialist qualification – The Deaf – identified in Schedule D.

Candidates who are deaf or hard of hearing may acquire their specialist qualification in the same way. However, the regulation also enables a teacher who has an acceptable postsecondary degree but who is unable to complete the Bachelor of Education program as a result of hearing impairment to complete an Ontario accredited program of teacher education for teaching the Deaf and Hard of Hearing. The Certificate of Qualification (Restricted) issued by the Registrar on completion enables the teacher to teach the Deaf and Hard of Hearing.

Candidates who have completed an acceptable teacher education program outside Ontario for teaching the Deaf and Hard of Hearing are eligible for a Certificate of Qualification (Limited, Restricted) if they are deaf or hard of hearing, have an acceptable postsecondary degree and are certified in the jurisdiction in which they completed their initial teacher education program. Once the teacher accumulates a year of experience successfully teaching the Deaf and Hard of Hearing, the Registrar may issue a Certificate of Qualification (Restricted).

There are currently no faculties of education in Ontario who offer the program of professional education for teaching the Deaf and Hard of Hearing.

Other Prerequisites

In addition to evidence of academic achievement, some faculties require an essay and/or a personal disposition to teach inventory; others require evidence of experience with children, and some conduct interviews to learn more about a candidate's experience.

Content of the Program of Professional Education in Ontario

Programs of professional education in Ontario prepare teachers to teach in the Primary/Junior Divisions, the Junior/Intermediate Divisions, the Intermediate/Senior Divisions or Technological Studies. These programs are currently required to include learning and development throughout the Primary, Junior, Intermediate and Senior Divisions, teaching methods designed to meet the individual needs of pupils, the acts and regulations respecting education, a review of curriculum guidelines issued by the Minister of Education relating to all of the divisions and a study of curriculum development.

The programs consist of foundation courses, methodology or pedagogy courses, and a practicum. Programs are required to maintain a balance between theory and practice, and they are required to offer a curriculum that is current and reflects the application of current research in teacher education. The divisions and components of the program must represent a wide knowledge base and include courses on human development and learning in the teaching of theory and foundation courses.

Some faculties offer courses that address the needs of particular communities (for example, the Aboriginal community or the Catholic community).

Length of the Program of Professional Education in Ontario

The length of the program of professional education is not specified in regulation. However, in practice, most consecutive or concurrent programs coincide with the eight-month length of the academic year. Longer programs at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) lead to MA or MT degrees. Redeemer University College has an 18-month program.

The practicum must enable every teacher education candidate the opportunity to participate in settings related to each division for which they are seeking qualification.

The Practicum

Regulation 184/97 currently requires that the practicum be a minimum of 40 days and that it consist of a period of observation and practice teaching. In current practice, most initial teacher education programs in Ontario allot 60 days to the practicum.

Regulation 347/02 requires that the practicum include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or situations approved by the College. The practicum must enable every teacher education candidate the opportunity to participate in settings related to each division for which they are seeking qualification and at least one of the subject areas of the program that is relevant to the candidate. Each student must be supervised and assessed by an experienced teacher (defined in the *Education Act* as a “member of the Ontario College of Teachers”) and have a faculty member appointed as an advisor.

Programs vary with respect to assigning credit to the practicum. In some programs, the practicum is considered one of the five required courses; in others, the practicum is undertaken in addition to the five credit courses.

The structure of the practicum also varies. For example, in some programs, the practicum is full-time. A candidate spends periods of time observing in the classroom followed by longer periods of practice teaching under the supervision of an experienced teacher. In other programs, the practicum is more intermittent. A candidate spends short periods of observation in preparation for shorter or longer periods of teaching practice.

Structure and Delivery Format of Initial Programs of Professional Education in Ontario

In Ontario, programs of professional education are offered in faculties of education concurrently and consecutively. *Regulation 347/02, Accreditation of Teacher Education Programs* defines a concurrent program as “a program of professional education that is undertaken at the same time as a program leading to a postsecondary degree in a discipline other than education.” It defines a consecutive program as “a program of professional education that is not a concurrent program.”

Regulation 184/97 enables a program of professional education to be offered that has varied coursework instruction periods, practicum and reflective inquiry opportunities and internship periods. This kind of program can be offered at the postsecondary or postgraduate level, as full-time, part-time, multi-session or extended programs, at satellite campuses, face-to-face, through online/distance education or any combination of these. The program may also include options for school-based or employment-based entry (with flexible entry and exit arrangements for programs such as Technological Studies).

Currently in Ontario, there are flexibly structured programs for areas such as Aboriginal teacher education, Technological Studies and French first-language teachers.

The Ontario College of Teachers grants certificates of qualification and registration to all who have successfully completed a program of professional education and who have met the requirements for certification. In the case of multi-session programs, applicants are granted initial certification that can be limited to 12 months, be amended by extensions and/or may restrict the practice of the teacher to a specific area (for example, teachers of Native languages).

To address the shortage of teachers in the French-language community, the Ontario College of Teachers has given initial accreditation to two French-language programs of professional education. A significant proportion of these programs is offered through a distance education format. That mode of delivery is being externally evaluated as the programs are implemented.

Consulting about Initial Programs of Professional Education

The consultation about initial programs of professional education began with a call to faculties of education and other interested individuals and/or organizations for position papers, briefs and empirical research about initial teacher education. A backgrounder and questionnaire were developed that presented an overview of current policies and practices about initial programs of professional education in Ontario, practices in other national and international jurisdictions and where available, an overview of relevant empirical research. The questionnaire addressed five domains: program prerequisites/co-requisites, program content, length of program, practicum, and program structure and delivery.

Following a provincial stakeholder meeting to launch the review in the spring of 2005, a backgrounder and questionnaire were developed specifically for initial programs of professional education. These were posted on the College web site and members were invited to complete them.

These documents also formed the basis for a series of English and French roundtables and member focus group consultations that were held across the province in six communities in the spring of 2005. Participants in these consultations included College members (teachers, principals, district school

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board administrative staff and local federation representatives), stakeholder representatives and members of the public.

In addition to these consultations, a specific session was held with Council members in April 2005 and another was held with the Association of Education Registrars of Ontario Universities (AEROU).

Specific Programs

Due to the specific nature of the programs of Technological Studies, teaching the Deaf and Hard of Hearing and Aboriginal teacher education, a specific consultation process for both initial and continuing programs of professional education was designed and conducted in the early fall of 2005.

Following an extension of invitations to interested individuals and organizations/groups to submit position papers, briefs and research on these specific programs to the College, consultations were held in seven communities between October and early November 2005. Sessions were held in both English and French and involved both presentation and roundtable formats.

Participants at these sessions included education stakeholders, members of the College and public, including representatives from the Deaf and Hard of Hearing and Aboriginal communities as well as community colleges.

The data gathered during these consultations were analyzed by College staff and reported to several College committees – the Standards of Practice and Education Committee, the Accreditation Committee and the Registration Appeals Committee.

Consultation Comments about Initial Programs of Professional Education in Ontario

Prerequisites for Admission

Generally, the consultation revealed no consensus on specific pre- and co-requisites. However, most of the submissions called for more consistency among faculties in setting admission standards.

There was general agreement that Intermediate/Senior Division candidates should have strong subject content in their degrees and that Junior/Intermediate Division candidates needed to have some subject expertise. But there was less agreement on the content of the degrees for candidates in the Primary/Junior Divisions. Some suggested that a generalist degree was best, but others recommended that the postsecondary degree include, at a minimum, courses in mathematics, science and English. The Ontario English Catholic Teachers' Association (OECTA) recommended that candidates have a full complement of high school courses, including English/français, math/science and social science. There were also some recommendations that all candidates be required to have had courses in psychology and sociology in their postsecondary degrees.

A number of submissions recommended that degree requirements be standardized for all faculties while no consensus emerged among faculty representatives themselves. The Association of Education Registrars of Ontario Universities called for giving the faculties flexibility to set their own prerequisites, while some faculties were very specific in the content they would like to see required in the postsecondary degree.

The consultations also pointed out that strict prerequisites could be perceived to be a barrier for second career applicants to faculties.

The Ontario Public School Boards' Association (OPSBA), a group of teachers from one elementary school and some individual submissions suggested that prior experience working with children is a highly valued attribute. Others questioned how much experience would be required, and while some said such experience was valuable, they believed it should not be required.

Most respondents urged caution in the use of "disposition to teach" inventories in the application process, with many viewing these instruments as but one tool among many others. The Ontario Teachers' Federation (OTF) urged that selection criteria be inclusive so that Ontario's schools will benefit from a diverse pool of teacher candidates. OECTA emphasized that admission to faculties should not hinge entirely on high marks and warned against admission requirements that would "create gender or cultural bias."

Language proficiency in English or French was considered very important by a number of respondents, including committees of the College Council, participants in the provincial consultation process, some school boards, subject associations, and specific focus organizations such as the Canadian Coalition for Immigrant Children and Youth.

Technological Studies

Two perspectives emerged with respect to the prerequisites required for entry into a program of professional education for teachers of Technological Studies.

The most prevalent view, as exemplified by the OTF, held that other than providing some updating, clarification and standardization, the current prerequisites should be retained. The existing ways of meeting the prerequisites should be maintained for maximum flexibility, while still retaining specialized trades expertise as the basis for all routes into the program. The definition of proof of competence should be clarified and updated to reflect the fact that broad-based technologies contain several skill areas. To address safety concerns, the proof of competence itself should be rigorous and based on actual experience in the area. The definition of work experience should be standardized in terms of hours. This position was supported by the Ontario Secondary School Teachers' Federation, the Ontario Council for Technology Education (OCTE), OISE/UT and the University of Western Ontario. Queen's University proposed several options: that the work experience requirement be documented with detailed

The existing ways of meeting the prerequisites should be maintained for maximum flexibility, while still retaining specialized trades expertise as the basis for all routes into the program.

letters from employers, that Schedules A and B be collapsed into one schedule and that the high-school diploma entry route be eliminated with at least a diploma or a degree from a College of Applied Arts and Technology (CAAT) or a postsecondary degree being the new prerequisite for entry into the initial teacher education program.

The review revealed that discussion continues to occur about the kind of work experience required. OTF, OPSBA and faculty participants from University of Ottawa suggested that “wage-earning experience” did not need to be “continuous” and they proposed that apprenticeships and postsecondary co-operative education placements should be deemed acceptable proxies for experience. Queen’s and York universities also recommended a more flexible approach to work experience that would include paid co-op work during college/university programs. The University of Ottawa recommended eliminating the continuous work experience requirement. While they agreed that the work experience did not need to be continuous, the Ontario Council for Technology Education and OISE/UT, the University of Western Ontario and the Inter-faculty Technological Education Council (ITEC) recommended adding the word “skilled” before every reference to “wage-earning experience.” Further, the OCTE and ITEC responses emphasized their position that apprenticeship and co-op experiences should not be acceptable proxies for work experience. ITEC members also called for centralizing and standardizing the testing of technical competence.

The participants in the validation sessions supported the notion of skilled work experience. They recommended that the requirement for continuous employment be maintained but that the length be reduced, and they suggested that the minimum work experience requirement be completed within a degree program.

OTF also recommended a fourth route into the program of professional education. It would enable certain postsecondary degrees granted outside Ontario that include a broad-based technology major be recognized for entry into the program provided they meet the prerequisites for work experience and demonstrated skills competency.

Sir Sandford Fleming and Seneca colleges proposed a completely new approach to the recruitment and education of Technological Studies teachers that would allow young high school students to plan a career path to lead to teaching Technological Studies. These colleges recommended that graduates of their new four-year degree programs be permitted to go directly into teacher education programs. Depending on their postsecondary programs, such candidates could be ideally suited to teach not only Schedule B subjects, but could also qualify for Schedule A subjects. The proposal also suggested that the co-operative and laboratory components of these degree programs should be considered to meet the work experience requirement. This perspective was supported by York University, which also suggested that graduates of three-year diploma programs could become eligible for entry into the initial teacher education program with one additional year of paid experience.

Queen's University also recommended that Schedules A and B to be collapsed into one schedule, and the representatives from this institution suggested admitting only those individuals who have acquired a CAAT diploma or a postsecondary degree.

OCTE recommended that technological education be divided into two streams that distinguished between science and technology educators for Grades 1 to 8 and Technological Studies educators for Grades 9 to 12. OCTE proposed further that the latter group would need to retain the combination of skilled wage-earning experience and formal education, while the former group could also include a route of formal education only in a technical university setting.

Teachers Who Teach in Aboriginal Schools

With regard to Aboriginal teacher education, an important issue was whether there should be a move towards requiring a postsecondary degree as a prerequisite. At the Ottawa roundtable, it was pointed out that an increasing number of teacher candidates in the Aboriginal teacher education program have a degree, but that the non-degree certificate should not be phased out as it would negatively affect the more isolated Aboriginal communities where there is still a shortage of teachers and role models for young people, especially male teachers.

Most agreed that graduates of the Aboriginal teacher education certificate program should be encouraged to continue their education and obtain a degree. The Northern Nishnawbe group and the Thunder Bay community group felt particularly strongly that Aboriginal teachers would be better prepared if they had a degree before entering the program. However, those who do not have a degree should definitely be encouraged to continue their education to obtain the degree. A participant in the latter group felt that 10 years would not be an unreasonable time in which to require a teacher to obtain a degree. Nevertheless, many groups – including the Queen's University working group – also emphasized that there are still many remote communities where it is difficult to find even Grade 12 graduates to enter a teacher education program. Those who do graduate from such a program and return to their communities to teach face serious problems of accessibility and other barriers to continuing their education after initial certification. Almost all groups commented on the accessibility issue in Northern Ontario.

Participants in the validation sessions supported the requirement of a degree for entry to teacher education for all Aboriginal candidates but recommended that it not be enacted until there was a sufficient number of candidates who could meet the requirements.

Another issue that received attention was the difficulty of finding candidates for teaching Aboriginal languages with sufficient fluency in the language for entry into the teacher education program. It was pointed out that those who have good facility in the language make the best teachers. Knowledge of Aboriginal languages

is declining. It was suggested that more effort needs to be made at the community level to train people in the language, a recommendation that is not within the College's jurisdiction.

The Ottawa roundtable group suggested that colleges should connect with the communities to provide more resource links for language study. The Ottawa group suggested that entry-level fluency might be relaxed to a functional knowledge. Other groups suggested that candidates be enabled to study the language at the same time as they are receiving their training to teach the language. The London group also pointed out that since Aboriginal languages were originally oral languages, some people with good oral language fluency do not have writing skills to prepare them for higher learning.

The Canadian Hearing Society suggested that special consideration should be given to deaf candidates with American Sign Language/ Langue des signes québécoise (ASL/LSQ) skills.

Teachers of the Deaf and Hard of Hearing

The Ontario Association of the Deaf and the Ontario Cultural Society of the Deaf recommended that York University, as the only English-language faculty of education currently offering Deaf education qualifications, continue to offer the certificate program to enable those with Bachelor of Science in Education degrees from Gallaudet or other American colleges to enter the program and obtain the Certificate of Qualification (Restricted).

The Canadian Cultural Society of the Deaf also held this view, proposing that this policy deprives deaf children of having deaf teachers as role models. The Minister's Advisory Council on Special Education (MACSE) indicated its support for making special provisions to allow candidates who are deaf to complete the BEd regardless of their deafness, but thought that the requirement for them to have a BEd as a prerequisite for the Specialist program is appropriate. The Canadian Hearing Society suggested that special consideration should be given to deaf candidates with American Sign Language/Langue des signes québécoise (ASL/LSQ) skills.

Content of Programs of Professional Education in Ontario

Both participants' commentaries and submissions suggested that while general support continues to be evident for the content that is already identified in the regulations, there is a perception that additional content should be prescribed or regulated to ensure that the programs are consistent in faculties across the province and prepare candidates for the realities of the Ontario classroom. Suggested additional requirements included pedagogy courses for subject specific and cross-curricular issues, special education, and other government policy initiatives such as a focus on literacy and numeracy.

Foundation Courses

Most submissions confirmed that the foundation courses should include child psychology and development, history and philosophy of education, the Ontario

context, and legislation directly and indirectly associated with teaching and Ministry of Education curriculum requirements.

The Institute for Catholic Education asked that Catholic candidates be offered, as part of the required foundation courses, a course dealing with issues in Catholic education. French-language groups asked for a special focus on some issues particularly relevant to many of their schools, such as multi-grade classes and teaching in French minority settings.

Some participants in the consultations on specific programs proposed that with the changing demographics and the substantive increase in the number of Aboriginal students now living in urban centres (more than 50 per cent of Canada's Aboriginal people live in urban centres with one-third of them under the age of 18), all teachers should be much more aware of Aboriginal history, culture and experience and become familiar with the needs of and challenges faced by Aboriginal students. The message conveyed during these consultations suggested that these children are better served with more hands-on learning, teaching materials that make use of community resources and different evaluation strategies. One group suggested that a specific course on Aboriginal Studies become a part of the program of professional education for all candidates.

Participants from the University of Ottawa proposed that faculties of education be the only providers of teacher education for Technological Studies and that the course content for Technological Studies provide the same basic education as for general studies teachers.

One group suggested that a specific course on Aboriginal Studies become a part of the program of professional education for all candidates.

Methodology or Pedagogy Courses

Given that most students with exceptionalities are now integrated into regular classroom settings for all or part of their instructional days, it was suggested that the regulatory requirement for teaching methods to meet “the individual needs of pupils” be strengthened to apply to students with exceptionalities and that special education be a required component in the methodology courses for all teacher candidates. This idea was supported by OTF, OPSBA, the Ontario Federation of Home and School Associations and the Learning Disabilities Association of Ontario.

These organizations, along with other groups such as the English as a Language/English Literacy Development Resource Group of Ontario, the Canadian Coalition for Immigrant Children and Youth and individual school boards also insisted that there should be a focus on the diversity of the student population and that teachers should be taught to address different learning styles and be sensitive to cultural differences.

While the courses many Ontario faculties of education currently offer in their program of professional education have these as their focus, the consultation suggested there was a need for a general methodology or pedagogy course with a specific focus on generic aspects of teaching and learning strategies, assessment

and evaluation, classroom management, learning styles, special education issues, equity, integration of technology, and literacy and numeracy. In addition, the data revealed support for subject methodology courses that would address these same aspects in a manner appropriate to the specific subject and division. Both OTF and OECTA indicated that not only candidates in Primary/Junior programs but also those in Junior/Intermediate programs should be prepared to teach all areas of the curriculum.

Both OTF and OECTA recommended that the regulation be much more specific about the required content of the program and listed a number of topics to be added, including the Ontario context, of which standards, diversity and professional conduct would be a component. The English groups in the provincial consultation process, some faculty members of OISE/UT and the Ontario Federation of Home and School Associations also emphasized the need to include assessment methodology in both general and subject-specific methodology courses.

The Ontario School Counsellor's Association (OSCA) proposed that "in order to properly support [the] new emphasis on Guidance and Career education and the concomitant need for qualified teachers with the necessary background to deliver these courses. . . , Guidance be instituted as a teachable subject" in initial programs of professional education.

Several submissions including those from representatives of the Ontario Ministry of Natural Resources and the Ontario Association for Geographic and Environmental Education highlighted the importance of retaining Environmental Science as a teachable subject.

Technological Studies

Few respondents commented on the content of the program of professional education for teachers of Technological Studies. Queen's University recommended that the program include theory, psychology and sociology of education; equity, exceptionality and cultural considerations; curriculum development and program approaches; teaching methods; reflection on practice and action research; classroom management and student assessment; and specific to technology studies, the technological process and its varied methods and planning for the instructional environment of practical classes and laboratories and managing and maintaining these facilities.

OPSBA suggested that the program should not simply be a variation of the standard teacher preparation program, but that it must address the perspective of teacher candidates who have spent years in the workforce, are experts in their field and are not entering the program from a four-year academic degree. These candidates, therefore, may benefit from methods of learning that emphasize a project orientation. The courses should deal with such topics as creating curriculum around one's trade, adolescent development, understanding the school-community relationship and education law. There should also be a mentorship component.

Teachers Who Teach in Aboriginal Schools

Recommendations regarding the content of the initial programs of teacher education for teachers who teach Aboriginal children encompassed both Aboriginal teacher education programs and regular programs of professional education. The Ottawa roundtable recommended Aboriginal awareness courses in regular programs of professional education, so all teachers would be much more aware of Aboriginal history and issues. They also recommended that all teacher candidates be trained in teaching students with different learning styles, since many of them will be teaching in public schools where Aboriginal children attend and some will teach in Aboriginal communities.

Aboriginal children are better served with more hands-on learning and different evaluation strategies. In any case, all students – Aboriginal and non-Aboriginal – should become more familiar with Aboriginal history in order to improve relations between and understanding of Canada’s Aboriginal and non-Aboriginal communities, and a teacher educated in Aboriginal issues can be a much more effective teacher of Aboriginal and non-Aboriginal students alike.

These positions were also supported by the London and Sudbury roundtables and the Northern Nishnawbe presentation. These groups also commented that this is particularly important at the secondary school level where there are fewer Aboriginal teachers.

An Aboriginal community group in Thunder Bay recommended there be more emphasis on ethics and standards in teacher training so that there will be teachers for Aboriginal children who are dedicated and committed to the teaching positions they have accepted.

Teachers of the Deaf and Hard of Hearing

Comments about the content of the program for teachers of the Deaf and Hard of Hearing are presented in the next chapter of this report, which addresses continuing teacher education.

Length of the Program of Professional Education in Ontario

The review comments, submissions and presentations suggested that there was general agreement that the program needed to be longer than eight months in order to allow for a longer practicum and additional course content.

Faculties of education recommendations ranged from increasing the program’s length to 12 months or two years. The English-language provincial consultations also recommended an increase to 12 months.

OTF recommended that the length of the program correspond to the length of the school year. The OTF submission also suggested that any increase in the length beyond one year would lead to more financial hardship and may not necessarily produce better teachers. OTF did not support teacher education programs offered as

master's programs because of the perception that such programs confer master status on teachers who have not yet acquired a depth and breadth of teaching practice.

Some school board comments suggested that the program be lengthened by an additional year, and one individual submission recommended that the program consist of two years plus an apprenticeship program.

Technological Studies

There were few comments on the length of the program. Queen's University faculty suggested that while the eight months is not long enough for those candidates who enter the program with a secondary school diploma, eight months may be an adequate duration for those candidates who enter the program with a CAAT diploma or a postsecondary degree.

Teachers Who Teach in Aboriginal Schools

There were no comments made about the length of the program of professional education.

Teachers of the Deaf and Hard of Hearing

Comments made about program duration for these teachers is presented in the next chapter.

The Practicum

Almost all comments about the length of the practicum suggested that its length be 60 days or longer.

Practicum Length

Almost all comments about the length of the practicum suggested that its length be 60 days or longer. OTF recommended that the practicum be a minimum of 60 days duration. Council committees recommended that the practicum component comprise one-third of the initial teacher education program. Faculties of education recommended a longer practicum but did not specify the length.

Technological Studies

The ITEC group recommended that the practicum for Technological Studies teachers be the same minimum of 60 days as for other programs. This position was also supported by OTF and Queen's University, while OISE/UT and the University of Western Ontario respondents proposed that a 40-day practicum is of sufficient duration. Queen's also recommended that more research be done on various practicum models and length and location of the practicum in teacher education programs.

OISE/UT, the University of Western Ontario and the ITEC group proposed a reduction in the period of successful teaching in Ontario for multi-session programs so that it is equivalent to the observation and practice teaching requirements in other initial teacher education programs.

Teachers Who Teach in Aboriginal Schools

There were also some comments on the practicum that suggested the practicum in Aboriginal teacher education programs should be at least the same 60 days in length as the practicum in regular programs and that candidates serving their practicum in isolated communities need to receive more feedback and support from the faculties of education.

Teachers of the Deaf and Hard of Hearing

Comments about the practicum in the program for teachers of the Deaf and Hard of Hearing are presented in the next chapter that addresses continuing teacher education.

Focus of Practicum

The consultation yielded a consensus that, in addition to observation and practice teaching, the practicum should enable candidates to have diverse sets of experiences throughout the entire school year. Ideally, these should occur in the whole school setting and include observation in special education settings, participation in staff meetings, parent-teacher interviews and extra-curricular activities.

The provincial consultation process and a submission from a group of teachers from one school and a group of OISE/UT faculty emphasized that, in particular, candidates should experience what happens in schools during the beginning of the school year. OPSBA emphasized that the practicum should enable the greatest possible diversity of experiences. Many felt that the practicum should enable candidates to experience a progression from observation through to acquiring an increasing degree of responsibility in the classroom.

The Canadian Cultural Society of the Deaf (CCSD) recommended that all candidates have a practicum experience in deaf education, while the Learning Disability Association of Ontario (LDAO) suggested that students should work with learning disabled students and observe and/or participate in the delivery of services provided by paraprofessionals, other professionals and support persons. Several individual submissions as well as the provincial consultation process also referenced the need for observation in special education settings.

Organization and Placement of the Practicum

Many respondents suggested that the practicum experience should be divided into blocks of at least two weeks. Some school boards cautioned that the blocks not be so long as to prevent time for reflection and preparation between sessions.

OECTA's submission indicated that placements should occur in publicly funded classrooms only, while the provincial consultations suggested that placements could occur in private schools on a limited basis, as well as in non-classroom settings for a maximum of 10 days.

The practicum should enable candidates to have diverse sets of experiences throughout the entire school year.

The committees of the College Council also wanted to limit placements in non-classroom settings but suggested that placements in settings outside Ontario or in international programs might also be beneficial. Some faculties of education and a group of OISE/UT faculty members suggested that community placements might give the candidates a better understanding of the social aspects of teaching.

Supervision of the Practicum

Most respondents saw the supervision of candidates during the practicum as a joint responsibility of faculty staff and associate teachers.

The provincial consultations and the committees of the College Council recommended more professional learning and support for associate teachers who, these committees perceived, should be carefully selected for their expertise and mentoring skills. The committees of the Council also suggested there should be financial support for associate teachers. It was also pointed out that consideration be given to the number of candidates assigned to an associate teacher. Some participants suggested that associate teachers' professional learning should include a focus on assessment and observation. While some identified the principal's involvement as key to the success of the placement, others pointed out that principals should play no role in the supervision of teacher candidates, except in special circumstances.

Structure and Delivery Format of Initial Programs of Professional Education in Ontario

Grade Groupings

While OADE supported a change in grade groupings to define them as elementary or secondary in order to increase flexibility for faculties and have the groupings align with the current K-8, 9-12 curriculum guidelines, a change was not identified in the other participant data. The faculty of education at Nipissing University indicated that the current groupings and the corresponding ways that schools are organized and structured enable some smaller communities to retain secondary schools that might otherwise be closed because of low student enrolment.

Delivery Formats

Most respondents stated that the flexibility provided by the variety of structures enabled access and attracted a variety of candidates suitable for Ontario schools. The diversity in program structure was also perceived to recognize unique circumstances and enable faculties to work from different conceptual frameworks.

The one proviso that almost all respondents emphasized was that regardless of the program structure, the learning expectations for candidates must be consistent.

Regardless of delivery format, all programs must have the same components, provide candidates with similar practicum opportunities and make similar resources available to them.

Almost all respondents expressed some reservation about teacher education programs being delivered exclusively through distance education. While participants agreed that this delivery method broadens providers' programming options and benefited candidates in remote communities, there was concern that candidates would not have the same interactive experience that other teacher candidates would have. There was agreement that candidates definitely needed to do the practicum in a regular school setting. OTF and OECTA recommended that if any portion of the program was to be delivered asynchronously, it should be limited to foundation courses.

Concurrent Programs

Respondents suggested that the concurrent program provides more opportunity for practical experiences, makes a stronger connection between theory and practice and enables candidates to gain a better understanding of the nature of teaching. Some participants pointed out that an important consideration might be that concurrent program candidates must make an early commitment to teaching. Others highlighted the possibility that it may be more difficult to switch into or out of concurrent or four-year Bachelor of Education programs. There was general agreement that these programs were more beneficial for candidates planning to teach in elementary than in secondary schools because of the requirement that secondary candidates obtain a required number of subject matter courses in the postsecondary degree.

Part-time Programs

Participants viewed programs offered on a part-time basis as being especially beneficial for second-career candidates since these programs enable candidates to continue to work. Again, however, respondents expressed concerns that candidates should have a practicum experience that is consistent with the regulatory requirements.

Four-year Bachelor of Education Programs

Participants suggested that the four-year Bachelor of Education degree (which is not currently offered in Ontario) with its focus on education enabled candidates to receive more breadth and depth in courses, particularly in methodology or pedagogy. These programs were also perceived to provide more opportunity for practice teaching. However, such programs may limit a candidate's opportunity to pursue other careers that require a postsecondary degree in the arts or sciences.

Multi-Session Programs Leading to Certificate of Qualification (Limited)

Programs delivered through multi-session were considered useful in preparing teachers for areas of shortage, special needs and to accommodate the challenges sometimes posed by geography. However, these programs were not considered appropriate for regular use. Again, it was emphasized that the program content for candidates in multi-session programs should be consistent with that of other programs.

School-Based Programs

School boards, provincial education organizations, provincial consultations and the OTF agreed that school-based programs are beneficial to all stakeholders in that they are perceived to strengthen the theory/practice relationship. They give candidates a stronger appreciation of the school setting, not just the classroom. The one drawback of these programs is that they may limit a candidate's experience to one school. The faculties of education did not comment on this option.

Employment-Based Programs

There was limited support for employment-based programs in Ontario although both the provincial consultations and the committees of the College Council agreed that these programs would be beneficial for internationally educated teachers.

Extended Programs

Few submissions commented on extended programs. OADE advocated a two-year program. The provincial consultation process elicited comments that extended programs might allow for more opportunities for the teacher education program to mirror the school year. The comments also pointed out that extended programs might place a greater financial burden on candidates and create staffing problems for faculties.

Echoing the findings from the consultation process, the committees of the Council responses suggested that these programs might provide additional opportunities for candidates. However, there was no strong support for extended programs.

Satellite Programs

Programs offered on satellite campuses were considered by a number of respondents to be a valuable option that should remain available. Respondents in the French-language provincial consultations remarked that programs delivered on satellite campuses are an essential alternative for the highly dispersed francophone community.

Technological Studies

OTF, OPSBA and a few individual submissions recommended that multi-session teacher education programs be continued and that the first session take place in

The comments also pointed out that extended programs might place a greater financial burden on candidates and create staffing problems for faculties.

the summer to respond to the unique requirements of the candidates who enrol in these programs.

Comments by several faculties regarding the length of the period of successful teaching between the summers would suggest that they also support the continuation of this model of delivery.

Other Comments

Technological Studies

There were a number of comments on the importance of technological education in secondary schools and the need to prepare and certify teachers of Technological Studies in a way that will allow them to be perceived to have a status equal to all other teachers.

Both the University of Western Ontario faculty and the Ottawa area French-language groups identified concerns and made recommendations about technological education programs in elementary and secondary schools.

OCTE maintained that there must be a pathway for both those with degrees and those who have industry-specific training to become qualified Grade 1 to 8 science and technology teachers, and that Technological Studies teachers should be able to become qualified in general studies areas such as mathematics or science.

OCTE also recommended that the current division between the seven broad-based technologies and the two computer studies curriculum areas be removed and that all subject areas under Technological Studies be deemed the same with similar requirements.

OTF and OCTE both recommended that there should be a distinction made between courses related to computer applications that these groups perceived to be properly taught by academic teachers and Computer Engineering Technology and software development for a variety of uses, which should require Technological Studies qualifications.

Several respondents commented on the qualifications for Communication Technology. Some individuals proposed that this area should meet the same strict Technological Studies prerequisite requirements, while others suggested that the entry requirements should be based on the skills candidates present and not on where and how they acquired those skills. It was suggested that Prior Learning Assessment and Recognition (PLAR) might resolve this issue.

ITEC recommended that reference to Intermediate and Senior qualifications “as indicated on the applicant’s certificate of qualification” be eliminated since the Certificate of Qualification issued to Technological Studies teachers does not include a reference to Intermediate or Senior experience.

Queen’s University emphasized that Technological Studies courses in the various schedules must change when the secondary school curriculum is reviewed and revised.

OCTE maintained that there must be a pathway for both those with degrees and those who have industry-specific training to become qualified Grade 1 to 8 science and technology teachers.

There were also comments on programs provided by community colleges and on apprenticeship programs that are outside the jurisdiction of the College and, therefore, outside the scope of this review.

Teachers Who Teach in Aboriginal Schools

Lakehead University recommended a less restricted certificate for graduates of the Teachers of Native Languages programs.

It was suggested that more effort be made to provide off-campus programs in or close to northern Aboriginal communities. This would provide more opportunities for teacher candidates who cannot easily travel from their communities to receive training and for those who are already teaching to continue their professional education.

A number of groups including the London roundtable group and Moving Forward Aboriginal group in Toronto, also recommended that there be a career path that would allow for various steps of recognition to move an Aboriginal teacher from initial certification to a BEd and beyond for other roles within the Aboriginal education system.

Recommendations were provided for programs of teacher training for elders and other community education support workers to enable them to participate more effectively in school programs to improve the knowledge and understanding of Aboriginal culture among students. This would help to improve the self-esteem of Aboriginal students and encourage them to continue their education. The London roundtable emphasized the need for elders to tell the stories that would give Aboriginal children a better understanding of their own culture and history. The Toronto Moving Forward group recommended that opportunities be found to enable Aboriginal support workers to obtain teaching certificates in their communities.

The Ottawa roundtable also suggested that the College should consider allowing some very good Aboriginal institutions to become providers of Aboriginal teacher education programs.

It was recommended by several groups that there be a representative from the Aboriginal community appointed to the Council of the College.

A representative of Chippewa First Nation in attendance at the Toronto consultation session identified the Report of the Royal Commission on Aboriginal Peoples and a 2005 announcement on Aboriginal education by the Council of Ministers of Education (CMEC) as good sources of recommendations for Aboriginal teacher education. This group also made recommendations regarding recognition of Aboriginal languages by universities and the need for postsecondary institutions to introduce initiatives to attract more Aboriginal students.

There were also many comments on issues such as the content of elementary and secondary school curriculum, funding and the governance of Aboriginal education.

CHAPTER 3

Teachers' Qualifications and Continuing Teacher Education Courses and Programs

Ongoing professional learning is viewed as integral to effective practice and to student learning.

Introduction

The importance of continuing teacher education has been recognized by the Ontario College of Teachers since its creation in 1996. One of the College's *Standards of Practice for the Teaching Profession (1999, 2006)*, ongoing professional learning, is viewed as integral to effective practice and to student learning. This standard acknowledges that professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

The College's *Professional Learning Framework for the Teaching Profession*, approved by the College Council in 2000, describes the many ways in which members of Ontario's teaching profession engage in professional learning.

The Professional Learning Framework acknowledges that professional learning may take a variety of forms. Following their initial program of professional education, members of the College complete courses or programs that are identified in *Regulation 184/97, Teachers' Qualifications* or they stay current and up to date in many ways beyond completing Additional Qualification courses and programs. They participate in or facilitate professional development activities, mentor colleagues, join professional networks, engage in research activities and complete post-graduate degrees.

The Current Regulatory Context

Purposes of Additional Qualifications

While there are some similarities with Scotland, Ontario is relatively distinct in having a regulated system of continuing education for members of its teaching profession. This formal system of Additional Basic Qualifications and Additional Qualifications, the course options of which are identified in Schedules A-E in Regulation 184/97, and the principal's and supervisory officer's qualifications programs are complemented by the many other formal and informal ways in which members of the teaching profession pursue their ongoing learning.

The notion that Ontario's teachers should be qualified has a long history in the province dating back to the 1800s. However, the system for obtaining qualifications that now exists in legislation and that was established under the *Education Act* in 1974 is relatively young in comparison. The current system of Additional Qualifications has served a variety of purposes over the years.

This regulated system has provided opportunities for teachers to acquire qualifications to teach in specific areas as well as opportunities for acquiring the necessary knowledge base for teachers aspiring to leadership positions in schools and the education system generally.

The system has also functioned as the foundation for the current salary structure that is used for teacher remuneration in publicly funded school boards.

The Principal's Qualification Program enables teachers to be assigned as principals and vice-principals once they have successfully completed the program.

Currently, Part II of Regulation 184/97 describes Additional Qualifications for teachers as one-session courses that include Additional Basic Qualifications in the Primary and Junior Divisions and in the Intermediate and Senior Divisions for general studies and for Technological Studies and Additional Qualifications for enhancing teaching practice.

Three-session specialist courses include courses designed to develop professional knowledge and teaching practice in particular subject and/or cross/integrated curriculum areas, for teaching particular student groups, and for the extension of initial teacher education in particular divisions. This qualification enables teachers to be assigned to teach the particular course, program or student group.

The one-session honour specialist courses are designed to develop leadership in teaching practice for design and delivery of particular subject areas and to enhance teaching practice. The qualification enables teachers to assume a leadership role as a co-ordinator or consultant to a specific course or program or divisional area.

The Principal's Qualification Program (PQP) enables teachers to be assigned as principals and vice-principals once they have successfully completed the program.

Part V of the regulation provides details about the supervisory officer qualification including the components of the Supervisory Officer's Qualification Program (SOQP).

While this review did not consult specifically on whether the purposes of the Additional Qualifications should be explicitly stated in the regulation, the review process suggested that by identifying these in the regulation both members of the College and others would have a clearer understanding of the purpose of Ontario's regulated system of continuing programs of professional education.

Additional Basic Qualification (ABQ) Courses Identified in Schedule A

Prerequisites for Additional Basic Qualification Courses

To enrol in an ABQ, a candidate must:

- hold an acceptable postsecondary degree
- hold or have been recommended for a Certificate of Qualification or an Interim Certificate of Qualification.

Faculties of education generally require candidates to have completed two or three courses in a subject area in their postsecondary degree as a prerequisite for admission into an Intermediate Division ABQ with a specific teaching area. For candidates seeking qualifications to teach in the senior divisions, faculties generally

require five postsecondary courses in the first teachable subject area and three postsecondary courses in the second teachable subject area.

Courses Listed in Schedule A

The ABQ courses for the Primary and Junior Divisions do not have subject options.

The courses listed in Schedule A are available for the Intermediate and Senior Divisions in subject options which include, among many others, business studies, economics, English, français, history, mathematics, science, Native Studies and visual arts.

Additional Basic Qualification Courses Identified in Schedule B: Technological Studies

Prerequisites for Admission into Additional Basic Qualifications in Technological Studies

ABQ courses in Technological Studies are designed for teachers who want to add a qualification in another broad-based technology (BBT) or in the same BBT area at a different level.

Technological studies teachers can enrol in any other Technological Studies BBT at the basic level without holding specific prerequisites. To enrol in an advanced BBT, they must present one year of wage-earning experience and demonstrated competence in that Technological Studies area.

Courses Listed in Schedule B

Among the courses listed in Schedule B at the basic and advanced level are Communications Technology, Hospitality Services, Manufacturing Technology and Technological Design.

One-Session Qualification Courses Identified in Schedule C

Prerequisites for One-Session Courses Listed in Schedule C

To enrol in a course listed in Schedule C, a candidate must:

- hold or have been recommended for a Certificate of Qualification or an Interim Certificate of Qualification.

There are no postsecondary course requirements related to a course in Schedule C.

Technological studies teachers can enrol in any other Technological Studies BBT at the basic level without holding specific prerequisites.

One Session-Courses Listed in Schedule C

Some examples of the current courses identified in Schedule C are adult education, driver education instructor, law, preschool deaf education and teaching writing.

Three-Session Qualification Courses Identified in Schedule D

Prerequisites for Three-Session Courses Identified in Schedule D

To enrol in a course listed in Schedule D, a candidate must:

- hold a Certificate of Qualification or an Interim of Qualification
- have qualifications in the Primary Division or Junior Division, or Intermediate Division in general studies, or Senior Division in general studies.

In the case of Part I of Primary Education, Junior Education or Intermediate Education, the candidate must have a Basic Qualification in the corresponding division. For entry into a Part II course, the candidate must have completed Part I or its equivalent and have one year of teaching experience. For entry to Part III, the candidate must have completed Part II or its equivalent and have two years of teaching experience, including at least one year in the subject area in Ontario.

Courses listed in this schedule include areas of study that enable teachers who have completed a teaching option in Schedule A to obtain specialist qualifications by completing Parts II and III. This schedule also enables others to acquire specialist qualifications in cross-curricular or subject-specific areas.

If candidates have qualifications in Technological Studies, they are restricted to specific courses in Schedule D.

Courses Listed in Schedule D – Three Session

Three-session courses listed in Schedule D include, for example, business studies–information management, computer studies–computer science, computers in the classroom, guidance, primary education, reading and special education.

Teachers of the Deaf and Hard of Hearing

While the specialist qualification is listed in Schedule D, the program to become a teacher of the Deaf and Hard of Hearing was offered traditionally as a full-year program with a mandatory practicum, courses in sign language/ sign systems and a full understanding of audiology, auditory/aural and speech methodologies. The program followed the Association of Canadian Educators of the Deaf and Hard of Hearing or l'Association Canadienne des Enseignants(es) des Sourds(es) et Malentendants(es) certification standards. On completion of the program and

two years successful teaching, one of which has been teaching the deaf, the candidate is awarded the specialist qualification. Recently, the program has been offered as a three-session Additional Qualification (AQ) course with online components but without a practicum.

The program at l'Université d'Ottawa requires fluency in sign language as a prerequisite: a minimum of five courses in langue des signes québécoise (LSQ) or their equivalent must be completed prior to entry into the program to become a teacher of the Deaf and Hard of Hearing.

One-Session Honours Specialist Qualification Courses Identified in Schedule E

Courses listed in Schedule E recognize the depth of knowledge acquired through a postsecondary honours degree and enable an individual to obtain a specialist qualification in a particular subject area.

Prerequisites for Admission into One-Session Honours Specialist Courses Identified in Schedule E

To enrol in a Schedule E course, a candidate must have the following:

- a Certificate of Qualification or Interim Certificate of Qualification with Basic Qualifications in the Primary Division, Junior Division, Intermediate Division in general studies or Senior Division in general studies
- a Bachelor of Arts degree, a Bachelor of Science degree or a baccalaureate degree in an applied area of study that required four years of study or its equivalent
- at least second class standing in the subject area
- two years of teaching experience, one of them in the subject in Ontario.

Courses Listed in Schedule E – Honour Specialist

The range of courses currently listed in Schedule E include biology, chemistry, dance, English, geography, mathematics, physical and health education and physics, among many others.

Principal's Qualification Program

The PQP is designed to prepare members of the College for the principal's role in Ontario. Currently this program is divided into two parts. Part I is an introductory program, which includes the development of a practicum proposal. It is designed to help the candidate develop the knowledge and skills necessary to carry out the duties of the beginning school administrator.

Candidates must successfully complete the practicum component prior to admission into Part II.

The focus of Part II is on concepts and issues such as leadership and program planning. Part II is designed to enable the candidate to explore, in more depth, the theoretical and operational aspects of the principalship.

Prerequisites for Admission into the Principal's Qualification Program

For candidates seeking admission to the PQP, the candidate must:

- hold an acceptable postsecondary degree
- hold a Certificate of Qualification or Interim Certificate of Qualification
- have qualifications in three divisions one of which is the Intermediate Division
- have five years of successful teaching experience in an elementary or secondary school
- have one of:
 - specialist or honour specialist qualification
 - half the number of postsecondary credits to qualify for a master's degree, or
 - an additional specialist or honour specialist qualification
 - a master's degree or doctorate
 - successful completion of graduate postsecondary credits equivalent to those that are required to qualify for a master's degree.

The Principal's Development Course is designed to provide opportunities for practising principals and vice-principals to explore components of their roles in greater depth.

Principal's Development Course

The Principal's Development Course is designed to provide opportunities for practising principals and vice-principals to explore components of their roles in greater depth and to reflect about their experience, knowledge, skills and attitudes.

Prerequisites for Admission into the Principal's Development Course

The following are prerequisites for entering the Principal's Development Course:

- a Certificate of Qualification or an Interim Certificate of Qualification,
- principal's qualifications
- two years of successful experience as a principal or vice-principal.

Supervisory Officer's Qualification Program

The SOQP is designed to prepare members of the College for the supervisory officer's role.

The SOQP has four instructional modules and one practicum module:

- The Personal Perspective
- Leadership/Management Theory

- The Provincial Perspective
- Professional Practice
- Practicum

Each module consists of at least 50 hours. The instructional modules provide instruction relevant to the position of supervisory officer in these subject areas:

- statutes, regulations and government policies
- curriculum guidelines and other reference material
- theories and practices of supervision, administration and business organization.

In addition, candidates must complete the program within five years.

Prerequisites for Admission into the Supervisory Officer's Qualification Program

- The following are prerequisites for entering the program:
 - an acceptable postsecondary degree,
 - a master's degree
 - a Certificate of Qualification or Interim Certificate of Qualification
 - qualifications in three divisions, one of which is the Intermediate Division
 - seven years of successful teaching experience in an elementary or secondary school
 - one or more of:
 - principal's qualifications
 - specialist or honour specialist qualifications in one or more areas and two years of successful experience as a co-ordinator or consultant
 - two years of additional experience:
 - as an education officer with the Ministry of Education, or
 - as an employee outside Ontario in a position equivalent to a supervisory officer in Ontario, or
 - as a program consultant seconded to the ministry for French-language, English-language or Native-language programs.

The Delivery of Additional Qualification Courses

Regulation 184/97, Teachers' Qualifications does not identify explicit structural formats for the delivery of AQs. However, the regulation does stipulate that a session of a course leading to an AQ shall consist of a minimum of 125 hours of work that is approved by the Registrar of the Ontario College of Teachers.

Among other things, *Regulation 347/02, Accreditation of Teacher Education Programs*, stipulates that accredited programs of AQ satisfy the following regulatory requirements:

- The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession and in the program guidelines issued by the College.
- The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies, and represents a wide knowledge base in the program's areas of concentration.
- The course content of the program makes appropriate provision for the application of theory in practice.
- The program's format and structure are appropriate for the course content of the program.
- There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.

The consultation process for continuing professional education qualification courses and programs was similar to the consultation process used for initial programs of professional education.

Consulting about Continuing Professional Education Qualification Courses and Programs Identified in Regulation

The consultation process for continuing professional education qualification courses and programs was similar to the consultation process used for initial programs of professional education. An overview of this process was shared at a provincial stakeholder meeting in May 2005.

In June 2005, an invitation was extended to interested individuals and/or organizations to submit position papers, briefs or research that pertained to continuing teacher education in Ontario. Backgrounders and questionnaire documents were prepared for use in a series of provincial consultations and posted on the College website for response by interested members of the College.

Four focus group sessions were held between June and August 2005. There were separate sessions in French and English and the participants included providers of AQ courses, principal and supervisory officer qualification courses, employers, representatives from education stakeholder groups and others. As with the consultation process employed to review initial teachers' qualifications, there were three separate sessions held for committees of the College Council.

In addition to these focus group sessions, the participants in AQ courses and programs and summer institute courses held during July and August 2005 were introduced to and encouraged to complete the consultation documents. Focus group sessions were conducted at some of those courses as well.

To complement these consultation sessions, members were also invited to respond to a specific web-based member survey, which was posted on the Member's Area of the College's web site.

Like the reporting process with initial programs of professional education, the data gathered during these consultations were analyzed by College staff and reported to several College committees – the Standards of Practice and Education Committee, the Accreditation Committee and the Registration Appeals Committee.

Consultation Comments about Continuing Professional Education Qualification Courses and Programs Identified in Regulation

Schedule A – Primary, Junior, Intermediate and Senior Additional Basic Qualifications

Prerequisites for Admission

Opinion on prerequisites for the Primary/Junior Division ABQ courses was divided. Several respondents proposed that prerequisites should be the same as those for the initial teacher education program, and if changes were to be made there, these same changes should apply to the ABQ. OTF did not support a requirement that would have specific subject prerequisites for the Primary/Junior ABQ. Representatives from the Qualifications Evaluation Council of Ontario (QECO) and OSSTF certification and a submission from OISE/UT suggested that the current prerequisites were appropriate.

Faculty of education participants in provincial focus group sessions recommended that internationally educated teachers (IETs) be required to demonstrate language proficiency before completing ABQs.

For the Intermediate and Senior Divisions, the OTF agreed with others that the current prerequisites should be maintained. Again, it was pointed out that if changes were to be made to the prerequisites for the initial program of professional education, these changes should also apply to the ABQs.

OTF pointed out that the current prerequisites sometimes create a barrier for Grade 7 and 8 teachers, while several other participants recommended that there be courses specifically for Grade 7 and 8 teachers. All of the provincial focus group sessions supported a standardization of the prerequisites while still enabling discretion so that experience in lieu of course work could be considered.

Recommendations from candidates enrolled in Additional Qualification courses and the Principal's Qualification Program (AQ/PQP candidates) proposed that individuals who do not have the prerequisite courses should be able to complete a qualifying test.

Some faculties expressed opposition to standardizing prerequisites for admission and some provider groups suggested that the certificate of qualification and College membership prerequisite requirements be reconsidered.

Faculty of education participants in provincial focus group sessions recommended that internationally educated teachers (IETs) be required to demonstrate language proficiency before completing ABQs.

Course Relevance

There was consensus that Schedule A courses are relevant. In addition to informing practice, enhancing the knowledge of and communication between the divisions, these courses are viewed as practical and they are perceived to prepare candidates for teaching in another division as well as for entry into the PQP.

There were some recommendations that the courses would be even more relevant if they consistently addressed cross-curriculum issues, classroom management, teaching strategies and diversity.

Responses in the member's survey also supported the relevance of these courses to the enhancement of professional practice.

Schedule B – Technological Studies

Prerequisites for Admission into Additional Qualification Courses Listed in Schedule B

With regard to advanced level AQ identified in Schedule B, OTF and OSSTF proposed that the additional year of education beyond the prerequisites for entry into initial teacher education should be deleted.

OISE/UT faculty proposed that the current requirements modified by previous College Council recommendations were satisfactory. This faculty's submission also recommended that a CAAT diploma or related postsecondary degree along with letters from employers should be used as proof of competence for admission.

The Ontario Council for Technology Education reiterated its concern about the distinction between computer studies courses and BBT courses. OCTE's position maintained that entry into both AQ courses should require the same skilled wage-earning experience or combination of formal education and industry experience. ITEC also supported the need for work experience for entry into these courses. One individual submission, on the other hand, suggested that the regulation should reflect industry standard qualifications in the areas of Computer Science and Computer Engineering. This respondent also proposed that the regulation should also acknowledge the fact that some individuals acquire their skills in the area of communication technology through self-teaching.

OCTE also addressed the persistent tension that has existed between Science and Technology and Design and Technology. This organization recommended a "sunset" clause that would require all teachers earning a Design and Technology qualification after the release date of a revised regulation to meet the work experience requirements for basic/advanced qualifications. OCTE suggested that general studies teachers who have achieved Design and Technology qualifications should not be deemed to have met the work experience requirements for entry into a Technological Studies ABQ.

ITEC suggested that Computer Electronics Technology should be an eighth area of qualification.

Course Relevancy

The technological education faculty from Queen’s University indicated that the ABQs and AQs are extremely relevant. The Windsor-Essex Catholic District School Board submission acknowledged the importance of the AQs in exposing teachers to the most current tools, machines and designs, while this submission questioned the need for including components on developing courses of study, curriculum units, and project reports in Technological Education courses.

An individual submission called for the retention of Design and Technology because this individual deemed this qualification to be “the thread that binds the Intermediate Division of the Science and Technology Grades 1-8 and the Grades 9 and 10 technological education curricula together.”

Schedule C – One-Session Qualification

Prerequisites for Admission

OTF proposed that there should be more courses available for generalist teachers of Grades 7 and 8 who by necessity have to teach all subject areas. While many of these teachers wish to improve their ability to teach all areas, many do not have the necessary postsecondary subject prerequisites that are required for entry into Schedule A courses.

OTF recommended adding such courses to Schedule C and having them focus more on the pedagogical aspects of teaching these subjects than on subject area expertise. Representatives from QECO and OSSTF certification also supported this suggestion.

OTF also suggested that Technological Studies teachers should be able to take any course in Schedule C to broaden their qualifications and grow as teachers.

Course Relevancy

There was consensus that Schedule C courses are relevant for enhancing professional practice. As one respondent put it, “these courses provide teachers with information they can walk away with and share.”

OTF also indicated that several of the courses identified in Schedule C, which at one point reflected current issues in the education system, have now become obsolete. OTF recommended that the schedules be removed from the regulation to enable greater ease and flexibility in updating the course lists and to allow the lists to be more closely aligned with the purpose of each schedule.

OPSBA expressed its view that Schedule C is the appropriate area to build in courses that reflect emerging priorities in Ontario’s education system and new

knowledge about the learning process. Both OPSBA and OTF provided an extensive list of proposed new courses, including courses in leadership and specialized courses for principals and supervisory officers. OTF distinguished these leadership and specialized courses from PQP and SOQP updating or refresher courses, which they recommended not be included in Schedule C. OTF suggested that some of these courses could be provided as half courses.

Schedule D – Three-Session Specialist

A standardized test to determine competency in French as a Second Language was recommended by faculty representatives.

Prerequisites for Admission

The review has revealed general support for retaining the prerequisites for Schedule D, although some respondents, including OTF, pointed out that the requirement of one year's teaching experience in the subject before entry into Part III makes it difficult for some candidates to access this part. A number of respondents, including OPSBA and OTF, recommended that all the Schedule D courses be made available for enrolment by Technological Studies teachers rather than the specific courses presently available to these teachers. Several individual submissions, however, stated that all teachers permitted to access Schedule D courses be required to have degrees.

A standardized test to determine competency in French as a Second Language was recommended by faculty representatives at one of the provincial focus group sessions. This consultation also raised a question about who could be assigned to evaluate "successful" teaching experience in private schools. Lakehead University identified this issue with regard to certifying teaching experience of Aboriginal educators and noted on several occasions that being in good standing with the College should not be a prerequisite for admission.

OTF suggested that Technological Studies teachers should be able to take any course in Schedule D to broaden their qualifications and grow as teachers. These recommendations reflected OTF's basic position that as much as possible the distinction between Technological Studies and general studies AQ opportunities should be eliminated.

Course Relevance

Generally, the courses are considered relevant for improving practice and enhancing leadership opportunities, but OTF suggested that there are insufficient offerings for Grade 7 and 8 teachers.

The relevance of these courses to the enhancement of professional practice was also cited in many of the responses in the member's survey.

Teachers of the Deaf and Hard of Hearing

Prerequisites for Entry

Many of the respondents identified the need for all teachers of the Deaf to be fluent in ASL/LSQ prior to entry to the program. This recommendation was made to ensure that deaf children are not prevented from accessing instruction in ASL/LSQ by a lack of teachers able to use ASL/LSQ as a language of instruction.

Representatives from the E.C. Drury School for the Deaf in Milton proposed that all candidates should have fluency in ASL, with a minimum of five courses, including ASL/LSQ as language of instruction, ASL/LSQ curriculum, ASL/LSQ literacy, bilingual and bicultural education. This recommendation was also made by the Canadian and Ontario Cultural Societies of the Deaf, The Canadian Hearing Society and the Ontario Association of the Deaf, which recommended that a course in comparative linguistics also be a prerequisite. The Ontario Cultural Society of the Deaf also recommended that candidates have knowledge of the cultural perspective of deafness rather than the medical perspective prior to entering the program.

York University proposed that the use of ASL in a program should be left to the discretion of teachers who wish to teach in a signing environment. York maintained that its responsibility was not to teach ASL but rather to teach candidates who wish to teach in a signing environment how to use ASL in the classroom.

The Ontario Association of the Deaf proposed that the York University program reconsider the program of professional education that leads to a Certificate of Qualification (Restricted) for deaf individuals so that candidates would not be required to have both a BA and a BEd as prerequisites for entry into the specialist program.

Key Components of the Program and Focus Areas

Participants in the focus group session held at E.C. Drury, as well as representatives from the Canadian Hearing Society, recommended that ASL as a language of instruction, including its use in different subject areas, be a key component of the program.

This position was also held by the Canadian Cultural Society of the Deaf (CCSD). This organization also noted the importance of the English curriculum, maintaining that all teachers of the Deaf and Hard of Hearing should be competent in both languages to be qualified. CCSD also pointed out a need for teachers in English-language schools to be proficient in first and second-language learning to help their ESL students. In addition, this organization suggested teachers need to understand the role of incidental learning since 90 per cent of deaf children are born to hearing parents and miss significant amounts of incidental learning at home and in school unless a visual language is accessible to them. CCSD also proposed that if teachers have ASL skills, they can teach

The Ontario Cultural Society of the Deaf also recommended that candidates have knowledge of the cultural perspective of deafness rather than the medical perspective prior to entering the program.

virtually any subject using professional resources to supplement their own skill level where they lack in-depth knowledge of a subject.

MACSE proposed that there should continue to be an ASL/LSQ stream and an oral stream within the program. An individual submission also maintained this position.

The Canadian Hearing Society and the York University focus groups also referenced the need for teachers to be able to address other exceptionalities that many deaf and hard of hearing students have.

The Ontario Association of the Deaf referred to the need for components on bilingualism and deaf culture and suggested that the College look at the Ministry of Health's policy. They also identified a need for teachers to be aware of the importance of early childhood education for first-language acquisition.

York University, citing its perception of the quality of its program, proposed that certification can only be granted if there is completion of all class work and an integrated and supervised practicum. One York University representative highlighted a perception that there needed to be a focus on text-based teaching because, in the view of this representative, deaf people who cannot work with text are seriously disadvantaged in using the Internet and other text-based information sources. Another representative indicated that only the small number of teachers working in provincial schools need to be highly competent in ASL since other teachers work mostly with students who are oral. This respondent proposed as well that all teachers should have knowledge of ASL and a strong understanding of the culture of the deaf community.

OTF and its affiliates noted that while their members who are teachers of the Deaf and Hard of Hearing did not identify specific concerns, these organizations proposed that it would be reasonable to expect the requirements for qualification as a teacher of the Deaf and Hard of Hearing to include proficiency in the various methods and technologies that enable students to communicate.

Like York University, the Minister's Advisory Council on Special Education recommended that a practicum should be a component of each part of the program.

The Canadian Hearing Society also recommended a foundation course in "Linguistics and Human Rights Issues – Education Rights for Deaf Children," as well as anti-discrimination education to learn proper attitudes toward deaf and hard of hearing people.

The University of British Columbia (UBC) provided a set of teacher certification standards developed by the Association of Canadian Educators of the Deaf and Hard of Hearing that UBC has adopted.

Length of Program and Practicum

There were few comments on this topic. One individual submission stated that the program should be a minimum of one year. York University recommended one full academic year (or its equivalent spread out over a longer period of

time for the part-time program) with supervised practicums in at least two different educational settings. UBC cautioned against shortening the program in order to qualify teachers more quickly, but this institution did not give an actual recommendation about time.

York University also noted that the deaf and hard of hearing education programs that meet the minimum program standards of the US Council of Education of the Deaf, which includes the York University diploma program, are all delivered via a full-year integrated program that is not segmented into parts.

The Canadian Cultural Society of the Deaf recommended that all teacher candidates should have an opportunity to have a practicum in Deaf Education, while the Canadian Hearing Society would limit that recommendation to candidates who think they might want to become teachers of the Deaf and Hard of Hearing. The Ontario Association of the Deaf and the Ontario Cultural Society of the Deaf also supported this latter position.

Other Comments about Schedule D

Respondents from the University of Western Ontario recommended that Reading be included in the list of Schedule D courses that Technological Studies teachers can take. The faculty representatives also suggested that a qualification for elementary technological education be added to Schedule D to prepare intermediate level teachers to teach technological education in specialized shop facilities where power equipment is present.

Schedule E – One-Session Honour Specialist

Prerequisites for Admission

The consultation suggested that there was general support for maintaining the existing prerequisites, although the Ontario Association for Geographic and Environmental Education suggested that one or two courses could be replaced with or combined with work-related experience or teaching experience specific to the discipline. The Lakehead University submission requested clarification regarding the pre-requisite course requirement for candidates in a concurrent Honour's degree and Bachelor of Education program. OISE/UT commentary remarked that PLAR should be the responsibility of providers.

The Lakehead response also suggested that Aboriginal supervisory officials should be able to certify the teaching experience of Aboriginal educators.

Course Relevance

Few participants commented on the relevance of the courses identified in Schedule E – Honour Specialist. However, those who did comment perceived that the courses were relevant to professional practice and to leadership development in particular.

Honour Technological Studies Specialist Qualification

OTF recommended that Technological Studies teachers should be required to have basic and advanced certification in only one trade rather than three or four basic courses for entry into the Honour Technological Studies program. In contrast to these positions, OISE/UT, noting that the current focus on diversification for admission to the Honour Specialist qualification is an appropriate path to professional development in Technological Studies, proposed that there is no need to change the regulation regarding admission to the one-session Honour Specialist course. Rather, OISE/UT maintained, the College interpretation of the regulation should change to accept a mix of Grade 13 and Ontario Academic Credits with credits from postsecondary programs. This position was reinforced by ITEC and by representatives of the technological education faculty at the University of Western Ontario.

Most respondents proposed that flexibility in delivery models was required in order to respond to various needs across the province.

Additional Qualification Course Delivery

The consultation revealed general support for achieving consistency in prerequisites and in course length. However, most respondents proposed that flexibility in delivery models was required to respond to various needs across the province. Cautions were expressed about the regulation of delivery modes with suggestions being made that the accreditation process provides an opportunity to determine the extent to which a particular format is appropriate for the program. While there was also some caution expressed about the need for face-to-face experience in some courses, there was general support for using electronic and other distance education means where feasible in order to improve accessibility.

Course Length

With regard to course length, comments tended to support the current requirement of 125 hours, with 80 or 90 of these to be contact hours and the rest to be fulfilled with readings and assignments.

Delivery Format

Several faculties of education as well as QECO and OSSTF certification and some individual submissions recommended that courses be delivered in modules. QECO and OSSTF certification recommended that modules be no shorter than half courses, but others suggested that four or five modules might constitute a full course. This would give greater choice to teachers to take what interests them or meets their needs.

The Geography Consultants' submission recommended that other organizations, including subject associations, school boards and federations, be allowed to deliver programs to provide greater access outside the Toronto area. Responses submitted by AQ/PQP candidates also conveyed support for board-delivered programs.

Accessibility

Several respondents suggested that accessibility would be improved with more use of technology as a means of delivery. A recommendation was also made that providers co-ordinate the course offerings to ensure accessibility to a particular program from among a number of areas in the province.

Refresher Courses

The consultation revealed minimal support for formal refresher courses. Where support was given, it ranged from making recommendations that they be part of the AQ/ABQ system or part of less formal offerings such as summer institutes, board-level professional development, federation-sponsored professional development days, conferences and ministry training opportunities. OTF recommended that refresher courses not be offered as ABQ or AQ courses.

It was also suggested that if AQ courses were to be offered in a modular format, teachers who may be seeking refresher courses might take a specific module of interest to them without being required to complete the other modules which may comprise the full Additional Qualification course.

The consultations also suggested that online delivery may be an appropriate format for refresher courses.

Adding Special Topic Courses

A number of topics were recommended for addition to appropriate schedules. Again, it was proposed that if the schedules were to be removed from the regulation, they could be updated more regularly and special topics could be added to appropriate schedules.

In consultations at the College, it was recommended that teachers be given more opportunity to direct their own learning.

Alternatives to the Additional Qualification Course Structure

OTF recommended that the Additional Qualification course structure have some degree of flexibility. However, the federation maintained that no course be shorter than a half course. In contrast to this position, some faculties supported the use of much shorter modules.

OISE/UT, for example, suggested that modules could be individual short programs or part of graduate courses. The AQ providers in the provincial focus group session recommended recognition of other courses and responsibilities for certification, while some online and individual respondents commented that while they were satisfied with the AQ course structure, they suggested that courses should be considered as fulfilling a partial course requirement toward the completion of master's degrees.

Several respondents suggested that accessibility would be improved with more use of technology as a means of delivery.

The Format and Delivery of Technological Studies Courses

OSSTF also recommended the formation of partnerships of AQ course providers with community colleges or school boards in order to set up specialized centres of excellence in a particular trade. Faculty from the University of Windsor and the Ottawa French-language group also supported a greater involvement of community colleges.

Queen's University faculty recommended that there be a variety of ways to ensure that candidates have both the minimum technical skills required to teach a subject as well as the pedagogical skills and knowledge. This faculty pointed out that for some candidates more than 120 hours may be required to acquire the necessary skills and knowledge and that for these individuals, there may be a need to take college courses in the technological content. Other candidates may be able to demonstrate prior knowledge and require less time to complete the course. The Queen's faculty also recommended that for maximum flexibility, as much a course as possible be offered online while recognizing that some components can only be done in a hands-on setting.

The Windsor Essex Catholic District School Board suggested that community colleges should play a greater role in providing the hands-on technological training. They also suggested that the colleges should be added to the list of accredited providers of Technological Studies AOs. This organization also emphasized a need to focus on pedagogy as well as practical skills training and conveyed its preference for classes rather than online courses.

The response from UWO conveyed support for both the involvement of community colleges and the effort to include more online offerings where practical.

A Northern Ontario submission commented on the lack of courses available in the north where typically courses are cancelled when enrolment has been lower than anticipated or hoped for.

The Format and Delivery of Courses for Teachers of the Deaf and Hard of Hearing

A York University representative spoke about offering part of the program as a master's program for candidates who have obtained the appropriate grade averages. This representative also cited the need for alternative modes of delivery but did not specify any.

An individual submission from a deaf teacher recommended moving the program off-campus to the schools where the candidates are already teaching.

Other Comments about Additional Qualifications in Technological Studies

The Minister's Advisory Council on Special Education recommended adding more courses to allow teachers to upgrade their technological skills to teach the broad range of skills covered in the BBT curriculum.

Both OSSTF and OTF proposed that a schedule of AQ courses for Technological Studies be created which would identify subdivisions of each BBT and enable teachers to increase their expertise in one broad-based area. This proposal was derived from OSSTF's concern about safety issues related to current practice whereby a Technological Studies teacher can obtain an Additional Basic Qualification unrelated to their area of experience and demonstrated competence. An individual submission also supported this position proposing that it provides more opportunity for Technological Studies teachers to take AQs that would enable them to move into higher salary categories.

The Windsor-Essex Catholic District School Board teachers also recommended a multi-module curriculum approach that would enable teachers to choose the module specific to their needs, which would be recognized for certification or professional development purposes.

Participants in the validation session endorsed the creation of a new schedule for Technological Studies.

OPSBA recommended that the courses Technological Studies teachers take to upgrade their skills qualifications also be listed on the teacher's Certificate of Qualification for consideration towards advancement on the salary grid. OPSBA also recommended that there be ongoing mentoring support for teachers who have completed AQ or ABQ courses.

A Seneca College submission recommended a mandatory college-trade-industry rejuvenation program to ensure that Technological Studies teachers remain up to date in their profession.

OTF proposed that just as Technological Studies teachers should be able to enrol in Additional Qualification courses in Schedules C and D, general studies teachers should be able to take specific Technological Studies Additional Qualification courses if they meet the required proof of skill competence and work experience. This position was also supported by OSSTF.

There were several comments about the necessity of ensuring that no teacher is disadvantaged by changes in the regulations and schedules that might remove a specific qualification he or she currently holds. There should be specific grandparenting provisions made for such teachers.

Other Comments about Additional Qualifications for Teachers of the Deaf and Hard of Hearing

The Minister's Advisory Council on Special Education conveyed its support for the recognition of acceptable teacher education programs for teaching the Deaf and Hard of Hearing from outside Ontario. This group also recommended that the Additional Qualification courses include one related to the role of the itinerant teacher to address the fact that many deaf and hard of hearing children are in regular classroom settings.

The E.C. Drury focus group identified concerns about the content of the ASL materials, standards for ASL as language of instruction, competency evaluations and programs for teachers of deaf Aboriginal students.

The Ontario Association of the Deaf and York University provided commentary about children with implants and sign language instruction. In addition, representatives from York University also outlined a number of trends in deaf education.

The Canadian Cultural Society of the Deaf proposed that the College should set standards in a number of areas related to teaching the Deaf and Hard of Hearing and it projected that during the next few years, there will be a significant shortage of qualified teachers of the Deaf and Hard of Hearing.

Principal's Qualification Program

Prerequisites for Admission

A number of respondents agreed with the prerequisite that candidates should be qualified in three divisions. OTF, however, questioned this prerequisite, arguing that practical experience is a much better measure of preparedness than being qualified in three divisions.

From this organization's perspective, this requirement discriminates against those who hold Primary/Junior Division qualifications because these teachers often have postsecondary degrees in general studies which prevents them from meeting the subject-specific university credit prerequisites for entry into the Intermediate Division ABQ.

Participants in one of the English provincial focus group consultation sessions suggested that the requirement for qualification in three divisions is also a barrier for Technological Studies teachers.

Almost all respondents perceived the required five years' teaching experience to be an appropriate minimum standard for entry into the program, with some comments suggesting that teaching experience be increased to range from eight to 10 years. Others commented on the need for the experience to be in Ontario. The French-language focus group, however, felt that teaching experience does not provide good preparation for becoming a principal, suggesting instead that courses in administration would make more appropriate prerequisites.

The Catholic Principal's Council of Ontario, OISE/UT, some participants in one of the English-language provincial focus groups, and the AQ/PQP candidates' submissions all recommended that Special Education Part I be a prerequisite for entry into the PQP.

OTF recommended that the variety of routes to entry be maintained and this organization cited the double specialist as a particularly good prerequisite because of the perceived benefits of the instructional leadership component in Part III of those courses. OPSBA also commented on the need for practical leadership experience.

Participants in one of the English provincial focus group consultation sessions suggested that the requirement for qualification in three divisions is also a barrier for Technological Studies teachers.

Many responses to the member’s survey suggested support for maintaining the prerequisites for entry into the PQP, including having qualifications in three divisions.

Program Relevance

The English-language focus group respondents generally felt that the components of the PQP are satisfactory, but suggested that the program could be enhanced with the addition of more observation, job shadowing, mentoring or internship opportunities. OTF and the affiliates recommended that all candidates should receive preparation in dealing with collective agreements and labour law. OTF also recommended a decision-making framework that would emphasize legislation, interpersonal skills, policy and learning theory.

The French-language focus group had strong reservations about the extent to which the courses provided good preparation for the role of principal. Participants in this group felt there was not enough focus on efficient administrative practices that would permit the principal to properly perform the leadership role within the school. This group also called for a stronger focus on the history of French-language education in Ontario and the important role a school plays in a minority setting.

OTF and some participants in the English-language focus group sessions suggested that the PQP provides opportunity for acquiring knowledge and skills applicable to a variety of educational leadership opportunities, and that the courses should continue to provide those opportunities to those not interested in becoming school administrators.

The responses to the member’s survey also suggested that the PQP is perceived to enhance professional practice.

The French-language focus group had strong reservations about the extent to which the courses provided good preparation for the role of principal.

Suitability of Part I, Practicum and Part II, Structure

Most of the comments focused on the practicum and ranged from making suggestions that the practicum be completed before entry into Part II, that it be done concurrently with Part II, or in the case of the suggestion by the French-language focus group, that it be placed after the course work and occur within five years of the completion of the course work. Comments seemed to suggest that most were satisfied with the length and placement of the practicum. There was a suggestion that the practicum could be better defined in guidelines.

Some suggested that by ensuring the practicum related specifically to the role of the principal, the program could be strengthened. Some also suggested that if the evaluation of the practicum were removed, candidates would be able to focus on the experience.

Some AQ and PQP candidates called for mandatory mentoring before becoming qualified, while the OISE/UT submission recommended that an induction program for principals be created.

Program Duration

Although many respondents perceived the program to be intensive and challenging to accomplish the expectations within a limited time, there was minimal support for extending the duration of the course.

Delivery Format

Although most participants perceived the electronic delivery of the program as beneficial to the candidates, cautions were identified. OTF, in particular, suggested that there should continue to be a strong emphasis on networking and connectedness.

OPSBA suggested that with new interactive technologies, there could be a larger proportion of the program delivered electronically, which would be of particular benefit to those appointed to the principalship who have not completed the program.

Principal's Development Course

The few comments received in response to this question limits decision-making concerning the course's value or relevance. While few have taken the course in the past, enrolment has been growing. One participant suggested that a full online delivery format might attract more interest in this course.

Supervisory Officer's Qualification Program

Prerequisites for Admission

There was general support for the existing prerequisites, but several respondents including the Ontario Catholic Supervisory Officers' Association (OCSOA) and both English- and French-language provincial focus groups, recommended the additional requirement of experience as principal or vice-principal.

OTF recommended adding leadership experience in educational organizations such as teachers' federations and the Ontario College of Teachers as further options for the two years' additional experience.

OCSOA recommended that the Ontario Association of Planners and Human Resources certification should be an optional qualifying component and called for recognition of Certificates of Advanced Study in Catholic Leadership Programs and/or courses in Religious Education. OCSOA also suggested that a background in special education should be mandatory for all supervisory officers.

Program Relevancy

There were only two responses to this question. OCSOA members rated the program as being good to excellent as preparation for the role. One individual submission, however, stated that candidates have poor knowledge of legislation and Ministry of Education policy.

Both OCSOA members and participants in the English-language provincial focus group considered the program highly relevant. OCSOA cited evidence suggesting that many take the program as a professional development opportunity rather than for pursuing employment in the role of supervisory officer because of the perceived value in acquiring the solid networking opportunities provided by the program. An individual submission said that while it depended on the provider, some aspects of the program were very relevant.

Suitability of Five-Module Structure

Among the respondents, there was general support for the five-module structure, although the French-language provincial focus group indicated that the structure in the French-language system has been successfully extended to eight modules. The group also suggested using retired experienced supervisory officers as mentors given the challenge of identifying mentors in the French-language system and in the North. An individual submission suggested that the legislation section of the program is too weak.

Program Duration

OCSOA members and participants in the English-language provincial focus group supported the five-year duration stipulation for completion, although the focus group recommended that some flexibility be granted for business supervisory officers. OCSOA also commented that the program should be emphasized as being part of a continuum of career-long leadership training.

Appropriateness of Practicum Requirement

Both OCSOA members and the English-language focus group participants perceived the practicum to be a critical component of the program. The focus group recommended that it be extended to 60 days. OCSOA recommended that it be job-embedded requiring attention over an entire school year. OCSOA also recommended in-service for mentors. An individual submission emphasized that the practicum must focus on the role supervisory officers ought to play in supporting the improvement of student achievement.

Delivery Format

Respondents were very conscious of the fact that distance education delivery increases accessibility to the program, but they also recognized the value of the face-to-face experience.

OPSBA suggested that given exceptional interactive technology, the percentage of delivery through technology could be increased. OCSOA emphasized that the main components must be face-to-face to encourage rich discussion and networking, but they also suggested that the law module could be offered online and that video-conferencing should be considered for the North.

Comments proposed that providers make use of individuals who have held supervisory officer positions and who can link theory to practice.

Expansion of Provider Base

The consultation revealed a consensus for ensuring that the program remain grounded in the profession for understanding the role of the supervisory officer and for providing continuing support.

Comments proposed that providers make use of individuals who have held supervisory officer positions and who can link theory to practice. According to the English-language focus group, any faculty involvement should be done in partnership with current providers or, if not, according to OPSBA, should have experienced supervisory officers provide leadership in determining program content.

OPSBA also recommended that trustees have input into the content of the program. OCSOA expressed strong support for the current arrangement and emphasized that a Catholic SOQP must be maintained. The English-language focus group also suggested that there were not enough candidates to disperse among additional providers.

Perceived Need for a Supervisory Officer's Development Course

While there was strong support for ongoing professional development, there was only qualified or limited support for a course. OCSOA proposed that professional development for supervisory officers is best offered by professional associations on an as-needed basis. Other respondents expressed similar views.

Other Comments

OCSOA suggested that Ontario maintain the requirement for supervisory officer certification to practise as an administrator in Ontario. OCSOA also suggested that there should be a compulsory period of job shadowing for those aspiring to supervisory officer positions.

The French-language focus group recommended that the Ontario College of Teachers be given the regulated mandate to review education needs perhaps every five years and respond to those needs in its bylaws. Several respondents expressed a concern for accessibility to the program outside urban centres. The English-language focus group called for courses in leadership and suggested that ministry secondments would also be a good strategy for developing leadership.

A number of suggestions were made to adjust the program content to include such things as an emphasis on building relationships with students and parents, conflict resolution, accessing range of funding for education initiatives, developing a sensitivity to politics in education and dealing with collective agreements and labour law.

Other suggestions identified topics for refresher courses/modules such as human resources, special education, literacy, numeracy, assessment, governance, educational funding, crisis management and response, effective schools, evaluation and data interpretation.

Refreshing the Courses Listed in the Schedules

Previously, the Council of the College made several recommendations to modify the courses identified in the schedules appended to the regulation. The consultation process solicited reaction to these recommendations and other suggestions to refresh the courses identified in the schedules.

Recommendations for change to Schedule A included renaming some courses to reflect the Ontario curriculum (for example changing Physical and Health Education to Health and Physical Education), deleting some courses such as Design and Technology and Environmental Science and adding some courses (such as Business Studies–General, Philosophy and an ABQ in Grade 9 Integrated Technologies).

In addition to specific additions and deletions, there was a recommendation for more courses for generalist teachers in Grades 7 and 8. These courses are generally considered relevant because they inform practice and can be targeted to particular groups.

Recommendations for changes to Schedule B included renaming Hospitality Services to Hospitality and Tourism Technology to align with the Ontario curriculum and adding Computer Engineering Technology to the courses listed in the schedule. Other suggestions included adding a qualification for teaching elementary technological education and making computer electronics technology an eighth area of qualification.

Proposed changes to courses identified in Schedule C also included name changes (for example, changing Childhood Education to Kindergarten), the deletion of courses such as Driver Education Instructor that were perceived to be obsolete, and the addition of a broad range of courses such as Computers in the Classroom, Science and Technology (Grades 7 and 8) and Student Assessment.

In addition to Council’s previous recommendations, the consultation process identified a large number of suggested additions to Schedule C. Among others, these included Action Research, Character Education, Inclusive Classrooms, Teachers and the Law, and Leadership in a Minority Setting.

Council’s previous recommendations for changes to courses in Schedule D also included name changes to reflect curriculum change (for example, changing Guidance to Guidance and Career Education), additions (for example, Native Studies and Environmental Literacy) and deletions (for example, Business Studies–Data Processing and Environmental Science).

As with Schedule C, the consultation process also identified adjustments to the courses listed in Schedule D. Proposed additions included Literacy, Outdoor

In addition to specific additions and deletions, there was a recommendation for more courses for generalist teachers in Grades 7 and 8. These courses are generally considered relevant because they inform practice and can be targeted to particular groups.

Experiential Education and Teaching in a Diverse Society, Science and Technology for Primary/Junior and Junior/Intermediate teachers, among others.

Proposed changes to the courses listed in Schedule E also involved renaming to reflect curriculum change, adding General Arts and Native Languages for example, and deleting Environmental Science and Geology. A proposal was also made to add a technological education (BBT) course to this Schedule.

CHAPTER 4

Teachers' Qualifications and Other Regulatory Issues and Considerations

The review has revealed a perception that many of the courses listed in these schedules do not reflect the current educational context or members' continuing professional learning needs.

Introduction

In addition to the areas of initial and continuing programs of professional education, this review of teachers' qualifications has revealed a number of other regulatory issues and concerns that have been suggested for Council's consideration. These areas include the placement of the schedules currently appended to the regulation, the acquisition of AQs during the initial teacher education program, the signing authority for attesting to successful teaching experience and the adoption of a framework for PLAR.

The Placement of the Schedules

The five schedules appended to *Regulation 184/97, Teachers' Qualifications* contain a list of courses that correspond to the Additional Qualifications identified in the regulation: options for Intermediate and Senior Basic and Additional Basic Qualifications, Technological Studies Basic and Additional Basic Qualifications, one-session qualifications, three-session qualifications, one-session honour specialist qualifications.

The review has revealed a perception that many of the courses listed in these schedules do not reflect the current educational context or members' continuing professional learning needs. Consequently, there were several recommendations that the schedules be detached from the regulation so that their currency might be more easily and readily maintained.

The OTF response, for example, pointed out that several of the courses, which at one point reflected current issues in the education system, have now become obsolete. OTF suggested that by removing the schedules from the regulation, courses would be able to be updated and refreshed with greater ease and flexibility.

Acquiring Additional Qualification(s) During the Initial Program of Professional Education

Another policy issue that emerged during the review concerned whether or not candidates in a program of professional education may also acquire an Additional Qualification while completing their program. Currently, this provision exists only for candidates whose program concentration includes the Primary and Junior Divisions to also have a focus on French as a Second Language (FSL).

The review revealed that there is some agreement that candidates could enrol in ABQ and AQ courses before graduation in areas of special need such as FSL or where the candidates require the qualification for a specific potential job, and in lengthened or concurrent programs.

Most respondents, including the federation affiliates, agreed that it would be more appropriate for candidates to enrol in such courses after they have been certified or after they have successfully completed their program and been recommended

The review has revealed a perception that many of the courses listed in these schedules do not reflect the current educational context or members' continuing professional learning needs.

for certification by their dean. Only a few respondents suggested that candidates should have teaching experience before enrolling in AQ/ABQ courses.

Signing Authority for Attesting to Successful Teaching Experience

A third policy area identified during the consultation process concerned the authority to provide a signature that would attest to successful teaching experience. Currently, a supervisory officer attests to successful teaching experience.

The consultations revealed a significant concern among members of the Aboriginal community about the requirement for the signature of a qualified supervisory officer to confirm that a teacher has completed the successful teaching experience requirement stipulated in the regulation. Participants in the review suggested that frequently the supervisory official working in the Aboriginal education system is not recognized within the public education system. It was recommended that the College recognize the credentials of qualified supervisory officials and principals working in the Aboriginal education system.

Prior Learning Assessment and Recognition

Prior learning assessment and recognition emerged as another policy area that the review deemed important for Council's consideration. Although the consultation did not explicitly solicit participant's perceptions about PLAR, participant responses and perceptions of the notion of equivalency as it is embedded in Regulation 184/97 and in current practices suggested that this broader policy issue be addressed by the College.

The issue of equivalency was addressed in a number of areas throughout the review including the recognition of postgraduate degrees in relation to specialist courses, principal's and supervisory officer's qualifications and experience from other jurisdictions in relation to Ontario's qualification programs, and the recognition of experience as it related to technological qualifications. While some proposals for equivalency received emphatic support (for example, a recommendation that Teachers of English to Speakers of Other Languages certification be considered equivalent to English as a Second Language), there was considerable variability in the level of support for equivalency recognition in other areas. The results of this review suggested that a substantive discussion should occur with the education community.

The following comments were made about equivalencies during the consultation process.

Equivalence of Specialist Courses to Postgraduate Degrees

The review revealed some level of support for recognizing equivalency of postgraduate degrees to the specialist courses on an individual basis. However, it was also recommended that this area be explored more fully with the faculties of

education. Some respondents proposed some examples of equivalencies while others proposed that any assessment of equivalency would have to include giving attention to the balance between theory and practice and the Ontario context.

Equivalency of Ontario's Principal's Qualification Program to Principals' Courses from other Canadian Provinces

The consultation revealed the consensus that experienced principals who received their education in other provinces could have their qualifications considered equivalent to part of the Ontario program. However, almost all of the participants who commented in this area suggested that principals educated out of province be required to have some orientation to Ontario legislation and context. It was suggested that this knowledge could be acquired by enrolling in Part II of the PQP or by completing shorter specific orientation programs. Some comments also suggested that principals educated out of country be required to take the full PQP.

Recognition of Equivalent Roles in other Canadian Jurisdictions for Supervisory Officers

Several organizational submissions and some focus group participants suggested that experience in other jurisdictions should be recognized, but that it should be evaluated against the content of the modules of the SOQP program. Further, it was recommended that there must be an orientation program on the Ontario context. A supervisory officer's organization also emphasized that academic supervisory officers must be qualified teachers. An individual submission proposed that both business and academic supervisory officers be required to have Ontario experience and knowledge and that their out-of-province experience not be recognized.

Recognition of Equivalency in Technological Studies

The review revealed that discussion continues to occur about the kind of work experience required for Technological Studies teachers. Several organizations proposed that apprenticeships and postsecondary co-operative education placements should be considered acceptable proxies for experience. Several university faculties recommended that a more flexible approach to work experience include paid co-op work in college programs. Other responses emphasized a position that apprenticeship and co-op experiences should not be considered acceptable proxies for work experience.

A French-language representative of OCTE suggested that there be a more flexible way of assessing the technical skills of trades people who may have acquired the skills through hobbies or work experience as opposed to apprenticeship or college routes.

Several respondents commented on the qualifications for Communication Technology. Some individuals proposed that this is an area that should meet the

Several organizational submissions and some focus group participants suggested that experience in other jurisdictions should be recognized, but that it should be evaluated against the content of the modules of the SOQP program.

same strict Technological Studies prerequisite requirements, while others suggested that the entry requirements should be based on the skills that candidates present and not on where and how they acquired those skills. It was suggested that PLAR might resolve this issue.

The Ontario Council for Technological Education recommended that a substitution of a mixture of Grade 13 and Ontario Academic Credits with tertiary institution credits, including CAAT credits, be recognized as equivalent to the additional year of academic study required to earn a Secondary School Honour Graduation Diploma.

OCTE also recommended that the one-session Honour Technological Studies Specialist qualification be the only route to specialist certification in Technological Studies, and that courses offered by CAATs and commercial providers be recognized for the skill upgrading courses necessary for entry into the specialist courses.

Faculty from Queen's University recommended that equivalencies should not simply be granted; rather, they should be overseen by some agency and granted where appropriate. Faculty from the University of Western Ontario recommended giving appropriate credit for experience and competence that a teacher would be able to demonstrate in some way and suggested that this could be done within the existing regulation. This faculty also recommended a province-wide program structure to establish equivalences for competence gained formally or informally in workplaces. ITEC members advocated for centralizing and standardizing the testing of technical competence.

The University of Ottawa faculty commented on the issue of computer courses. Their comments indicated that teachers gain their knowledge of computers in different ways, and they suggested that teachers qualified in communications technology be allowed to teach computer courses. An individual submission also addressed this issue and suggested that there be some type of test or portfolio that would enable a teacher to demonstrate his or her competence in this area. A proposal was also made that successful teaching of communications technology be recognized toward proof of competence.

An individual submission recommended more use of PLAR and of industry certification in determining whether a teacher has met prerequisites for entry into AQ courses.

CHAPTER 5

Policy Options Considered by the College

For each phase of the review, data analysis of the participant responses was conducted to identify participants' perceptions about teachers' qualifications acquired through initial and continuing teacher education courses and programs.

Creating Policy Options

This review of the regulation which governs teachers' qualifications in Ontario was conducted in three phases, both to reflect the regulation's complexity as well as to enable a broad participation of College members and others from the wider educational community who have a vested interest in teachers' qualifications.

Phase one focused on initial teacher education; phase two focused on continuing teacher education and phase three examined the specific programs of Technological Studies, Aboriginal teacher education and programs for teachers of the Deaf and Hard of Hearing.

For each phase of the review, data analysis of the participant responses was conducted to identify participants' perceptions about teachers' qualifications acquired through initial and continuing teacher education courses and programs. These perceptions formed the basis for the creation of an initial set of policy options. For each policy option in this initial set, a series of pros, cons, implications and comments were generated. The implications and comments sections of the initial policy option document were derived from an examination of the available research findings about initial and continuing teacher education, teacher education practices in other jurisdictions, previous recommendations by the Council and the assumptions and beliefs about initial and continuing teacher education upon which Ontario's teaching profession has been historically based.

Prior to Council's deliberations, preliminary drafts of the policy options for phases one and two were presented to provincial stakeholders to inform them and solicit their verifications of the identified options. Immediately following this presentation, a series of subsequent working session meetings were held with particular groups or organizations to amend, add to or clarify the options, the proposed pros and cons, the implications and the comments.

The process for identifying policy options in phase three was similar to the process for phases one and two. After policy options were derived from the findings in the phase three consultations and roundtables, meetings were held with representatives from specific program areas to review the options and where necessary, to revise them so that they validated the consultation findings. The advice given during the working sessions for each phase was instrumental in shaping policy options.

The validation review of the policy options for Technological Studies resulted in the creation and/or modification of several of the proposed regulation amendments. For example, it was proposed that rather than having the regulation refer to "sixteen months of continuous employment," a more accurate phrasing might refer to there being "no less than four months of continuous employment." Another suggestion arising from the validation of policy options resulted in a recommendation for adjusting the definition of technological qualifications for those candidates with postsecondary degrees so that the work experience they

acquired during this degree program could be counted toward meeting the requirement for entry into the program.

The review of the policy options for Technological Studies also resulted in a proposal that trade certification or diploma completion notations that were required for admission into the program of professional education be made on the certificate of qualification issued to Technological Studies teachers.

During the validation of policy options related to Aboriginal teacher education, proposals arose that suggested that over time, multi-session programs for teachers who teach in Aboriginal schools that require an OSSD be phased out and replaced with programs that require acceptable postsecondary degrees.

Final Policy Options and Implications Document

After the policy options were validated, a final policy option and implications document was created that merged the options for all three phases of the review. In some instances, the merging process required a slight rephrasing to reflect the way a particular policy area is addressed in the current regulation. For example, while the consultation examined “prerequisites for admission into the program of professional education,” this policy area was rephrased as “acceptable academic qualifications and technological qualifications.” Because of this slight rephrasing and the merging process, it became conceptually necessary to organize the options according to the 14 themes that emerged. For each policy area, the College Council considered four possible decision actions: maintain the current regulatory requirements, report the findings from the review to the sector, propose new regulatory amendments and confirm or reconsider previously proposed amendments and identify implementation strategies either in lieu or support of regulatory change.

A merged policy option document that reflected these 14 policy areas and possible decision actions was presented to the Council of the College for its preliminary review and consideration in June 2006. During this briefing session, Council members identified additional policy options and a number of areas that required clarification. After making these revisions, a final policy option document was presented for Council’s deliberation in September 2006.

Refreshing the Schedules

Council’s decision-making about the courses to be identified in Schedules A-E of the teachers’ qualification regulation was based upon a number of criteria that emerged from an analysis conducted into the purposes of ABQs and AQs as these have been articulated in the College’s current AQ guidelines and in guidelines previously issued by the Ministry of Education. In addition to the schedule-specific criteria identified below, there were a number of general criteria that were considered in making recommendations to add a course. These included the extent to which the proposed addition:

Council members identified additional policy options and a number of areas that required clarification.

- was one of a coherent set of courses derived from the standards
- was of sufficient scope to meet course length of 125 hours
- has/will have an agreed upon curriculum determined in guideline
- would be eligible to be accredited by the College.

Additions and Deletions of Courses Listed in Schedules A, B and E

In addition to the purposes of the qualification, criteria for determining additions and deletions of courses listed in Schedules A, B and E have been based upon the relationship of the course to the Ontario curriculum, the extent to which the course is offered over multiple grade levels and whether or not an acceptable postsecondary program in a recognized discipline exists.

Additions or Deletions of Courses Listed in Schedule D

In addition to the purposes of the qualification, criteria for determining additions and deletions of courses listed in Schedule D have been based upon the following:

- the relationship of the course to the Ontario curriculum
- the extent to which the course is perceived to respond to the needs of particular groups of students
- the extent to which the course is perceived to have a cross-curricular focus
- the extent to which the course extends knowledge beyond basic qualifications for Primary, Junior or Intermediate teachers.

Additions or Deletions of Courses Listed in Schedule C

In addition to the purposes of the qualification, criteria for determining additions and deletions of courses listed in Schedule C have been based upon the extent to which the course is perceived to:

- respond to system needs/priorities
- respond to particular community needs/priorities
- respond to particular role needs/priorities
- enhance teachers' practice.

In those instances where a course has been recommended for deletion, previously earned qualifications will continue to be valid. The College will need to create a concordance between the discontinued course(s) and the proposed new course(s).

Policy Options about Initial Programs of Professional Education Considered by the College Council

Currently, programs of professional education in Ontario consist of foundations courses, methodology courses and a practicum. Council's deliberations in this

policy area consisted of determining whether or to what extent the program components of the professional education program should be adjusted.

Council considered policy options about the content of the program, the overall length of the program, the length of the practicum, the type of certificate awarded as an outcome of the program, the definitions of acceptable academic and technological qualifications and the program structure and format.

Policy Issue 1: Content of the Program of Professional Education in Ontario

Currently, programs of professional education in Ontario consist of foundations courses, methodology courses and a practicum.

Should the Council adjust or modify these components?

Option 1.1

Maintain current regulatory definition of the content of the program of professional education:

- teaching methods designed to meet needs of all students
- studies in education including learning and development through all divisions
- acts and regulations related to education
- study of curriculum development and review of curriculum guidelines for all divisions
- minimum of 40 days of practical experience in schools or other settings approved by the College for observations and practice teaching.

Option 1.2

Report the findings from the review to the sector and encourage dialogue among and within faculties.

Option 1.3

Issue an effective practices resource that identifies and/or describes the components of the program of professional education in areas such as the integration of special education, information technology, assessment and evaluation, classroom management, equity and diversity issues in all courses. For technological studies, identifies and/or describes project orientation, technological processes, planning instructional

environment of practical classes and laboratories, managing and maintaining these facilities in safety and training.

Option 1.4

Recommend a regulatory amendment to adjust the definition of a program of professional education so that it defines studies in education to include, but not be limited to, the history of education, sociology of education, philosophy of education and the psychology of education.

Option 1.5

Recommend a regulatory amendment to adjust the content of the program of professional education to identify special education as a required component within the program of professional education.

Option 1.6

Recommend a regulatory amendment to adjust the content of the program of professional education to identify Ontario's diverse education context as a required component within the program of professional education.

Option 1.7

Recommend a regulatory amendment to clarify that the phrase "teaching methods" includes teaching and learning strategies, assessment and evaluation, literacy and numeracy, teaching in multi-grade classes,

and the integration of technology and that the phrase “to meet the needs of all students” includes in the French-language system, teaching in a minority setting.

Option 1.8

Recommend a regulatory amendment to adjust the definition of the program of professional education so that references to the Ethical Standards and the Standards of Practice for the Teaching Profession are included.

Option 1.9

Recommend a regulatory amendment to require that all teacher candidates have the opportunity to learn about Aboriginal histories, cultures, languages, students' learning styles, and Aboriginal perspectives.

Option 1.10

Recommend a regulatory amendment to adjust the definition of programs of professional education so that it includes, as an area of study within the program, education in Ontario.

Policy Issue 2: Length of Program of Professional Education in Ontario including the Practicum

Currently, the length of the program of professional education in Ontario varies from eight months duration (consecutive program) to 32 months duration (concurrent program) with the lengths of some multi-session programs modified to meet specific supply and demand needs.

Should the Council adjust or modify the length of the program of professional education?

Option 2.1

Maintain current practice

- consecutive program is one academic year (eight months) and generally consists of five full-time courses or equivalent
- concurrent program is a minimum of four academic years (32 months) of which a minimum of five full-time courses or equivalent is dedicated to attaining a Bachelor of Education.

Option 2.2

Recommend a regulatory amendment requiring that the length of the program of professional education be 10 months duration or its equivalent and correspond to the elementary/secondary school year.

Option 2.3

Recommend a regulatory amendment to

lengthen the program by increasing the number of courses in a program of professional education from five to six.

Option 2.4

Recommend a regulatory amendment requiring that the length of the program of professional education be 12 months duration.

Option 2.5

Recommend a regulatory amendment requiring that the length of the program of professional education be two academic years in duration (16 months).

Option 2.6

Recommend a regulatory amendment requiring that the program of professional education consist of the equivalent of five full courses and a practicum.

Option 2.7

Maintain current regulatory requirement for the practicum:

- minimum of 40 days of practical experience in schools or other settings approved by the College for observations and practice teaching.

Option 2.8

Recommend a regulatory amendment that would prescribe the practicum length to be a minimum of 60 days duration.

Option 2.9

Recommend a regulatory amendment that would specify the practicum length to be between 60 and 80 days duration.

Option 2.10

Recommend a regulatory amendment that, in addition to the minimum of 60 days, a requirement be identified that the practicum:

- be supervised
- be conducted over the duration of the school year
- take place in diverse settings – whole school, observation in special education, participation in staff meetings, parent-teacher interviews and extra-curricular activities.

Option 2.11

Recommend a regulatory amendment that identifies the maximum number of days a practicum can occur in an alternate setting.

Native Teacher Education Programs**Option 2.12**

Recommend a regulatory amendment to enable candidates of Native ancestry to complete their practicum requirements in other provincial or territorial jurisdictions.

Option 2.13

Issue a program guideline that, produced in collaboration with faculties of education and the broader educational community, clarifies understanding and further defines the nature of experiences in the practicum and the settings in which it can occur.

Option 2.14

Sponsor a provincial colloquium in partnership with faculties of education, the teacher federations and other education partners on the role of the associate teacher and of the faculty advisor in the delivery of the practicum component in the program of professional education.

Policy Issue 3: The Outcome of the Program of Professional Education

Currently, *Regulation 184/97, Teachers' Qualifications* defines a program of professional education as a program that leads to a degree and a certificate of qualification and/or as a program that leads to a certificate or diploma and a Certificate of Qualification or Certificate of Qualification (Restricted).

Should the Council adjust or modify the definition of the program of professional education?

Option 3.1

Maintain current regulatory definition of program of professional education as "an educational program provided in Ontario that prepares persons to teach in elementary or secondary schools in Ontario and that"

- includes a concentrated study of two consecutive divisions
- leads to the granting of an acceptable postsecondary degree, and a certificate of qualification that indicates the divisions (and subjects) in which one is qualified to teach.

Maintain multi-session programs leading to a Certificate of Qualification (Limited):

- that indicates the division (and subjects) in which one is qualifying to teach after completion of one session of a program of professional education, and
- leads to the granting of an acceptable postsecondary degree, and
- leads to a certificate of qualification after completion of the second session and successful teaching between sessions.

Technological Studies

Maintain current regulatory definition of program of professional education as “an educational program provided in Ontario that prepares persons to teach in elementary or secondary schools in Ontario and that”:

- includes a concentrated study of Technological Studies
- leads to the granting of an acceptable postsecondary degree, and
- leads to a certificate of qualification that indicates qualifications in Technological Studies.

Maintain current provisions for a program of professional education that:

- includes a concentrated study of Technological Studies,
- prepares persons to be teachers of Technological Studies, and
- leads to the granting of a certificate or diploma, and
- a certificate of qualification that indicates qualifications in Technological Studies.

Maintain multi-session programs leading to a Certificate of Qualification (Limited):

- that indicates area(s) of Technological Studies in which one is qualifying after completion of one session of the program of professional education and
- a certificate, diploma or degree and
- a certificate of qualification that indicates qualifications in Technological Studies after completion of the second or final session and successful teaching between sessions.

Teacher Education Program for Candidates of Native Ancestry

Maintain current regulatory provisions for “an educational program provided in Ontario that prepares persons to teach in elementary or secondary schools in Ontario and that”:

- leads to the granting of an acceptable postsecondary degree and
- a certificate of qualification that indicates the divisions (and subjects) in which one is qualified to teach.

Maintain current provisions for a program of professional education that is designed for candidates of Native ancestry who hold a secondary school diploma that includes a concentration in the Primary and Junior Divisions and leads to a diploma or certificate and a certificate of qualification for teaching in the Primary and Junior Divisions only.

Maintain multi-session programs for persons of Native ancestry who hold a secondary school diploma leading to a Certificate of Qualification (Limited) after completion of one session of the program of professional education and a certificate or diploma and a certificate of qualification that indicates qualifications in Primary and Junior Divisions after completion of the second session and one year of successful teaching between sessions.

Teachers of a Native Language as a Second Language

Maintain the current provisions for a program of professional education delivered in multi-sessions that:

- prepares persons who are fluent in Algonquin or Iroquoian languages to be teachers of a Native Language as a Second Language, and
- leads to a Certificate of Qualification (Restricted).

Teachers of the Deaf and Hard of Hearing

Maintain current provisions of a program of professional education completed in Ontario or in another jurisdiction that:

- prepares persons who are deaf to be teachers of the Deaf and Hard of Hearing and
- leads to a certificate or diploma, and
- Certificate of Qualification (Limited) for teaching the Deaf and Hard of Hearing.

Option 3.2

Recommend a regulatory amendment to adjust the definition of a program of professional education that reorients the divisional groupings to correspond to the Ontario curriculum – elementary (Grades K-8) and secondary (Grades 9-12).

Technological Studies

Option 3.3

Recommend a regulatory amendment to adjust the definition of a program of professional education for Technological Studies candidates so that those who hold a degree in Technological Studies may take one option in broad-based technology and one option in general studies at the Intermediate/Senior level.

Option 3.4

Recommend a regulatory amendment to adjust the definition of a program of professional education for Technological Studies candidates to recognize a program of professional education leading to a degree in Technological Studies with one option for Primary, Junior or Intermediate science and technology and the other option for Intermediate or Senior Technological Studies.

Teachers of Native Ancestry

Option 3.5

Recommend a regulatory amendment in future to create a provision to sunset the program

of professional education for persons of Native ancestry who hold a secondary school diploma but not a degree.

Option 3.6

Recommend a regulatory amendment to require candidates of Native ancestry who hold a secondary school diploma and who have completed a program of professional education leading to a certificate of qualification and qualifications in the Primary and Junior Divisions to complete an postsecondary degree within 10 years of certification.

Teachers of a Native Language as a Second Language

Option 3.7

Recommend a regulatory amendment to enable programs of professional education that prepare persons who are fluent in Algonquin or Iroquoian languages to be teachers of Native Language and leads to Certificate of Qualification (Restricted) to be delivered on a full-time or part-time basis.

Teachers of the Deaf and Hard of Hearing

Option 3.8

Recommend a regulatory amendment to require/encourage individuals who are deaf to complete a program of professional education leading to a degree prior to acquiring qualifications to teach the Deaf and Hard of Hearing.

Policy Issue 4: Acceptable Academic and Technological Qualifications

Currently, Regulation 184/97 does not define acceptable academic qualifications. However, it does define acceptable technological qualifications.

Should the Council adjust or modify the definition of acceptable academic and technological qualifications?

Option 4.1

Maintain current regulatory requirements that identify academic qualifications for those who complete a program of professional education that leads to a degree and qualifications in the Primary or Junior, Junior or Intermediate or Intermediate or Senior Divisions as:

- an acceptable postsecondary degree (except in special circumstances, Technological Studies and native teacher education).

The regulation does not identify the content of the postsecondary degree for admission into Primary or Junior, Junior or Intermediate, Intermediate or Senior program of professional education.

Other admission criteria and/or requirements are employed at the discretion of faculties/schools of education.

Option 4.2

Report the findings from the review to the sector and encourage dialogue among and within faculties.

Option 4.3

Recommend a regulatory amendment to define the academic qualifications as an acceptable postsecondary degree and a minimum of five courses related to Ontario curriculum acquired within a degree at the baccalaureate, masters or doctoral level.

Option 4.4

Recommend a regulatory amendment to define academic qualifications as an

acceptable postsecondary degree that includes:

- one course in each of English/français, math, science in the postsecondary degree for candidates in Primary/Junior and Junior/Intermediate; and/or
- five courses in the teaching option for candidates in Senior Division and three courses for those in Intermediate Division.

Technological Studies

Option 4.5

Maintain current regulatory requirements that define technological qualifications as:

- the holding of the secondary school graduation diploma or the successful completion of courses that are considered by the College to be the equivalent of such diploma
- proof of a candidate's competence in the area of Technological Studies selected as options in the program of professional education, and
- one of:
 - five years of wage-earning, business or industrial experience in the area or areas of Technological Studies selected as options in the program of professional education
 - a combination of education related to the area or areas of Technological Studies selected as options in the program of professional education beyond that referred to above (that is, secondary school diploma or equivalent) and business or industrial experience in the area or areas of Technological Studies as

options in the program of Technological Studies that totals five years, including at least two years of wage-earning experience, no less than 16 months of which is continuous employment, or

- at least 3,700 hours of wage-earning experience and successful completion of a postsecondary education program acceptable to the College that includes at least 24 months of academic studies, if the wage-earning experience and the education program are related to the area or areas of Technological Studies selected as options in the program of professional education.

Option 4.6

Recommend a regulatory amendment to the definition of Technological Qualifications to replace the phrase “proof of his or her competence” with “demonstrated proof of competence based on an assessment of advanced knowledge and skill in at least one of the areas within the technology selected.”

Option 4.7

Recommend a regulatory amendment to the definition of Technological Qualifications to require that proof of competence be specific to a particular technology.

Option 4.8

Recommend a regulatory amendment to the definition of Technological Qualifications to replace the phrase “wage-earning” with “documented postsecondary skilled work and/or wage-earning” experience.

Option 4.9

Recommend a regulatory amendment to the definition of Technological Qualifications to replace references to “years of wage-earning experience” to “hours of wage-earning experience.”

Option 4.10

Recommend that Council reconsider its previous recommendation to propose a regulatory amendment to the definition of

Technological Qualifications to delete reference to “less than 16 months of continuous employment” and replace with “no less than four months of continuous employment”

Option 4.11

Recommend reconsideration of a regulatory amendment to the definition of Technological Qualifications to add a reference to candidates who hold a degree in a related area and who have subsequently completed one year (or the equivalent number of hours) of work experience to be deemed to have met the experience requirement and now require that candidates complete one year of work experience subsequent to completion of the program.

Option 4.12

Recommend a regulatory amendment to add to the definition of Technological Qualifications to include an acceptable postsecondary degree in an area related to the broad-based technology selected for the program of professional education.

Option 4.13

Recommend a regulatory amendment to replace references to “Basic” and “Advanced” with regard to the Technological Studies qualifications with “Grades 9 and 10” and “Grades 11 and 12.”

Option 4.14

Recommend a regulatory amendment to adjust definition of program of professional education as it relates to Technological Studies, to delete the phrase “including a minimum of two optional courses at the basic level from Schedule B.”

Teachers of a Native Language as a Second Language

Option 4.15

Maintain current regulatory requirements for admission into the Teacher of Native

Language as a Second Language program as:

- fluency in Algonquin or Iroquoian.

Option 4.16

Recommend a regulatory amendment to adjust the language fluency prerequisite for admission into the program of professional education for teachers of a Native Language as a Second Language to enable non-fluent candidates to enter the program so that these persons can acquire an acceptable level of fluency by the end of the program.

Teachers of the Deaf and Hard of Hearing

Option 4.17

Recommend a regulatory amendment to adjust the prerequisite for admission into the program of professional education for teachers of the Deaf and Hard of Hearing to enable hearing candidates to enter the program if these persons have acquired an acceptable postsecondary degree and they have completed a program of professional education outside Ontario to teach the Deaf and Hard of Hearing.

Option 4.18

Recommend a regulatory amendment to adjust the prerequisites for admission into the program of professional education for teaching the Deaf and Hard of Hearing to include proficiency in ASL/LSQ both for deaf candidates and for those individuals who are hearing identified above in **Policy Option 4.17**.

Option 4.19

Issue an effective practices resource that identifies and describes considerations for determining:

- academic qualifications necessary for admission into a program of professional education or for completion concurrently with the program of professional education.

Option 4.20

Issue an effective practices resource that identifies and describes considerations for determining the background knowledge and/or experience that may enhance a candidate's success as a teacher employing disposition to teach inventories or other such assessment instruments.

Option 4.21

Recommend a regulatory amendment to prescribe that, in addition to the academic or technological qualifications necessary for admission into a program of professional education, the following be required for program admission:

- evidence demonstrating experience having worked with children
- evidence demonstrating having strong dispositions toward teaching.

Policy Issue 5: Structural Models for the Delivery of the Program of Professional Education

Currently, there are multiple structural model options available for the delivery of programs of professional education to facilitate/accommodate the needs of particular communities.

Should the Council adjust or modify these delivery options?

Option 5.1

Maintain current regulatory requirements program formats and structures are not currently defined in *Regulation 184/97, Teachers' Qualifications*.

Option 5.2

Recommend a regulatory amendment that defines session, various program formats, and structures in *Regulation 347/02, Accreditation of Teacher Education Programs*.

Technological Studies

Option 5.3

Recommend a regulatory amendment to adjust the definition of a program of professional education for Technological Studies candidates to enable a specific four-year program leading to Bachelor of Education degree in Technological Studies and a certificate of qualification.

Native Teacher Education Program

Option 5.4

Recommend a regulatory amendment to adjust the definition of a program of professional education for candidates of Native ancestry to enable a specific four-year program leading to Bachelor of Education degree in Aboriginal teacher education and a certificate of qualification.

Option 5.5

Issue an effective practices resource(s) that identifies and describes considerations in the use of various models such as:

- the availability of resources
- consistency in program and content standards/expectations
- the necessity of face-to-face experiences in programs delivered through distance education
- the length and components of multi-session programs, and
- other directions as appropriate.

Policy Options about Continuing Courses and Programs of Professional Education Considered by the College Council

Among other things, Council considered policy options about the purposes of Additional Qualifications, prerequisites for admission into the courses and programs, course and program structure and delivery format, whether a practicum should be included and whether the courses currently listed in the schedules are appropriate for and meet the needs of Ontario's teaching profession.

Policy Issue 6: Purposes of the Additional Qualifications

Currently, the purposes of each AQ are not identified in *Regulation 184/97, Teachers' Qualifications*.

Should the Council confirm these purposes and recommend that they be stated explicitly in Regulation 184/97?

Option 6.1

Maintain current regulatory descriptions of Additional Qualifications:

- Part II of the regulation identifies Additional Qualifications for teachers as one-session courses, three-session specialist courses, one-session honour specialist courses and principal's qualifications
- Part V of the regulation provides details about the supervisory officer qualification including the components of the SOQP.

Option 6.2

Recommend a regulatory amendment to state the purposes of the ABQ as the following:

Schedule A – Intermediate and Senior Division

Options relate to Ontario Curriculum – qualification earned during the accredited program of professional education and/or in-service education.

Primary Purpose

(i) As a Basic Qualification:

- to prepare teacher candidates who have a concentration in the Intermediate and/or Senior Divisions in their program of professional education to teach the particular subject(s) chosen
- to assign teachers, once certified, to teach the subject(s) in the division(s) for which they hold qualifications

(ii) As an ABQ:

- to prepare teachers to teach in another division and/or subject area by completing a one-session ABQ course
- to assign teachers, once qualified, to teach the particular subject in the particular division.

Option 6.3

Recommend a regulatory amendment to state the purposes of the ABQ in Technological Studies as the following:

Schedule B – Technological Studies

Options relate to Ontario curriculum – qualification earned during the accredited program of professional education and/or in-service education.

Primary Purpose

(i) As a Basic Qualification:

- to prepare teacher candidates whose program of professional education includes a concentrated study of Technological Studies including two optional courses
- to assign teachers, once certified, to teach the particular Technological Studies subject area for which they hold the qualification.

(ii) As an ABQ

- to prepare teachers with Technological Studies qualifications to teach another Technological Studies course at the basic or advanced level, by completing a one-session ABQ course.

Option 6.4

Recommend a regulatory amendment to state the purposes of the one-session qualification as the following:

Schedule C – One-Session Qualification Courses

Qualifications earned through accredited in-service courses.

Primary Purpose:

- to extend teachers' knowledge and skills in design and delivery of curriculum, instruction and assessment for specific programs
- to extend teachers' knowledge and skills to address the needs of particular groups of students
- to enhance teachers' practice
- to prepare teachers for specific non-classroom/non-teaching and/or leadership roles.

Option 6.5

Recommend a regulatory amendment to state the purposes of the three-session qualification as the following:

Schedule D – Three-Session Qualification Courses

Qualifications earned through one or more accredited in-service courses.

Part I

Primary Purposes

- to develop professional knowledge and teaching practice in particular subject and/or cross/integrated curriculum areas, for teaching particular student groups, and for the extension of initial teacher education in particular divisions
- to assign teachers, once qualified, to teach the particular course/program or a particular student group.

Part II

Primary Purposes

- to extend teachers' knowledge and skills in particular subject and/or cross/integrated curriculum areas, for teaching particular student groups, and for teaching particular divisions
- to enhance teacher practice.

Part III

Primary Purposes

- to develop leadership in teaching practice for the design and delivery of particular subject and/or cross/integrated curriculum areas, for teaching particular student groups, and for teaching particular divisions
- to assign teachers, once qualified, to assume a leadership role as a co-ordinator or consultant to a particular course/program or divisional area
- to enhance teacher practice.

Teachers of the Deaf and Hard of Hearing

Option 6.6

Recommend a regulatory amendment to reclassify the qualification to teach the Deaf and Hard of Hearing so that its unique features are recognized in regulation.

Option 6.7

Recommend a regulatory amendment to enable two distinct foci – oral/aural and ASL/LSQ – within the specialist qualification to teach the Deaf and Hard of Hearing.

Technological Studies

Option 6.8

Pending decision making about program type and conceptual orientation of qualification, recommend a regulatory amendment to enable Technological Studies teachers to take courses in specialized trade/occupational areas within a broad-based technology.

Option 6.9

Recommend a regulatory amendment to state the purposes of the one-session honour's specialist qualification as the following:

Schedule E – One-Session Honour
Specialist Qualification Courses

Qualification earned through an accredited in-service course.

Primary Purposes

- to develop leadership in teaching practice for design and delivery of particular subject areas
- to assign teachers, once qualified, to assume a leadership role as a co-ordinator or consultant to a particular course/program or divisional area
- to enhance teacher practice.

Option 6.10

Recommend a regulatory amendment to state the purpose of the principal's qualification as the following:

Primary Purpose

- to enable teachers to be assigned as principals and vice-principals once they have obtained the qualifications.

Option 6.11

Recommend a regulatory amendment to state the purpose of the principal's development course as the following:

Primary Purpose

- to enable practicing principals and vice-principals to refresh, update and/or enhance their leadership knowledge and skills.

Option 6.12

Recommend a regulatory amendment to state the purpose of the supervisory officer's qualification as the following:

Primary Purpose

- to enable teachers to be assigned as a supervisory officer either in a school board or in the Ministry of Education in positions that require these qualifications.

Option 6.13

Issue a professional advisory that identifies the secondary purposes and role of AQ courses in continuing teacher learning.

Schedule A – Intermediate and Senior Division Qualification Options

Secondary Purposes

- to enhance teachers' practice by extending their skills and knowledge in the design, delivery and assessment of a division and/or subject
- to enable teachers to meet one of the pre-requisites for entry to the PQP
- to enable teachers to enter the second session of the related three-session qualification course in Schedule D, where applicable.

Schedule B – Technological Studies

Secondary Purposes

- to enhance teachers' practice by further developing technical proficiency and extending pedagogical knowledge and skill in the design, delivery and assessment of a Technological Studies area
- to enable teachers to meet one of the pre-requisite requirements for entry to the Honour Technological Studies course.

Schedule C – One-Session

Qualification

Secondary Purposes

There are no secondary purposes identified for the Schedule C – One Session Qualification.

Schedule D – Three-Session

Qualification

Secondary Purposes

Part I

- to enable teachers to explore pedagogy related to a subject area without taking additional subject specific university courses
- to enable teachers with three-year degrees or who do not meet pre-requisites for entry to honour specialist courses to obtain specialist qualifications
- to enable teachers to enter the second session of the particular area of interest identified in Schedule D.

Part II

- to enable teachers to enter Part III, Specialist.

Part III

- to meet one of pre-requisite requirements for entry to PQP
- to assign teachers in schools at the discretion of principal and in keeping with board policy to subject/program or divisional leadership roles.

Schedule E – One-Session

Honour Specialist

Secondary Purposes

- to meet one of pre-requisite requirements for entry to PQP
- to assign teachers in schools at the discretion of principal and in keeping with board policy to subject/program or divisional leadership roles.

Policy Issue 7: Prerequisites for Admission to AQ Courses and Programs

Currently, many of the prerequisites for admission into AQs consist of academic and, in some cases, experiential requirements.

Should the Council adjust or modify the prerequisites for admission into AQ courses and programs?

Option 7.1

Maintain current regulatory prerequisite requirements for admission into the primary and junior ABQ courses as:

- acceptable postsecondary degree or qualification considered equivalent
- Certificate of Qualification, Interim Certificate of Qualification, or Certificate of Qualification (Restricted) or dean's recommendation for a Certificate of Qualification.

Option 7.2

Recommend a regulatory amendment to the prerequisites for admission into the primary and junior ABQ courses so that they are congruent with Council's decision about including specific course work acquired at the baccalaureate, masters or doctoral level.

Option 7.3

Maintain current regulatory prerequisite requirements for admission into the Intermediate and Senior ABQ courses as

- Certificate of Qualification, Interim Certificate of Qualification, or Certificate of Qualification (Restricted) or dean's recommendation for a Certificate of Qualification.

Option 7.4

Recommend a regulatory amendment to the prerequisites for admission into the intermediate and senior ABQ courses so that they are congruent with Council's decision about including specific course work at the baccalaureate, masters or doctoral level for registration with the College.

Option 7.5

Recommend a regulatory amendment so that principles governing the admission into ABQs and AQs are identified in regulation.

Option 7.6

Recommend a regulatory amendment that requires internationally educated teachers to demonstrate language proficiency before enrolling in an ABQ course.

Option 7.7

Maintain current regulatory prerequisite requirements for admission into Technological Studies ABQ courses as:

- Certificate of Qualification or Interim Certificate of Qualification, or dean's recommendation for Certificate of Qualification
- qualification in Technological Studies (or meets the requirements as defined in technological qualifications)
- demonstrated competence in that Technological Studies area.

Teachers with Technological Studies qualifications can enrol in any other Technological Studies BBT at the basic level without holding AQs prerequisites.

To enrol in an advanced BBT, teachers with Technological Studies qualifications must present one year of business or industrial experience or equivalent academic experience or a combination of the two.

Option 7.8

Recommend a regulatory amendment to current prerequisite requirements for admission into the one-session Schedule C courses to enable enrolment for those with a Certificate of Qualification (Restricted).

Option 7.9

Recommend a regulatory amendment to current prerequisite requirements for admission into Part I of the three-session qualification course, Schedule D to enable enrolment for those who have been recommended for a certificate of qualification.

Option 7.10

Recommend a regulatory amendment to enable Technological Studies teachers to enrol in the full range of courses identified in Schedule D.

Option 7.11

Recommend a regulatory amendment to adjust the prerequisite requirements for admission into Part I of the three-session qualification course, Schedule D so that some subject matter background is identified as a requirement.

Option 7.12

Maintain current regulatory prerequisite requirements for admission into Part II of the three-session qualification course, Schedule D including:

- in addition to the completion of Part I, one year's experience.

Option 7.13

Maintain current regulatory prerequisite requirements for admission into Part III of the three-session qualification course, Schedule D including:

- in addition to the completion of Part II, two years of experience, one of which must be in the subject area.

Option 7.14

Recommend a regulatory amendment to require that, where appropriate, prior to admission into the first of the three-session qualification course, Schedule D, candidates demonstrate evidence of language fluency for French as a Second Language, international languages and Native languages.

Teaching the Deaf and the Hard of Hearing**Option 7.15**

Recommend a regulatory amendment to require that, prior to admission into the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate their knowledge of and familiarity with ASL/LSQ.

Option 7.16

Recommend a regulatory amendment to require that, prior to admission into the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate proficiency in ASL/LSQ at a minimum level.

Option 7.17

Recommend a regulatory amendment to require that, prior to admission into the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate proficiency in ASL/LSQ at a high level.

Option 7.18

Recommend a regulatory amendment to require that, prior to admission into the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate proficiency in ASL/LSQ if they take the bilingual/bicultural option in the program or proficiency in auditory/verbal communication (AVC) if they take the oral/aural option in the program.

Option 7.19

Recommend a regulatory amendment to require that, upon completion of the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate proficiency in ASL/LSQ at a high level.

Option 7.20

Recommend a regulatory amendment to require that, upon completion of the three-session qualification course identified in Schedule D for teaching the Deaf and Hard of Hearing, candidates demonstrate proficiency in AVC.

Honours Specialist

Option 7.21

Maintain current regulatory prerequisite requirements for admission into the one-session, honour specialist, Schedule E courses as:

- Certificate of Qualification or Interim Certificate of Qualification
- a four year BA or BSc or bachelor's degree in an applied area of study
- at least second-class standing in the subject area
- two years of teaching experience with one year's teaching in Ontario in the subject area for which the honours specialist is sought.

Technological Studies

Option 7.22

Maintain current regulatory prerequisite requirements for admission into the one-session Honour Technological Studies Specialist course as:

- Certificate of Qualification or Interim Certificate of Qualification
- qualifications in:
 - at least three of the subjects listed in Schedule B including at least one at both the basic and advanced level, or

- four of the subjects in Schedule B at the basic level and a Specialist qualification in one of the subjects in Schedule D.
- two years of teaching experience, one of them in Technological Studies in Ontario
- a Secondary School Graduation Diploma (SSGD) and the equivalent of one year's full-time study for which an SSGD is required, or
- a Secondary School Honour Graduation Diploma.

Option 7.23

Recommend regulatory amendment to adjust the prerequisite requirements for admission to the Honour Technological Studies Specialist course to enable entry by candidates holding qualifications in two of Technological Studies areas at both the basic and advanced levels to meet pre-requisite for admission.

Option 7.24

Recommend a regulatory amendment to adjust the prerequisite requirements for admission into the Honour Technological Studies Specialist course to require that prerequisites include basic and advanced qualifications in only one area plus additional academic course work of one or two years.

Option 7.25

Recommend a regulatory amendment to adjust the prerequisite requirements for admission into the Honour Technological Studies Specialist course so that combinations of secondary school diploma, CAAT and university courses are deemed acceptable as meeting academic requirements in the case of those holding an SSGD.

Option 7.26

Recommend a regulatory amendment to identify the holding of an OSSD, as meeting the prerequisite for admission to the Honour's Technological Studies Specialist course.

Option 7.27

Recommend a regulatory amendment to create another type of AQ listed in a new schedule that would require more than three sessions.

Principal's Qualification Program**Option 7.28**

Maintain current regulatory prerequisite requirements:

- Certificate of Qualification or Interim Certificate of Qualification
- five years teaching experience
- acceptable postsecondary degree
- qualifications in three divisions
- one of:
 - masters or doctorate; or
 - one half of a masters and one specialist; or
 - two specialist.

Option 7.29

Recommend a regulatory amendment to the teaching experience prerequisite so that the current five years of experience requirement is increased to seven.

Option 7.30

Recommend a regulatory amendment to the prerequisites so that they include experience in leadership roles, for example, board or school-wide committees.

Option 7.31

Recommend a regulatory amendment to the prerequisites that would require that at least some of teaching experience be in Ontario.

Option 7.32

Recommend a regulatory amendment to the prerequisites that would require candidates to have completed Special Education Part I or equivalent prior to admission to the program.

Supervisory Officer's Qualification Program**Option 7.33**

Maintain current regulatory prerequisite requirements:

- Certificate of Qualification or Interim Certificate of Qualification
- acceptable postsecondary degree
- seven years of teaching experience
- qualifications in three divisions
- masters degree
- one of:
 - principal's qualifications, or
 - specialist's qualifications in one or more subjects and two years of experience as co-ordinator or consultant, or
 - two years experience in ministry or in an equivalent position in another jurisdiction.

Option 7.34

Recommend a regulatory amendment to enable the experience requirement to be met by two years experience in an educational organization as approved by the Registrar.

Option 7.35

Recommend a regulatory amendment to require that experience as a principal/vice-principal be added to the prerequisites for admission to the program.

Policy Issue 8: The Practicum in Additional Qualification Courses and Programs

Currently, a practical experience of a specified duration is a regulatory requirement of the SOQP only.

Should the Council adjust or modify this regulatory requirement so that it applies to all AQ courses and programs?

Option 8.1

Maintain current regulatory requirements with regard to the practicum in AQ courses.

Option 8.2

Recommend a regulatory amendment to require that in addition to course work, AQ courses include a practicum of a specified duration.

Teachers of the Deaf and Hard of Hearing

Option 8.3

Recommend a regulatory amendment to require that a practicum be added to the three-session qualification course identified for teaching the Deaf and Hard of Hearing.

Principal's Qualification Program

Option 8.4

Maintain current regulatory requirements whereby expectations identified in the PQP guideline require that the practicum be completed after Part I and before entry into Part II.

Option 8.5

Recommend a regulatory amendment to identify the practicum in regulation and require that a candidate successfully complete a practicum before a qualification is awarded.

Supervisory Officer's Qualification Program

Option 8.6

Maintain current regulatory requirements as a module consisting of at least 50 hours of practical experience in the workplace.

Policy Issue 9: The Delivery of Additional Qualification Courses and Programs

Currently, *Regulation 184/97, Teachers' Qualifications* does not identify explicit structural formats for the delivery of AQs.

Should the Council adjust or modify these structural delivery formats?

Option 9.1

Maintain current regulatory references to course and session duration in Regulation 184/97.

Option 9.2

Recommend a regulatory amendment that would define and identify components of course delivery in Regulation 184/97 so that they are congruent with those criteria identified in *Regulation 347/02, Accreditation of Teacher Education Programs*.

Option 9.3

Recommend a regulatory amendment that would delete reference to session in Regulation 184/97 and add to Regulation 347/02

Option 9.4 subsuming Option 9.8

Issue program guidelines that identify and describe considerations for course structure and delivery.

Option 9.5

Maintain current regulatory requirements as a session being 125 hours in duration.

Option 9.6

Recommend a regulatory amendment that would define the length of AQ course session to be 100 hours, 75 of which would be defined as "contact" hours.

Option 9.7

Recommend a regulatory amendment that would define the length of AQ courses session to be 100 hours, 80 or 90 of which would be defined as "contact" hours.

Option 9.8

Recommend a regulatory amendment that would clarify the 125-hour length of AQ courses session so as to enable these courses to be offered in modules of no less than 25 hours' duration.

Option 9.9

Recommend a regulatory amendment that would clarify the 125-hour length of AQ courses so as to enable these courses to be offered in two modules which would have the equivalency of one full course.

Option 9.10

Recommend a regulatory amendment that would clarify the 125-hour length, in whatever combination of delivery options, so that it applied only to courses identified in Schedules A, B, D and E.

Principal's Qualification Program

Option 9.11

Maintain current regulatory references to structure and delivery of the PQP in Regulation 184/97.

Option 9.12

Recommend a regulatory amendment that would reference the PQP as an "accredited program that consists of two one-session courses and a practicum."

Supervisory Officer's Qualification Program

Option 9.13

Maintain current regulatory references to structure and delivery of the SOQP in Regulation 184/97.

Option 9.14

Recommend a regulatory amendment that would reference the SOQP as an “accredited

program” and identify the components of program delivery in Regulation 184/97 so that they are congruent with those identified in Regulation 347/02.

Option 9.15

Recommend regulatory amendments that would delete references in Regulation 184/97 to program structure for the SOQP and add them to Regulation 347/02.

Policy Issue 10: Placement of the Schedules

Currently, a number of schedules are appended to Regulation 184/97, identifying the courses through which AQs may be acquired.

Should the Council recommend that this schedule list be removed from the regulation?

Option 10.1

Maintain current placement of the schedules as appended to the regulation.

Option 10.2

Recommend a regulatory amendment to relocate the schedules that appear at the end of Regulation 184/97 to the bylaws of the Ontario College of Teachers and ensure continued reference to them in the text of the regulation.

Option 10.3

Recommend a regulatory amendment to enable the schedules that appear at the end of Regulation 184/97 to be removed and a program guideline to be issued.

Option 10.4

Recommend a regulatory amendment to relocate the courses identified in Schedule C to the bylaws of the Ontario College of Teachers.

Option 10.5

Recommend a regulatory amendment that would include a clause to enable the schedules currently appended to Regulation 184/97 to be reviewed, refreshed and/or updated at a particular point in time or in response to a particular event such as a curriculum change.

Policy Issue 11: Acquiring Additional Basic Qualifications or Additional Qualifications during the Program of Professional Education

Currently, candidates in a program of professional education may also acquire an AQ while completing their program under only one circumstance.

Should the Council adjust or modify this practice?

Option 11.1

Maintain current regulatory references which enable candidates to enrol in an ABQ or AQ course if they have successfully completed the program, have been certified or have been recommended for certification by the dean.

Option 11.2

Recommend a regulatory amendment that enables candidates to enrol simultaneously in a program of professional education and an ABQ course (so that a third divisional qualification may be acquired) or Part I of an AQ course identified in Schedule D.

Option 11.3

Pending the decision making about **Policy Issue 2** (length of the program of professional education) recommend a regulatory amendment that enables candidates to simultaneously enrol in an ABQ course (so that a third divisional qualification may be acquired).

Option 11.4

Recommend a regulatory amendment that enables candidates to enrol in an AQ course only in an area of identified need.

Option 11.5

Pending the decision-making about **Policy Issue 1**, (content of program) recommend a regulatory amendment that enables candidates to enrol in an AQ course in special education during the program of professional education.

Option 11.6

Recommend a regulatory amendment that enables candidates in concurrent programs or longer programs to enrol in an AQ course during their program of professional education.

Option 11.7

Recommend a regulatory amendment that enables an initial teacher education candidate to enrol in an AQ course provided their academic achievement will not be compromised.

Policy Issue 12: Attesting to Successful Teaching Experience

Currently, the supervisory officer attests to successful teaching experience.

Should the Council adjust or modify the signatory authority attesting to successful teaching authority?

Option 12.1

Maintain current regulatory requirements whereby successful experience is determined under the authority of a supervisory officer as defined in Regulation 184/97 and the *Education Act*.

Option 12.2

Recommend a regulatory amendment to enable other supervisory officials to attest to successful experience, in particular circumstances.

Option 12.3

Recommend a regulatory amendment to identify a qualified principal as the signatory.

Policy Issue 13: Refreshing the Courses Listed in Schedules A-E

A number of options were presented for Council's consideration for adjusting each of the lists of courses identified in the regulation. Options included renaming courses and proposing additions and/or deletions to the courses listed. Decisions about these options were based upon the criteria described on pages 61 and 62 of this report.

Policy Issue 14: Prior Learning Assessment and Recognition

Currently, the College employs a variety of policies and practices to determine and recognize equivalencies for prior learning.

Should the Council adopt a policy framework for determining criteria, processes and procedures for implementing PLAR?

Option 14.1

Maintain current regulatory references to the concept of recognition of prior learning.

Regulatory references to the concept of prior learning include those references to “equivalent” and/or “equivalency”.

Option 14.2

Recommend the adoption of policy framework for determining criteria, processes and procedures for implementing PLAR.

Principals’ Qualifications

Option 14.3

Pending the decision not to adopt a policy framework for PLAR, recommend a regulatory amendment requiring that those individuals from another province who hold a qualification equivalent to that of a principal to complete Part II of the PQP or a shorter program related to Ontario’s legislative and curricular contexts.

Supervisory Officer’s Qualifications

Option 14.4

Pending the decision not to adopt a policy framework for PLAR, recommend a regulatory amendment requiring that those candidates who hold a qualification from another province:

- have their course or program evaluated for congruence with the SOQP
- complete an orientation program that provides a comprehensive overview of Ontario’s legislative and curricular contexts.

CHAPTER 6

Recommendations Made by the College Council

The Council of the Ontario College of Teachers made 66 recommendations about Ontario's initial and continuing courses and programs of professional education.

Introduction

After considering the various policy options that emerged through the consultation process, the Council of the Ontario College of Teachers made 66 recommendations about Ontario's initial and continuing courses and programs of professional education.

While in many cases Council approved recommendations for regulatory change, there were some instances where Council opted to retain existing regulatory requirements. For example, in initial teacher education, Council decided to retain current regulatory provisions in the definition of the program of professional education as it applies to both degree and non-degree programs for teachers of general studies, Technological Studies, Native ancestry and Native Language as a Second Language and the Deaf and Hard of Hearing. In continuing teacher education, Council decided to retain current regulatory provisions that identify the prerequisite requirements for admission into Part II of the three-session qualification course, Schedule D as the completion of Part I and one year's experience.

In addition to regulatory amendments, Council identified a number of implementation strategies for sustaining the dialogue begun with the larger education community about teachers' qualifications and teacher education. One of these strategies involves the production of an effective practices resource. This document or other type of communication will identify and/or describe initial and continuing teacher education practices that are perceived by the educational community to be beneficial to or have a positive effect on teacher education.

Another implementation strategy is a program guideline. Produced in collaboration with faculties of education and the broader educational community, program guidelines are intended to clarify meaning and further define initial and continuing teacher education requirements as these are identified in regulation.

The Council has also recommended that the College sponsor, in collaboration with the larger educational community, a colloquium to explore the role of the associate teacher and of the faculty advisor in the delivery of the practicum component in the program of professional education.

Finally, Council has also recommended that a professional advisory be issued to members of the College, and made available to interested others, that provides a clarification of the primary and secondary purposes of initial and continuing teachers' qualifications and the multiple ongoing professional learning pathways made available to members through the qualifications system.

While in many cases Council approved recommendations for regulatory change, there were some instances where Council opted to retain existing regulatory requirements.

Recommendations of the Council of the Ontario College of Teachers for Regulatory Amendments to Initial Programs of Professional Education

Policy Issue 1: Content of the Program of Professional Education in Ontario

Regulatory Amendments

The Council of the Ontario College of Teachers recommends regulatory amendments:

- to adjust the content of the program of professional education to identify special education as a required component within the program of professional education (**Option 1.5**)
- to adjust the definition of programs of professional education so that it includes, as an area of study within the program, Education in Ontario (Ontario context understood to include Aboriginal, cultural and pluralistic diversity, linguistic and denominational constitutional constituencies and ethical standards and standards of practice) (**Options 1.10, including Options 1.6, 1.8, 1.9**).

Implementation Strategy

The Council of the Ontario College of Teachers recommends that an effective practices resource be issued that:

- produced in collaboration with faculties of education, identifies and/or describes the components of the program of professional education in areas such as the integration of special education, information technology, assessment and evaluation, classroom management, equity and diversity issues in all courses. For Technological Studies, identifies and/or describes project orientation, technological processes, planning instructional environment of practical classes and laboratories, managing and maintaining these facilities (**Option 1.3**).

Policy Issue 2: Length of Program of Professional Education in Ontario including the Practicum

Regulatory Amendments

The Council of the Ontario College of Teachers recommends regulatory amendments:

- requiring that the length of the program of professional education be 10 months duration or its equivalent and correspond to the elementary/secondary school year (**Option 2.2**)
- to lengthen the program by increasing the number of courses in a program of professional education from five to six (**Option 2.3**)
- to prescribe the practicum length to be a minimum of 60 days (**Option 2.8**)
- to limit the maximum number of days a practicum can occur in an alternate setting to 10 days (**Option 2.11**)

Implementation Strategy

The Council of the Ontario College of Teachers recommends that a program guideline be issued that:

- produced in collaboration with faculties of education and the broader educational community, clarifies meaning and further defines the nature of experiences in the practicum and the settings in which it can occur (**Option 2.13**).

The Council of the Ontario College of Teachers recommends that a provincial colloquium be held:

- in partnership with faculties of education, the teacher federations and other education partners on the role of the associate teacher and of the faculty advisor in the delivery of the practicum component in the program of professional education (**Option 2.14**).

Policy Issue 3: The Outcome of the Program of Professional Education

The Council of the Ontario College of Teachers recommends that:

- current regulatory provisions in the definition of the program of professional education as they apply to both degree and non-degree programs for teachers of general studies, Technological Studies, Native ancestry and Native Language as a Second Language and the Deaf and Hard of Hearing be retained (**Option 3.1**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends regulatory amendments:

- to adjust the definition of a program of professional education for Technological Studies candidates so that those who

hold a degree in Technological Studies may take one option in broad-based technology and one option in general studies at the Intermediate/Senior level (**Option 3.3**)

- to sunset at the appropriate time, the program of professional education for persons of Native ancestry who hold a secondary school diploma but not a degree (**Option 3.5**)
- to enable programs of professional education that prepare persons who are fluent in an Algonquin or Iroquoian language to be teachers of Native language and leads to Certificate of Qualification (Restricted) to be delivered on a full-time or part-time basis (**Option 3.7**).

Policy Issue 4: Acceptable Academic and Technological Qualifications

The Council of the Ontario College of Teachers recommends that it reconsider its previous recommendation:

- of the definition of academic qualifications as an acceptable postsecondary degree and a minimum of five courses related to Ontario curriculum acquired within a degree at the baccalaureate masters or doctoral level so that the definition of academic qualifications continues to be an acceptable postsecondary degree unless the regulation explicitly states otherwise (**Option 4.3**)
- to propose a regulatory amendment to the definition of Technological Qualifications to delete reference to “no less than 16 months of continuous employment” and replace with “no less than four months of continuous employment” (**Option 4.10**)
- to propose a regulatory amendment to the definition of Technological Qualifications to add a reference to candidates who hold a degree in a related area and who have subsequently completed one year (or the equivalent number of hours) of work experience to be deemed to have met the experience requirement, and now require that candidates complete two years of work experience, of which a maximum of one year can be completed during their program of study (**Option 4.11**)
- current regulatory provisions related to requirements for admission into the Teacher of Native Language as a Second Language program leading to a Certificate of Qualification (Restricted) as fluency in an Algonquin or Iroquoian language be retained (**Option 4.15**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends regulatory amendments to adjust the definition of technological qualifications by:

- replacing the phrase “proof of his or her competence” with “demonstrated proof of competence based on an assessment of advanced knowledge and skill in at least one of the areas within the technology” (**Option 4.6**)
- replacing the phrase “wage-earning” with “documented postsecondary skilled work and/or wage-earning” experience (**Option 4.8**)
- replacing references to “years of wage-earning experience” with “hours of work and/or wage-earning” experience (**Option 4.9**)
- replacing references to “Basic” and “Advanced” with “Grades 9 and 10” and “Grades 11 and 12” (**Option 4.13**).

The Council of the Ontario College of Teachers recommends regulatory amendments to adjust the definition of the program of professional education as it relates to Technological Studies by:

- deleting the phrase “including a minimum of two optional courses at the basic level from Schedule B” (**Option 4.14**).

The Council of the Ontario College of Teachers recommends regulatory amendments to adjust the prerequisite for admission into the program of professional education for teachers of the Deaf and Hard of Hearing:

- by enabling hearing candidates to enter the program if these persons have acquired an acceptable postsecondary degree and they have completed a program of professional education outside Ontario to teach the Deaf and Hard of Hearing (**Option 4.17**).

Policy Issue 5: Structural Models for the Delivery of the Program of Professional Education

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- the definition of “session” and program formats and structures be placed in *Regulation 347/02, Accreditation of Teacher Education Programs* (**Option 5.2**).

Implementation Strategy

The Council of the Ontario College of Teachers recommends that an effective practices resource be issued that produced in

collaboration with faculties of education, identifies and/or describes considerations in the use of various models such as:

- the availability of resources
- consistency in program and content standards/expectations
- the necessity of face-to-face experiences in programs delivered through distance education
- the length and components of multi-session programs, and
- other directions as appropriate (**Option 5.5**).

Policy Recommendations of the Council of the Ontario College of Teachers about Continuing Courses and Programs of Professional Education

Policy Issue 6: Purposes of Additional Qualifications

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- the primary purposes of the additional basic and AOs including the PQP, the Principal's Development Course and the SOQP be stated in the the teachers' qualification regulation (**Option 6.2, 6.10, 6.11, 6.12**)
- the qualification to teach the Deaf and Hard of Hearing be reclassified so that its unique features are recognized in regulation (**Option 6.6**)
- a new qualification and accompanying schedule be added to the regulation that would enable Technological Studies teachers to take courses in specialized trade/occupational areas within a broad-based technology (**Option 6.8**).

Implementation Strategy

The Council of the Ontario College of Teachers recommends that a professional advisory be issued that identifies the secondary purposes and role of AO courses in continuing professional learning (**Option 6.13**).

Policy Issue 7: Prerequisites for Admission into Additional Qualification Courses and Programs

The Council of the Ontario College of Teachers recommends that:

- current regulatory provisions identifying the prerequisite requirements for admission into Technological Studies ABQ courses be retained (**Option 7.7**)
- current regulatory provisions identifying the prerequisite requirements for admission into Part II of the three-session qualification course, Schedule D as completion of Part I and one year's experience be retained (**Option 7.12**)
- current regulatory provisions identifying the prerequisite requirements for admission into Part III of the three-session qualification course, Schedule D as completion of Part II and two year's experience, one of which must be in the subject area be retained (**Option 7.13**)
- current regulatory provisions identifying the prerequisite requirements for admission into the one-session, honour specialist, Schedule E and Honour Technological Studies Specialist courses and the PQP and the SOQP be retained (**Options 7.21, 7.22, 7.28, 7.33**).
- current prerequisite requirements for admission into the one-session, Schedule C courses be amended to enable enrolment by those with a Certificate of Qualification or Interim Certificate of Qualification or Certificate of Qualification (Restricted). (**Option 7.8**)
- current prerequisite requirements for admission into Part I of the three-session qualification course, Schedule D be amended to enable enrolment by those who have been recommended for a certificate of qualification (**Option 7.9**)
- regulatory amendment be made that would enable Technological Studies teachers to enrol in the full range of courses identified in Schedule D (**Option 7.10**)
- a regulatory amendment be made to require that, prior to admission into the AQ course(s) for teaching the Deaf and Hard of Hearing, candidates demonstrate a proficiency of ASL/LSQ at a minimum level (**Option 7.16**)
- a regulatory amendment be made to require that candidates demonstrate proficiency in ASL/LQS at a high level prior to being awarded the specialist qualification for teaching the Deaf and Hard of Hearing (**Option 7.19**)
- a regulatory amendment be made to the Honour Technological Studies Specialist course that would enable qualification in two of Technological Studies areas at both the basic and advanced levels to meet pre-requisite for admission (**Option 7.23**)
- a regulatory amendment be made to identify the holding of an OSSD, as meeting the pre-requisite for admission to the Honour Technological Studies Specialist course (**Option 7.26**)
- a regulatory amendment be made that enables the experience requirement for admission into the SOQP to have been met by two years experience in an educational organization as approved by the Registrar (**Option 7.34**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- the prerequisites for admission into the primary and junior ABQ courses be amended so that they are congruent with Council's decision with respect to the program of professional education (**Option 7.2**)
- the prerequisites for admission into the intermediate and senior ABQ courses be amended so that they are congruent with Council's decision with respect to the program of professional education (**Option 7.4**)

Policy Issue 8: The Practicum in Additional Qualification Courses and Programs

The Council of the Ontario College of Teachers recommends that:

- current regulatory requirements for the Supervisory Officers Qualification Program (SOQP) including a module consisting of at least 50 hours of practical experience in the workplace be retained (**Option 8.6**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- a regulatory amendment be made to require that a practicum be added to the AQ course identified for teaching the Deaf and Hard of Hearing (**Option 8.3**)
- a regulatory amendment be made to identify the practicum (for the PQP) in legislation and require that a candidate successfully complete a practicum before a qualification is awarded (**Option 8.5**).

Policy Issue 9: The Delivery of Additional Qualification Courses and Programs

The Council of the Ontario College of Teachers recommends that:

- current regulatory provisions identifying requirements for course length as 125 hours be retained (**Option 9.5**).

- a regulatory amendment be made that would delete references in Regulation 184/97, to program structure for the SOQP and add them to Regulation 347/02 (**Option 9.16**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- a regulatory amendment be made that would delete references to “session” in Regulation 184/97, *Teachers Qualifications*, and other references that define or describe format and structure and add them to Regulation 347/02, *Accreditation of Teacher Education Programs* (**Option 9.3**)
- a regulatory amendment be made that would reference the PQP as an “accredited program that consists of two one-session courses and a practicum” (**Option 9.12**)

Implementation Strategy

The Council of the Ontario College of Teachers recommends that a program guideline be issued that:

- produced in collaboration with faculties of education and the broader educational community, clarifies meaning and further defines considerations for course structure and delivery (**Option 9.4 subsuming Options 9.5 and 9.8**).

Policy Issue 10: Placement of the Schedules

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- a regulatory amendment be made that would enable the schedules that appear at the end of Regulation 184/97 be

relocated to the bylaws of the Ontario College of Teachers and ensure continued reference to them in the text of the regulation (**Option 10.2**).

Policy Issue 11: Acquiring Additional Basic Qualifications (or Particular Additional Qualifications) during the Program of Professional Education

The Council of the Ontario College of Teachers recommends that:

- current regulatory requirements which preclude candidates enrolled in programs of professional education from being admitted into an ABQ course or an AQ course, with the exception of French as a Second Language which is already provided for in regulation, until they have been certified or recommended for certification be retained (**Option 11.1**).

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- a regulatory amendment be made to enable candidates to take an AQ course from Schedule D if they have successfully completed the program of professional education and been recommended for certification (**Option 11.2**).

Policy Issue 12: Attesting to Successful Teaching Experience

Regulatory Amendments

The Council of the Ontario College of Teachers recommends that:

- a regulatory amendment be made to enable, in particular circumstances, other supervisory officials to attest to successful teaching experience (**Option 12.2**).

Policy Issue 13: Refreshing the Schedules

Regulatory Amendments to Schedule A

The Council of the Ontario College of Teachers recommends that Schedule A be comprised of the following courses (**Option 13**)

Business Studies – Accounting
Business Studies – Entrepreneurship
Business Studies – General
Business Studies – Information and Communication Technology
Business Studies – Marketing
Classical Studies
Computer Science
Dance
Dramatic Arts
Economics
English (First language)
English (Second language) anglais
Environmental Science
Family Studies
Français
French as a Second Language
Geography
Health and Physical Education
History
International Languages
Law
Mathematics
Music-Instrumental
Music-Vocal
Native Languages
Native Studies

Philosophy
Politics
Religious Education
Science – Biology
Science – Chemistry
Science – General
Science – Physics
Social Sciences – General
Visual Arts

Regulatory Amendments to Schedule B

The Council of the Ontario College of Teachers recommends that Schedule B be comprised of the following courses (**Option 13**)

Technological Studies – Grades 9 and 10
Communications Technology
Construction Technology
Health and Personal Services Technology
Hospitality and Tourism Technology
Manufacturing Technology
Technological Design
Transportation Technology

Technological Studies – Grades 11 and 12
Communications Technology
Construction Technology
Health and Personal Services Technology
Hospitality and Tourism Technology
Manufacturing Technology
Technological Design
Transportation Technology

Regulatory Amendments to Schedule C

The Council of the Ontario College of Teachers recommends that Schedule C be comprised of the following courses (**Option 13**)

- Action Research
- Adapting Curriculum for Second Language Learners
- Adapting Curriculum for the Catholic School System
- Adult Education
- Arts, Grades 7 and 8
- Associate Teacher
- Auditory/Verbal Communication
- Computer Studies – Computer Technology
- First Nations: Understanding Traditional Teachings and Cultures
- FSL – Immersion
- Geography, Grades 7 and 8
- Health and Physical Education, Grades 7 and 8
- History, Grades 7 and 8
- Integrated Arts
- Itinerant Teacher of the Deaf and Hard of Hearing
- Kindergarten
- Language Arts, Grades 7 and 8
- Law
- Leadership in a Minority Setting
- Mathematics, Grades 7 and 8
- Mentor
- Outdoor Experiential Education
- Preschool Deaf Education
- Research in the classroom or Collaborative Inquiry
- Science and Technology, Grades 7 and 8
- Special Education – Behaviour
- Special Education – Communication
- Special Education – Intellectual
- Special Education – Multiple Exceptionalities
- Special Education – Physical
- Special Education for Administrators
- Student Assessment and Evaluation
- Students at Risk/Alternative Education

- Teacher of Cayuga
- Teacher of Cree
- Teacher of Delaware
- Teacher of Mohawk
- Teacher of Native Children
- Teacher of Ojibwe
- Teacher of Ojicree
- Teacher of Oneida
- Teaching Combined Grades
- Teaching Deaf Students with Multiple Exceptionalities
- Teaching in a Minority Setting (L'enseignement en milieu minoritaire)
- Teaching in the Catholic School System
- Use and Knowledge of Assistive Technology

Regulatory Amendments to Schedule D

The Council of the Ontario College of Teachers recommends that Schedule D be comprised of the following courses (**Option 13**):

- Actualisation linguistique en français/Perfectionnement du français
- American Sign Language/Langue des signes québécoise
- Business Studies-Accounting
- Business Studies-Entrepreneurship
- Business Studies-Information and Communication Technology
- Business Studies-Marketing
- Computer Studies
- Co-operative Education
- Dance
- Design and Technology²
- Dramatic Arts
- English as a Second Language
- Environmental Science
- Family Studies
- French as a Second Language
- Guidance and Career Education
- Health and Physical Education (Intermediate, Senior)
- Health and Physical Education (Primary, Junior)
- Inclusive Classroom

²This schedule D course will be phased out. However, candidates who have enrolled prior to its deletion will be able to complete all three sessions.

Integration of Information and Computer
 Technology in Instruction
 Intermediate Education
 International Languages
 Junior Education
 Librarianship
 Mathematics in Primary and Junior Education
 Media
 Music-Instrumental
 Music-Vocal (P/J, I/S)
 Native Languages
 Native Studies
 P/J Social Studies (Gr. 1-6)
 Primary Education
 Reading
 Religious Education
 Science and Technology in Primary and
 Junior Education
 Special Education
 Teaching the Blind
 Teaching the Deaf/Blind
 Visual Arts
 Writing

Chemistry
 Classical Studies
 Computer Studies
 Dance
 Dramatic Arts
 English (First language)
 English (Second language) anglais
 Environmental Science
 Family Studies
 Français
 French as a Second Language
 Geography
 Health & Physical Education
 History
 International Languages
 Mathematics
 Music
 Native Languages
 Native Studies
 Physics
 Religious Education
 Science
 Social Science
 Visual Arts

Regulatory Amendments to Schedule E

The Council of the Ontario College of Teachers recommends that Schedule E be comprised of the following courses (**Option 13**):

- Biology
- Business Studies

The Council of the Ontario College of Teachers recommends that further consultations occur with the education sector about Environmental Science, Guidance and Computer Engineering Technology (**Option 13**).

Policy Issue 14: Prior Learning Assessment and Recognition

The Council of the Ontario College of Teachers recommends that:

- a policy framework for determining criteria, processes and procedures for implementing PLAR be developed (**Option 14.2**).

College Communication to Sector

The Council of the Ontario College of Teachers recommends that:

- subject to final approval by the Chair of Council, a comprehensive report be developed and issued to the education sector and the public about the findings of the College's Teachers' Qualifications Review and the decisions as presented to Council on September 29, 2006.

Appendices

- A** Individual and Group Submissions
- B** Participants in College Consultations
- C** TQR Consultation Sessions 2005-2006
- D** Acronyms Used in This Report
- E** Glossary
- F** Bibliography
- G** External Advisory Committee Members

Appendix A

Individual and Group Submissions

Agostini, Len
Algonquin College, School of Part-time
Studies
Amethyst School
Arthur, Dave
Association of Education Registrars of
Ontario Universities
Baber, Stephen
Balemba, Donna
Baron, Jennifer
Beauchamp, Brian
Bellingham, Chris
Boulet, Louise
Boyle, Marg
Cambrian College
Canadian Coalition for Immigrant Children
and Youth
Canadian Cultural Society of the Deaf
Canadian Hearing Society
Canadian Parents for French (Ontario)
Catholic District School Board of Eastern
Ontario
Catholic Principals' Council of Ontario
Central Ontario Computer Association
Chang, Pu-Ho (James)
Citizen Advocates for Public Education
Conference of Independent Schools of Ontario
Conseil des écoles catholiques de langue
française du Centre-Est
Davy, Cori
Day, Geoff
Dixon, Dawn
Donovan, Mark J
Durham Catholic District School Board
Elementary Teachers' Federation of Ontario
Engel, Chris
English as a Language/English Literacy
Development Resource Group of Ontario
Ernest C. Drury School for the Deaf
Epp, Juanita
Essex Catholic District School Board
Evans, Nancy L.
Fields Institute Research in Mathematical
Science
Fountain, Laurie
Frederiksen, Michael
Freed-Garrod, Joi
Gadanidis, Janette
Gale, Dale
Geertsema, Mary Ann
Génier-Bédard, Léanne
Gilmor, Thomas
Gue, Frank
Hampton, Gregory
Hanks, Cindy
Heighington, George
Houghton, Elise
Howe, Bill
Hughes, Craig
Hunter, Bill
Institute for Catholic Education
Inter-Faculty Technological Education Council
Kawartha Pine Ridge District School Board
Jilks-Racine, Jennifer
Kerr, Jim
Kudlac, Rose
L'Institut des métiers, La Cité collégiale
Lake, Jo-Anne
Lakehead University, Faculty of Education,
Department of Lifelong Learning
Laskin, Susan
Learning Disabilities Association of Ontario
Lee, Lana
Llewellyn, Nichol
Long, John S.
Lukacs, T.
Macleod, Margot
Mayers, Nadine
McGoey, Louise
McGregor, Duncan
Minister's Advisory Council on Special
Education
Ministry of Education
Ministry of Natural Resources
Mnjikaning First Nation
Morassut McLaren, Nancy
Near North District School Board
Nielsen, Wendy S.
Nipissing University – Faculty of Education
Northwest Catholic District School Board

Northern Nishnawbe Education Council
 Ogemawahj Tribal Council (First Nations)
 Ontario Association for Geographic and
 Environmental Education
 Ontario Association for Mathematics
 Education
 Ontario Association of Deans of Education
 Ontario Association of the Deaf
 Ontario Catholic Supervisory Officers'
 Association
 Ontario Council for Technology Education
 Ontario Cultural Society of the Deaf
 Ontario English Catholic Teachers'
 Association
 Ontario Federation of Home and School
 Associations
 Ontario Federation of Indian Friendship
 Centres
 Ontario Geography Consultants Association
 Ontario Institute for Studies in Education of
 the University of Toronto
 Ontario Ministry of Natural Resources
 Ontario Public School Boards' Association
 Ontario School Counsellors' Association
 Ontario School Library Association
 Ontario Secondary School Teachers'
 Association
 Ontario Teachers' Federation
 Organization for Quality Education
 Orpwood, Graham
 Ottawa Community Immigrant Services
 Organization
 Ottawa-Carleton Catholic School Board
 Parsons, Tracy
 Peel District School Board
 Pelmo Park Public School
 Peterborough Victoria Northumberland and
 Clarington Catholic District School Board
 Pierson (Dr.), Suzanne
 Pizzolon, Josephine
 Provincial School Branch, Ministry of Education
 Puk, Tom
 Qualifications Evaluation Council of Ontario
 Queen's University, Faculty of Education
 Rainbow District School Board
 Rees, Ruth
 Renfrew County District School Board
 Robertson, Rosemary
 Sanchez, Jean-Pierre
 Sardi, Alana
 Seneca College
 Shaheen, Shariff
 Simcoe County Elementary Teachers'
 Federation
 Sir Sanford Fleming College – Sutherland
 Campus
 Smith, Gord
 St. Clair College
 St. Germain, Nicole
 Storey, Mary
 Superior North Catholic District School Board
 Technological Studies Teachers, Windsor-
 Essex Catholic District School Board
 The University of Western Ontario, Faculty
 of Education
 Tocco, Angelo
 Toronto Board of Trade
 Université d'Ottawa Faculté d'éducation
 University of British Columbia
 University of Windsor
 Vargas, Marta
 VOICE for Hearing Impaired Children
 Volunge, Aldona
 Watson, Don
 Webster, Tammy
 Wevers, Otto
 Windsor-Essex Catholic District School Board
 Woloszynowicz, Danuta
 Yanow, Sharon
 Yates, Douglas
 York University, Faculty of Education

Appendix B

Participants in College Consultations

District School Boards

Algoma District School Board
Avon Maitland District School Board
Bruce-Grey Catholic District School Board
Catholic District School Board of Eastern Ontario
Conseil des écoles catholiques de langue française du Centre-Est
CEPEO – Conseil des écoles publiques de l'Est de l'Ontario
Conseil scolaire catholique du Nouvel-Ontario
Conseil scolaire de district catholique Centre-Sud
Conseil scolaire de district catholique des Grandes Rivières
Conseil scolaire de district des écoles catholiques du Sud-Ouest
Conseil scolaire de district du Centre-Sud-Ouest
Conseil scolaire de district du Grand Nord de l'Ontario
Conseil scolaire public du Nord-Est de l'Ontario
District School Board of Niagara
District School Board Ontario North East
Dufferin-Peel Catholic District School Board
Durham Catholic District School Board
Durham District School Board
Essex County Children's Rehabilitation School Authority
Greater Essex County District School Board
Greater Essex District School Board
Halton Catholic District School Board
Halton District School Board
Hamilton Wentworth Catholic District School Board
Hastings & Prince Edward District School Board
Huron Superior Catholic District School Board
Huron-Perth Catholic District School Board
Kawartha Pine Ridge District School Board
Keewatin-Patricia District School Board
Lakehead District School Board
Limestone District School Board
London District Catholic School Board
Near North District School Board

Niagara Catholic District School Board
Nipissing-Parry Sound Catholic District School Board
Northwest Catholic District School Board
Ottawa-Carleton Catholic School Board
Rainbow District School Board
Renfrew County Catholic District School Board
Renfrew County District School Board
Simcoe Muskoka Catholic District School Board
St. Clair Catholic District School Board
Sudbury Catholic District School Board
Superior North Catholic District School Board
Thames Valley District School Board
The Northwest Catholic District School Board
Thunder Bay Catholic District School Board
Toronto Catholic District School Board
Toronto District School Board
Trillium Lakelands District School Board
Upper Canada District School Board
Waterloo Catholic District School Board
Windsor-Essex Catholic District School Board
York Catholic District School Board
York Region District School Board

Faculties of Education

Brock University
Charles Sturt University, Ontario
Interfaculty Technological Education Council
Lakehead University
Laurentian University
Nipissing University
Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)
Queen's University
Redeemer University College
The University of Western Ontario
Trent University
Université d'Ottawa
Université Laurentienne, École des sciences de l'éducation
University of Ontario Institute of Technology
University of Ottawa

The University of Western Ontario
University of Windsor
York University

First Nations Representatives

Ahkwesahsne Mohawk Board of Education
Algonquins of Pikwakanagan Golden Lake
Anishinaabeg of Kabapikotawangag
Resource Council
Anishinabek Educational Institute
Bearskin Lake First Nation
Big Grassy First Nation
Big Grassy River Education Authority
Curve Lake First Nations
First Nations Education Co-ordination Unit
Garden River First Nation
Iskatewizaagegan #39
Kenjgewin Teg Educational Institute
Matawa First Nations
Matawa First Nations Management
M'Chigeeng First Nation
Minwewin Speech & Language Services
Mississaugas of New Credit First Nation
Mnjikaning First Nation
Nbisiing Secondary School
Nipissing First Nations
Nishnawbe Aski Nation
Northern Nishnawbe Education Council
Ontario Federal Indian Friendship Council
Pic River First Nation
Pic River First Nation School Board
Sandy Lake First Nation
Saugeen First Nation
Seven Generations Education Institute
Shibogama First Nations Council
The North Shore Tribal Council
Tyendinaga Mohawk Territory
Wasse-Abin Pontiac School
Webequie First Nation Education Authority
Wikwemikong Board of Education

Local Federations

AEFO – unité Est catholique
AEFO – Centre-Sud et Sud-Ouest publique
Avon Maitland Occasional Teacher Local
ETFO – Avon Maitland Teachers' Local
ETFO – Hamilton-Wentworth Occasional
Teachers' Local
ETFO – Lakehead Elementary Teachers of
Ontario

ETFO – Limestone Teacher Local
ETFO – Near North Teacher Local
ETFO – Rainy River Occasional Teacher Local
ETFO – Bluewater Local
ETFO – Durham Occasional Teachers' Local
ETFO – Greater Essex
Greater-Essex Occasional Teachers
OECTA – Brant Haldimand Norfolk Statutory
Unit
OECTA – Dufferin-Peel
OECTA – Huron Superior
OECTA – St. Clair Secondary
OECTA – Sudbury Elementary Unit
OECTA – Superior North Unit
OECTA – Toronto Occasional Teacher Local
OECTA – York Occasional Teachers' Local
OECTA – Eastern Unit
OECTA – Ottawa-Carleton
OSSTF – District 13 (Durham)
OSSTF – District 11 (Thames Valley)
OSSTF – District 16 (York Region)
OSSTF – District 25 Ottawa-Carleton
OSSTF – District 6A (Thunder Bay)
OSSTF – St. Clair District
Ottawa Carleton Elementary Teachers
Federation
Peel Elementary Occasional Teachers' Local

Other

Algoma University
Algonquin College
Amethyst School
Cambrian College
Centre Jules-Léger
Cité Collégiale
Education Quality and Accountability Office
Ernest C. Drury School
Indian & Northern Affairs Canada
Itinerant Teachers of Northern Ontario
LASI World Skills
Ministère de l'éducation
Ministry of Education
Ministry of Education – Provincial Schools
Branch
Ministry of Training, Colleges and
Universities
Muslim Education Society
Sault College of Applied Arts & Technology
St. Clair College

Teach in Ontario
Windsor Women Working with Immigrant
Women
YMCA Newcomer Services

Provincial Organizations

Applied Science and Technology Teachers
of Ontario
Association des directions et des directions
adjointes des écoles franco-ontariennes
Association des enseignantes et des
enseignants franco-ontariens
Association des gestionnaires de l'éducation
franco-ontarienne
Association franco-ontarienne des conseils
scolaires catholiques
Association of Education Registrars of
Ontario Universities
Association of Iroquois and Allied Indians
Catholic Principals' Council of Ontario
Centre franco-ontarien des ressources
pédagogiques
Chiefs of Ontario
Conference of Independent Schools of
Ontario
Conseil ontarien des directrices et des
directeurs de l'éducation de langue
française
Conseil ontarien d'évaluation des qualifications
Council of Ontario Directors of Education
Eastern Ontario Staff Development Network
Elementary Teachers' Federation of Ontario
Fédération de la jeunesse franco-ontarienne
Independent Schools Association of Ontario
Institute for Catholic Education
Learning Disabilities Association of Ontario
Northern School Resource Alliance
Ontario Alliance of Christian Schools
Ontario Association of Deans of Education
Ontario Association of Parents in Catholic
Education
Ontario Association of School Business
Officials
Ontario Association of the Deaf
Ontario Catholic School Trustees' Association
Ontario Catholic Supervisory Officers'
Association
Ontario Christian School Teachers' Association
Ontario Cooperative Education Association

Ontario Council of Technology Education
Ontario English Catholic Teachers' Association
Ontario Federation of Home and School
Associations
Ontario Native Education Counselling
Association
Ontario Principals' Council
Ontario Public School Boards' Association
Ontario Public Supervisory Officials' Association
Ontario Secondary School Teachers' Federation
Ontario Student Trustee Association
Ontario Teachers' Federation
OSSTF Certification Department
Ottawa-Carleton Assembly of School Councils
Parents partenaires en éducation
Qualifications Evaluation Council of Ontario
The Canadian Hearing Society

Appendix C

TQR Consultation Sessions 2005-2006

Provincial Stakeholder Sessions

March 21, 2005 – Toronto
May 18, 2005 – Toronto
April 4, 2006 – Toronto
July 13, 2006 – Toronto

Consultation Sessions

March 23, 2005 – Ottawa
April 4, 2005 – Toronto
April 5, 2005 – Toronto
April 6, 2005 – Toronto
April 11, 2005 – Toronto
April 12, 2005 – Windsor
April 14, 2005 – London
April 14, 2005 – Toronto
April 19, 2005 – Thunder Bay
April 26, 2005 – Sudbury
June 21, 2005 – Toronto
June 23, 2005 – Toronto
August 24, 2005 – Toronto
August 26, 2005 – Toronto
October 3, 2005 – Thunder Bay
October 12, 2005 – Ottawa
October 13, 2005 – Ottawa
October 24, 2005 – Milton
October 25, 2005 – Windsor
November 1, 2005 – Sudbury
November 3, 2005 – Toronto
November 4, 2005 – Toronto
April 4, 2006 (p.m.) – Toronto
April 5, 2006 (a.m. & p.m.) – Toronto
April 7, 2006 (a.m. & p.m.) – Toronto
June 15, 2006 (a.m. & p.m.) – Toronto
July 11, 2006 (a.m. & p.m.) – Toronto
July 12, 2006 (a.m.) – Toronto
July 19, 2006 (p.m.) – Toronto
July 21, 2006 (a.m. & p.m.) – Toronto

Round Table Sessions with First Nations Education Community

September 22, 2005 – Toronto
October 3, 2005 – Thunder Bay
October 12, 2005 – Ottawa
October 26, 2005 – London
November 1, 2005 – Sudbury
April 10, 2006 – Toronto
June 14, 2006 – Fort Frances
(Manitou Mounds)

Appendix D

Acronyms Used in this Report

ABQ	Additional Basic Qualification
ACESM	L'Association Canadienne des Enseignants(es) des Sourds(es) et Malentendants(es)
AEFO	Association des enseignantes et des enseignants franco-Ontariens
AERA	American Educational Research Association
AEROU	Association of Education Registrars of Ontario Universities
AQ	Additional Qualification
ASL	American Sign Language
AVC	Auditory Verbal Communication
BBT	Broad-based technology
BEd	Bachelor of Education
CAAT	College of Applied Arts and Technology
CCICY	Canadian Coalition for Immigrant Children and Youth
CCSD	Canadian Cultural Society of the Deaf
CHS	Canadian Hearing Society
CMEC	Council of Ministers of Education, Canada
CPCO	Catholic Principal's Council of Ontario
ERGO	English as a Language/English Literacy Development Resource Group of Ontario
FSL	French as a Second Language
ICE	Institute for Catholic Education
IETs	Internationally Educated Teachers
ITEC	Inter-faculty Technological Education Council
LDAO	Learning Disabilities Association of Ontario
LSQ	langue des signes québécoise
MACSE	Minister's Advisory Council on Special Education
OADE	Ontario Association of Deans of Education
OAGEE	Ontario Association for Geographic and Environmental Education
OCSOA	Ontario Catholic Supervisory Officers' Association
OCTE	Ontario Council for Technological Education
OECTA	Ontario English Catholic Teachers' Association
OFHSA	Ontario Federation of Home and School Associations
OISE/UT	Ontario Institute for Studies in Education of the University of Toronto
OPSBA	Ontario Public School Boards' Association
OSCA	Ontario School Counsellors Association
OSSD	Ontario Secondary School Diploma
OSSTF	Ontario Secondary School Teachers' Federation
OTF	Ontario Teachers' Federation
PLAR	Prior Learning Assessment and Recognition
PQP	Principal's Qualification Program
QEEO	Qualifications Evaluation Council of Ontario
SOQP	Supervisory Officer's Qualification Program
SSGD	Secondary School Graduation Diploma
SSHGD	Secondary School Honour Graduation Diploma
UBC	University of British Columbia – Program in Education of the Deaf and Hard of Hearing
UWO	The University of Western Ontario

Appendix E

Glossary

acceptable postsecondary degree

a degree, including a baccalaureate degree in an applied area of study that meets the requirements specified in legislation

Additional Qualification

a qualification acquired through continuing study after a teacher has been granted initial teaching qualifications. Upon notification by the provider to the Ontario College of Teachers that a candidate has successfully completed the qualification course requirements, the Additional Qualification is listed on the teacher's certificate of qualification

affiliates

L'Association des enseignantes et des enseignants franco-ontarien (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA) and the Ontario Secondary School Teachers' Federation (OSSTF) are affiliated with the Ontario Teachers' Federation and are known as the affiliates.

associate teacher

an experienced member of the College who supervises and assesses a teacher candidate during the practicum component in an initial teacher education program

asynchronous

literally means "not at the same time." An asynchronous course is one whereby instruction occurs at one time with students completing the work at some other time. In asynchronous classes, students and teachers use e-mail, listservs or other technologies which allow them to communicate without having to be in the same place at the same time.

bilingual/bicultural program

a teacher education program that enables members of the College to teach using both

sign language and a written spoken language as the language of instruction

colloquium

an academic conference at which scholars or other experts present papers on, analyze, and discuss a specific topic

concurrent program

a program of professional education that is undertaken at the same time as a program leading to an acceptable postsecondary degree in a discipline other than teacher education

consecutive program

a program of professional education that is completed subsequent to completing an acceptable postsecondary degree

co-requisite

a requirement that may be met either before registration for a particular course or program or at the same time as that course or program

certificates of qualification and registration

granted by the Ontario College of Teachers to successful applicants who graduate from Ontario initial teacher education programs and to applicants from programs outside Ontario who meet the requirements for registration. A certificate of qualification is required to teach in schools in publicly funded English-language and French-language systems.

In the case of multi-session programs, applicants are granted initial certification that can be limited to 12 months, be extended and/or may restrict the practice of the teacher to a specific area.

dispositions to teach

the personal qualities or characteristics that are possessed by individuals that are believed to

predispose them to be effective teachers. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards or a commitment to a safe and supportive learning environment.

distance education program structure

an initial teacher education program format delivered using a variety of instructional methods such as computer mediation or video conferencing

effective practices resource

a document or other type of communication that identifies and/or describes initial and continuing teacher education practices that are perceived by the educational community to be beneficial to or have a positive effect on the improvement of teacher education. An effective practices resource is produced by the College in collaboration with faculties of education and/or other individuals or organizations within the broader educational community.

employment-based program structure

an initial teacher education program format whereby teacher certification occurs through employment with little or no connection to a university

extended program

a program of professional education that is longer than the traditional postsecondary institution's academic year

foundation course

any one of the following courses offered in an initial teacher education program: history of education, philosophy of education, psychology of education, sociology of education. These courses address such areas as how the Ontario education system functions, how children learn and how the education system has evolved.

grade grouping

a classification system in which pupils/students are organized or grouped by grades for instructional purposes. Traditionally, grade groupings have corresponded to the organizational structure of schools. For example, some school systems are organized into elementary level and secondary level; others include elementary school, middle school and high school. Still others group students according to Primary, Junior, Intermediate and Senior Divisions, or K-6, K-8, 7-9, 9-12 or 10-12.

inclusive education

a learning environment that promotes the full personal and academic development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language

multi-session consecutive program

an initial teacher education program that is structured so that candidates complete two or more course work sessions with a year of teaching between sessions. Candidates are eligible for a Certificate of Qualification (Limited) after the completion of a first session

part-time consecutive program structure

an initial teacher education program format delivered by a university over an extended period of time

pedagogical studies

courses or other learning experiences in which candidates study and apply concepts, theories and research about effective teaching and learning; the study of the theory and practice of teaching

practicum

teacher preparation in an instructional setting that involves supervised, practical application of previously studied theory; supervised practice emphasizing practical applications of theory, methods, skills, professional orientations and ethics in a specialized area of study

prerequisite

a requirement that must be met prior to enrolment in a particular course or program

prior learning assessment and recognition

prior learning assessment and recognition (PLAR) has been defined as the process of identifying, assessing and recognizing skills, knowledge or competencies that have been acquired through work experience, previous education, independent study and other activities. Prior learning assessment may be applied toward academic credit, requirement for entry to an education/training program, or for certification

professional advisory

a communication issued to members of the Ontario College of Teachers that identifies and clarifies legal, ethical and professional parameters governing members' behaviour and their qualifications for initial and continuing registration with the College

program guideline

a document that clarifies meaning and further defines initial and continuing teacher education practices as these are identified in regulation. Program guidelines are produced by the College in collaboration with faculties of education and/or other individuals or organizations within the broader educational community.

program of professional education

an educational program provided in Ontario that prepares persons to teach in elementary or secondary schools in Ontario and that satisfies a number of requirements identified in legislation. Also referred to as an initial teacher education program or pre-service program.

satellite campus

a site off the main campus

schedule

a list of AQ courses appended to *Regulation 184/97, Teachers' Qualifications*

school-based program structure

an initial teacher education program format delivered by a university where in-class and practicum experiences occur in a school setting

supervisory official

a person employed in a role similar to that of a supervisory officer in Ontario in a jurisdiction outside Ontario or in a school operated (on an Aboriginal reserve in Ontario) by a council of a band or an education authority that is authorized to provide education for Aboriginals

supervisory officer

a person who has met the qualification requirements and is employed by a district school board or the Ministry of Education to perform duties identified in legislation

teachable(s)

a teaching option in the Intermediate and/or Senior Division that a candidate selects to concentrate on during his/her initial teacher education program; a subject area related to the Ontario curriculum

teacher

a member of the Ontario College of Teachers

trade certification

qualifications issued to an individual after the successful completion of an apprenticeship program in an area of technological study

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Appendix G

External Advisory Committee Members

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Geoff Williams, Council of Ontario Directors of Education
Lou Rocha, Catholic Principals' Council of Ontario
Margaret Aubé, Ontario College of Teachers
Paul Anthony, Ministry of Education
Ruth Baumann, Ontario Teachers' Federation

Candidates who graduate
from Ontario's teacher education
programs go on to take their
place among the best teachers
in the world.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario