



# **Accreditation Committee Decision**

## **Faculty of Education University of Ottawa**

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

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

**Accreditation Committee  
Ontario College of Teachers  
June 22, 2020**

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

### **Introduction**

The Faculty of Education at the University of Ottawa submitted an application on November 28, 2019 for renewal of accreditation of the following program of professional education:

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

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

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

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

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with expertise in teacher education program evaluation
- a person who was nominated by the Faculty of Education, University of Ottawa.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, University of Ottawa. The accreditation panel conducted a site visit at the Faculty's campus located in Ottawa, Ontario on Monday, February 24; Tuesday, February 25 and Thursday, February 27, 2020. During the site visit, the accreditation panel toured the facilities where the program is offered. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the Faculty to various stakeholders, and notices on the College's website and through social media. The panel considered the 42 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education, University of Ottawa. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, set out to determine if the program of professional education in the application submitted by the Faculty of Education, University of Ottawa qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated June 4, 2020, a response from the Faculty Dean to the panel's draft report dated June 2, 2020, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

## **Decision of the Accreditation Committee at its Meeting of June 22, 2020**

### **Requirements and Findings**

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

#### **Requirement 1**

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

#### **Findings**

The evidence indicates that the University of Ottawa is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs. In Regulation 347/02, a permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly.

The University of Ottawa Act of 1965 established the university as a degree granting institution. The university may establish and maintain faculties, schools, institutes, departments, chairs and courses and is permitted to grant in all branches of learning any and all university degrees, honorary degrees, diplomas and certificates.

The establishment of the English-language Bachelor of Education program was approved by the University of Ottawa Senate on September 1, 1974.

#### **Conclusion**

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

## **Requirement 1.1**

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

### **Findings**

The evidence indicates that the program offered by the Faculty of Education, University of Ottawa is four academic semesters, including the 80 days of practical experience required.

The consecutive program is delivered over four semesters in a Fall/Winter/Fall/Winter format. The program runs from September to April each year of the program, with the summer off between Year 1 and Year 2. Each semester has a duration of four months. Teacher candidates complete practicum placements of at least 47 days in Year 1 and at least 49 days in Year 2, thereby exceeding the requisite 80 days of practical experience.

### **Conclusion**

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

## Requirement 2

*The program has a clearly delineated conceptual framework.*

### Findings

The evidence indicates that the program has a clearly delineated conceptual framework.

The program's conceptual framework informs course content, practicum and the delivery sequence. The framework addresses the following key tenets: developing adaptive expertise, uncovering one's assumptions about teaching and learning, integrating theoretical and practical knowledge, using a coherent framework to guide teaching, actively seeking opportunities for continual learning and self-growth, and identifying one's limitations and strengths through reflexive practice.

The conceptual framework is informed by teacher education research and is guided by commitments to adaptive expertise (Bransford et al., 2005; Hatano & Oura, 2003; Timperley, 2012), inquiry and knowledge building (Timperley, Wilson, Barrar & Fung; 2007) in inclusive educational communities.

The conceptual framework is further built upon the idea that developing adaptive expertise occurs within diverse communities of inquiry wherein candidates develop an inquiry habit of mind, seeking evidence-informed decision-making through collaborative practice. The conceptual framework supports the various communities of learning within the program including the five cohort themes: 1. Global Education, 2. Urban Communities, 3. Imagination, Creativity, and Innovation, 4. Comprehensive School Health, and 5. Second Language Education.

The practicum is based on the teacher inquiry and knowledge building cycle reflected in the conceptual framework, which allows teacher candidates to explore their own preconceptions about teaching and learning. Through the ongoing, day-to-day interactions of the classroom, teacher candidates are able to consider the cultural positioning of self and students when in the practicum. Teacher candidates have agency in their learning and are provided with opportunities to observe, co-plan and collaborate.

The key tenets of the conceptual framework are embedded in a variety of ways in the course syllabi of a number of courses. The conceptual framework is mobilized through coursework in the *Becoming a Teacher Through Inquiry in Practice* and *Enacting Collaborative Inquiry in Professional Practice* courses, as well as through Community Service Learning (CSL) and the practicum, where teacher candidates reflect on what it means to be adaptive experts.

The conceptual framework is communicated to all teacher candidates and professors and is accessible to all other partners on the Faculty's website. It is delineated in a concrete way in terms of having an impact on the physical arrangement of the facilities. A valuing of community and inquiry is evident in the availability of spaces for collaborative learning in the Learning Crossroads and library.

**Conclusion**

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



### Requirement 3

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

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

### Findings

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

### The College's Standards

The program is designed to provide multiple opportunities for teacher candidates to learn about and apply the *Standards of Practice for the Teaching Profession* and the *Ethical Standards of Practice for the Teaching Profession*. The program was created using a conceptual framework that is consistent with and reflects the Ontario College of Teachers' Standards of Practice and Ethical Standards. The Faculty has established a Regulation on Professional Ethics that expects teacher candidates will at all times demonstrate care, integrity, respect and trust in their interactions with each other, with the representatives of the Faculty of Education and during their practicum with students, parents, other teachers, principals, other school personnel and with members of the public. Specifically, the *Becoming a Teacher through Inquiry in Practice* is the course that engages candidates in personal and collaborative reflection and enactment of the Ontario College of Teachers' Standards of Practice and Ethical Standards for the Teaching Profession. All other course outlines refer to and explain the importance of the principles of the Standards of Practice in their introductions. Instructors and Faculty Advisors make explicit connections to the Standards in the design and implementation of their courses.

As a program design feature, specific competencies on which teacher candidates are evaluated during their practice teaching align with the College's Standards of Practice. Specifically, in the Practicum Reports, associate teachers assess teacher candidates with respect to competencies pertaining to professional standards including: Professional Commitment, Knowledge and Commitment to Students. Candidates are informed of these competency expectations and how they will be evaluated.

Evidence confirms that the Faculty models the Ethical Standards of the Teaching Profession in their response to challenges that arise for teacher candidates. This is evident in the care, respect, trust, and integrity underpinning the manner in which processes are designed to support struggling teacher candidates in practicum. Moreover, in interviews, the Dean described how the Faculty of Education responds to student issues by modeling the

Standards. The University of Ottawa is rolling out equity, diversity, and inclusion (EDI) training for full-time employees. The Faculty of Education is also planning EDI training sessions for its entire faculty emphasizing its responsive nature to candidate needs. Another example of the Faculty's responsiveness and commitment to the Ethical Standards is its attempt to schedule classes to accommodate the work-life needs of teacher candidates.

The inclusion and scheduling of presentations regarding Professional Boundaries and the Ontario College of Teachers' advisories occur early in the first year of the program. For example, in the *Becoming a Teacher Through Inquiry in Practice* course, discussion groups are created for teacher candidates to review specific Professional Advisories.

### Current Research in Teacher Education

The program is consistent with and reflects current research in teacher education with the intent to move theory to practice. Course instructors refer to research in their field of study and base their instructional approaches on research in their discipline, teacher education, and in teacher candidate development.

Elements of current research in initial teacher education are reflected in the design of the program. The Faculty designed the program with intentional consideration to communities of inquiry to represent the multiple communities within which teacher candidates and faculty members engage throughout the program. This is grounded in the work of Lave & Wenger (1991), Wenger (1998), Cochran-Smith & Lytle (2009), Fullan, (2001) and Hargreaves (2009). Even the Faculty's physical environment provides flexible and comfortable spaces conducive to collaboration for learning communities.

The conceptual framework is informed by research and theory in teacher education and is guided by the following three commitments:

1. Learning to practice through the development of adaptive expertise (Bransford et al., 2005; Hatano & Oura, 2003; Timperley, 2012)
2. Teacher inquiry and knowledge building (Timperley, Wilson, Barrar & Fung; 2007);
3. A responsibility toward fostering and sustaining diverse, equitable, and inclusive educational communities and supporting the development of an inquiry habit of mind that requires teacher candidates to adopt a mindset that continually seeks and uses evidence informed decision-making (Earl & Katz, 2006).

Further, providing opportunities for teacher candidates to make connections with course work during classroom observations one day per week is an example of how the Faculty enhances coherence within the program. Teacher candidates learn particular theoretical or research-based constructs in coursework and then are asked to identify examples of these concepts in their practicum. This commitment to a coherent program that connects theory and practice is reflective of Darling-Hammond and Baratz-Snowden's work (2007) on the effectiveness of new teachers.

Specific research supports the design of the program in terms of course content focus as well as pedagogical and instructional priorities. Current research and theory pertaining to Universal Design for Learning, differentiated instruction, pedagogical content knowledge, discipline-specific concepts, and experiential learning are embedded in the method and foundation courses.

Design and implementation of the Primary/Junior French as a Second Language (FSL) focus of the program are directly informed by second language education. First, the second language education courses and workshops offered for the P/J FSL cohort are purposefully designed to engage future teachers in reflecting about themselves as teachers, regardless of the grade or discipline in which they teach. Such culturally and linguistically responsive teaching is central to the teacher education program and aligns with recent research (e.g., Bhattacharya, 2019). Second, the Faculty incorporates a holistic perspective on developing future FSL teacher competence across four key pillars for success: 1) language proficiency, 2) intercultural competence, 3) pedagogical knowledge and 4) professional collaboration. These pillars reflect relevant research that enables teachers to advance their theoretical knowledge and practical skills in teaching in the French as a second language context (Salvatori & MacFarlane, 2009), and the collaborative professionalism that contributes to such professional learning in teacher education programs (Hargreaves & O'Connor, 2018). In support of language proficiency, most candidates take an additional course focused on supporting their French language development.

### **Integration of Theory and Practice**

The Faculty views the teacher education program as an opportunity for beginning teachers to engage in a dynamic and iterative cycle of inquiry within a variety of communities. A key design feature of the program is the opportunity for teacher candidates to be in practical placements (Community Service Learning and evaluated practicum) one day per week over the course of the two years. The calendar is set such that teacher candidates experience on-campus courses at the same time as their practicum. Teacher candidates are expected to be in schools on Wednesdays to observe and put into practice what is being addressed in coursework, fostering links between theory and practice.

The adaptive expert and the spiral of inquiry models by Timperley (2012) are embedded in the Teacher as Professional approach to Year 1 and the Teacher as Researcher approach to Year 2 of the program. In each year, the program requires teacher candidates to draw on research to become reflexive educators. Teacher candidates demonstrate application of theory in practice through goal-setting and reflective practice in both coursework and their practical experiences.

Specific courses offered in each of the two years of the program are designed to foster an understanding of research that guides practice and to allow for greater depth of study according to the needs of the teacher candidates as the program progresses. A goal in the *Curriculum Planning, Implementation and Assessment* courses is for teacher candidates to

understand the philosophies and research that guide their practice while working within the framework of official Ministry, Board and school policies and procedures.

A specific program design feature is that teacher candidates complete their final evaluated practicum early in the winter semester of Year 2. This leaves dedicated time for the candidates to connect their practical experiences to coursework when they return to the Faculty, prior to a final community service placement. During this time, teacher candidates consolidate their learning and pursue further research according to their interests in preparation for their presentations at the Personal Inquiry-Research Fair.

**Conclusion**

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

### **Requirement 3.1**

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

#### **Findings**

The evidence indicates that the program enables teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1.

Certain elements overlap with other accreditation requirements, and, in order to avoid repetition, are dealt with in the findings specific to these requirements. In particular, Requirement 10, which requires that the teaching method courses in the program are appropriate in relation to the divisions to which they relate, includes element 9 of Pedagogical and Instructional Strategies Knowledge, namely, Pedagogy and the Assessment and Evaluation of Learning in the relevant areas of study in relation to specific curriculum subjects.

Element 6 of Pedagogical and Instructional Strategies Knowledge, which deals with Child and Adolescent Development, and element 5 of Teaching Context Knowledge pertaining to education law are both addressed in Requirement 3i. Element 2 of Teaching Context Knowledge pertaining to the *College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession* is addressed in Requirement 3i.

With the exception of the information overlapping with Requirements 3i, 10 and 11, the paragraphs below review each of the Schedule 1 elements and demonstrate how they are satisfied in the program reviewed.

#### **Curriculum Knowledge**

##### **Element 1 – Ontario Curriculum**

Teacher candidates in the Primary/Junior/Intermediate cohorts, acquire knowledge and understanding of the Ontario Curriculum in their integrated method courses in the following six core content areas for Grades 1-8: Language Arts, Mathematics, Social Studies, Science, Health & Physical Education and the Arts. The Kindergarten Program is addressed and referenced for those in the Primary/Junior cohort.

For teacher candidates in the Junior/Intermediate divisions, the *Teaching at the Intermediate Division* course examines instructional and assessment strategies and approaches to curriculum integration relevant to the Intermediate division (Grades 7 - 10). They examine relevant Ontario curriculum documents as well as other current Ministry initiatives and policy documents.

Teacher candidates in the Intermediate/Senior cohort acquire knowledge and understanding of the Ontario Curriculum in their respective areas of study in their teaching option method courses. In the *Teaching Across the Intermediate/Senior Curriculum* course, teacher candidates are led to understand the characteristics and needs of adolescent learners in grades 7 to 12 in Ontario. They examine specific elements of the elementary and secondary curriculum to develop an understanding of related skills and concepts across multiple disciplines. Teacher candidates use current instructional design practices to embed cross-curricular learning into lessons, units, themes or projects.

### **Element 2 - Current Research in Teaching and Learning**

The program of professional education offers a number of opportunities to prepare teacher candidates to use current research in teaching and learning. All teacher candidates engage in a variety of differentiated learning tasks including research-informed readings and analysis of research to inform written assignments. In particular, in the *Learning Theories and Practices in Inclusive Classrooms* course, candidates examine major theoretical principles upon which education for children and adolescents may be based. Further, they explore research and implementation techniques with regards to related pedagogy or teaching strategies.

### **Pedagogical and Instructional Strategies Knowledge**

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

Coursework includes content related to educational research and data analysis. All candidates take the *Becoming a Teacher Through Inquiry in Practice* course which includes ongoing monitoring of practice teaching and synthesis of personal professional development of self as teacher, through action research and inquiry. Collaborative inquiry, action research, and further synthesis of personal professional development of self as teacher are also features in the mandatory *Enacting Collaborative Inquiry in Professional Practice* course.

#### **Element 2 - Technology**

Teacher candidates acquire knowledge and skills in using technology through courses and the Faculty's Digital Hub strategy. Throughout the *Curriculum Planning, Implementation and Assessment* courses, teacher candidates have opportunities to explore the use of technology to enhance the learning experience and demonstrate competence in the use of technology as a teaching tool. Teacher candidates have access to a variety of technology tools and supports, including professional learning opportunities for assistive technologies, a variety of software and digital tools, and a Maker Space virtual room.

The Faculty's Digital Hub strategy is designed to assist teacher candidates in developing a professional digital presence that reflects their journey as a developing teacher, enhancing their digital literacy skills and competencies. It provides teacher candidates with intentional and purposeful use of technology. Each teacher candidate is required to create a digital hub, selecting artifacts from their coursework and practical experiences that best reflect

their development as a teacher. By the end of the second year of the program, the Digital Hub acts as a teaching portfolio, documenting teacher candidate growth that may assist them in their job search.

### **Element 3 – Inquiry-Based Research**

The program enables teacher candidates to acquire knowledge and skills in using inquiry-based research, data and assessment, and current instructional strategies to address student learning styles. All teacher candidates are required to complete inquiry or action research projects, where they identify an essential question or problem of practice. These inquiry projects engage candidates in knowledge that pertains to their practice and in making connections through reflection, research, praxis and/or pedagogy.

Lesson planning assignments require candidates to compile a class learning profile, identify applicable curriculum expectations, design the summative task, and detail a variety of instructional and assessment strategies to engage students and achieve learning goals.

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

The program enables teacher candidates to acquire knowledge and skills in using learning and teaching theories and methods, and differentiated instruction in both coursework and Professional Learning Community opportunities. Teacher candidates then deepen their understanding of differentiated instruction and Universal Design for Learning as they work with students in their practicum. Through the use of class profiles, teacher candidates recognize differentiation and inclusion as being part of their everyday practice.

### **Element 5 - Classroom Management**

The program enables teacher candidates to acquire knowledge and skills in the development of classroom management and organization skills in coursework, practicum and through Professional Learning Communities (PLC).

Classroom management and organization skills are developed through coursework and PLC topics focused on effective strategies and creating safe, equitable learning environments. Teacher candidates learn to develop a strong concern for their students in the classroom and place an importance on building community.

### **Element 6 - Transitions**

Child and adolescent development is addressed in Requirement 11.

Content and assignments pertaining to student transitions exist in a number of mandatory courses for all teacher candidates. Candidates are required to develop transition plans for specific students to address transition times during the school day.

For teacher candidates in the Junior, Intermediate and Senior cohorts, the *Contexts of Middle and Secondary Schools* course explores how young people in middle and secondary

schools move through times of transitions and how for most, these transitions are marked by changes in physical, emotional and social development.

Teacher candidates experience transitions first hand by virtue of the program design, where they are in schools at least once a week for most of the school year. Also, guest speakers from partner school boards help teacher candidates to see how preparing students for successful transitions between early secondary and the senior level is mobilized in the field.

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

The program enables teacher candidates to acquire knowledge and skills in using current strategies relating to student observation, assessment and evaluation in both foundation and method courses, as well as through practicum experiences.

All teacher candidates take mandatory courses dedicated to curriculum planning and assessment. Through coursework and assignments, teacher candidates deepen their understanding of assessment strategies and tools aligned to Ministry and school board policies, including *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools*. Candidates must plan lessons that identify appropriate assessment strategies to meet curriculum expectations and learner needs.

During practicum, teacher candidates incorporate assessment and evaluation strategies into their practice and demonstrate an ability to observe learners. Teacher candidates use *Growing Success* in their placements and are given some responsibility for assessment, evaluation and grading.

### **Element 8 - English Language Learners**

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

References to readings pertaining to the needs of English Language Learners (ELL) are cited in both foundation and method courses. Teacher candidates deepen their knowledge and understanding about English language learning in group work, from their peers, during practicum and in reviewing Individual Education Plans.

Primary/Junior French as a Second Language (FSL) candidates use information from their coursework and practical experience to support FSL strategies in an ELL classroom using actions, word combinations, manipulatives and language acquisition skills.

### **Element 9**

Information about pedagogy, assessment and evaluation for specific curriculum areas is addressed in Requirement 10.



## Element 10 – Special Education

Coursework, Professional Learning Communities (PLC) and practicum experiences enable teacher candidates to acquire knowledge and skills in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports.

Content pertaining to supporting students identified as requiring special education supports is addressed in the two parts of the *Learning Theories and Practices in Inclusive Classrooms* course. The course specifically addresses the policies, assessments and practices involved in responding to the needs and strengths of all students including students identified as requiring special education supports.

Teacher candidates interact with specific online modules which address assistive technology; Identification, Placement, and Review Committee (IPRC) and the Individual Education Plan (IEP). Coursework includes identifying exceptionalities and accommodating student needs.

During practicum, teacher candidates are able to put into practice the knowledge and skills acquired during coursework and PLC sessions to respond to the needs and strengths of students identified as requiring special education supports.

## The Teaching Context Knowledge

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

## Element 1 – Mental Health and Wellness

The program enables teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario through coursework and Professional Learning Communities (PLC).

In courses that address behaviour and mental health, all teacher candidates explore topics that include: class climate, social emotional learning, communities of practice & social learning, behaviour exceptionalities, cognitive perspectives on learning and behavior, self-regulation, skills deficits, and trauma. The Ministry's *Supporting Minds* document is a required course reading. Candidates in the Junior, Intermediate and Senior divisions have an additional opportunity to explore themes involving belonging, identity, wellness, relationships and development.

Furthermore, all teacher candidates complete online modules on mental health, Identification, Placement, and Review Committee (IPRC), Individual Education Plan (IEP) and assistive technology. They engage with their learning communities on relevant topics including mental well-being and gender-PRIDE. The Personal Inquiry-Research Fair provides an opportunity for teacher candidate to showcase their inquiries relating to mental health issues.

## Element 2

Information pertaining to the College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession is addressed in Requirement 3i.

## Element 3

Information pertaining to the preparation of students for learning transitions in a variety of settings is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

## Element 4 - Ontario Context

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

Knowledge of the Ontario context is addressed in foundation courses where educational ideas, concepts and issues are reviewed in a historical, philosophical, sociological and cultural context and include the evolution of instruction and assessment in Ontario. The relationship between schooling and society and implications for understanding the contemporary Ontario/Canadian educational system are emphasized. In addition, teacher candidates in the Primary/Junior French as a Second Language cohort, study the history of second language education in Ontario.

Teacher candidates examine the historical experiences and contemporary perspectives on education of First Nations, Inuit and Métis people in a mandatory foundation course. This includes an exploration of First Nations, Inuit and Métis perspectives on the role of education in language preservation, cultural renewal and the achievement of self-government.

A focus on equity and social justice is woven into the content and messaging of the program. Teacher candidates write a paper describing how they will create a safe and inclusive learning environment that accommodates diversity. The Ministry's guidelines and policy documents including *Equity and Inclusive Education in Ontario Schools – Realizing the Promise of Diversity* and *Caring and Safe Schools in Ontario* are referenced and serve as required readings in a number of courses in the program. The Personal Inquiry-Research Fair provides an opportunity for teacher candidates to showcase their inquiries relating to empowerment, advocacy and social justice.

## Element 5

Information pertaining to law and legislation is addressed in Requirement 11.

## Element 6 – Professional Relationships

The program enables teacher candidates to acquire knowledge and skills in how to create and maintain the various types of professional relationships between and among members

of the College, students, parents, the community, school staff and members of other professions in coursework and Professional Learning Communities (PLC).

Teacher candidates engage in collaborative inquiry through professional communities in a number of settings on-campus, in schools, and in other learning communities. Teacher candidates must reflect on their opportunities for professional collaboration and interaction with educators as part of the development of their digital portfolio.

Developing an approach to working with parents is an objective of the *Enacting Collaborative Inquiry in Professional Practice* course where teacher candidates create a plan, describing the strategies and methods they will use when communicating with parents throughout the year.

The Personal Inquiry-Research Fair provides an opportunity for teacher candidate to showcase their inquiries regarding the importance of relationships between home and school.

**Conclusion**

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

## **Requirement 4**

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

### **Findings**

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

### **Current**

Currency in the program curriculum is confirmed in the alignment of specific courses to the elements of the enhanced teacher education program as reflected in the *Accreditation Resource Guide* (ARG) and reported in Requirement 3.1.

### **Ontario Curriculum**

Confirmation that the program curriculum references the Ontario curriculum is reported in the section of Curriculum Knowledge in Requirement 3.1.

### **Current Research**

Confirmation that the program curriculum includes the application of current research in teacher education is reported in requirement 3.1, specifically within the section of Pedagogical and Instructional Strategies Knowledge.

### **Wide Knowledge Base**

Confirmation that the program curriculum represents a wide knowledge base in the divisions and components of the program is reported in Requirements 3.1 and 10.

### **Conclusion**

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

## Requirement 5

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

### Findings

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

### Theory, Method and Foundation Courses

Theory is embedded in both the method and foundation courses that are required to be taken by all teacher candidates in the Faculty of Education at the University of Ottawa.

Eight mandatory foundation courses are taken by all teacher candidates. The common foundation courses address: Schooling and Society; Curriculum Planning, Implementation and Assessment; Learning Theories and Practices in Inclusive Classrooms; First Nations, Inuit and Métis Education, and two Inquiry courses.

The teaching method courses are described by division in Requirement 10.

### Application of Theory in Practice

For all candidates, it is in the *Becoming a Teacher through Inquiry in Practice* and *Enacting Collaborative Inquiry in Professional Practice* courses that there is explicit provision for the application of theory in practice. These courses focus on integrating theory and practice through professional inquiry in learning to teach, and providing support for the field experience. The Personal Inquiry-Research Fair provides an opportunity for teacher candidates to demonstrate the application of theory related to their teaching practice and research interests.

Teacher candidates develop differentiated lesson plans connecting the theoretical issues explored in coursework to their one-day per week school placement. Teacher candidates also create individual curriculum and assessment plans applying theoretical knowledge from coursework that they then use during their first practicum.

### Conclusion

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

## Requirement 6

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

### Findings

The evidence indicates that the format and structure of the program are appropriate for the course content.

The program is a consecutive program that is completed over four semesters distributed over two academic years leading to a Baccalaureate in Education (BEd). There are three divisional cohorts: Primary/Junior (P/J), Junior/Intermediate (J/I), and Intermediate/Senior (I/S).

The components in the program build on the cycle of inquiry and align with the Faculty's conceptual framework. Each year of the program builds upon the interaction of learning in courses, field experiences and on-going professional learning.

One of the core features of the practical component of the program, Community Service Learning (CSL), aligns with a tenet of the conceptual framework, *Teacher Education as Communities of Inquiry*. One day a week, during Year 1, teacher candidates complete service learning in a school placement in one of the four local school boards. Candidates are involved in a wide range of initiatives from literacy and numeracy support, to guided reading groups, to extra-curricular clubs and activities. This provides an introduction to school and class communities with opportunities to develop comfort and confidence as a professional. These placements continue as practicum such that the teacher candidates remain in the familiar school setting for the teaching block that is assessed as part of the professional program. The last semester of Year 2 culminates with a three week CSL placement in an educational setting of the teacher candidates' choice. This CSL placement may be in an Ontario school, but could alternatively be in a school outside of Ontario or in a non-school setting. These CSL days are not included as part of the required 80 days of evaluated practicum and might include placements in special education classrooms, First Nations communities, museums, Non-Governmental Organizations (NGOs), community programs, or outdoor education centres. Candidates may also take this opportunity for placements in different divisions from the one for which they will seek certification.

When applying to the program, prospective candidates are asked to indicate their preference to participate in one of five themed cohorts: 1. Global Education, 2. Urban Communities, 3. Imagination, Creativity, and Innovation, 4. Comprehensive School Health, and 5. Second Language Education. These communities provide multiple opportunities for professional learning beyond course work and school experience. For example, members of Second Language Education cohort participate in extra-curricular cultural activities and explore important developments in the field of FSL in Ontario and Canada.

Once teacher candidates are placed into a cohort within a specific division, they remain in that cohort for the duration of the program. Primary/Junior candidates complete all their coursework together within a given cohort except for their elective course. In the Junior/Intermediate and Intermediate/Senior divisions, teacher candidates complete their eight foundation courses as a cohort, but study with other cohort candidates in their teachable subject areas. Coherence and continuity is enhanced by having professors who are assigned as cohort leads. This ensures that teacher candidates meet the program learning outcomes regardless of the cohort. Smaller learning communities optimize the learning experiences of teacher candidates.

Cohort-specific practicum placements can occur when schools request teacher candidates from a particular cohort depending on the school's focus. For example, candidates from the Urban Communities cohort are often placed within urban priority schools.

Division-specific method courses are offered in tandem with the practicum placement in that same division. This means that if a candidate is enrolled in Primary division method courses in Year 1, they will be placed in a Primary practicum placement that same year, with Junior courses and placement to follow in Year 2. The practice is the same for those in the Junior/Intermediate cohort.

Teacher candidates in the Primary/Junior French as a Second Language (P/J FSL) Focus cohort take the same foundation and method courses as those in the P/J program. In addition, those in the P/J FSL Focus cohort take two *Teaching French as a Second Language* method courses, one in each year of the program. These candidates have the opportunity to teach FSL in English-language school boards. At least one practicum placement is in a French Immersion, Core French or Extended French classroom. Typically, teacher candidates in this cohort take their Junior method courses and have their practicum placements in Junior FSL classrooms in Year 1 followed by their Primary method courses and corresponding Primary placements in Year 2.

The French as Second Language Education themed cohort is available to candidates in all divisions. In addition to meeting the French language and literature prerequisites for the division to which a candidate applies, applicants must pass a French Language Proficiency test with a passing mark above 72%. Teacher candidates who choose the P/J FSL program or FSL as a teachable subject in either the Intermediate or Senior division may be required to take an additional 3-credit course, *Connaissances et habiletés reliées au français écrit en enseignement*, if their score on the French proficiency entrance exam indicates that they would benefit from additional instruction in French. The course is mandatory for candidates who have achieved a mark at or above 72% but whose mark is below 87%. The course goal is to improve teacher candidates' oral and written language skills and to achieve a proficiency level identified by the language proficiency expectations for French immersion teachers in the local school boards. Most candidates elect to take the course regardless of their proficiency test mark.

Candidates must successfully complete 60 credits as part of the program of professional education. Additional credits are taken by those candidates who select French as a Second Language as their teachable subject area and by those in the Primary/Junior French as a Second Language Focus cohort as follows:

- Primary/Junior FSL – 66 credits (or 69 credits if *Connaissances et habiletés reliées au français écrit en enseignement* is required)
- Junior/Intermediate with FSL teachable - 63 credits (or 66 credits if *Connaissances et habiletés reliées au français écrit en enseignement* is required)
- Intermediate/Senior with FSL teachable - 60 credits (or 63 credits if *Connaissances et habiletés reliées au français écrit en enseignement* is required).

### **Conclusion**

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



## **Requirement 7**

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

### **Findings**

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

Formative and summative assessment occurs in courses and in practica through a variety of methods including diagnostic assessment, checklists, narrative feedback, rubrics, conversations and observations of teaching demonstrations with opportunities for self- and peer-assessment and instructor feedback.

University of Ottawa regulations stipulate that professors should assign, evaluate and return academic work that is worth at least 25% of the final course mark no later than one week prior to the deadline for withdrawal without academic penalty. The timely return of assignments is also part of the instructors' collective and contractual agreements. Teacher candidates are regularly informed of their progress in coursework. In some cases, teacher candidates are encouraged to use feedback to revise and resubmit their work.

During the practicum placements, there are three distinct yet interconnected aspects of the assessment and evaluation process: ongoing feedback, formative assessment, and summative evaluation. Associate teachers use the five competency domains to structure daily informal, verbal feedback in discussions regarding planning and lesson delivery. The competency domains are professional commitment, communication, knowledge, commitment to students, and planning and implementation. At the mid-point of the practicum block, associate teachers prepare a formative interim report using an established practicum evaluation rubric. At the end of each practicum, associate teachers use the same rubric to prepare a summative practicum final report.

There are three categories for evaluating teaching competencies: Does Not Meet Expectations, Developing Towards Expectations and Meets Expectations. If the teacher candidate receives any ratings of "Does Not Meet Expectations", faculty must be contacted and a letter of concern may be collaboratively generated. If the teacher candidate receives any ratings of "Developing Towards Expectations", clear suggestions for improvement are provided to the candidate.

### **Conclusion**

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

## Requirement 8

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

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

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

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

## Findings

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

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

Teacher candidates complete five practicum placements that are a combination of observation and practice teaching in private schools and/or public school boards in Eastern Ontario. A minimum of 80 days of practical experience is ensured with candidates accepting gradual responsibility for planning and teaching in a combination of weekly days in placement and consolidated teaching blocks in their practicum schools. The practicum is based on teacher inquiry and a knowledge-building cycle such that teacher candidates are provided with periods of observation, co-planning and collaborative classroom interaction.

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

In Year 1, teacher candidates participate in an evaluated practicum consisting of a 3-week block at the end of the Fall semester, followed by one-day per week for 10 weeks at the beginning of the Winter semester, and a 5-week block at the end of the Winter semester (approximately 50 days). In Year 2, the evaluated practicum consists of a 2-week block at the very beginning of the school year, followed by one-day per week for 10 weeks, a 3-week block at the end of the Fall semester and another 3-week block at the beginning of the Winter semester (approximately 50 days).

The program includes observation and practice teaching in an instructional setting in schools or other situations that use the Ontario Curriculum. Practicum placements are generally made in the four co-terminus boards of education: Ottawa Catholic School Board, Ottawa-Carleton District School Board, Upper Canada District School Board, Catholic District School Board of Eastern Ontario and several private schools in the Ottawa area that use the Ontario Curriculum.

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

All teacher candidates are assigned practicum placements in each division, one in each year of the program, and in at least one of the subject areas that are relevant to the candidate.

Each year, candidates have the opportunity for a placement in one of the two divisions for which they are seeking certification. The following year, they are placed in the alternate division. For example, half of those in the Primary/Junior cohort would have a practicum placement in a Kindergarten-Grade 3 classroom in Year 1 and a Grade 4-6 placement in Year 2. The other half would start with their Junior placement and complete the program with a Primary placement.

In the Intermediate/Senior cohort, teacher candidates are placed in at least one of their teaching subject areas, and in many cases, practicum placements in both relevant areas of study occur.

Teacher candidates in the Primary/Junior cohort with the French as a Second Language focus have the opportunity to teach in the different types of French as a Second Language programs (i.e., French Immersion, Extended and Core French) offered in English-language school boards. At least one practicum placement is in a French Immersion or Core French classroom. Teacher candidates report having a placement in both divisions.

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

Associate teachers are recommended by their principals and/or a lead associate teacher assigned within the school. Associate teachers must be in good standing with the Ontario College of Teachers. They have at least two years teaching experience and have a willingness to serve as a mentor.

The role of the associate teacher is one of mentoring and assessment of the teacher candidate. Associate teachers guide the teacher candidate by providing ongoing feedback on professionalism, planning, communication, instruction, student engagement, classroom management, and assessment. Associate teachers are responsible for assessing and evaluating the performance of the teacher candidate in the five teaching competencies (professional commitment, communication, knowledge, commitment to students, and planning and implementation) using a practicum evaluation rubric to complete both interim and final reports. In addition, associate teachers inform the faculty advisor if there are concerns with the teacher candidate's progress.

### **Faculty advisor**

All teacher candidates receive support from a faculty member who is assigned as a faculty supervisor. The role of the faculty supervisor is to facilitate one of the Inquiry in Practice courses, oversee the preparation of the teacher candidates for their practical experiences and maintain contact with both the teacher candidates and the associate teachers.

Each faculty supervisor is responsible for approximately 20 teacher candidates. Faculty supervisors visit each candidate in their practicum setting at least once during the academic year and they maintain close communication during these placements.

Teacher candidates in the French as a Second Language Focus cohort are supported by a French speaking faculty advisor.

### **Conclusion**

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

## **Requirement 9**

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

### **Findings**

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

In order to be recommended for the Bachelor of Education (BEd) degree, teacher candidates must successfully complete all program components including the practicum. The Faculty of Education Regulations stipulate that candidates must obtain the grade of "S" (satisfactory) in the two teaching practicums (including the make-up practicum, if applicable). Moreover, candidates may receive no more than one grade of "E" (failure with the right to a make-up practicum) in their practicum placements. Any candidate who obtains an "E" in the practicum must complete a make-up practicum, of a duration equal to that of the failed practicum. Teacher candidates are permitted to complete only one make-up practicum placement. If the make-up attempt is unsuccessful, the candidate is not given another opportunity to raise the grade and will not be recommended for the BEd degree.

Early identification and intervention mechanisms are in place to facilitate success for at-risk teacher candidates including a visit by the faculty advisor to provide support and determine next steps.

### **Conclusion**

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

## Requirement 10

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

### Findings

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

Primary/Junior and Junior/Intermediate teacher candidates undertake division-specific method courses reflecting the six core content areas of the Ontario Curriculum: language arts, mathematics, science, health and physical education, social studies and the arts. Courses are specific to both the Primary and Junior divisions and are paired, offering an integrated approach to programming as follows:

Teacher candidates in the Primary/Junior divisions take the following method-related courses: *Teaching at the Primary Division - Mathematics and the Arts; Teaching at the Primary Division - Language Arts and Social Studies; Teaching at the Primary Division - Physical & Health Education and Science; Teaching at the Junior Division - The Arts and Language Arts; Teaching at the Junior Division - Social Studies and Physical & Health Education; and Teaching at the Junior Division - Science and Mathematics.*

Teacher candidates enrolled in the Primary/Junior French as a Second Language Focus cohort must additionally take the following two method courses: *Enseignement du FLS aux cycles primaire et moyen – I* and *Enseignement du FLS aux cycles primaire et moyen – II*.

The candidates in the Junior/Intermediate divisions take the following method-related courses: *Teaching at the Junior Division - The Arts and Language Arts; Teaching at the Junior Division - Social Studies and Physical & Health Education; Teaching at the Junior Division - Science and Mathematics.*

All teacher candidates in both the Primary/Junior and the Junior/Intermediate cohorts take an additional method course, *Enhancing Mathematics and Science Thinking*.

In the Junior/Intermediate divisions, the junior method courses reflect the integration of subjects and teacher candidates take specific courses according to their Intermediate teachable. The Faculty offers the following Intermediate general education subjects: General Science; Drama; English; Geography; History; Mathematics; Visual Arts; Fine Arts - Instrumental Music; Health & Physical Education; and French as a Second Language.

Intermediate/Senior teacher candidates are required to take two method courses in the Intermediate division and two method courses in the Senior division; one for each teachable subject area at each divisional level. The Faculty offers the following Intermediate general education subjects: General Science; Drama; English; Geography; History; Mathematics; Visual Arts; Fine Arts - Instrumental Music; Health & Physical Education; and French as a

Second Language. The following Senior general education subjects are offered: Chemistry; Physics; Biology; Drama; English; Geography; History; Mathematics; Visual Arts; Fine Arts - Instrumental Music; Health & Physical Education; and French as a Second Language.

Additional method courses are offered in the Junior/Intermediate and Intermediate/Senior divisions to complement the teacher candidates' understanding of the division in which they are being certified. Specifically, these courses introduce the structure and integration of subjects at the Intermediate division and include *The Context of Ontario Middle and Secondary Schools*; *Teaching Across the Intermediate Curriculum*; and *Teaching Across the Intermediate/Senior Curriculum* courses.

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

The program enables teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses.

All method courses examine curriculum knowledge, policies and practices specific to teaching and learning in the appropriate grades in both content and assignments. The integrated method courses in the Primary/Junior divisions embed appropriate Ministry policy documents for both divisions including the curriculum for Grades 1 to 8, as well as the Kindergarten program. Method courses in the Junior/Intermediate divisions reference subject-specific Ministry curriculum documents Grades 1 to 8, as well as Grades 9 and 10. The subject-specific curriculum for Grades 9 and 10, and Grades 11 and 12, as well as the Ontario curriculum Grades 1-8 are referenced in most Intermediate/Senior method courses.

Content and assignments related to teaching strategies, lesson and unit planning, instructional approaches, curriculum delivery, and assessment and evaluation are evident in method course outlines. Teacher candidates demonstrate their knowledge and understanding of the principles for curriculum design, differentiated and cross-curricular instruction during the practicum. Associate teachers note that candidates in this program are able to integrate lessons that meet the developmental needs of different learners.

Teacher candidates in the Primary/Junior French as a Second Language Focus cohort learn how to use cross-curricular and differentiated instruction, integrated learning, and assessment in each of the three FSL programs (i.e., Core French, Extended French and French Immersion) identified in the Ontario curriculum. In the FSL method courses teacher candidates prepare lesson plans and assessment tasks for a grade that reflects learning expectations in both a subject area and the FSL curriculum. In addition, teacher candidates explore the assessment of language development in the Early Years of French Immersion as well as language acquisition in Extended French at the Junior division. They reflect on the learners' cognitive development and how to identify if both the subject matter delivered in French and the French language is understood by novice French learners.

**Conclusion**

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



## Requirement 11

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

### Findings

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

### Human Development and Learning

All teacher candidates in all cohorts are required to take a two-part course in *Learning Theories and Practices in Inclusive Classrooms* that addresses an examination of major theoretical principles related to childhood and adolescent education. Course topics include behaviourism, cognitive perspective on learning and behaviour, and theories of intelligence.

Human development and learning for the Junior/Intermediate and Intermediate/Senior candidates are specifically addressed in *The Context of Ontario Middle and Secondary Schools* (J/I and I/S) and *Teaching Across the Intermediate/Senior Curriculum* (I/S) courses. These courses were developed to address, in part, the human development and transitions of adolescents within the contexts of the Intermediate and Senior divisions. A course objective of *The Context of Ontario Middle and Secondary Schools* is to demonstrate understanding of the ways in which youth undergo physical, emotional, cognitive and social changes and the ways in which teachers can foster positive youth development.

### Legislation and Government Policies

Legislation and government policies relating to education are topics included in three mandatory courses taken by all teacher candidates. These include *School and Society*, *Becoming a Teacher Through Inquiry in Practice* and *Enacting Collaborative Inquiry in Professional Practice*.

A key focus of the *School and Society* course is an overview of the Education Act and the legal responsibilities of a teacher. The two courses *Becoming a Teacher Through Inquiry in Practice* and *Enacting Collaborative Inquiry in Professional Practice* include topics relevant to professional boundaries, Ontario College of Teachers' Standards of Practice, Ethical Standards of Practice and the professional advisories. The courses reference the Faculty of Education's Regulation on Professional Ethics as well as specific legislation such as Sabrina's Law and Rowan's Law

### Conclusion

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

## Requirement 12

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

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

### Findings

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

Instruction in the program is delivered by a complementary teaching staff who bring varied qualifications and expertise to the Faculty. Teaching faculty is comprised of tenured/tenured-track professors and long-term appointment professors who have both teaching and administrative duties primarily related to the cohorts, as well as part-time professors, adjunct professors, and seconded professors who are released from their respective school boards to teach one course during the school year.

The majority of instructors hold or are candidates for, PhDs and Educational Doctorates, with others in possession of a Masters or a Bachelor of Education at a minimum. The areas of expertise of the full-time faculty members include, but are not limited to, Indigenous Methodologies and Epistemologies, Curriculum Studies, Special Education and Inclusion, Digital Literacy, Program and Curriculum Implementation and Evaluation, Mental Health Literacy, Science and Environmental Education.

The minimum requirements for all part-time postings and secondments are identified in the specific course postings. A sample posting for the *Learning Theories and Practices in Inclusive Classrooms* foundation course requires a Master's degree in education and at least one of the following; recent experience teaching full-time in a school or working in the administration of a school board; current peer-review research file related to the learning theories practices; or recent PhD comprehensive examinations related to the learning theories practices.

Faculty are drawn from relevant disciplines in the field of education. For example, instructors recently hired for the *First Nations, Inuit and Métis Education* course hold PhDs and expertise in Indigenous education. These instructors bring a combination of relevant classroom expertise in a First Nation community and specialized research in the area of Indigenous methodologies and epistemologies.

The cadre of faculty also includes practitioners with experience in Ontario schools. The two courses, *Becoming a Teacher Through Inquiry in Practice* and *Enacting Collaborative Inquiry in Professional Practice*, which are linked to the candidates' practical experiences, are primarily taught by retired principals and teachers who are also faculty advisors.

Faculty teach not only in their subject area expertise but also in their preferred division and cohort. Specific faculty with expertise in the appropriate divisions, teach the curriculum-specific method courses. These seconded professors are teachers from the local school boards (OCSB & OCDSB) who are released one-day a week from their classrooms to teach in the program. Required qualifications for sessional instructors appointed to teach method courses include demonstrated expertise, innovation and teaching experience in the appropriate division.

Faculty members teaching the Primary/Junior French as a Second Language (FSL) Focus cohort are fluent speakers with an appropriate combination of academic credentials, experience and divisional expertise in FSL. Faculty members teaching the FSL method courses bring a combination of qualifications and expertise in teaching and learning French as a second language including linguistics specializations. Instructors include Ontario certified teachers with FSL additional qualifications across all divisions.

### **Conclusion**

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

### **Requirement 13**

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

#### **Findings**

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

The University of Ottawa maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the program reviewed. All documents related to admission and administration, and student achievement are electronically stored on site on secured servers in a stand-alone data centre. All admissions documents are stored securely and kept according to guidelines for record retention.

The Registrar at the University of Ottawa belongs to current professional affiliations such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

The Registrar regularly reviews standards outlined by AACRAO and ARUCC to revise policies pertaining to the maintenance of adequate internal controls and verifies their practices through consultation of best practices in the field. Only a small number of staff members are authorized to access records.

Approved computer security protocols are followed. Every teacher candidate has a secure log in and password. Policy 90, approved by the Senate of the university, outlines the access to information and protection of privacy regulation for the institution.

#### **Conclusion**

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

## Requirement 14

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

### Findings

The evidence indicates that the University of Ottawa is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

The Faculty of Education at the University of Ottawa employs several mechanisms to assure the quality and ongoing improvement of the program reviewed and has implemented measures demonstrating that commitment. An external review of the program was initiated in 2019 and a plan to adopt a prioritized list of recommendations has been implemented. In particular, the Teacher Education Program Council has developed a strategic plan to address the following priority areas as part of their goals: Indigenous education, the digital hub strategy and program coherence.

As part of its commitment to continuous improvement, the Faculty engages in an annual process of evaluation through teacher candidate feedback, professor collaboration, consultation with educational partners, and program planning discussions. Input from teacher candidates through year-end course evaluations, informal opportunities within courses for content feedback, and the Faculty's open door policy, has led to continuous improvement in course delivery. Examples of changes that have resulted from this process include: timetable and scheduling changes to better reflect teacher candidate needs and equitable access to the program; inclusion of the *First Nations, Inuit and Métis Education: Historical Experiences course and Contemporary Perspectives* course as a required foundation course to reflect the Truth and Reconciliation Commission's Calls to Action; and implementation of a digital hub strategy to develop technological skills and create a professional digital presence for teacher candidates.

In terms of the establishment of formal mechanisms to improve program coherence, the Faculty has organized teacher education planning retreats with cohort leads. The Faculty has created a teacher education newsletter which is sent to all instructors, school partners and candidates. When inconsistencies between course sessions occur, these situations are discussed during Teacher Education Council meetings, further retreats or with the individuals concerned.

Instructors of different courses within the same division and cohort meet to discuss coherence and continuity across the program. A specific example of an effort towards coherence across a number of courses is that of a single lesson plan assignment being evaluated for differentiation, assessment and subject-specific teaching strategies in three different courses.

**Conclusion**

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

## **Requirement 15**

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

### **Findings**

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

The Faculty of Education has an active Teacher Education Advisory Committee (TEAC) that meets semi-annually. The committee members include the Ministry of Education Regional Education Officer, affiliate representatives, First Nation, Métis and Inuit representatives Faculty representatives and local school board personnel. The inclusion of a French as a Second Language representative on the TEAC is being considered.

The design and delivery of the program of professional education offered at University of Ottawa are informed by input from the Faculty's TEAC. In recent years, the committee's work has included consultation on the Faculty's strategic plan, internal evaluation processes, support for placements and support for professional learning.

### **Conclusion**

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

## **Decision of the Accreditation Committee**

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

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

The Accreditation Committee grants general accreditation to this program for a period of seven years until June 22, 2027 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee**  
**Ontario College of Teachers**  
**June 22, 2020**