



# Accreditation Decision

## Faculté d'éducation Université d'Ottawa

### Application for Renewal of Accreditation

Programme consécutif de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation

*Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*

Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen et moyen-intermédiaire, menant à un baccalauréat en éducation

*Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree [French-language program]*

Programme concurrent de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation

*Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*

**Transition Supervisory Officer  
Ontario College of Teachers  
May 17, 2021**

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## Introduction

The Faculté d'éducation, Université d'Ottawa submitted an application on November 16, 2020 for renewal of accreditation of the following program of professional education:

- Programme consécutif de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen- intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation

*Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*

- Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen et moyen-intermédiaire, menant à un baccalauréat en éducation

*Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree [French-language program]*

- Programme concurrent de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation

*Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, an accreditation panel was established 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 Transition Supervisory Officer by reporting on its findings and making recommendations 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 Faculté d'éducation, Université d'Ottawa. The accreditation panel conducted virtual site visits at the Faculty's campuses located in Toronto, Windsor, and Ottawa, Ontario on Thursday and Friday, February 3 and 4, 2021 and Monday,

February 7 to Wednesday, February 9, 2021. During the site visit, the accreditation panel 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 programs under review. The College notified the public of the opportunity to make a submission to the panel by 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 Transition Supervisory Officer considers the comments provided by the Dean in response to the draft report.

The Transition Supervisory Officer 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 a decision, the Transition Supervisory Officer considered the Accreditation Panel Final Report dated May 7, 2021 and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs. In addition, the Transition Supervisory Officer considered an April 22, 2021 response from the Faculty Dean to the panel's draft report and assurance from the Dean that teacher candidates entering the program from the date of this decision would benefit from the identified changes to the program.

## **Requirements and Findings**

The reasons for the 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 Faculty of Education is part of the University of Ottawa, which is authorized to confer degrees by an Act of the Assembly, the University of Ottawa Act, 1965. Section 17(d) authorizes the Senate of the University to confer the degrees of Bachelor, Master and Doctor, and such other degrees and diplomas as may be appropriate for a university to confer in all fields of learning.

In 1969, the Ontario Ministry of Education returned elementary teacher education to the University of Ottawa and authorized the opening of various secondary teacher education programs. Since then, through these programs, the Faculty of Education has been preparing Francophone candidates to teach in Ontario's French-language schools.

#### **Conclusion**

Based on the information provided, the Transition Supervisory Officer 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 programs offered by the Faculty of Education, University of Ottawa is four academic semesters, including the 80 days of practical experience required.

The consecutive program, *Programme consécutif de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur*, 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.

More specifically, in each of the first and second semesters of the program, Primary/Junior division teacher candidates take 4 courses, and complete one of two parts of the first practicum. Each part consists of 20 days of practical experience for a total of 40 days. During the third semester, teacher candidates take four courses, while in the fourth semester only three courses are taken to accommodate a longer 40-day practicum.

Teacher candidates in the Junior/Intermediate and Intermediate/Senior divisions, take 5 courses in each of the first and the second semesters. They also complete one of two parts consisting of 20 days of practical experience for a total of 40 days. During the third semester, teacher candidates take 6 courses. The fourth and final semester consists of three courses and the second 40-day practicum.

The delivery model of the professional education portion of the concurrent program, *Programme concurrent de formation à l'enseignement, avec domaines d'étude pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur*, is identical to that of the consecutive program described above only over a longer period of time.

As for the multi-session program, *Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'étude pour enseigner aux cycles primaire-moyen et moyen-intermédiaire*, it is delivered over eight academic semesters. The first session of the program, semesters one and two, includes five courses worth a total of 12 credits (6 methodology credits and 6 foundation credits), as well as a 40-day practicum. The second session of the program includes 45 academic credits and a second 40-day practicum.

### Conclusion

Based on the information provided, the Transition Supervisory Officer 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 conceptual framework that, as a result of a pending institutional review, remains to be clearly delineated.

The University of Ottawa offers its teacher candidates an approach based on links between theory and practice. These links take shape in the courses beginning with learning content taught in the classroom and targeted in assignments tied to the context of schools, such as case studies, scenarios and reflective activities. The Practicums are an integral part of this process.

The program is supported by eight statements of principle developed by faculty members of the faculty of education in consultation with representatives from French-language schools in Ontario. The principles were revised and updated by the faculty in 2011.

The eight principles state that teacher education is framed by a process of continual growth in which initial teacher education - to list only a few of the principles - is only one step in development over a candidate's career; reflects and contributes to the dynamics of the social and cultural context of Ontario French-language schools and the Franco Ontarian community; honours an adult learning approach that prepares candidates to teach in French-language schools in Ontario or to work in the area of education; and integrates the use of information and communication technology for teaching.

The model of systematic teacher education is comprised of three components: the environment, the individual and, thirdly, knowledge and skills. The environment takes into consideration the community, school boards and schools as well as government entities involved with education. The component individual invites candidates to define themselves as engaged and self-evaluating practitioners over the course of their careers. The component knowledge and skills include the theoretical knowledge and the skills that candidates must develop.

The statements of principle and the model of teacher education are inspired by the model of the reflective practitioner.

Six learning outcomes, namely: the richness and depth of learning; knowledge and application of teaching tools and methods; application of knowledge and teaching methods; skill in communicating; knowledge of strength and weaknesses; and self-reliance and professional skill flow directly from the conceptual framework. Each of the learning outcomes aligns with one of the components of the conceptual framework.

As described in the Faculty Members' Guide 2020-2021, every course outline must include a table that shows how the course content aligns with the program's learning outcomes.

## **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 2 is substantially but not fully satisfied for the program.

## **Reasons for Conclusion**

The Dean of the Faculty of Education attests that the conceptual framework is currently being reworked, and that the Faculty is updating the learning outcomes as a result of an organizational assessment. Until such time that the revisions to the conceptual framework are finalized, a clear delineation cannot be confirmed.

The Dean and the Program Director explain that the revision of the conceptual framework involves the following steps: a) redesigning of the learning outcomes (in progress); b) revising the course descriptions to ensure they align with the learning outcomes; c) enhancing the internal consistency of the program; d) implementing of a matrix of developing skills and exit profiles of teacher candidates that will allow for the matching of the learning objectives of each course and learning outcomes.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the program satisfies Requirement 2. However, in the absence of information confirming the program has a clearly delineated conceptual framework, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 2 for the program is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the College that the program has a clearly delineated conceptual framework.

For example, the Dean could show the program has a clearly delineated conceptual framework by providing as follows:

- A revised conceptual framework and updated learning outcomes, as approved by the Senate;
- A matrix of professional skills targeted by the courses offered or any other framework for the program's objectives
- A teacher candidate exit profile which can be linked to learning outcomes defined in each course;
- A representative sample of new course outlines showing that the concepts of the conceptual framework are clearly defined;

The Dean must submit proof to the College within 18 months of having received the decision of the Transition Supervisory Officer.



### 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 evidence confirms that all courses offered in the programs include content related to *The Ethical Standards for the Teaching Profession* in their objectives and learning outcomes. In general, documentation indicates that three to five standards are targeted per course. Courses such as *Société et système scolaire franco-ontarien* (offered at all divisions), *Gestion de la classe et des apprentissages* (offered at all divisions), and *Apprentissage et enseignement à l'élémentaire* (offered at the Ottawa campus), reference specific and targeted standards in content delivery and coursework.

Interviews with alumni confirmed that the Ethical Standards and Standards of Practice are covered in courses and in practicum. In addition, faculty members interviewed attested that the Standards are discussed within professional learning communities to make professional connections to guide candidates in their practice. In addition, according to course outlines, case studies dealing with professional standards are conducted in class. These case studies further guide teacher candidates and prepare them for their practicum.

### 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.

The Faculty has seven Educational Research Units (ERUs), for which space is provided, and for which office space is reserved for candidates who are associated with these ERUs. The Faculty of Education's ERUs strengthen links between researchers, and address critical issues in the field of education.

The underlying principles of the existing conceptual framework are based on the "reflective practitioner" paradigm (Schön, 1994; Paquay et al., 2001; Zeichner & Liston, 1987). According to this paradigm, the practice of the teaching profession requires an appreciable amount of reflection so that teaching is not simply a technical application of algorithms, but rather an

educational intervention adapted to the specificities of students in the classroom and to particular teaching contexts. Particular emphasis was placed on taking into account the human dimension of learning (Cifali, 2007), essential in the constantly changing Franco-Ontarian minority context.

Faculty members' research is diverse and confirm interdisciplinarity in the fields of teaching-learning and evaluation. Among other things, the research work carried out focuses on the use of technology in education (Megan Cotnam-Kappel, Emmanuel Dupl a, Yaya Kon ); various teaching method courses (French: Amal Boultif, Anne-Marie Dionne, Jo l Thibault; Mathematics: Carolina Ruminot; Science: Lilianne Dionne, Donatille Mujawamariya, Louis Trudel; Arts: Marie- ve Skelling); diversity and equity in a francophone minority setting (Phyllis Dalley, Christian Bergeron); professional development and knowledge mobilization in teaching practice (Liliane Dionne, Mirela Moldoveanu); assessment ( ric Dionne, Isabelle Bourgeois).

With regard to the existing conceptual framework, some course outlines include references to works on reflective practice and the development of professional skills (for example, *Soci t  et syst me scolaire franco-ontarien et Int gration des apprentissages et d veloppement professionnel   l' l mentaire et au secondaire*).

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

The program design is consistent with and addresses the integration of theory and practice in teacher education.

The program's alternation between in-class courses and practicum placements promotes the integration of theory and practice. The theory presented in the courses and its application during the practicum take place during activities that are conducted in a reflective, collaborative and critical manner. For example, in the course *Int gration des apprentissages et d veloppement professionnel*, offered in all divisions, teacher candidates have the opportunity to reflect and critically review the learning that has taken place throughout their training, whether it be during in-class courses, professional activities in which they have participated, or practicums carried out in schools.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer 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**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 3.1 is substantially but not fully satisfied.

Certain elements overlap with other accreditation requirements, and, in order to avoid repetition, are dealt with in the findings specific to these requirements. Element 6 of the section Pedagogical and Instructional Strategies Knowledge, which deals with Child and Adolescent Development, is addressed in Requirement 11. 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 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 are addressed in Requirement 3(i). Element 5 pertaining to Legislation and Government Policies Relating to Education is addressed in requirement 11.

With the exception of that information, the facts and reasons pertaining to the Schedule 1 elements follow.

#### **Curriculum Knowledge**

##### **Element 1. Current Ontario Curriculum and Provincial Policy Documents**

The programs do not allow all candidates to acquire knowledge and understanding of all of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidates' divisions. That said, the programs permit all teacher candidates to know and understand planning and design, special education, equity and diversity and learning assessment and evaluation.

In particular, the programs do not require candidates of the Junior and Intermediate divisions to know and understand either *Anglais*, or *Anglais pour débutants*. Although they form part of elementary and secondary curriculum. *Actualisation linguistique en français* (ALF) and *Programme d'appui aux nouveaux arrivants* (PANA) do not form part of the programs for teacher candidates in all divisions. As to Indigenous Perspectives, there is little evidence that candidates acquire knowledge of the policy documents relevant to this domain.

## Subject Matter and Curriculum

The teaching method courses permit candidates to understand the structure of the curriculum and the links between their various components. Teaching method courses create strong links between Ontario Curriculum and Ministerial Policy Documents.

As above stated, the programs do not require candidates of the Junior and Intermediate divisions to know and understand the Ontario Curriculum of either *Anglais*, or *Anglais pour débutants*. Although they form part of elementary and secondary curriculum, *Actualisation linguistique en français* (ALF) and *Programme d'appui aux nouveaux arrivants* (PANA) do not form part of the programs for candidates in the Primary, Junior, Intermediate or Senior divisions.

## Planning and Design

Courses require the use of several provincial policy documents relating to the teacher candidate's area of study and the curriculum, notably planning and design.

Planning and Design are explicitly taught in the mandatory elementary and secondary division courses *Apprentissage et enseignement à l'élémentaire* and *Apprentissage et enseignement au secondaire*, taught in the third semester. They are taught in the teaching method courses as well as in *Gestion de classe, des apprentissages et du curriculum* and *Évaluation des apprentissages*. As well, candidates also use other Ministry documents such as *Growing Success*, the various Ontario Curriculum documents to *Effective Literacy Instruction*, and the *Politique d'aménagement linguistique*.

## Special Education

The course outline for the course *Enfance en difficulté*, mandatory for all divisions, deals with exceptionalities and the characteristics of students with special needs and mental health issues such as students with handicaps or those experiencing scholastic or social difficulties or with intellectual or behavioural exceptionalities.

In this course, teacher candidates use *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide*.

## Equity and Diversity

Certain courses present general principles appropriate to the cultural and ethnic diversity in the school setting.

In the foundation course *Intégration des apprentissages et développement professionnel à l'élémentaire*, the Ministry document *À l'écoute de chaque élève* is used. The goal of the course *Didactique Éducation physique et santé* is to make teacher candidates aware of the fundamental principles of inclusive education that does not undermine the dignity and self-confidence of students, using the resources *Healthy Schools: Foundations for a Healthy School* and *Foundations of a Healthy School*. As well, in the courses *Gestion de classe, des*

*apprentissages et du curriculum à l'élémentaire* and *Gestion de classe, des apprentissages et du curriculum au secondaire*, candidates use the books *Vers une gestion éducative; Classe inclusive et climat de classe* and *Guide pour une éducation inclusive*.

### **Learning Assessment and Evaluation**

The programs require the use of documents that are relevant to the teacher candidate's areas of study and curriculum and, in particular, learning assessment and evaluation.

All of the teaching method courses offer assignments that are intended to facilitate the transfer and integration of learning dealing with planning, classroom management, assessment and evaluation, differentiation and special education to teaching method content.

Learning assessment is covered in a mandatory course taken according to the teaching divisions, *Évaluation des apprentissages à l'élémentaire* and *Évaluation des apprentissages au secondaire*. Teacher candidates study the different steps of school assessment, the development and analysis of assessment tools, content aligning with policy of the Ministry of Education, the development of judgment in evaluating learning, the nature, purpose and goals of evaluation.

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

The programs prepare teacher candidates to use current research in teaching and learning.

The course *Méthodes de recherche* (mandatory for the Intermediate/Senior divisions; optional for the others) covers, among other things, the challenges of using quantitative, qualitative and participatory research to improve teaching practice and promote professional development.

The course *Enfance en difficulté*, for example, mandates the reading of the book *Students with Problems Adapting and Learning*, Georgette Goupil, Fifth Edition 2020. Learning activities that accompany the readings involve sets of questions and the creation of an Individual Education Plan.

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

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

Course outlines show the programs prepare teacher candidates to use educational research and data analysis. Candidates learn to interpret and use research to support learning and make informed decisions about their teaching practices. Mathematics professors explained how they used the research of Demers, Small and others to discuss the development of mathematical thinking, and that of Boaler and Dweck for Mathematical and Growth Mindsets.

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

The programs prepare teacher candidates to use technology as a teaching tool. The integration of technology in teaching is specifically addressed in mandatory courses such as *Environnement d'apprentissage et technologie de l'information et des communications à l'élémentaire* and *Impact des technologies de l'information et des communications en éducation au secondaire*. They present a variety of technologies and analyse their potential for teaching. Course assignments evaluate different technologies and plan teaching projects using them. The programs include workshops about technology for teaching Mathematics, coding, digital manipulatives and technological tools for teaching Science.

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

The programs prepare candidates for Inquiry-Based Research, Data and Assessment to Address Student Learning. Teacher candidates are guided to become professionals who use data to refine and personalise their planning, teaching and evaluation. Questions, observations, the consultation of other sources of data, data collection, reflection, interpretation and teaching and assessment practices form part of their training.

An assignment in the course *Gestion de classe, des apprentissages et du curriculum* addresses ways to establish conditions favourable for learning. A group of candidates create the profile of a fictitious student. They simulate a situation in which teachers (Math, French, Arts, Physical Education, English and History-Geography) and the student success teacher form a collaborative team to study the situation and propose a plan of action.

As well, the course *Enfance en difficulté* addresses methods of early detection, assessment and evaluation, and teaching practices which prepare the teacher candidate to use data in teaching.

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

The programs prepare candidates how to use theories of learning and teaching and differentiated Instruction. Mandatory courses about learning and teaching in the third semester provide the principal theories of learning and set out teaching methods in relation to them. Course outlines for *Apprentissage et enseignement au secondaire* and *Apprentissage et enseignement à l'élémentaire* present, among other theories, behaviourism, humanism, cognitivism, metacognition, self-regulation, information processing, constructivism, socio-constructivism and connectivism. The secondary course proposes a School Teams Guide which asks candidates to take into account multiple intelligences, differentiation and inclusive practices.

Associate teachers say that teacher candidates know theory, but it is in the classroom that they really understand it because they must transition from theory into practice.

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

The programs allow candidates to acquire knowledge and understanding of classroom management and Organization skills.

In the course *Gestion de classe, des apprentissages et du curriculum* à l'élémentaire et au secondaire, teacher candidates examine models of classroom management and learning and analyze actions taken by teachers to create an inclusive working environment, favorable for optimal learning for every student and their acquisition and construction of knowledge.

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

The programs allow candidates to acquire knowledge and understanding of child and adolescent development and student transitions to age 21 and through kindergarten to grade 12.

Child and adolescent development are addressed in Requirement 11.

Teacher candidates in the Intermediate and Senior divisions take the course *Éducation à la carrière et à la citoyenneté*. The course is described as the study of the role of the school in following students during the process of choosing careers and different approaches in school and career guidance. Candidates, must, among other resources, use the Ministry of Education's *Creating Pathways to Success* (2013).

In interviews Primary and Junior division faculty explained how they taught, and teacher candidates and alumni explained how they had learned about, student transitions in the programs. Transitions to and from school, between grades, and activities to transition from one subject matter to another during a school day were covered.

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

The programs prepare candidates to use current strategies about student observation and the assessment and evaluation of students.

The courses *Évaluation des apprentissages à l'élémentaire* and *Évaluation des apprentissages au secondaire* equip future teachers to assess students and evaluate their progress in learning. The two courses use current Ministry documents and seek to set the theoretical foundations for understanding the principles of assessment and its purpose in schooling. To prepare candidates to evaluate students, the courses are based on current theory (assessment: Durant and Chouinard 2012; feedback: Borckhart 2010 and self-regulation: Hadji 2012) and identify recommended research-informed practices (for example, *Assessment as learning*).

The course outline *Évaluation des apprentissages à l'élémentaire* specifies that candidates study of student evaluation and assessment, the development and assessment of assessment tools and content in line with Ministry of Education documents including *Growing Success*.

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

The programs offer neither a teaching method course nor include any (or only some) elements of teaching methods that permit all of the candidates to acquire knowledge and understanding to teach students for whom their first language is not the language of instruction, that is, French. The following Ontario Curriculum documents are not covered in teaching method courses:

*Le Programme d'appui aux nouveaux arrivants* (PANA) built on the elementary division Ontario Curriculum documents for French, Mathematics, Social Studies and Science and Technology

*Actualisation linguistique en français* (ALF) which offers some methods to support ordinary classroom teachers in their role as guides to help students learn French in order to succeed in all subject areas.

PANA and ALF make it the individual and collective responsibility of all members of the school team, independently of the subject taught, to ensure that the new student and the student learning French can attain their grade level.

### **Element 9 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas**

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

### **Element 10 – Supporting Students with Special Education Needs**

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

The course *Enfance en difficulté*, mandatory for all divisions, deals with support for students with special needs. The course covers the legislative framework for special education, the political framework, assessment strategies, as well as the techniques considered effective in dealing with these needs and the current state of knowledge in this area. One of the mandatory readings is *Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide*.

### **The Teaching Context Knowledge**

#### **Element 1 – Mental Health, Addictions & Well-being**

The programs make candidates aware of the mental health problems for children, youth and parents in the context of elementary and secondary schools in Ontario.

In the course *Didactique éducation physique et santé*, teacher candidates use these resources : *Idées pour passer à l'action, Savoir Santé - 1<sup>re</sup> à la 12<sup>e</sup> Santé mentale – Alimentation – Toxicomanie et Vita-Jeunesse – 7<sup>e</sup> à la 12<sup>e</sup> Savoir-faire en santé – Santé*



*mentale – Toxicomanie – Engagement de la jeunesse du Carrefour pédagogique d'OPHEA (Ontario Physical and Health Education Association)*. The course also has a module about fair and just assessment methods that respect the dignity, emotional well-being and mental development of every student.

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

For this element, see Requirements 3(i) and 11.

### **Element 3 – Student Transitions in a Variety of Settings**

Information about this element is found in Element 6.

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

The programs permit candidates to acquire knowledge and understanding about certain elements of the Ontario context in which elementary and secondary schools function, inclusive and safe and accepting schools and the creation of a positive school climate.

The course *Société et système scolaire franco-ontarien* has an explicit objective to offer an overall picture of the Ontario context. This course, offered in the first trimester to all divisions, presents the characteristics and details of the historical, political and social context of Ontario, with an emphasis on the construction of the Franco-Ontarian identity. In order to achieve this, candidates study legislation, their comprehension of which is verified by an examination.

This knowledge is strengthened in other courses, particularly *Gestion de la classe*, in which the *Politique d'aménagement linguistique* is introduced.

### **Indigenous Perspectives, Cultures, Histories and Ways of Knowing**

Insofar as Indigenous Perspectives, Cultures, Histories and Ways of Knowing is concerned, the programs do not allow teacher candidates of all the divisions to become familiar with the Ontario *Indigenous Education Strategy* which assists Métis, Inuit and First Nations students to achieve their potential. This strategy includes the policies and resources appropriate for this subject.

In 2019, the Faculty of Education adopted a new strategic plan for the next five years, until 2025. This plan intends to develop activities for the faculty involving five interrelated areas: Ontario francophones, Indigenous rights, justice and social equity, educational technology and innovation.

### **Safe and Accepting Schools/Creation of a Positive School Climate**

According to Faculty regulations, teacher candidates are called upon to demonstrate that they master the knowledge, behaviour and skills necessary to assume responsibility for the physical safety, psychological health and wellbeing for students (children, adolescent and

adult), before they are assigned to a school or other setting where teachers exercise their profession.

The elementary and secondary division courses *Gestion de la classe* are dedicated to classroom management. Among the ideas addressed are creating an inclusive and safe classroom and ways to create a positive learning environment.

The course outline *Enseignement en contexte minoritaire pluriethnique* deals with the following subjects: social and multilingual context, management of diversity and the francophone minority, Ontario policy on inclusive education, teaching theory in a multicultural context, and collaboration between the school, immigrant families and the community.

#### **Element 5 – Ontario Education Law**

For this element see, Requirement 11.

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

The programs prepare teacher candidates to establish and maintain different types of professional relationship between members of the College of Teachers, students, parents, the community, school personnel and members of other professions.

In the course *Intégration des apprentissages* candidates encourage and participate in the creation of learning communities in a secure environment that offers collaboration and support. Teacher candidates recognize their responsibilities and assume the role of leaders to favour student learning. The teacher candidate members of these learning communities honour the ethical standards that apply to these communities and implement them.

#### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 3.1 is substantially but not fully satisfied.

#### **Reasons for Conclusion**

The programs do not include all mandatory components of the following Elements, set out in Schedule 1 for Requirement 3.1, for all teacher candidates in all divisions:

Element 1 - Curriculum Knowledge

Element 8 - Pedagogical and Instructional Strategies Knowledge

Element 4 - The Teaching Context Knowledge.

The reasons for the conclusion specific to each of the elements is addressed in turn.

## Curriculum Knowledge

### Element 1 – Current Curriculum and Policy Documents

#### Subject Areas and Curriculum

The programs do not enable all teacher candidates of the Primary, Junior and Intermediate divisions to know and understand all mandatory Ontario Curriculum and related provincial policy documents. In particular, the course *Didactique de l'anglais à l'élémentaire* is not mandatory. In this subject, the mandatory Ontario Curriculum documents include *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants*. The Self-Appraisal and the At-A-Glance charts show that this is one among seven options.

The Ontario Curriculum documents for *Actualisation linguistique en français* (ALF) and *Programme d'appui aux nouveaux arrivants* (PANA) are not studied by all of the candidates in the programs. Information about the Ontario Curriculum documents for ALF and PANA is found under Element 8 – Supporting French Language Learners under Pedagogical and Instructional Strategies Knowledge.

The Director of the program confirmed that major program modifications are proposed for the month of September 2022 which will result in *Didactique de l'Anglais* becoming a mandatory course for the Junior and Intermediate division.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the programs satisfy Requirement 3.1. However, in the absence of information confirming the programs review all of the mandatory Ontario Curriculum documents, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 3.1 for the programs are contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the College, that the programs allow candidates to acquire knowledge and understanding of Element 1, and that the programs allow all candidates to acquire knowledge and understanding of all of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's divisions.

For example, the Dean can demonstrate the offering of the *Didactique de l'anglais à l'élémentaire* by the following means:

- Proof showing that the course *Didactique de l'anglais à l'élémentaire*, which includes the Ontario Curriculum documents *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants* is a mandatory course for candidates of the Junior and Intermediate divisions;
- A plan that ensures that all of the Junior and Intermediate division candidates take the teaching method course *Didactique de l'anglais à l'élémentaire*, which includes

the Ontario Curriculum documents *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants*;

- Updated At-a-Glance charts showing the modifications made to all of the programs, that being the case.

The Dean must submit proof to the College within 18 months of having received the decision of the Transition Supervisory Officer.

## **Pedagogical and Instructional Strategies Knowledge**

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

Components of the programs that would prepare candidates to acquire knowledge and skills to teach students for which their first language is not the language of instruction are not dealt with in an explicit, structured or satisfactory way.

The Ontario Curriculum document *Actualisation linguistique en français (ALF)* offers some suggestions to assist the ordinary classroom teacher to help students learn French and succeed in all of their subjects. The *Programme d'appui aux nouveaux arrivants (PANA)* is essentially built on the Ontario Curriculum documents for French, Mathematics, Social Studies and Science and Technology for the elementary divisions. PANA and ALF make it the responsibility of everyone in the school system, regardless of the matter taught, the individual and collective responsibility to ensure that every newly arrived student attains grade level. This element is not found in the programs for all of the candidates.

The self appraisal and course outlines confirm that the Ontario Curriculum documents for ALF and PANA are not studied by all of the candidates in the programs. PANA does not appear in the teaching method courses for French, Mathematics, Social Studies, Geography and History and Science and Technology. ALF is found in one course outline for *Didactique du français au cycle primaire*.

In the course *Système scolaire franco-ontarien*, candidates have a group project to complete on Ontario laws, including ALF and PANA. Although it is about an immigrant family who wish to enrol their children in a francophone school, it only deals with the admission, welcome and monitoring of the progress of students and ALF and PANA are only show as possible aids to help their understanding and not as resources to study teaching methodology.

During interviews, alumni confirmed that they were not prepared to meet the needs of students for whom the first language was not French. Consecutive program candidates confirmed they did not have a course about ALF and said that such a course would probably have helped them with kindergarten students. Intermediate and Senior division concurrent program candidates shared that they received little information about ALF, and that they never saw the Ontario Curriculum document for PANA.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the programs satisfy Requirement 3.1. However, in the absence of information

confirming the programs review all of the Ontario Curriculum documents, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 3.1 for the programs is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Transition Supervisory Officer that the programs allow candidates to acquire knowledge and understanding of Element 8 of Pedagogical and Instructional Strategies Knowledge, how to teach students whose first language is not the language of instruction.

For example, the Dean can demonstrate the integration of the Ontario Curriculum documents for l'*Actualisation linguistique en français* (ALF) and the *Programme d'appui aux nouveaux arrivants* (PANA) in the programs by the following means:

- A sample of course outlines showing the integration of the *Programme d'appui aux nouveaux arrivants* in the teaching method courses of French, Mathematics and Social Studies, Geography and History and Science and Technology which reflect different ways of showing the acquisition of knowledge of them;
- A sample of course outlines that shows the integration of the *Actualisation linguistique du français* in teaching method courses, in particular French;
- An explicit mention of these Ontario Curriculum documents and the use of them in the above-mentioned teaching method courses.

The Dean must provide proof to the College within 18 months of having received the decision of the Transition Supervisory Officer.

## **The Teaching Context Knowledge**

### **Element 4 – The Ontario Context**

The programs allow candidates to acquire knowledge and skills concerning certain elements of the Ontario context in which elementary and secondary schools function. But the programs do not include the Ontario Curriculum documents for *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* or for *Anglais pour débutants*. Ontario French-language schools are learning environments for additive bilingualism which allow students to acquire solid oral and written language skills in French as well as in English. They allow students of all linguistic and cultural origins to become aware of the advantages of mastering the two official languages of Canada. French-language schools therefore offer a program of English for beginners who speak little or no English.

The programs offer few opportunities for candidates to acquire knowledge and skills concerning the perspectives, cultures, histories and knowledge of First Nations, Métis and Inuit. Teaching about indigenous perspectives is not dealt with in explicit, structured and satisfactory ways.

The goal is to ensure that all candidates recognize their responsibility to teach every student that indigenous histories, cultures, perspectives and ways of learning are important

in the Ontario context in which they live. The intent is that these aspects should be integrated into curriculum areas that are not explicitly historical or sociological, such as environmental education, the Arts, literacy, numeracy and the Sciences.

An examination of the course outlines for teaching method and foundation courses did not identify or confirm the presence of the teaching of indigenous perspectives to all of the candidates in all of the divisions of the programs. Only a few traces were found in the *Didactique des sciences humaines et sociales* and *Méthodes de recherche* courses. An examination of related activities did not reveal any mandatory modules, workshops or sessions dealing with Indigenous perspectives.

Candidates in the Primary and Junior divisions on the Toronto Campus confirmed that they did not feel prepared to teach Indigenous perspectives.

The Program Director confirmed that a professor, specialized in Indigenous education, took up the position in December 2020 and began teaching in the winter of 2021. She will begin preparing activities or courses which focus on Indigenous perspectives in education which will become part of the programming for all divisions.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the programs satisfy Requirement 3.1. However, in the absence of information confirming the programs permit candidates to acquire knowledge and skills concerning the perspectives, cultures, histories and knowledge of First Nations, Métis and Inuit, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 3.1 for the programs is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the College, that the programs enable candidates to acquire knowledge and skills concerning the perspectives, cultures, histories and knowledge of First Nations, Métis and Inuit, as part of Element 4 of The Teaching Context Knowledge, namely, knowledge of the Ontario context in which elementary and secondary schools operate.

For example, the Dean can demonstrate the integration of indigenous perspectives in the programs by the following means:

- The new specialist's plan for integrating indigenous perspectives in all programs;
- A representative sample of the new course outlines showing the integration of Indigenous perspectives of knowledge, learning, being and knowing;
- The addition, in the course outlines, of the policies and resources prescribed by the Ministry of Education;
- Updated At-A-Glance charts showing the modifications made to all of the programs, that being the case.

The Dean must provide proof to the College within 18 months of having received the decision of the Transition Supervisory Officer.

## **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 for this requirement is reported in Requirement 3.1.

### **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 Transition Supervisory Officer finds that Requirement 4 is substantially but not fully satisfied.

## **Requirement 5**

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

### **Findings**

The evidence indicates that the course content of the programs include 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 Faculté d'éducation at Université d'Ottawa.

All programs and divisions include a core curriculum comprising the following foundation courses : *Société et système scolaire franco-ontarien; Apprentissage et enseignement (au primaire, respectivement au secondaire); Évaluation des apprentissages (à l'élémentaire et au secondaire); Enfance en difficulté; Environnement d'apprentissage et technologies de l'information et des communications en éducation (à l'élémentaire); Impact des technologies de l'information et des communications en éducation (au secondaire); Gestion de classe, des apprentissages et du curriculum à l'élémentaire; Gestion de classe, des apprentissages et du curriculum au secondaire; Intégration des apprentissages et développement professionnel à l'élémentaire et Intégration des apprentissages et développement professionnel au secondaire.* In all divisions, candidates also take an elective course.

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

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

The link between theory and practice is intrinsic to the programs. On the one hand, this link takes shape in courses based on learning content taught in the classroom while integrating exercises and assignments directly related to the practicum, such as case studies, role playing, as well as reflective activities on the practice of the teaching profession. Practicums are also part of this reflective practice.

In the course *Gestion de la classe et des apprentissages*, through classroom activities and assignments, teacher candidates are guided in explaining how they will put theory into practice during the practicums.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer 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 all programs reviewed substantially but do not fully satisfy Requirement 6.

The Faculty of education offers the following programs:

The consecutive program is offered in Ottawa in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions; in Toronto in the Primary/Junior and Junior/Intermediate divisions (autumn 2021); and in Windsor in the Primary/Junior and Junior/Intermediate divisions (autumn 2021).

Each comprises 60 credits, 12 of which are for the two mandatory practicums; and 48 for the courses, of which 45 credits are mandatory courses and one optional three-credit course. The program is offered over four semesters.

The consecutive multi-session program is only offered in Ottawa for the Primary/Junior divisions, although the Junior/Intermediate divisions are accredited but not presently offered. The plan is to offer them in 2022. The program comprises 60 credits, 12 of which are for the two mandatory practicums; and 48 for the courses, of which 45 credits are mandatory courses and one three-credit course. The program is offered over eight semesters.

The courses are delivered in three formats, face-to-face, blended and distance. The mandatory courses are the same for the three campuses.

The concurrent program is similar to the consecutive program, but it is spread out over time, beginning in the second year of the undergraduate degree. In the first year, teacher candidates take courses in the undergraduate degree. During the second year, candidates take two preparatory education courses. Candidates are then integrated into the full-time consecutive program according to their pathway.

The courses in the multi-session consecutive program essentially respect the same logic as the full-time consecutive program for the Primary/Junior and Junior/Intermediate divisions. The structure of the program fits the specific profile of its candidates, who, for the most part, are professionals teaching in these classes. Because of this, courses are concentrated in the summer semesters, leaving only one course to follow in the autumn and winter semesters, as well as the practicum and a language refresher course, if need be.

The first part of the multi-session program comprises 12 post-secondary credits, six of which are foundation courses and six of which are teaching method courses. In addition to the 12 credits, there is the first 40-day practicum. Candidates are then recommended for a

temporary certificate of qualification and registration. The second part of the program is similar in structure to the full-time consecutive program, such that all of the courses are completed prior to the beginning of the second practicum, in the fifth semester. Courses in the multi-session consecutive program are identical to those of the full-time consecutive program.

Certain teaching method courses are offered every two years, depending on the number of registrations. As well, the teaching method course for The Arts, Junior/Intermediate divisions is offered in partnership with l'Université Laurentienne. In order to be able to offer the course, the Universities take turns offering it, grouping the teacher candidates of both together.

The full-time consecutive program and the concurrent program follow the regular semester model that is, fall, winter, fall, winter. The multi-session program is offered over eight semesters, beginning in the summer of the first year to the autumn of the third year (summer, fall, winter, summer, fall, winter, summer, fall). No courses are offered in the spring. All of the candidates complete their 80 days of practicum at the end of their semesters. The 80 days are divided in two 40- day practicums, although the second can be divided into two twenty-day blocks. The full-time consecutive program also allows candidates of the three campuses to avail themselves of other types of practical experience.

Candidates are offered additional activities to ease the transition to teaching, for example, presentations by the Ministry of Education, the Ontario College of Teachers, the Education Quality and Accountability Office, l'*Association des enseignantes et des enseignants franco-ontariens Fédération des enseignantes et des enseignants de l'Ontario* (AEFO/FEO) and the Qualifications Evaluation Council of Ontario.

However, the program does not include a mandatory teaching method course for *Anglais à l'élémentaire* for teacher candidates of the Junior and Intermediate divisions. The addition of this course could result in a major modification to the format and structure of the program.

### **Conclusions**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 6 is substantially but not fully satisfied.

### **Reasons for Conclusion**

The course *Didactique de l'anglais à l'élémentaire* is one optional course among seven offered to teacher candidates.

The Program Director confirms that the teaching method course will be mandatory, as of Autumn 2022. As attested, this mandatory method course will be offered in the fourth semester of the programs for the next cohort admission (September 2021).

Fully satisfying Requirement 6 is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the College for the course content.

For example, the Dean could provide proof of the modifications by the following means:

- A plan that ensures that all of the candidates of the Junior and Intermediate divisions will have taken the course *Didactique de l'anglais à l'élémentaire* which references the Ontario curriculum document *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année*;
- At-a-Glance charts for all of the Junior and Intermediate division programs showing the addition of the mandatory course *Didactique de l'anglais à l'élémentaire*;
- A course outline for *Didactique de l'anglais à l'élémentaire* which references the Ontario curriculum document *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année*;
- Proof in the Student Guide or by information on the website that the course *Didactique de l'anglais à l'élémentaire* is mandatory for all candidates in the Junior and Intermediate divisions;
- Minutes of the University of Ottawa Senate showing the addition of the course *Didactique de l'anglais à l'élémentaire* as a mandatory course.

The Dean shall submit this evidence to the College within 18 months of receipt of the Transition Supervisory Officer decision.

## **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 programs of professional education reviewed.

### **Courses**

Generally, courses have 3 to 4 summative evaluations. Course outlines include the evaluation procedures, the tasks and their description, the evaluation rubric, the grading scale, the penalty for each day of delay, the dates and times of submission, and the assignments are distributed over the duration of the course.

To encourage formative evaluations and mid-term grades, the last assignment cannot count for more than 60% or less than 30% in the calculation of the final grade.

The feedback provided to teacher candidates in *Didactique des sciences humaines et sociales à l'élémentaire* is an example of the combination of appreciation for strengths and suggestions for improving other elements of the work. To ensure that teacher candidates are informed of their progress on an ongoing basis, one instructor sends an email to each teacher candidate after each class. Teacher candidates in the multi-session program confirmed that professors test systematically and provide efficient and objective feedback.

### **Practicum**

Progress reports are required in each of the two practicums. These progress reports are the record of the practicum evaluation, but teacher candidates also receive regular verbal feedback from their associate teachers. At the end of each practicum, a summative evaluation report is expected.

Associate teachers complete and submit two feedback forms that assess communication, interpersonal relationships, professional responsibilities, conduct consistent with ethical standards, planning, teaching, classroom management, reflective practices, and general appreciation comments.

In interviews, professors, teacher candidates and alumni spoke of ongoing assessment and communication regarding the progress of teacher candidates.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer 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 programs reviewed.

### **The program includes a minimum of 80 days of practical experience**

All teacher candidates in the program must successfully complete 2 practicums, totalling 80 days. The first practicum is divided into two parts, the first of which is completed at the end of the first semester of the program (November - December, 20 days) and the second at the end of the second semester of the program (March - April, 20 days). The second practicum is carried out in the fourth semester of the program (February - April, 40 days). The concurrent program is consistent with the consecutive program in terms of components. The multi-session consecutive program consists of 2 practicum of 40 days each, for a total of 80 days. The first is in the second semester of the program (October - December) and the second is in the fourth semester of the program (October - December).

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

The teacher candidate handbook explains the continuum that ensures that the teacher candidate progressively assumes increasing responsibilities in the classroom. This continuum ranges from observation to co-planning and co-teaching to planning and teaching. Placements are in publicly funded schools in Ontario. A very small number of placements have been authorized in other College-approved settings, such as the *Consortium d'apprentissage virtuel de langue française de l'Ontario* (CAVLFO). A few teacher

candidates have completed a practicum in a private school using the Ontario curriculum, and a few at the Canada Science and Technology Museum.

The Faculty webpage also states that the practicum includes periods of observation and teaching, where the first week of the first practicum consists of active observation and integration into classroom life. The second week involves modeling and guided practice in a chosen subject in elementary schools or in a course in secondary schools. The third week is the beginning of independent practice. Independent practice continues through weeks four and five, with teacher candidates taking on an increasing portion of responsibility until week eight, when they take on the full responsibility of the associate teacher.

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

The Faculty's *Bureau des stages* ensures that all placements provide each teacher candidate with the opportunity to participate in settings related to each division and subject area relevant to them. Teacher candidates enrolled in the Primary/Junior division complete their placements in elementary schools, with one placement in the Primary division and a second placement in the Junior division. Junior/Intermediate teacher candidates complete one placement in the Junior division and one in the Intermediate division. This means that they will have one placement in an elementary school and one placement in a secondary school in the teacher candidate's teaching subjects. Teacher candidates enrolled in the Intermediate/Senior divisions complete their two practicums in a secondary school, one in the Intermediate division and the other in the Senior division.

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

The Faculty has clear standards for the selection of associate teachers. For example, according to the rules communicated to school boards and posted on the Faculty's website, teachers wishing to host teacher candidates must have a minimum of two years of teaching experience and hold the Certificate of Qualification and Registration issued by the Ontario College of Teachers.

### **Faculty advisor**

All teacher candidates receive support from a faculty member who is assigned as a faculty supervisor. The faculty advisor's role is to coach and accompany the teacher candidate and their associate teacher throughout the practicum by clarifying practicum expectations, responding to their emails promptly, sharing suggestions and resources, and communicating with them regularly.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 8 is fully satisfied.

## **Requirement 9**

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

### **Findings**

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

The teacher candidate handbook advises that Registration with the Ontario College of Teachers is contingent upon successful completion of courses and practicum. In order to be recommended for the Certificate of Qualification and Registration, a Teacher Candidate must successfully complete all courses and practicum.

The Règlements de la Faculté d'éducation, Université d'Ottawa outline the requirements for successful completion of the courses and practicum (teaching practice). It also states that in order to obtain the BEd, teacher candidates must fulfill all requirements including obtaining an "S" (satisfactory) grade in both practicums.

All types of the Faculty's programs have mandatory practicum requirements as outlined in guides, policies, and a website for teacher candidates and the general public.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 9 is fully satisfied.

## Requirement 10

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

### Findings

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

Primary/Junior division teacher candidates take method courses in seven of the 11 subject areas of elementary curriculum - *Éducation artistique à l'élémentaire; Éducation physique et santé; Didactiques des sciences humaines et sociales à l'élémentaire; Didactique du français au cycle primaire; Didactique du français au cycle au moyen; Didactique des mathématiques à l'élémentaire; Didactique des sciences et de la technologie à l'élémentaire*

Junior/ Intermediate division teacher candidates take method courses in seven of the 11 subject areas of the grade 4 to 8 curriculum- *Éducation artistique à l'élémentaire; Éducation physique et santé; Didactiques des sciences humaines et sociales à l'élémentaire; Didactique du français au cycle au moyen; Didactique des mathématiques à l'élémentaire; Didactique des sciences et de la technologie à l'élémentaire*

They also take a teaching method course (Grades 9 and 10) among the following - *Arts dramatiques; Arts visuels; Santé et éducation physique; Anglais langue maternelle; Français; Géographie; Histoire; Mathématiques; Informatique; Sciences générales; Études religieuses*

Intermediate/Senior division teacher candidates take two teaching method courses in their subject areas for the grade 7 to 10 curriculum - *Problématiques de l'enseignement des sciences; Arts dramatiques; Arts visuels; Santé et éducation physique; Anglais langue maternelle; Français (7<sup>e</sup> – 10<sup>e</sup>); Géographie; Histoire; Mathématiques; Musique instrumentale; Informatique; Sciences générales; Études religieuses (catholique); Affaires et commerce: technologie de l'information et de la communication; Affaires et commerce : comptabilité; Affaires et commerce : entrepreneuriat; Droit. They also take a teaching method course among the following subject areas- *Français langue maternelle (débutant); Mathématiques (débutant); et Arts dramatiques (débutant).**

As well, they take two teaching method courses in their subject areas among the following for the grades 11 and 12 - *Arts dramatiques; Arts visuels; Éducation physique et santé (11<sup>e</sup> - 12<sup>e</sup>); Anglais langue maternelle (11<sup>e</sup> -12<sup>e</sup>); Biologie; Chimie; Physique; Français; Géographie; Histoire; Mathématiques; Musique instrumentale; Informatique; Études religieuses (catholique) (11<sup>e</sup> -12<sup>e</sup>); Affaires et commerce: technologie de l'information et de la communication (11<sup>e</sup> -12<sup>e</sup>); Affaires et commerce : comptabilité (11<sup>e</sup> -12<sup>e</sup>); Affaires et commerce : entrepreneuriat (11<sup>e</sup> -12<sup>e</sup>); et Droit (11<sup>e</sup> -12<sup>e</sup>)*



Documentation confirms that all the teaching method courses touch upon the theories, philosophy, knowledge, policies and practices appropriate to the teaching and learning in the appropriate divisions, in content as well as in assignments.

The At-A-Glance charts show that teacher candidates in the Primary/Junior divisions, for all programs take the course *Éducation au cycle préparatoire*.

Course outlines show that the year-appropriate Ontario Curriculum documents are used.

An examination of the programs shows that certain teaching method courses are not included in the divisions where they should be.

In particular, the teaching method course *Teaching English – Elementary* is not mandatory for all of the Junior and Intermediate divisions candidates.

As well, the teaching method course French as a Second Language is a teaching method course listed for Intermediate and Senior division candidates, when it is not permitted to be taught in French-language Faculties of Education.

### **Requirement 3.1 Pedagogical and Instructional Strategies Knowledge (PISK) 9 mapped to Requirement 10**

The element from Schedule 1 - Pedagogy, Assessment, and Evaluation for Specific Curriculum Areas is addressed in all method courses. All method courses in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions in the initial teacher education programs include topics of pedagogy, assessment and evaluation of learning. Overall, teacher candidates acquire knowledge and skills for specific curriculum areas. All method courses examine the theories, philosophies, knowledge, policies and practices specific to teaching and learning in the appropriate grades in both content and assignments.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 10 is substantially but not fully satisfied for the programs.

### **Reasons for Conclusion**

#### **English and English for Beginners**

The Ontario curriculum documents *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants* are both mandatory curriculum at the elementary level. Presently, there is no mandatory provision for candidates to be equipped with the knowledge and understanding of these required Ontario curriculum documents.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the programs satisfy Requirement 10. However, in the absence of information

confirming the programs offer all of the appropriate teaching method courses, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 10 for the programs is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the College, that the teaching method courses are appropriate in relation to the divisions to which they relate.

For example, the Dean could show the addition of the study of the two Ontario Curriculum documents *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants* as follows:

- A plan that ensures that all of the candidates of the Junior and Intermediate divisions will have taken coursework which includes knowledge and understanding of the Ontario curriculum documents *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année* and *Anglais pour débutants*;
- A course outline which references the Ontario curriculum document *Anglais de la 4<sup>e</sup> à la 8<sup>e</sup> année*;
- A course outline which references the Ontario curriculum document *Anglais pour débutants*;

The Dean must provide proof to the College within 18 months of having received the decision of the Transition Supervisory Officer.

### **The course *Didactique du français langue seconde***

The programs include the teaching method course *Didactique du français langue seconde* for the Intermediate and Senior divisions. However, Regulation 176/10 Teachers' Qualifications, as explained in the College's Memorandum dated June 25, 2020, states:

Programs with an emphasis on the teaching of French as a Second Language (*Didactique du français langue seconde*), as part of initial teacher education, and programs leading to an additional qualification or an additional basic qualification in FSL may not be not offered except by English-Language providers.

The Faculty of Education has modified its course offerings to clarify that the two *Didactique du français langue seconde* courses are no longer offered as of May 1, 2021. That said, the courses were not offered during the University year 2020-2021. In January 2021, a footnote was added to the webpage *Program Requirements* to specify that the courses were no longer offered. A "minor program change" has been submitted to the Senate so that the two courses will be withdrawn from the course catalogue.

The Transition Supervisory Officer accepts that the Faculty of Education intends to ensure that the programs satisfy Requirement 10. However, in the absence of information confirming that two *Didactique du français langue seconde* courses are stricken from all programs and all communications, the Transition Supervisory Officer is unable to confirm that this requirement is fully satisfied.

Fully satisfying Requirement 10 for the programs is contingent upon the Dean of the Faculty of Education submitting evidence acceptable to the Accreditation Committee, that the two *Didactique du français langue seconde* courses are stricken from all programs and all communications.

For example, the Dean could provide:

- An official decision of the University in response to the “minor program change” showing that *French as a Second Language* is no longer part of the programs;
- Proof that all mention of the courses have been definitively stricken from all documentation of the Faculty of Education of the University of Ottawa (for example, web pages, teacher candidate handbook);
- Minutes of the University of Ottawa Senate showing the courses *Didactique du français langue seconde* no longer form part of the programs.

The Dean must provide proof to the College within 6 months of having received the decision of the Transition Supervisory Officer.

## Requirement 11

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

### Findings

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

### Human Development and Learning

All primary and junior teacher candidates in all programs take *Éducation au cycle préparatoire*, *Apprentissage et enseignement à l'élémentaire* et *Enfance en difficulté*. Similarly, all Junior, Intermediate and Senior teacher candidates take *Apprentissage et enseignement au secondaire* and *Enfance en difficulté*.

*Éducation au cycle préparatoire* provides specific tools for understanding child development and brain function in various cognitive operations associated with academic learning in 4- and 5-year-olds. *Apprentissage et enseignement à l'élémentaire* discusses social constructivist approaches to the cognitive development of the school-age child. *Apprentissage et enseignement au secondaire* provides theoretical background on the major theories of human learning. In *Apprentissage et enseignement à l'élémentaire*, teacher candidates develop a presentation on various strategies and interventions related to human development and learning.

### Legislation and Government Policies

The study of legislation and government policies related to education in Ontario is particularly present in the course *Société et système scolaire franco-ontarien*. In this course, legislation that relates to education is studied. The legislative texts that govern the operation of the Ontario school system are also studied. Also covered are the history and legal framework of official language education in minority settings in Canada; policies governing admission to French-language schools in Ontario; and the structure of the education system.

All teacher candidates in all programs take the mandatory *Société et système scolaire franco-ontarien* course.

Teaching method courses address a number of Ministry of Education policies. For example, *Didactique de l'éducation physique et santé* covers *Healthy Schools: Foundations for a Healthy School*, and *Healthy Schools: Daily Physical Activity*; while *Didactiques de sciences et technologie* covers *Environmental Education*, and *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*, and *Supporting Teaching Excellence*.

**Conclusion**

Based on the information provided, the Transition Supervisory Officer 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 programs 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 programs.

### Persons with Appropriate Academic Credentials

The faculty is composed of members with the following academic qualifications:

The Ottawa campus has 15 regular and 20 part-time faculty members of whom 21 hold a PhD, 11 hold a master's degree, 3 hold a bachelor's degree as the highest credential; the Toronto campus has 16 part-time faculty members of whom 4 hold a PhD and 12 hold a master's degree as their highest credential; while the Windsor campus has 16 part-time faculty members of whom 5 hold a master's degree and 11 hold a bachelor's degree as their highest credential.

### Practitioners with appropriate experience in the field of education

At the Ottawa campus, of the 35 faculty members, 4 regular and 10 part-time faculty members have teaching experience (from a minimum of 2 years to a maximum of 38 years); at the Toronto campus, of the 16 faculty members, all have teaching experience (from a minimum of 3 years to a maximum of 30 years); while at the Windsor campus, of the 16 faculty members, all have teaching experience.

### Persons with appropriate expertise in the divisions and components of the programs

At the Ottawa campus, 14 of the 35 teachers are members of the Ontario College of Teachers. They have experience in the following teaching areas: Français, Assessment, Science, Environmental Education, Chemistry, Physics, Educational Technology, Mathematics, History, Music and Art, Spanish, School Counseling, English, Geography. These members of the College are qualified in one or more divisions: Kindergarten, Primary, Junior, Intermediate and/or Senior.

At the Toronto campus, all 17 teachers are members of the Ontario College of Teachers. Their qualifications include the following teaching subjects: Français, Mathematics, Science, Visual Arts, Health and Physical Education, Computer Science, Religious Studies,

Special Education, History and Geography. These College-certified members are qualified in one or more divisions: Primary, Junior, Intermediate and/or Senior.

At the Windsor campus, all 16 faculty members are members of the College. Their qualifications include the following teaching subjects: Special Education, Assessment, Religion, Mathematics, Technology Education, Social Studies, Visual Arts, Music, Drama and Computer Science. These members of the College are qualified in one or more divisions: Primary, Junior, Intermediate and/or Senior.

**Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 12 is fully satisfied.

### **Requirement 13**

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

#### **Findings**

The evidence indicates that there are adequate internal controls to preserve the integrity of teacher candidate records relating to the programs reviewed.

The University of Ottawa maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the programs reviewed. All documents related to admission and administration, and teacher candidate 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 Transition Supervisory Officer 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 programs reviewed and has implemented measures demonstrating that commitment.

As an example, the Faculty reported that the number of teacher candidates needing to be placed in schools at times exceeds the number of available associate teachers, especially when it comes to finding placements for Intermediate/Senior teacher candidates in subjects such as science and mathematics. To mitigate the situation, Since February 2017, a committee has been working to develop a new practicum placement system, *EduPlacement*. This system went live on March 1, 2018. It allows associate teachers to enter their contact information and teacher candidates to enter their preferences, saving staff time. *EduPlacement* has proven to be effective.

With respect to the professional development of faculty, a techno-pedagogical committee was established in Fall 2019. This working group, led by Professor Emmanuel Dupl a (Educational Technology Specialist and Associate Dean for Programs that year), brought together regular and part-time faculty from the French and English programs as well as the Faculty's Technopedagogy Specialist. The committee's initial mandate was to define the Faculty's digital strategy and to set up structured training to improve the technopedagogical skills of the faculty. The crisis caused by the COVID-19 pandemic accelerated the work of this committee and led to the creation of a virtual community of practice (using the Teams platform) that has been active since May 2020, and to a variety of workshops led by the Faculty's technopedagogy resource person.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 14 is fully satisfied.

## **Requirement 15**

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

### **Findings**

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

The committee's mandate is to review issues relevant to teacher education; promote dialogue between the *Faculté d'éducation* and its partners; initiate discussions that may lead to program redesigns; assist in the coordination of activities related to teacher education.

Members of the Advisory Committee are drawn from a variety of organizations such as supervisory officers and a human resources representative from the school boards that host teacher candidates; representatives from the Ministry of Education; representatives from AEFO; teacher candidate representatives from the three campuses, members of the program steering committee: Program Director, program specialist, practicum coordinator, Toronto and Windsor campus coordinators, and multi-session program coordinator.

The Advisory Committee has recently reviewed the management of the criminal background check process that may contribute to the lack of completion of practicums, redesigning the language skills admission test; employment of teacher candidates; program evaluation.

### **Conclusion**

Based on the information provided, the Transition Supervisory Officer finds that Requirement 15 is fully satisfied.

## Decision of the Transition Supervisory Officer

### General Accreditation with Conditions

For the reasons set out above, the Transition Supervisory Officer concludes that the three programs of professional education offered at the Faculté d'éducation, Université d'Ottawa fully satisfy Requirements 1, 1.1, 3, 5, 7, 8, 9, 11, 12, 13, 14, and 15 and, substantially, but do not fully satisfy Requirements 2, 3.1, 4, 6, and 10 of Regulation 347/02, Accreditation of Teacher Education Programs. The programs are:

- Programme consécutif de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen- intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation  
*Consecutive program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*
- Programme consécutif en plusieurs parties de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen et moyen-intermédiaire, menant à un baccalauréat en éducation  
*Multi-session consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree [French-language program]*
- Programme concurrent de formation à l'enseignement, avec domaines d'études pour enseigner aux cycles primaire-moyen, moyen-intermédiaire et intermédiaire-supérieur, menant à un baccalauréat en éducation  
*Concurrent program of professional education with areas of study in the Primary/Junior, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree [French-language program]*

General accreditation is granted to these French-language programs with the following conditions as noted below:

#### Requirement 2

The Dean shall submit evidence acceptable to the College, within 18 months, that the program has a clearly delineated conceptual framework.

#### Requirement 3.1 and 4

The Dean shall submit evidence acceptable to the College, within 18 months, that the program enables teacher candidates to acquire knowledge and skills in the following elements set out in Schedule 1:

Element 1 - Curriculum Knowledge

Element 8 - Pedagogical and Instructional Strategies Knowledge  
Element 4 - The Teaching Context Knowledge.

**Requirement 6**

The Dean shall submit evidence acceptable to the College, within 18 months, that the format and structure of the program are appropriate.

**Requirement 10**

The Dean shall submit evidence acceptable to the College, within 6 months, that the two *Didactique du français langue seconde* courses are stricken from all programs and all communications. The Dean shall submit evidence acceptable to the College, within 18 months that the method courses are appropriate in relation to the divisions to which they relate.

**Summary**

The Dean shall submit this evidence to the College within 18 months of receipt of the Transition Supervisory Officer's decision. Once the Dean provides information that the College finds to be acceptable evidence, Requirements 2, 3.1, 4, 6, and 10 respectively will be fully satisfied.

The Transition Supervisory Officer accepts that the Faculté d'éducation, Université d'Ottawa intends to fully satisfy the conditions within the specified time periods. The Dean has stated that there are plans underway to complete the necessary work to satisfy the conditions.

**Initial Plan**

As required in Section 16. (1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Faculté d'éducation, Université d'Ottawa shall submit to the Ontario College of Teachers, within six months after receiving the decision, a plan outlining the method and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the College on the progress in satisfying the conditions.

The Transition Supervisory Officer grants general accreditation to the programs with the aforementioned conditions for a period of seven years until May 17, 2028 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Transition Supervisory Officer**  
**Ontario College of Teachers**  
**May 17, 2021**