Ontario
College of
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Message from the Registrar

I am pleased to present the *Accreditation Resource Guide,* which has been developed to support an understanding of new elements in Ontario's enhanced teacher education programs.

This document reflects input from a variety of groups from Ontario education stakeholders.

It is a companion to the College's Regulation 347/02, Accreditation of Teacher Education Programs, which sets out the new requirements that Ontario programs must satisfy in order to prepare new teachers.

The contents have been informed by a variety of sources, originating with early Ministry of Education consultations on the content of the enhanced program.

Ministry of Education staff and Ontario teacher education program providers have been central collaborators on this document. Dr. Deborah Berrill provided expert guidance and direction and assured the input of providers. I am grateful to all those who have contributed to this document.

Michael Salvatori, OCT
Chief Executive Officer and Registrar
Ontario College of Teachers

Accreditation Resource Guide

About this Guide
This guide is designed for the use of accreditation panels who will be seeking evidence of sufficiency and currency with the required core content outlined in the regulation, and by programs undergoing accreditation. While it has been organized in sections that align with the areas of core content in regulation, it should be read as a whole recognizing there are cross-references to many elements.

Enhanced Teacher Education
The guide is a companion to requirements set out in Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in the enhanced teacher education program.

Content of the guide reflects advice received as part of consultations about the enhanced program by groups from across the education sector. These consultations took place across 2012, and informed the design and content of the program as it now appears in regulation. This guide includes additional detail provided in the consultations, as well as further clarification to assist providers in preparing for program accreditation by the College.

Intention of the Guide
The guide is predicated on the principle that students of programs of professional education and teachers need a strong body of foundational professional knowledge that is evidence based and practice informed in order to begin to develop professional judgement and skills in pedagogical decision-making. The guide presumes that all teachers view themselves as learners and understand that the student/learner must be the centre of their work in teaching and learning. The concept that teachers are life-long learners who are beginning the continuum of professional learning underpins the guide. The guide expects that all teachers hold a growth mindset and work from an asset-based approach for their students and themselves. It is intended to be comprehensive regarding areas of knowledge and skills for teachers beginning their careers with recognition that these areas will continue to deepen and grow throughout their careers.

Integration of Practice and Theory
There is also an intention that all aspects of knowledge and skill will be connected to and reflected in both course work and the practicum. In each case within the guide, the notion is that theory and practice must be strongly linked. It is recognized by those who study initial teacher education that "when teaching experience is strongly linked to course work, teachers are more able to enact what they are learning in practice" (Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochrane-Smith, M., McDonald, M., & Zeichner, K., 2005, p. 375).

Strong evidence exists that "teachers must i) have a deep foundation of factual and theoretical knowledge, ii) understand these facts and ideas in a conceptual framework and iii) organize knowledge in ways that facilitate action" (Hammerness et al, 2005, p. 366). The intention of the inclusion of required core content, a longer minimum practicum, and the guide is to facilitate this deep connection between theoretical and evidence-based knowledge and teaching practice.

The provision of core content is intended to encourage coherence and provide a framework to be used by accreditation panels but also by program leaders, teacher candidates and instructors to think explicitly about their learning and teaching. The guide assists in outlining program areas that facilitate development of a teaching identity, including but not limited to developing a critical and reflective inquiry habit of mind that is grounded in research and evidence-based practice and understanding of the significance of perseverance and self-assessment in the development of teaching excellence. It is

intended that the candidates develop a sense of their own capacities to make informed pedagogical decisions with the goal of success for all students based on knowledge of the learner, context, curriculum, and assessment.

Sections of the Guide

The Guide corresponds to the core content areas listed in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. Note that overlap might occur, given the interrelated nature of the concepts.

Sources of Evidence

The Guide includes sections that describe the following: Each element of Schedule 1, Regulation 347/02; the intention of the Regulation with regard to that element; knowledge and skills that initial teacher education programs will enable students to acquire with regard to each element; and a variety of examples that are possible ways the program might provide the opportunity to acquire the knowledge and skills related to the element.

Sources of evidence for demonstrating that a program has provided opportunities for students to acquire knowledge and skills related to the elements include, but are not limited to, the following: Course outlines; Course materials; Use of case studies; Use of simulations; Assignments; Reflections; Lesson and unit plans; (e) Portfolio entries; Practicum reflections; Guest speakers and performers; Experiential learning opportunities; Presence of materials in institutional locations; Modeling by faculty; Interviews with students.

Contents

Ontario Curriculum

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the student's area of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The inclusion of the Ontario curriculum is intended to ensure that students of programs of professional education have opportunities to engage thoroughly with the curriculum policy documents, in order to understand the purposes of each component (achievement chart, curriculum expectations and front matter, for example) and to be able to use the documents effectively when planning units and learning experiences for classes and individual students. Students of the program would be familiar with the rationale and components of the documents as well as any subject-specific skills or processes, such as problem-solving or inquiry. It is not intended to introduce them to curriculum writing but rather to the use of curriculum policy documents to guide their design of units, lessons, assessments, assignments and learning activities.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The structure and purposes of the current Ontario curriculum and provincial policy documents, including those related to students with special needs, and their use in planning instruction and assessment

- The explicit use of front matter, professional terminology, and practices in program planning, assessing and communicating about student work

- The embedded and infused elements of the curriculum policy documents, frameworks, strategies including environmental education, safe schools, equity and inclusive education, character development, critical thinking, mental health, financial literacy and critical literacy education

- Specific curricular knowledge included in the subject area — for example, citizenship education in social studies, history and geography curricula, patterning in mathematics

- Use of students' backgrounds, experiences and knowledge and connecting them to curriculum in culturally relevant and responsive ways

- The ways in which curricula can be effectively integrated to meet expectations across subjects and support student learning and achievement.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course materials articulating explicit use of curriculum guideline terminology (for example, strands, overall and specific expectations, and achievement chart)

- Explicit reference in course outlines to and use of Ministry support documents, such as *Growing Success* and *Learning for All*

- Unit plans that reflect evidence of learning goals, success criteria, feedback mechanisms, and instructional practices based on student strengths, interests and needs

- Lesson and unit plans that reflect different kinds of demonstrations of learning, for example, e-products, performances, community-based investigations

- Practicum reflections on the effectiveness of strategies to incorporate literacy and numeracy in subject area teaching

- Course outlines that reflect mathematics and literacy as foundational for student learning

- Modeling by instructors of current teaching, learning and assessment methods

- Modeling by instructors of ways to collect and organize data for instructional purposes

- Modeling of ways to use technologies to engage students and support learning of subject area skills and knowledge

- Modeling of ways to incorporate First Nation, Métis and Inuit resources and perspectives in relation to the subject area.

Use of Educational Research and Data Analysis

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to use educational research and data analysis (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The regulation also requires that the program prepares the student to use current research in teaching and learning (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The inclusion of content regarding use of educational research and data analysis is intended to highlight for candidates of a program of professional education that, in addition to drawing data from their students, they utilize existing research literature and data (Education Quality and Accountability Office (EQAO) results or results from use of diagnostic tools, for example) to determine practices and next steps in order to facilitate student learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction, and assessment based on data in pursuit of greater precision and personalization for learners. The ongoing cycle of reflective inquiry includes questioning, observing, consulting other data sources, reflecting, interpreting, and intervening instructionally or through assessment.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- How to access, interpret, evaluate and use educational research literature as well as large and small scale assessment data to make informed decisions about its usefulness in a particular context

- Collection and use of data in conjunction with other information and knowledge to make instructional decisions to facilitate learning

- Knowledge of and capacities to engage in the iterative process of inquiry to facilitate student learning.

- Capacities to collaborate with other colleagues around shared questions and areas of interest, looking at evidence and research, theory or other bodies of knowledge in order to make precise, personalized pedagogical decisions and determine next steps.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Article review, incuding implications for classroom teaching

- Action inquiry report

- Case study requiring application of assessment data

- Use of research and large and small scale data in assignments. For example, use of EQAO mathematics results to plan mathematics unit.

Inquiry-based Research, Data and Assessment to Address Student Learning

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding inquiry-based research, data collection and assessment is intended to highlight for students of a program of professional education that they learn from, with and about their students and how most effectively to facilitate learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction and assessment based on data in pursuit of greater precision and personalization for learners. The cycle of reflective inquiry includes questioning, observing, consulting other data sources, collecting data, reflecting, interpreting, intervening instructionally or in assessment.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Their role as teacher inquirers seeking further understanding of their students and their own practice to enhance student learning

- The importance of teachers taking "an assessment *for* learning and *as* learning approach" to their own professional learning as models and capacities to undertake reflection

- Understanding of the wide range of sources of data (behaviours, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data

- Understanding of the student as the focus and source of information to inform planning and assessment.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Article review, including implications for classroom teaching

- Action inquiry report

- Simulation requiring application of assessment data. For example, Simulated Professional Learning Community using observational data regarding computation of fractions to plan greater precision and personalization of instruction

- Practicum reflection on action inquiry initiative occurring in the school

- Lesson and unit plans that demonstrate the use of observation and other student data to inform instruction.

Use of Technology as a Teaching and Learning Tool

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use technology as a teaching tool (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding use of technology for teaching and learning is grounded in the context of understanding of pedagogy. It is intended to emphasize the pedagogical role that technology can play in instruction and particularly to engage all learners within an understanding of pedagogy. Effective teaching with technology requires an understanding of how to represent concepts and content using technologies, knowledge of what makes some concepts and content difficult and how technology can help facilitate and enhance learning including the use of adaptive and assistive technologies, as well as strategies for assessing and evaluating student learning. It is intended to prepare teachers for ongoing learning about technology and digital tools and incorporation of new tools in an authentic, ethical, responsible and innovative manner in multiple subject areas and settings.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The intersection of technology, pedagogy and content knowledge for instruction, assessment, creation, collaboration, and communication

- Locating and evaluating technology resources and tools for different purposes and to model critical viewing, representing, and thinking for students

- Ensuring and modeling safe, ethical, healthy, and responsible use of technology and digital social media tools

- Using technology to enhance differentiation, collaborative learning, and construction and mobilization of knowledge as well as to encourage innovation, intellectual curiosity, and creativity

- The understanding of students as knowledge creators and the role of technology in supporting this.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Lesson Plans that include student use of technologies, including assistive and adaptive technologies

- Digital artifacts produced by pre-service teachers and their students

- Course outlines demonstrating digital strategies and tools used in courses

- (e)Portfolios

- Practicum reflection on the effectiveness of digital technology in supporting students with special needs

- Reflection on the use of Interactive Whiteboard (IWB) tools in learning

- Unit plans that demonstrate student use of technology to make connections to the real world.

Theories of Learning and Teaching and Differentiated Instruction

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to use learning and teaching theories and methods and differentiated instruction (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding theories of learning and teaching and differentiated instruction is intended to ensure that all students of a professional program of education have a solid understanding of the research-based, evidence-informed pedagogy and the theoretical and empirical foundations for these practices, including cognitive science, developmental psychology, language development, socio-cultural theories and sociology, it is intended to facilitate the connections between how people learn and teaching methods and to build understanding of the unique learning approaches of individual students as well as the need to develop personalized and precise instruction for all based upon these bodies of knowledge and pedagogy. It is also intended that students of professional education programs use these theories and practices to build their professional knowledge and identity and develop a strong foundation for professional judgement and making informed decisions regarding practices for students individually and collectively.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Various learning theories and research-based concepts and their related pedagogical practices in developing pedagogy, instruction and assessment for individual students, groups and classes

- Elements and practices of differentiated instruction to support the learning of all students

- The student as the focus and source of information to inform planning and assessment

- Learners have different capabilities and different preferences for certain learning modes and strategies

- The roles of self-awareness and meta-cognition in supporting student self-regulation.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course outlines that reference learning theories, research-based concepts and related pedagogical practices

- Assignments that reflect explicit application or reflection of learning theories

- Lesson and unit plans that reflect application of learning theories in specific subject areas, such as mathematics

- Practicum reflections on the implementation of research-based, evidence-informed lesson and/or unit plans

- Case studies of differentiated instruction, including for First Nation Métis and Inuit students

- Reflection on a practice-based experience of differentiating instruction for students with special needs.

Classroom Management and Organization

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes a focus on the development of classroom management and organization skills (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of classroom management and organization is intended to ensure that students of a program of professional education understand their role in creating and sustaining an engaging, inclusive, safe and equitable learning environment for students. It is intended to assist them to see the ways in which setting a motivating, effective and involving program for students builds feelings of success, productivity and growth, minimizes behavioural concerns and optimizes learning for all students. Understanding the methodologies and developing professional judgement regarding proactive and responsive approaches to establishing classroom norms and operations and addressing conduct concerns that may arise are also part of the intention. Understandings of ways to build positive, trusting relationships and promote community, collaborative culture and positive classroom climate which supports individual and collective growth are also key.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Methods for creating inclusive, productive learning communities with meaningful, relevant and culturally responsive lessons and instructional approaches that engage learners

- A repertoire of techniques for structuring the classroom environment for optimal learning for all students in many different learning arrangements and designs — for example, individual, small group and whole class experiences

- Methods to allow students to see themselves in the curriculum through their backgrounds, experiences and knowledge in culturally relevant and responsive ways, including those that reflect traditional First Nation, Métis and Inuit ways of being and knowing

- Capacities to draw upon a range of strategies for preventing and addressing off-task behaviour, including the use of student information to plan learning that builds on student assets and interests to meet learning needs.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course outlines / assignments that explicitly involve considerations of diverse populations

- Classroom management plan incorporating specific methods to build and maintain authentic, respectful connections between students and create a positive classroom community

- Lesson or unit plan acknowledging specific classroom management considerations

- Reflection of capacity to optimize learning time and draw upon a broad range of practices to espond to and restore positive behaviour, encourage self-regulation and community responsibility

- Modeling the use of strategies to differentiate, provide modifications and/or alternate accommodations, and ensure engagement and appropriate assessment of student learning as outlined in current policy and support documents

- Reflection on effective classroom management strategies used during teaching placement

- Reflection on effectiveness of use of culturally relevant practices in building a positive learning environment during practicum.

Child and Adolescent Development and Student Transitions

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge of:

- child and adolescent development and student transitions to age 21 and through kindergarten to grade 12 (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)

- how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce (Regulation 347/02, Schedule 1, Teaching Context Knowledge).

The inclusion of content regarding child and adolescent development is intended to ensure that teacher candidates begin to develop an understanding of the trajectory of typically developing children and youth. This can, in turn, assist with understanding less typical development and aid in recognition of students who might be struggling. It is intended that teacher candidates become familiar with the large body of research that informs an understanding of how students learn, including developmental psychology, health and neuroscience and cognitive psychology, as well as the socio-cultural contexts in which learning takes place. The opportunity to consider child and adolescent development from multiple perspectives will inform the types of interactions, environments, experiences, and practices with which teacher candidates will engage in their classrooms. Teacher candidates will consider how best to connect a growing understanding of typical and atypical child and adolescent development to student transitions.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Theories of human development and the interconnected physical, social, emotional, communication/language, and cognitive domains

- First Nation, Métis and Inuit understandings about human development including a focus on the interconnections and relationships between spirit, emotions, intellect and body as well as the understanding of growth through connectedness

- Theories regarding development and learning and their uses and limitations in developing pedagogy, instruction, and assessment for individual students

- Transitions from elementary to secondary school, from secondary school to the next appropriate pathway, and ways in which to support students through these changes, particularly students with special education needs

- Student progress along their individual growth continuum from K- 12, including transitions — such as school entry, change from one activity, setting, classroom or grade change, or school moves — and practices that support these changes, including students with special education needs

- The teacher's role in identifying promising practices for use with individual students to support successful orientation in secondary school and into the world of work and further learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge

and skills related to this element, some of which may include examples similar to the following:

- Lesson plans/course outlines/readings which incorporate information and/or strategies pertaining to programs and policy documents such as the following: *Student Success / Learning to 18 Initiatives*; *Specialist High Skills Majors*; or *credit recovery, Ontario Youth Apprenticeship Programs*

- Assignments/evaluations/reflections that highlight the selection and utilization of instructional and assessment practices commensurate with an understanding of development and learning — for example, distributed practice, collaborative learning, problem solving

- Lesson plans/assignments/ that include practices such as questioning, problem-based learning or simulations, for example, that can facilitate learning

- Unit plans that involve experiential learning, ceremony, ritual and other First Nation, Métis and Inuit ways of living and learning

- Use of case studies involving transition plans and Individual Education Plans (IEPs)

- Reflection on practicum and/or life experience related to issues involving human development or student transitions.

Student Observation, Assessment and Evaluation

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use current strategies relating to student observation, assessment and evaluation (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content including observation, assessment and evaluation is intended to highlight the importance of a student-centred approach to teaching and learning and that it is key to focus upon students as sources of data for programming, instruction and assessment. Observation is the ongoing process of paying attention to students' behaviour, emotional state, interests, patterns of development, engagement and progress in order to foster student development. The importance of pedagogy that centres on providing environments and experiences that build on students' background, knowledge and inquiry is emphasized. All domains of development and learning can be observed: cognitive, communicative, physical, social, and emotional. The key intent of this section is to emphasize the use of ongoing observation, documentation and assessment for the learning of students and teachers, and to highlight the critical role of assessment as data gathering from a wide variety of sources in order to plan, interpret evidence, and appraise achievement. The role of assessment in improving student learning and the various purposes of assessment for, as and of learning are key to ensuring student success.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Gathering data by observing students individually, in interaction with the learning environment, learning materials and each other;

- Use of various sources of student data to make instructional decisions to facilitate learning — for example: behaviours, written work and other products, conversations, oral communication and presentations, and peer and self-assessment

- Use of strategies and tools in assessment *for* learning and *as* learning, and the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course outlines and assignments that involve student observation

- Student assignments incorporating the use of observational data to create differentiated learning opportunities for their students

- Practicum protocols that include intentional observation, assessment and evaluation requirements during practicum experiences

- Course outline that includes keywords: student observation, assessment, evaluation with reference to ministry documents

- Practicum lesson and unit plans that are explicitly informed by observational and assessment data of students

- Reflection on differentiated assessment used in practicum to meet the learning needs of individual students.

Supporting English Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)

The inclusion of English Language Learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to English as a new language. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to utilize to engage all learners and support their language development at whatever stage to assist them to build the knowledge and skills for a diversity of learners (i.e., programming, instructional practices, the larger context of policies, terms and processes) in order to plan for personalized, precise assessment and instructional practices for all students. Understanding of the principles of an asset-based approach and teaching strategies are needed to plan for, differentiate, and personalize learning and assessment for individual students. The intention is that graduates are able to work with all students, using student strengths and interests to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention of this section is to create teachers who can seek information from and about students collaboratively in order to develop many different teaching approaches to support them.

The initial teacher education program will enable candidates to acquire knowledge and skills pertaining to the following:

- An asset-based approach to supporting culturally and linguistically diverse students acquiring English as another language

- English as a Second Language and English Language Development programs and models of support

- Classroom environments that reflect, engage, and celebrate the cultural and linguistic diversity of all students

- Use of digital resources in supporting English language learners enabling them to become autonomous learners

- Effective communication with parents / caregivers of students who are culturally and linguistically diverse.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Lesson and unit plans that reflect differentiation for students who are culturally and linguistically diverse

- Case study involving a team-based approach to programming for a student who is culturally and linguistically diverse

- Experiential learning situation such as a team simulation involving a recent newcomer family

- Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is an English language learner

- Practicum reflection on the effectiveness of digital resources to support specific learning goals of a student who is an English language learner

- Modeling by instructors of specific ways to celebrate the cultural and linguistic diversity of all students.

Supporting French Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)

The inclusion of content including supporting French language learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to French as a new language. It is intended to support the development of a pedagogical approach, inclusive of a repertoire of instructional and assessment strategies to engage and support-language development in order to plan for personalized, precise assessment and instructional practices for all students. It is also intended to develop knowledge and skills related to acquisition of both French language and French culture. Key to this section is an understanding of the diversity of the Francophone minority community, the concepts involved in the development of second-language instruction and learning, and the principles of an asset-based approach to language acquisition. The intention is that graduates are able to plan for, differentiate, and personalize learning and assessment for a wide range of individual students.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The value, elements, sensitivities and challenges of life-long language learning in minority contexts, including linguistic insecurity, interdependence of language and culture, varieties of French languages repertoires, authentic oral and written communication, listening and speaking

- An asset-based approach to supporting culturally and linguistically diverse students acquiring French as another language

- The role of the teaching staff of a French-language school in a minority language community

- Teaching and learning strategies in a minority situation, including the foundations of a cultural approach to teaching

- Use of digital resources in supporting both French language learners and newcomer students and enabling them to become autonomous learners.

There are a variety of ways of demonstrating that candidates have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Assignment to compile a personal bank of French language resources that are pertinent to the candidate's future teaching

- Assignment regarding differentiation of an established unit plan to address the different language learning needs of the students in their classroom

- Team simulation such as programming for the case study of a newcomer student who has had little formal schooling due to civil strife in their home country

- Modeling by instructors of specific ways to celebrate the cultural and linguistic diversity of all students

- Practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is a French language learner.

Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding pedagogy, assessment and evaluation for specific subjects is intended to assist students of a program of professional education to recognize and develop pedagogical knowledge and instructional and assessment skills in areas for which they are qualified. As examples these would include discipline-oriented skills such as problem-solving in mathematics, disciplinary thinking in content in social studies or Canada and World Studies and analyzing text in language. It is intended to assist students of the program to understand content, achievement and performance standards, discipline-specific aspects of knowledge and understanding, thinking, application, and communication. Key aspects of this section are the elements of planning, processing, and creative and critical thinking skills that are specifically related to disciplinary thinking and approaches.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Central concepts, knowledge, skills and processes associated with particular subject areas

- Fundamental principles of effective assessment and how they relate to effective planning and instruction in particular subject areas

- The standards related to thinking, planning, processing, communicating and application of learning in particular subject areas

- Ways to differentiate content, process and product in particular subject areas

- Ways to address students' common misunderstandings or skills needs in particular subject areas

- The understanding that every teacher has a responsibility to teach literacy and numeracy throughout all grades and subject disciplines

- Ways to integrate literacy and numeracy in subject area learning

- Strategies for incorporating First Nation, Métis and Inuit pedagogies in particular subject area teaching

- The ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow inter-disciplinary planning and instruction.

Students in a program of professional education will be provided with a variety of experiences enabling them to acquire knowledge and skills related to this element, which may include examples such as:

- Reflection of pedagogical knowledge, assessment and evaluation in course syllabi

- Use of content and performance standards found in the achievement chart categories for the various subjects in student lesson and unit plans

- Modeling by instructors of the use of digital tools and resources in their subject areas

- Modeling of First Nation, Métis and Inuit learning methods such as storytelling, presence of Elders/ senators or cultural resource people as guest speakers, or use of discussion circles

- Evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations

- Evidence in lesson and unit plans of using students' interests to engage them in the subject matter. Practicum reflection on the use of assessment as and for learning in the subject area.

Special Education

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of special education is intended to ensure that candidates have knowledge and skills for a diverse range of learners (i.e., programming, instructional practices, the larger context of policies, terms and processes) and in order to plan for personalized, precise assessment and instructional practices for all students as teachers enter the profession. Understanding of the principles of a strength-based approach, the principles of Universal Design for Learning, and teaching strategies for differentiation, accommodation and modification are needed to plan for, differentiate and personalize learning and assessment for each student. The intention is that candidates are able to work with all students, using student strengths and addressing their learning needs to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention of this section is to create teachers who can seek information from and about students collaboratively in order to develop many different teaching approaches to support them.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- An asset-based approach (that is, focusing on student strengths and interests to address learning needs and a belief that all students can learn, that success builds a sense of efficacy and that teachers create the conditions for success)

- Multiple and complex causes of behavioural concerns and practices to address them

- The larger context of special education, including Individual Education Plans (IEPs), the Identification, Placement and Review Committee process, exceptionalities, accommodations/ modifications, alternative programming and reporting (for example, alternate report card, transitions, and how to differentiate)

- Learning exceptionalities, initial strategies to try, and the roles of external professionals

- The uses of assistive and adaptive technologies in support of student learning

- First Nation, Métis and Inuit ways of thinking about the kinds of differences associated with special education needs.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Modeling of differentiation in assessments and assignments in classes

- Use of case studies and IEPs to create particularized goals, instructional plans and transition plans

- Reflections on practicum and life experience in relation to issues in special education, e.g. use of Applied Behavioural Analysis

- Assignments which require assessment of strengths and learning needs, responsive planning and personalized instruction for a student with a learning challenge, such as Fetal Alcohol Spectrum Disorder

- Use of current policy documents and regulation that address special education needs

- Use of a range of instructional supports, such as assistive and adaptive technology

- Use of a range of instructional strategies, such as differentiated instruction and Universal Design for Learning.

Mental Health, Addictions and Well-Being

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

The inclusion of mental health and well-being is intended to ensure that students of a professional education program have knowledge and skills to address the strengths and needs of a diversity of learners and in order to plan for the personalized, precise assessment and instructional practices for all students. In particular, it is intended to help candidates see the relationship among mental health, well-being and achievement and view student well-being as inclusive of physical, cognitive/mental, social and emotional well-being. It is intended to help them understand their role in universal health promotion as well as identifying students who require more intensive intervention and the process students and their families use to access supports. Understanding of the principles of an asset-based approach and the importance of student well-being are key. The intention is that graduates are able to work with all students, families, and related professionals to identify individual student strengths in order to address their learning needs.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- All students can benefit from building capacities to manage stress, building healthy relationships and self-reflection

- Their role in assisting students to develop skills that can improve their resilience, social/emotional well-being and mental wellness by providing a safe, supportive, inclusive and engaging classroom environment for all students

- Their role in recognizing when a student may be experiencing distress and helping the student and family to access appropriate support

- Identifying when stigma is occurring and reducing stigma, promoting positive mental health, and building student social emotional learning skills

- Using an asset-based approach for all students and their families.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- A comprehensive classroom management plan that includes building a safe, healthy and inclusive classroom and learning environment, with consideration of diverse populations including First Nation, Métis, and Inuit, and facilitating development of social and collaborative skills and other learning skills

- An assignment (before or during practicum) that outlines the process for supporting individual students

- Use of case studies and practicum and life experience

- Evidence of topic in course outlines and assignments

- Reflection on practicum experiences and outcomes in relation to student well-being including issues such as mental health and addictions

- Seminars, web-based resources, speakers regarding systemic practices in health promotion involving students and their families.

Education Law and Standards of Practice

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge of:

- Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College (Regulation 347/02, Schedule 1, Teaching Context Knowledge)

- The College's "Standards of Practice for the Teaching Profession" and "Ethical Standards for the Teaching Profession" (Regulation 347/02, Schedule 1, Teaching Context Knowledge)

The inclusion of knowledge of education law is to ensure that teacher candidates understand their professional role, their duties, their legal and ethical responsibilities and the laws and regulations and policies which govern their conduct, professional relationships, legal obligations to students, families, colleagues and communities and their role in promoting and maintaining a safe, positive, healthy school environment. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important as is understanding professional conduct and the standard to which teachers are held at all times.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The professional, ethical, and legal responsibilities of teachers (for example: *Education Act*, *Ontario College of Teachers Act*, Standards of Practice and Ethical Standards, professional advisories, *in loco parentis*, Ontario Human Rights Code, *Teaching Profession Act*, Ministry Policies, and *Child and Family Services Act*.)

- The teacher's role and responsibilities in ensuring safe schools (for example, via the *Education Act*, Ontario Schools Code of Conduct, and criminal law and the *Accepting Schools Act*, among others)

- The teacher's duty to report, as outlined in the *Education Act*, the *Ontario College of Teachers Act*, and the *Child and Family Services Act*

- That a teacher's duty of care — including avoiding negligence — also entails being a role model (appropriate on-duty and off-duty conduct, for example).

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Legal case studies

- Reflections from practice regarding the promotion of respectful behaviour

- Course assignment regarding the development of a field trip itinerary that includes consideration of legal obligations and professional responsibilities

- (e)Portfolio

- Examination of specific board policies and practices in regard to hiring

- Law tests/examinations.

Professional Relationships with Colleagues

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content regarding professional relationships with colleagues is intended to assist candidates to understand the roles of other teaching staff and the various professional colleagues, such as Early Childhood Educators, Educational Assistants, Child and Youth Workers, Psychologists, Social Workers, Community Agency and Community Support professionals, and methods for working effectively with these colleagues in support of student learning. The intent is to identify effective behaviours, practices and approaches to working in a collaborative environment with multiple teams to support student well-being and learning.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The standards of practice in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders

- The roles and responsibilities of professionals who interact with the school system

- Building a positive and inclusive school climate under a "whole schools approach"

- Recognition of supports and resources to be accessed and sensitivity regarding when these resources should be sought, in development of individual educational plans or interventions for students, assessment, evaluation and differentiation of instruction and program.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Use of case studies and team simulations

- Reflection on practicum and life experience regarding team approaches to support student well-being and learning

- Legal case studies that explore interaction with colleagues in situations dealing with a teacher's duty to report

- Evidence of topic in course outlines and assignments.

Knowledge of the Ontario Context

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge of the Ontario context in which elementary and secondary schools operate.

The inclusion of knowledge of the Ontario Context in which elementary and secondary schools operate is intended to ensure that students of a program of professional education are aware of the ever-changing socio-cultural, political, historical, economic, linguistic, religious, regional, institutional, systemic context of Ontario in which their work is situated. It is particularly intended to develop understanding of the role of the teacher as change agent and the importance of working for social justice and equity of access and outcomes for all learners. It is intended to facilitate commitment and capacities to facilitate learning for students with multiple, diverse identities and build on the strengths, interests, and assets of all students and all communities, including under-served and under-represented communities while recognizing intersections within and across communities and with broader global communities as well.

> *See also First Nation, Métis, Inuit, politique d'aménagement linguistique (PAL), Safe and Accepting Schools sections.*

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Equity, diversity, inclusion and social justice and the key role of teachers in identifying and eliminating barriers and creating social change

- The use of culturally relevant and responsive content, instruction and assessment to engage all students, support positive identity development, and address individual students' strengths, interests, and needs, particularly for members of under-served communities or groups

- The responsibility of teachers to take into consideration the histories and contemporary experiences of members of marginalized and/or under-served communities

- The importance of working from an asset-based orientation

- Cultural proficiency and cross-cultural and intercultural communication and relationship-building.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course syllabi that incorporate considerations of the diversity of the Ontario context

- Materials on the walls and in the corridors of the Faculty / School of Education that enable all students to see themselves reflected

- Elders, cultural and faith leaders, LGBTQ speakers and representatives from diverse communities who give presentations and demonstrations of different cultural ways of knowing and being

- Faculty support of teacher candidate interest in social issues in the school and in the community

- Lesson and unit plans that explicitly incorporate materials and activities representing diverse approaches to the knowledge and skills in the Ontario curriculum

- Modeling specific ways to support students who are members of marginalized and/or under-served communities.

First Nation, Métis and Inuit Perspectives, Cultures, Histories and Ways of Knowing

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge of the Ontario context in which elementary and secondary schools operate.

The inclusion of Aboriginal histories, cultures, contributions and perspectives content is intended to ensure that candidates recognize their responsibility to engage learners from First Nation, Métis and Inuit communities using culturally relevant and responsive pedagogy and ensure that students who identify as members of First Nation, Métis and Inuit communities see their cultures, histories and perspectives reflected in the curriculum, pedagogy, school and community. The intent is to ensure that candidates recognize their responsibility to educate all students in their classrooms about First Nation, Métis and Inuit histories, cultures, perspectives and ways of knowing as important within the Ontario context in which all students are living and learning. The intent is that First Nation, Métis and Inuit cultures, perspectives, histories and experiences will be incorporated into areas of the curriculum which are not explicitly historical or sociological, including, for example, environmental education, arts education, literacy, numeracy, science. It is not intended that candidates will speak for or appropriate cultural knowledge but rather include perspectives and histories, cultivate relationships with First Nation, Métis and Inuit communities and understand how and when to utilize respectful methods for incorporating cultures.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The cultural and linguistic assets contributed by First Nation, Métis, and Inuit families and communities to each child's positive identity development, learning, and well-being

- The importance of histories, cultures, contributions, perspectives, and treaties to contemporary First Nation, Métis and Inuit communities

- The colonial experiences of First Nation, Métis, and Inuit peoples, such as residential school experiences, and the ongoing impact of these experiences on First Nation, Métis and Inuit communities and their members

- The development of relationships with First Nation, Métis and Inuit community partners, Elders, and Senators to support culturally relevant and responsive curriculum and assessment practices, including those reflecting Indigenous pedagogies

- The diversity of languages within First Nation, Métis and Inuit communities and ways of supporting multilingual language development.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course syllabi that reflect First Nation, Métis and Inuit content, perspectives, traditional practices, and ways of knowing

- Use of case studies and students' lived experiences regarding the use of traditional knowledge and

practices, such as healing approaches to address the effects of multigenerational trauma

- Assignment where students compile a list of digital and web First Nation, Métis and Inuit resources related to the subject areas and ages they plan to teach

- Experiential learning on the land

- Assignments and activities in which candidates meet community members and Elders, hear First Voices, and engage in First Nation, Métis and Inuit communities and cultural experiences

- Practicum reflection on lessons and units incorporating First Nation, Métis and Inuit perspectives on historical events, environmental concerns, such as health.

Politique d'aménagement linguistique (PAL) de l'Ontario

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of politique d'aménagement linguistique (PAL) de l'Ontario is intended to ensure that students of programs of professional education who will be teaching in the French language system understand the broader French language education system including teaching and learning in a minority context, identity construction, participatory leadership, engaging parents and communities and contributing to strong institutions and communities. It is intended that they learn about their role in supporting students to communicate in French and sustain francophone communities in Ontario and Canada. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to utilize to engage learners and support their language development (i.e., programming, instructional practices, the larger context of policies, terms and processes).

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The vision, value and elements of the interdependence of language and culture to support student learning, identity, and well-being

- Their role as French-language models for their students and helping students to learn about French-speaking cultures

- Use of students' backgrounds, experiences, and languages to create a classroom environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes a positive cultural identity, and provides engaging and challenging learning opportunities

- Engagement and communication with Francophone and Francophile community partners.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Assignment that reflects knowledge of aspects of culture in diverse French-speaking communities

- Micro-teaching assignment that demonstrates awareness of current approaches to French language teaching and learning

- Practicum reflection on working in a linguistic and cultural situation

- Practicum observations and reflections on the link between the school, family and community in a Francophone context

- Practicum reflection on the effectiveness of specific approaches to French language learning.

Safe and Accepting Schools/ Creation of a Positive School Climate

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes multiple content areas that enable students to acquire knowledge and skills pedagogical and instructional strategies, and of the teaching context.

The inclusion of knowledge of safe, inclusive and accepting schools and creating a positive school climate is intended to reinforce the professional responsibility outlined in the standards of professional practice and legal expectations and to connect the responsibilities to student engagement, learning, well-being and safety. It is also intended that practice is founded on a belief that all students can learn using the assets that they bring and that it is the teacher's responsibility to utilize practices to ensure that all students, families and communities are respected, included and served. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important. The intent is that teacher candidates understand their role in developing safe, inclusive, healthy environments for learning that encourage student well-being.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- Equity, diversity and social justice and the integral role of the teacher in identifying and eliminating barriers and creating social change

- Legislation such as the *Accepting Schools Act*, and provincial Equity and Safe Schools Strategies intended to make schools safe, inclusive and accepting places to learn

- Culturally relevant and responsive curriculum content, instruction and assessment using Ontario curricula to engage all students and meet individual students' strengths and needs, to promote healthy schools, and the health and well-being of students and families

- Effective practices to incorporate culture, language, backgrounds and experiences, community knowledge, perspectives and student contributions and how these elements are connected to identities, including students of First Nation, Métis, and Inuit heritage, of multicultural identities, and those marginalized due to sexual orientation and gender identity

- Intercultural communication and increased cultural knowledge and understanding of social justice issues and the strong connection between equity and excellence related to high expectations for all

- Advancing social responsibility and environmental citizenship.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Student teaching statements of students' self-awareness regarding their social, cultural and political location and the ways in which that influences their perspectives

- Course outlines and assignments that incorporate the teacher's role with Ministry, board and school codes of conduct, policies, resources and supports in alignment with the Ontario Human Rights

Code, including religious and other accommodations, bullying and harassment, and marginalized and/or under-served communities

- Classroom management plan incorporating capacities in building authentic, respectful connections between students and creating a positive classroom community and school climate

- Experiential learning opportunities to learn about themselves and differences, cultural proficiency and facility in cross-cultural and intercultural communication

- Critical incidents that students write about and discuss.

Parent Engagement and Communication

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of parent engagement and communication is intended to ensure that candidates recognize the importance of parents and guardians as partners and that candidates develop strategies for working effectively with families to support and facilitate student learning and well-being. The intention is that candidates will develop skills in building respectful, productive relationships and in communicating with parents and families regarding student learning, conduct and development. Candidates will understand and utilize the diverse strengths and backgrounds of students, families and communities in planning, instruction and assessment. If opportunities arise during practicum, candidates will observe meetings and conferences with parents.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The shared interest of schools, families and community in student well-being, learning and development

- The positive ways in which families can contribute to each student's learning

- Developing positive reciprocal relationships with families, individually and collectively

- The importance of shared high expectations

- Seeking help to understand and help address barriers that may prevent some parents from fully participating in their children's learning (for example, language, transportation, their own school experiences)

- Proactive and positive communication with parents and caregivers.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Course materials that reflect reciprocal ways of working with parents and guardians

- Assignment that requires community observation and a school-based communication plan

- Assignment — compilation of ideas for family outreach and parental engagement, including uses of digital technology

- Practicum reflection on effective ways the school engages parents.

Practicum

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes 80 days of practical experience, appropriate to the format and structure of the program, in schools and other situations approved by the College for observation and practice teaching (Regulation 347/02, Section 1).

The inclusion of a lengthened practicum is intended to highlight and strengthen the theory-practice interconnections that are possible when considering course work and fieldwork as linked and mutually supporting, with the intent that, ultimately, all aspects of knowledge and skill will be connected to, and reflected in course work and the practicum. The intent is also to support development of a vision of the profession, meta-cognitive understanding of critical elements, and evidence-informed and effective practices that can be used and adapted for groups of students and individual students' strengths and needs in particular contexts. To be useful and effective, it is crucial for the practicum experience to be interwoven into faculty courses, inclusive of the core content as described in this guide.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- The capacity to be flexible, adaptive and creative in drawing upon their repertoire of practices, bodies of knowledge, and concepts/theories in order to facilitate student success

- The capacity to discern relevant elements of research and theory for consideration when addressing problems of practice

- The capacity to work and learn collaboratively with colleagues, including associate teachers, teacher candidates, and other educators, in order to support student and professional learning

- The capacity to be reflective and self-assess in order to respond to changing, dissonant and challenging conditions

- The capacity to reflect on their own professional judgement, problem-solving, and learning from teaching placements.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- Summary reports from associate teachers and faculty advisors

- Practicum binders

- Lesson plans

- Multi-media presentations

- Reflections

- (e) Portfolios.

College Policy Regarding Practical Experience

The College has existing policy and procedure regarding practical experience in a program of professional education. Advice to the sector can be seen in a [2005 Registrar's Memorandum](#), and is excerpted below.

Criteria used to determine what constitutes practical experience in a program of professional education:

To fulfill the requirements of Regulation 347/02 and Regulation 184/97, the College requires that:

- the practical experience:

  - is a minimum of (80 – revised) days

  - includes observation and practice teaching

  - is completed in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College

  - is completed in English-language schools or classes if the candidate is to be certified to teach in English, or in French-language schools or classes if the candidate is to be certified to teach in French

  - takes place in instructional settings which are related to the areas of concentration of the candidate's program of professional education, that is, in primary (K – Grade 3) and junior (Grade 4 – 6) classrooms for a candidate whose areas of concentration are the primary and junior divisions or in intermediate (Grade 7 – 10) and senior division (Grade 11 – 12) subject-specific classrooms for a candidate whose areas of concentration are the intermediate and senior divisions.

  - Enables candidates to participate in settings related to each division and, where applicable, at least one of the subject areas of the program that are relevant to the candidate's program. Where possible, candidates would be better prepared if they have an opportunity to obtain experience in both subject areas.

  - Is supervised and assessed by an experienced teacher who is a member of the College in good standing. The College recognizes that the determination of a candidate's success in the practicum is informed by the associate teacher's assessment but that the responsibility for final evaluation rests with faculty staff.

  - Is successfully completed and so noted on the transcript sent to the College.

  - A faculty member is appointed as an advisor for the student.

In addition, the College recommends that the practical experience occur in a restricted subject, identified in subsection 19 (14) of Regulation 298, made under the *Education Act,* only if the candidate's area of concentration in the program of professional education is in such a subject. For example, a candidate's practical experience may take place in a classroom in an English-language school where French is the language of instruction (i.e. in a French Immersion classroom) if the candidate's area of concentration is Intermediate French or Senior French. Further, the College recommends that candidates not be placed in specialized settings such as English as a Second Language or Special Education where students are congregated for instruction since these are not teachable subjects.

Revision Schedule

This document will be periodically updated to ensure currency and to reflect system and program changes.

The College will make best efforts to conduct a regular review of the document on three year intervals. The next major revision would be scheduled for December 2016.

More frequent updates may occur following the initial implementation of Ontario's enhanced teacher education program, or following major regulatory amendments affecting the core content areas outlined in Regulation 347/02, Accreditation of Teacher Education Programs.

Resources

http://www.edu.gov.on.ca/eng/teachers/ITE/resources/accreditation.html