



Ontario  
College of  
Teachers

Ordre des  
enseignantes et  
des enseignants  
de l'Ontario

## **Accreditation Committee Decision**

### **Queen's University Faculty of Education**

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

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

Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)

Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Full-time program offered over fall/winter, on-campus)

Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Technological Education Internship Program offered over four terms)

Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree (includes Queen's Concurrent, and Queen's-Trent Concurrent for Primary/Junior and Intermediate/Senior divisions, and Queen's-Waterloo Joint Program for Intermediate/Senior divisions)

**Accreditation Committee  
Ontario College of Teachers  
June 14, 2013**



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

### **Introduction**

The Faculty of Education at Queen's University submitted an application on August 28, 2012 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)
- Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Full-time program offered over fall/winter, on-campus)
- Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Technological Education Internship Program offered over four terms)
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree (includes Queen's Concurrent, and Queen's-Trent Concurrent for Primary/Junior and Intermediate/Senior divisions, and Queen's-Waterloo Joint Program for Intermediate/Senior divisions).

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

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

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

- three members of Council, two of whom were members of the Accreditation Committee, and two appointed members of Council
- one member of the Ontario College of Teachers who was not a Council member

- three roster members, including a person with experience as an educator in a faculty of education, expertise in technological education programs, and expertise in Aboriginal teacher education
- a person nominated by the Faculty of Education at Queen's University with experience as an educator in a faculty of education

In making its recommendations, the panel reviewed the application for accreditation provided by the Faculty of Education at Queen's University. The accreditation panel met from November 25 to 30, 2012 to conduct a site visit at Queen's University campus located in Kingston, Ontario. During the site visit, the panel examined program resources and artifacts, toured the main campus program facilities, and conducted interviews with faculty and stakeholders. The panel used video and teleconferencing to conduct interviews with faculty members, teacher candidates, associate teachers and principals of practicum schools for the part-time Aboriginal Teacher Education Community-Based program (part-time ATCB). During the site visit, the panel reviewed additional documents presented by the faculty.

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 attend and/or make a submission to the panel by posters distributed on-campus and advertisements on the College's website. The Associate Dean notified the Faculty Board, and members of the Teacher Education Liaison Committee and the Teacher Education Advisory Committee of the open forum and public submission process. The panel held an open public forum during the site visit on November 29, 2012. Two oral submissions were received and considered by the panel. In addition, two written public submissions were received through the College website.

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

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

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated June 4, 2013, a response from the faculty dean to the panel's draft report dated May 24, 2013, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

## **Decision of the Accreditation Committee at its Meeting of June 14, 2013**

### **Requirements and Findings**

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

#### **Requirement 1**

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

#### **Findings**

The evidence indicates that the Faculty of Education at Queen's University is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs.

According to Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution includes a college, faculty or school 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.

Queen's University is authorized to offer degrees by Royal Charter issued in 1841.

An Agreement, dated December 1, 1965, between the Ontario Minister of Education and Queen's University sets out the terms upon which McArthur College of Education (now the Queen's University, Faculty of Education) was established.

There are agreements in place between the Faculty of Education, Queen's University and Trent University for the Concurrent Queen's-Trent Program, the University of Waterloo for the Concurrent Queen's-Waterloo Program and Six Nations Polytechnic for the two-year part-time Aboriginal Teacher Education Community-Based program (ATCB).

#### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied for all programs reviewed.

## Requirement 2

*The program has a clearly delineated conceptual framework.*

### Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework.

The Faculty of Education describes a conceptual framework as a set of related statements that give direction for the selection, organization, and delivery of program content. These directives include vision and mission statements, strategic academic plans, and goals. The development of the conceptual framework is informed by educational research and experience with program development and innovation over time.

In conceiving the programs of professional education, the Faculty of Education at Queen's University envisions graduates who are critically reflective professionals able to integrate theoretical, practical, and experiential knowledge in the understanding and resolution of professional issues. Beginning teachers are understood as active agents in the development of a socially inclusive pedagogy aimed at social justice. Graduates learn to ask critical questions and have the disposition to work collaboratively with other members of the profession and partners involved in the education and development of all learners.

The characteristics of the Queen's teacher education program are that the program 1) sustains a commitment to academic excellence and to learning how to learn, and reflects teaching as both an intellectual and practical activity, 2) considers that all teacher candidates should possess the literacy and critical skills associated with an educated person, 3) promotes caring as a central value in the profession of teaching and inclusivity as a fundamental pedagogical principle, 4) integrates the domains of school context, curriculum, teaching and learning, assessment, evaluation and reporting, educational ends, purposes and values, their philosophical and historical grounds, and 5) embeds themes of inclusivity and social justice; collaboration and leadership; and the use of technology in teaching and learning.

Key elements in the Faculty of Education's conceptual framework align with the Queen's University Academic Plan, and are expressed or reflected in documents such as the Faculty of Education Strategic Planning Framework, The Faculty of Education Vision Statement for the Pre-Service Teacher Education Programs, and the Ontario College of Teachers' *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*. The conceptual framework is referenced in the practicum handbooks. Aspects of the conceptual framework such as critical thinking, reflection, action research, critical inquiry, and integration of theoretical, practical and experiential knowledge were evident in the design of courses for the programs reviewed.

Program faculty emphasize that the conceptual framework is the basis for the teacher education programs as it informs the delivery of the programs and guides activities such as hiring new faculty members.

The conceptual framework informs the development, implementation and on-going assessment of the ATCB program. It is intended to ensure that the experience of the teacher candidates and the skills they acquire are grounded in Aboriginal community realities, and in learning how to “walk well in two worlds”.

The ATCB vision statement states that the program is committed to providing quality education for students in First Nations schools through the recognition that teaching and learning are life-long and holistic. The ATCB program strives to prepare First Nations teacher candidates with the skills and knowledge required to be effective in meeting the future needs of their communities. The ATCB program intends to foster excellence and pride in First Nations education by empowering teacher candidates to excel in their individual growth as teachers, learners, partners and role models.

The ATCB program course outlines reference both the Faculty of Education’s and the Aboriginal Teacher Education Program’s vision statements. The program offers ways to integrate theory and practice, allowing the teacher candidates to reflect, try things out in the practicum and return to the program for reflection on the experience. Teacher candidates set out professional learning plans, develop action plans, develop a portfolio, and reflect on their professional learning plans with faculty members.

The conceptual framework informs the development, implementation, and on-going assessment of the Technological Education programs. The programs emphasize active inquiry in learning and teaching. Teacher candidates engage in reflective practice and action research to resolve problems and continually improve their teaching practice. The Technological Education programs include knowledge and application of differentiated instruction, assessment strategies, and Gardner’s multiple intelligences.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 2 is fully satisfied for all programs reviewed.

### Requirement 3

*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 programs of professional education reviewed are consistent with and reflect 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 Faculty of Education maintains a Professional Conduct Policy that references the College's Standards of Practice and Ethical Standards. The policy requires teacher candidates to understand the importance the Faculty places on professional standards and conduct.

The Faculty has developed a course syllabus template for faculty members to use. The template includes a demonstration of how course expectations link with the Standards. The Standards are evidenced in the course outlines in all programs. For example, the course outline for the required Professional Studies course in all programs, Theory and Professional Practice, requires teacher candidates to use the College's Standards as an organizing structure for their professional portfolio assignment. The College's Standards are also featured in the mandatory Professional Learning Seminars. Associate Teachers confirm that the practicum handbooks include the Standards and that teacher candidates understand the Standards.

The course outline template for the ATCB program courses includes a section where instructors identify the alignment of the course's overall expectations with the College's Standards of Practice. Course outlines reference the Standards. For example, in the curriculum/method course Language and Literacy, the standard of commitment to students and student learning is referenced as teacher candidates examine the importance of incorporating equitable literacy programs that are reflective of all cultures.

The Acting Coordinator of the ATCB program confirmed that the College's Standards are outlined at the beginning of each course. The program also links the Standards to the Teachings of the Seven Grandfathers, and examines the Ethical Standards from Aboriginal perspectives.

Course outlines for the multi-session Technological Education Internship Program include evidence of alignment between the content and the Standards. For example, the course outline for Curriculum Development in Technological Education, Part 2, states

that teacher candidates will know the principles of the College's Ethical Standards and reflect on how they use these principles in their daily practice.

### **Current research in teacher education**

The Faculty's mission statement and conceptual framework reference the work of educational researchers such as Schön, Elliott, Hammerness, and Darling-Hammond. The bibliography for the conceptual framework includes research scholars of Aboriginal teacher education such as Battiste, Malatest, and Smith. Current research in teacher education also supports an emphasis on action research and reflective practice throughout the programs. Current research on collaborative learning supports the associate school model the faculty utilizes that allows for the clustering of teacher candidates in a practicum school to form a professional learning community. Research in teacher education that takes place within the Faculty of Education and beyond supports the continuous improvement of the pre-service programs. The Dean confirmed that the program is reviewed annually to incorporate recent research into each course syllabi.

### **The integration of theory and practice**

Teacher candidates are expected to integrate theoretical, practical and experiential knowledge in the understanding and resolution of professional issues. The programs are structured in such a way to assist candidates to make connections between the various courses and to integrate theoretical, on-campus learning with on-site, school-based, practice teaching. For example, in all consecutive and concurrent programs, teacher candidates return to campus between Parts 1 and 2 of the first practicum block to process their practicum experience, and to make connections between their curriculum/method and elective courses and their practicum experience. Teacher candidates are encouraged throughout the program to engage in reflective practice and action research to resolve problems and continually improve their teaching practice. Teacher candidates in the concurrent program are provided with field experiences in their first three years which provide an inquiry basis for their theoretical studies. The ATCB program's scheduling is such that class sessions "wrap around" practicum placements. Such scheduling allows faculty members to include learning activities and assignments emphasizing experiential learning. ATCB teacher candidates explore theories in class, apply these theories on practicum, and return to class to reflect on their practice. In the design of the multi-session Technological Education Internship Program, teacher candidates complete theory courses during the first summer session, and complete a teaching practicum during their employment as a teacher during the school year. During that time they also take the Practicum course Multi-session Technological Education Internship Program, which enables reflection on the application of theory in practice.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is fully satisfied for all programs reviewed.

## Requirement 4

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

### Findings

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

#### **The program curriculum is current.**

Course outlines reference current research and current Ontario Ministry policies and related support documents. The Faculty of Education requires all teacher candidates to receive instruction in such areas of current concern as equitable practices and in Aboriginal education issues and practices. Teacher candidates are expected to reference current Ministry of Education documents such as *Safe Schools*, *Growing Success*, and new curriculum guidelines and exemplars in assignments. Currency is incorporated into courses by including current textbooks and introducing teacher candidates to journal articles focusing on current educational research. Teacher candidates are introduced to the concept of digital literacy and participate in and create digital learning communities. Teacher candidates develop skills related to information and communication technology innovations, such as the use of Smartboards. Current Ministry initiatives about assessment and evaluation are incorporated, and teacher candidates are exposed to a variety of assessment instruments. Teacher candidates learn about adapting instruction for exceptional learners and examine equity issues that they may encounter in schools. Practicum assignments reflect current terminology and issues such as inclusive language, creating safe school communities for learners, and the use of assessment ‘for, as, and of’ learning. In addition to the examples cited above, currency in the ATCB program curriculum includes the study of best practices in Indigenous education. Candidates are introduced to the values, understanding and teaching of First Nations ways of being and associated classroom practices in Aboriginal and main-stream schooling environments. The faculty of Education reviews the currency of the curriculum in the ATCB program every year. Course outlines in the consecutive Technological Education and multi-session Technological Education Internship programs are based on the current Technological Education curriculum guidelines from the Ontario Ministry of Education. Course texts and learning resources support current best practices in teaching and learning for Technological Education.

#### **References the Ontario curriculum**

The Ontario curriculum is present throughout curriculum/method courses in all programs. The course outlines reference the curriculum documents for the respective divisions and subjects. Candidates understand the need to connect lesson and unit plans to specific curricular objectives in the Ontario Curriculum. Curriculum/method courses refer teacher candidates to the exemplars for the expectations for various grade level achievements.

The Faculty of Education's course syllabus template for all courses contains a section where all appropriate Ministry of Education documents are to be listed and properly cited. Teacher candidates have access to all of the software licensed through the Ministry of Education, and the Education Library includes textbooks approved for use by the Ministry. The section of the practicum handbooks on assessment of teacher candidates includes an area entitled Planning and Preparing using current Ministry curriculum documents to create learning activities that address appropriate Ontario curriculum expectations. The program curriculum for the ATCB program references the Ontario Ministry curriculum as well as Aboriginal content, perspectives, and practices to explore the curriculum content. Faculty teaching in the program are required to utilize the appropriate Ministry curriculum in their courses, and all teacher candidates are given USB keys containing the Ministry curriculum guidelines. Technological Education candidates and alumni confirmed that the curriculum/method courses in both the consecutive Technological Education Program and the multi-session Technological Education Internship Program reference the Ministry of Education's curriculum policy documents for Technological Education for Grades 9/10 and 11/12.

### **The application of current research in teacher education**

The Faculty of Education constructs the program curriculum of its teacher education programs based on current research literature in teacher education. Course outlines refer to new research in areas such as multi-literacies, reflective practice, inclusive education, constructivism, and metacognition. For example, teacher candidates learn about theories of curriculum, learning, and English education, and are required to apply understandings of learning theories to the planning and teaching of English. Current research in teacher education in the practicum is evidenced in the practicum handbooks for both the Primary/Junior (P/J) and Intermediate/Senior (I/S) Divisions. Faculty and candidates can access library resources that support the programs and cover all aspects of teaching and learning from Kindergarten through grade 12, including research on current issues such as inclusivity, bullying, social justice, literacy, reading, special education, classroom management, globalization, and environmental education. As a result of the research conducted to support the establishment of the ATCB program, Aboriginal researchers, curriculum developers and instructors infuse the program with current and relevant content in Aboriginal Education. The Technological Education programs include the application of current research in teacher education. For example, teacher candidates are encouraged to engage in reflective practice and action research to resolve problems and improve their teaching practice. The required curriculum course Teaching Technological Education, Part 2, states that the course provides an introduction to the theoretical underpinnings of teaching and learning in Technological Education. Teacher candidates receive instruction based on current research, including assessment strategies that address different achievement levels, and Gardner's theory of multiple intelligences. Concepts of inclusivity, diversity, and teaching to every learner are also considered.

### **A wide knowledge base**

Required courses within each program and division include curriculum/method courses that focus on specific curriculum content related to the divisions and respective teaching subjects. The curriculum courses include a wide knowledge base. For example, the curriculum course Elementary Mathematics includes an awareness of the equity and

social justice issues in the planning and implementation of mathematical lessons and units, the ability to develop appropriate accommodations and modifications for individual student needs in mathematics, an understanding of the guiding pedagogical principles upon which the Ministry of Education curriculum document for mathematics was developed, and the ability to integrate information and communication technology into mathematics planning, teaching and assessment. The curriculum course Introduction to Biology Teaching (Intermediate/Senior) requires teacher candidates to plan science lessons using a variety of meaningful and relevant learning activities designed to support critical thinking about science and how science is connected to technology, society, and the environment. The course expectations include understanding how students develop and learn in a caring environment, treating students equitably and with respect, recognizing individual differences in students and adjusting practice accordingly to support student learning, and helping students develop strategies for increasing critical thinking and problem solving. The program for the P/J areas of study further addresses a wide knowledge base through a pilot project initiated in the Fall of 2012 where two clusters of P/J curriculum courses are offered in an integrated structure to cultivate cross-curricular literacy and enable teacher candidates to make connections between ideas and information across subject areas. The three program tracks available as an option to some teacher candidates in the consecutive and concurrent programs in the P/J and I/S divisions support a wide knowledge base by providing candidates with additional courses related to the program track in lieu of other electives. Professional Learning Seminars for all candidates are scheduled at the Faculty of Education when teacher candidates are on campus. Topics include Technology in the Classroom, SMART Board Workshop, Assistive Technology Workshop, and Safe Schools. Presentations are also made by the Ontario College of Teachers, Ministry of Education, EQAO, and school board representatives.

The ATCB program focuses on providing experiences for teacher candidates that are grounded in Aboriginal community-realities and in learning how to “walk well in two worlds”. The themes embedded in the program’s courses include Aboriginal and Indigenous practices in education, inclusivity and social justice, collaboration and leadership, and the use of information and communication technologies in teaching and learning. Professional Studies/foundation courses in the program focus on educational and social equity and holistic methodologies stemming from an Indigenous-centered social and cultural perspective. As an example, the topics in the course Concepts in Teaching and Learning include traditional Indigenous knowledge informing current educational practices, curriculum expectations, and Indigenous culturally-appropriate assessment and evaluation strategies and techniques. The Technological Education programs include a mandatory course, Broad-Based Technological Education. Teacher candidates in this course are required to demonstrate technical competence within their broad-based technological area of study as well as other areas of broad-based technology at the Grade 9 level. Candidates are required to complete a minimum of 100 hours of professional technical skill development to enhance, update and broaden current skills and knowledge.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is fully satisfied for all programs reviewed.

## Requirement 5

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

### Findings

The evidence indicates that the course content for all programs reviewed includes theory, method and foundation courses and appropriate provision for the application of theory in practice.

### Theory

Theory on teaching and learning is evident in the course content of all programs. For example, teacher candidates study the work of theorists such as Dewey, Piaget, Vygotsky, Ericson, Maslow, Johnson and Bloom. Teacher candidates in the part-time ATCB read about contemporary theorists of Indigenous education, and reflect on them in their learning portfolios. Candidates in the Technological Education programs are taught curriculum theory and how theory influences curriculum design in order to develop a cohesive curriculum. For example, Gardner's multiple intelligences, and theorists such as Harry Wong and his philosophy and approach to teaching are studied.

### Method and Foundation Courses

The course content in all programs includes method and foundation courses. All pre-service teacher candidates are required to take courses in three different areas: curriculum/method, professional studies/foundation and practicum. Candidates in most programs also take elective courses categorized as educational studies, foundation studies and program focus courses.

Curriculum/method courses provide instruction on teaching the Ontario Curriculum, the theoretical underpinnings and pedagogy for teaching particular subjects for various grade and developmental levels. These method courses review Ontario curriculum documents and discuss appropriate differentiated teaching approaches for the grades within each division.

The curriculum/method courses for the Primary/Junior (P/J) divisions attend to the teaching of subject areas for Kindergarten and Grades 1 to 6. The curriculum/method courses for the Intermediate/Senior (I/S) divisions attend to the teaching in the intermediate division and senior divisions and the subject areas for Grades 7 to 12. The curriculum/method courses in the Technological Education programs include Teaching Technological Education, Parts 1 and 2, and Curriculum Development in Technological Education, Parts 1 and 2. The multi-session Technological Education Internship Program requires an additional Part 3 in each of the method courses. Candidates in the ATCB program take the same curriculum/method courses as other P/J candidates. While utilizing the Ontario curriculum, these curriculum courses include Aboriginal content, pedagogy, resources and perspectives. All courses in the ATCB program have specific

components that are appropriate for teaching in Aboriginal contexts. For example, Dance, Art, Music and Drama are embedded within Aboriginal cultures and traditions.

The professional studies/foundation courses provide instruction related to human development and learning, education law, professional practice and the practicum, covering topics such as equity and inclusion, learning and development in childhood and adolescence, assessment and evaluation, philosophy of education, social contexts of education, school law and policy, and preparation for the practicum. The following professional studies/foundation courses are required in all programs: Theory and Professional Practice, Concepts in Teaching and Learning, Critical Issues and Policies and School Law and Policy. The multi-session Technological Education Internship program also requires the education foundations course Learning and Development in Adolescence. In addition to the courses listed above, P/J and I/S candidates in the concurrent program take three related professional studies courses: Self as Teacher, Self as Learner and Self as Professional. The ATCB program requires the following additional professional studies/foundation courses: Equity and Exceptionality, Professional Practice in Aboriginal Education and Aboriginal Teacher Education.

### **Theory in practice**

The course content of all programs makes appropriate provision for the application of theory in practice. The conceptual framework references the application of theory in practice and influences the design of course content throughout the programs as demonstrated by the inclusion of, for example, action research, performance assessments, and portfolios.

The professional studies/foundation course, Theory and Professional Practice, required in all programs, focuses on connecting practicum experiences with on-campus learning and introduces the process of constructing and documenting professional knowledge. The faculty liaisons who teach the course make supervisory visits during the practicum, lead specific discussions of practicum-related issues and link the discussion with the other on-campus courses, further reinforcing theory in practice/practice in theory linkages.

In the ATCB program, courses and practicums are interspersed throughout the academic year with many courses wrapped around the practicum to provide opportunities for teacher candidates to apply their learning in practice. In-class learning informs practice teaching experiences which in turn broadens and lends relevance and depth of understanding to theoretical learning. For example, candidates in the ATCB program explore areas such as differentiated instruction and assessment for, as, and of learning within a music education context. The P/J Music curriculum/method course focuses on the integrative aspects of music in the classroom and in the curriculum.

Teacher candidates in the Technological Education programs engage in resolving meaningful, authentic problems. Action research assignments encourage teacher candidates to choose a problem from their teaching practice, research the problem, and dialogue with peers, associate teachers, faculty liaisons and course instructors to identify and try alternate courses of action. The professional portfolio assignment is a further

opportunity for teacher candidates to integrate their learning through reflection. Theory is also applied in practice through peer learning and micro-teaching opportunities.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 5 is fully satisfied for all programs reviewed.

## Requirement 6

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

### Findings

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

The Faculty of Education at Queen's University offers consecutive, multi-session consecutive and concurrent programs of professional education.

### Consecutive

The Faculty offers a full-time, on-campus consecutive program with areas of study in the Primary/Junior (P/J) and Intermediate/Senior (I/S) divisions. The P/J program consists of 30 credits comprised of curriculum/method courses (15 units), professional studies/foundation courses (6 units), the practicum (6 units) and an elective course (3 units). The I/S program consists of 30 credits comprised of curriculum/method courses (12 units), professional studies/foundation courses (6 units), the practicum (6 units) and elective courses (6 units). Specialized program tracks in Aboriginal Teacher Education, Outdoor and Experiential Education, and Artist in the Community Education are available as options to candidates in both programs, and involve specific elective courses in the discipline in addition to the mandatory credits of the overall program. The practicum is a minimum of 50 days in length. An additional, alternative field experience placement is 15 days in length.

The Faculty's full-time, on-campus consecutive Technological Education program consists of curriculum/method courses (12 units), professional studies/foundation courses (6 units), the practicum (6 units), a focus course in broad-based technology (3 units) and an elective course (3 units) for a total of 30 credits. Technological Education teacher candidates do not take a specialized program track. The practicum is a minimum of 50 days in length. An additional, alternative field experience placement is 15 days in length. Teacher candidates qualify in one broad-based technology area at the Grades 9 & 10 and Grades 11 & 12 levels. Candidates entering the Technological Education program with a previous degree are eligible to earn a BEd, and teacher candidates without a previous degree may earn a Diploma in Education.

The consecutive program for persons of First Nation, Métis or Inuit ancestry with areas of study in the P/J divisions, leading to a Bachelor of Education degree or Diploma in Education (ATCB) is offered on-site at three locations in Ontario: Manitoulin-North Shore at M'Chigeeng First Nation on Manitoulin Island, Seven Generations Education Institute located in Fort Frances, and Six Nations Polytechnic in Ohsweken. The ATCB program consists of 30 credits comprised of curriculum/method courses (15 units), professional studies/foundation courses (6 units), the practicum (6 units) and a focus course in Aboriginal Teacher Education (3 units). The curriculum/method courses in the ATCB program are the same as the curriculum/method courses for the P/J divisions in the

on-campus consecutive and final year concurrent programs. While utilizing Ontario ministry curriculum and policy guidelines, courses include Aboriginal pedagogy, perspectives, and practices. The specialized program tracks are not available to candidates in this program.

The ATCB program includes a practicum of a minimum of 12 weeks (60 days) scheduled over the two years. The first practicum session is scheduled for four weeks in the first year in February. In the second year, the second practicum session is scheduled for four weeks in November and the third practicum session is scheduled for 4 weeks in January and February. The teacher candidates are placed in First Nation, Federal, or provincial schools with high Aboriginal populations for their practicum. The additional, alternative field experience placement is not offered in this program.

Candidates entering the ATCB program with a previous degree are eligible to earn a BEd, and teacher candidates without a previous degree may earn a Diploma in Education. While the ATCB program is open to applicants of Aboriginal or non-Aboriginal ancestry, the Diploma in Education program applicants must be of Aboriginal ancestry. The ATCB is a part-time program scheduled over a two-year period, with candidates permitted up to four years to complete the program, if necessary. The courses in the program are offered in a two-year cycle, with a campus-based summer session at the Faculty of Education at Queen's University offered in alternate summers attended by teacher candidates from all three community-based sites. During the fall and winter, candidates attend classes in the community-based sites on weekends. The sequence in which the fall and winter courses are taken is determined by the year a candidate enters the program.

The multi-session consecutive Technological Education Internship program is designed to enable uncertified teachers who are teaching Technological Education in Ontario schools to obtain pre-service teacher education qualifications while employed as teachers. Candidates complete a portion of the program course work on-campus during the first summer (Summer One) at the Faculty of Education at Queen's University and spend the following fall/winter school year teaching with a Transitional Certificate of Qualification and Registration and completing the practicum and several courses on-line. The remainder of the course work is completed on campus at the Faculty of Education during the following summer (Summer Two). Teacher candidates must successfully complete the course requirements each term before taking courses in the following term. Candidates entering the program with a previous degree are eligible to earn a BEd, and teacher candidates without a previous degree may earn a Diploma in Education.

The program has 30 credits consisting of curriculum/method courses (12 units), professional studies/foundation courses (9 units), the practicum (6 units), and a focus course in broad-based technology (3 units). Multi-session Technological Education teacher candidates do not take a program track. The program complies with the definition of a multi-session program in the Teachers' Qualifications Regulation in that six credits in method courses and over six credits in foundation courses are completed by teacher candidates in the first summer session. Courses taken by candidates on-campus in the first summer session include the curriculum/method courses Teaching Technological

Education, Part 1 and Curriculum Development in Technological Education, Part 1, as well as the professional studies/foundation courses Critical Issues and Policies, Concepts in Teaching and Learning, School Law and Policy, Theory and Professional Practice, and Learning and Development in Adolescence. This combination of method and foundation courses appropriately prepares candidates to be transitionally certified to teach in Ontario classrooms in the fall/winter.

Teacher candidates in this program complete a teaching practicum as part of their employment as a teacher during the school year. In situations where the teacher candidate is registered in the Technological Education Internship Program but does not have a teaching job, the candidate will be placed in an associate school and follow a regular practicum schedule. The additional, alternative field experience placement is not offered in this program.

### **Concurrent**

The Faculty offers three concurrent BEd programs. In addition to the Queen's concurrent program with areas of study in the P/J and I/S divisions, two programs are offered in partnership with other universities: with Trent in the P/J and I/S divisions; and with Waterloo in the I/S divisions.

The final year of the Queen's and Queen's-Trent concurrent programs is a full-time, September to April, on-campus program at the Faculty of Education at Queen's. A similar program of professional education takes place in the fourth year of the five-year Queen's-Waterloo program.

The concurrent full-time BEd year in the Queen's-Waterloo program is identical in course content and structure to the consecutive BEd program with areas of study in the I/S divisions (30 credits). During the final concurrent year, candidates in the Queen's and Queen's-Trent programs take 30 BEd credits if registered in the P/J program and 28.5 BEd credits if registered in the I/S program. In addition, those programs have 3 foundation courses scheduled in years 1-3 (9 credits), as well as some field experiences (4.5 credits). In total, the concurrent Queen's and Queen's-Trent P/J BEd program contains 43.5 credits while the I/S program contains 42 credits. Specialized program tracks in Aboriginal Teacher Education, Outdoor and Experiential Education, and Artist in the Community Education are available as options to candidates in the Queen's and Queen's-Trent concurrent programs.

### **All programs**

P/J candidates in all programs study the Arts curriculum in an integrated format with a 3 credit weight (36 hours). Candidates select two Arts strands from Art (1.5), Drama (1.5), and Music (1.5) as both concentrations and vehicles for the exploration in an integrated format of all four Arts strands, including Dance. Each Arts instructor dedicates six instructional hours of their eighteen-hour course on integration of the Arts. The integrated Arts component in each course focuses on curriculum and pedagogy in the four strands of Dance, Drama, Music, and Art. Since all P/J teacher candidates select two out of the three

(from Drama, Music, and Art), by the end of their program they have engaged in twelve hours of integrated Arts, twelve hours exclusively in one strand of the Arts, and twelve hours in a second strand of the Arts.

While the School Law and Policy course that is mandatory in all programs does not hold a credit value, it is a mandatory course that must be successfully completed for candidates to be awarded the degree and reported to the College for certification. Candidates have an introductory session and a concluding session with the Faculty instructor who has expertise in school policy, law, and leadership. They complete a series of online modules showing school law and professionalism in practice, and that include comprehension check quizzes. There is a timed multiple choice final exam completed on-line. Candidates must reach a threshold grade to receive a completion for this required non-credit program element.

The specialized optional program tracks in Aboriginal Teacher Education, Outdoor and Experiential Education, and Artist in the Community Education are designed in such a way to give candidates an appropriately focused experience as part of the regular or alternative practicum. In all cases, the regulatory requirements of the practicum are met for all candidates.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is fully satisfied all programs reviewed.

## **Requirement 7**

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

### **Findings**

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

While there is no official university policy on the need to keep teacher candidates informed of their progress in a course on an ongoing basis, the Faculty of Education adheres to a philosophy that optimum learning takes place when teacher candidates are assessed with clearly articulated objectives and given maximum opportunity to benefit from timely feedback.

Faculty in all programs are required to conform to the grading policy which requires instructors to provide teacher candidates with a written description of course requirements and the means of evaluation at the beginning of each course. The course outlines for all programs confirmed that assignment descriptions, due dates, and assignment values are stated. Teacher candidates receive continuous feedback in their course work although the approach to providing ongoing feedback varies from instructor to instructor and is dependent on the subject area.

Practicum handbooks for all programs state that teacher candidates are to receive formative and a summative assessment from their associate teachers during each practicum block. Associate teachers confirmed that handbooks outline formative and summative evaluation requirements with timelines. The practicum is graded on a pass/fail basis and associate teachers review their assessments with teacher candidates.

Faculty in the ATCB program provide teacher candidates with complete course outlines that include clear statements of course expectations, assignments and their due dates, as well as how the final grades will be assigned. Alumni in the multi-session Technological Education Internship Program confirmed that formative assessment occurs, assignments are returned in a reasonable amount of time, and there is regular consultation with instructors.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 7 is fully satisfied all programs reviewed.

## 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 “...a program of professional education ... includes ... a minimum of 40 days of practical experience 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 programs 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.

### A minimum of 40 days

All programs reviewed include a practicum that consists of a minimum of 40 days of practical experience in schools or in other situations approved by the College for observation and practice teaching. While the minimum acceptable length is 40 days, the length of the practicum experience in most programs is fifty days.

In the consecutive, concurrent and consecutive Technological Education programs, the practicum consists of two practice teaching blocks: Block One of six weeks in the fall term (October and December) and Block Two of four weeks in the winter term (February). Block One in the fall term is split into two, three-week sessions. The first three-week practicum session occurs in October after which candidates return to campus for five weeks. In December, candidates return to the previous practicum placement for the second three-week session of Block One. The schools that teacher candidates are placed in for the practicum are referred to as associate schools. In February, teacher candidates begin Block Two of the practicum of four weeks. Normally teacher candidates return to the same Block One associate school for Block Two, although in some circumstances arrangements are made to attend a different associate school.

ATCB program teacher candidates complete 12 weeks of practicum. The 12 weeks are normally completed in 4-week sessions over a 2-year period, with the first session beginning in the Winter Term of Year One. In Year Two, teacher candidates complete two practicum placements of four weeks each in the Fall and Winter Terms. Teacher

candidates in the multi-session Technological Education Internship Program complete a teaching practicum during their employment as a teacher during the school year in the broad-based technological education subject area in which the teacher candidate is qualifying. This is accepted as meeting the requirements of the practicum, including the minimum of 40 days, as the bulk of the Teacher Candidate's assigned teaching is in the subject area in which they will be certified. In situations where the teacher candidate is in the multi-session Technological Education Internship Program but does not have a teaching job, the teacher candidate is placed in an associate school and follows the regular practicum schedule.

### **Settings that use the Ontario curriculum**

The practicum for all programs reviewed includes observation and practice teaching in instructional settings in schools or other situations that use the Ontario curriculum or in situations approved by the College.

The Faculty of Education uses an associate school model for observation and practice teaching, allowing groups of teacher candidates to become part of the school community. Four or five teacher candidates are placed in the same elementary associate school and twelve to fifteen teacher candidates are placed in the same secondary associate school. Associate schools are selected from a number of District School Boards encompassing geographic areas that include Kingston, Peterborough, Toronto, Ottawa, Oshawa and Waterloo. Teacher candidates in some consecutive program tracks vary from the practicum arrangement described above. For example, candidates in the Aboriginal Teacher Education Program Track that is part of the consecutive program are placed in First Nation schools or in provincial schools that use the Ontario curriculum and with teachers that are members of the College. The placements often occur in schools with a high Aboriginal student population. Candidates enrolled in the Outdoor and Experiential Education Program Track are placed in regular school placements in two teaching divisions in the fall term (Block One). Intermediate/Senior teacher candidates in that program track also get practicum experience in the two teaching subjects in the fall term. Candidates in this program track complete Block Two of the practicum (four weeks) in the winter term in an approved Ontario Outdoor or Experiential Education setting with a qualified teacher. All Outdoor and Experiential Education Program track teacher candidates complete the required 50 days of practicum.

Teacher candidates in the ATCB program are placed with a certified teacher in First Nation schools or in provincial schools that use the Ontario curriculum. The practicum for the consecutive Technological Education program includes 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. After a successful on-campus period at the Faculty of Education from mid-June until the end of July for Summer Session 1 of the multi-session Technological Education Internship program, teacher candidates complete a teaching placement in a broad-based technology in their sponsoring or hiring school. Teacher candidates complete a total of one year's full-time successful teaching as certified by one or more supervisory officers. During this extended practicum, teacher candidates work closely with associate teachers, school principals and faculty members, and are required to also complete two full days of observation of other teachers' methods

and organizational techniques. In situations where the teacher candidate is in the multi-session Technological Education Internship Program but does not have a teaching job, the teacher candidate is placed in an associate school and follows the regular practicum schedule to complete practicum experiences in both 9/10 and 11/12 by the end of the two placements.

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

In all programs, teacher candidates are enabled to participate in a practicum related to each division appropriate to the teacher candidate's program and at least one of the subject areas relevant to the teacher candidate.

In the regular consecutive and concurrent programs, teacher candidates complete a practicum block in each division appropriate to the teacher candidate's program (P/J or I/S) and at least one of the subject areas relevant to the teacher candidates in the I/S divisions. Teacher candidates in the program track for Outdoor and Experiential Education within the consecutive program complete placements in two divisions in Block One of the fall term practicum. I/S teacher candidates also complete placements in both subjects in the fall term. This enables them to complete the focused practicum in Outdoor and Experiential Education in the winter term. The practicum in the ATCB program enables each teacher candidate to complete placements in a primary and in a junior division classroom. Alumni from the Technological Education program confirmed that they had practicum placements in both Grades 9-10 & Grades 11-12 in their Broad-Based technological area. When teacher candidates in the multi-session Technological Education Internship Program are employed by school boards, they teach what they have been assigned. Faculty assess that the teacher candidate has met the requirements for the Broad-Based Technology and for Grades 9-10 and 11-12. Alumni from the program confirmed that they had practice teaching experience in Grades 9-10 & Grades 11-12 in their Broad-Based Technology subject area.

### **An experienced teacher supervises**

In accordance with policies and practices established by the Faculty of Education and outlined in the practicum handbooks, an experienced associate teacher supervises the teacher candidates and assesses their in-school practicum in all programs. Associate teachers for all consecutive, concurrent, and consecutive Technological Education programs are required to have a minimum of two years of full-time classroom teaching experience and are recommended by their principal to take on the duties of supervising and assessing teacher candidates. Associate teachers discuss ongoing progress with teacher candidates, provide verbal and written feedback, and guide the teacher candidate in the development of effective teaching strategies. They are required to complete an interim report after the first three weeks, and discuss it in detail with the teacher candidate. At the end of each practicum block, associate teachers complete a summative assessment and discuss it with the teacher candidate. The Practicum Manager confirmed that teacher candidates are provided with copies of their practicum assessments and that formative and summative assessments are submitted by the associates to her office and to the faculty liaison. The On-Site Coordinators for the ATCB program also serve as Practicum Coordinators for the program. They confirmed that associate teachers for the Aboriginal Teacher Education Program are members of the Ontario College of Teachers,

and that College membership was a requirement for being an associate teacher. The Aboriginal Teacher Education Program Practicum Handbook outlines the roles and responsibilities of associate teachers under the same headings and components identified for the consecutive and concurrent programs; these include both formative and summative assessments.

Teacher candidates in the multi-session Technological Education Internship Program complete a teaching placement in their hiring school. Teacher candidates work closely with associate teachers, school principals and faculty members.

During the year, teacher candidates must complete two full days of observation of other teachers' methods and organizational techniques. Teacher candidates must complete a total of one year's full-time successful teaching as certified by one or more supervisory officers who function as associate teachers.

### **Faculty advisor**

A faculty member is appointed as an advisor for each teacher candidate in all the programs reviewed.

The Faculty of Education refers to faculty advisors working with teacher candidates in the practicum as faculty liaisons. Faculty liaisons are both tenured/tenure-stream faculty members with teaching experience or are term adjuncts with teaching experience. Groups of teacher candidates attending the same associate schools for the practicum are enrolled in the same section of the professional studies course, Theory and Professional Practice. The faculty member who teaches the Theory and Professional Practice course is also the faculty liaison/practicum advisor for each of the teacher candidates in the respective section of the course. The faculty liaison visits each associate school, observes teacher candidates, and supports associate teachers. The faculty liaison makes a minimum of two visits to the schools, once in each of the practicum Blocks One and Two, and consults with the principal, school liaison, associate teachers and teacher candidate. At the end of the second practicum block, the faculty liaison, after consultation with the associate teachers and reviewing the formative and summative assessments completed by the associates, awards the practicum grade (pass, fail or incomplete) for the teacher candidates. Teacher candidates in the multi-session Technological Education Internship Program receive a visit from an assigned Queen's faculty liaison during the year. In situations where the teacher candidates are geographically remote from Kingston, a faculty liaison from the Faculty visits the teacher candidate, or a person at the location who has familiarity with the Internship program acts as the faculty liaison on the Faculty of Education's behalf. If the Internship teacher candidate does not have employment as a teacher in the intervening year, the teacher candidate is placed in an associate school and assigned a faculty liaison.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is fully satisfied for all programs reviewed.

## **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 practicum has been set up as a course for each program, with a course number and credit value (6.0). In the consecutive and concurrent programs, including the consecutive Technological Education program, the course is the Concurrent Final Year and Consecutive Practicum. The practicum course in the ATCB program is Aboriginal Teacher Education Community-Based Practicum, and the practicum program in the multi-session Technological Education Internship Program is Technological Education Internship Practicum.

To be eligible for the Bachelor of Education or Diploma in Education, teacher candidates must have passing grades in all the required courses or components of the program including the mandatory practicum courses. Teacher candidates must pass all components in order to pass the practicum. If a teacher candidate fails a practicum block, an opportunity is provided for a make-up practicum. If the make-up practicum is failed, the teacher candidate will not meet the graduation requirements for the BEd degree or Diploma of Education, and will not be reported to the College for certification.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 9 is fully satisfied for all programs reviewed.

## 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 appropriate in the relation to the divisions to which they relate.

Each program has curriculum/method courses aligned with the Primary/Junior (P/J) and Intermediate/Senior (I/S) divisions in the consecutive and concurrent programs, and with the P/J divisions in the ATCB program. In the Technological Education programs, curriculum/method courses are aligned appropriately with the Grades 9 and 10 and Grades 11 and 12 Technological Education curriculum. Course descriptions for curriculum/method courses reflect the Ontario curriculum and the grades within each division.

The curriculum/method courses in the P/J divisions attend to all of the applicable grades, Kindergarten to Grade 6. In the consecutive and concurrent programs, as well as in the ATCB program, the curriculum courses in the P/J divisions included Language and Literacy, Mathematics, Social Studies, Science and Technology, Health and Physical Education, and the Arts. All P/J teacher candidates in these programs select two Arts strands from Drama, Visual Arts or Music as both concentrations and vehicles for the exploration in an integrated format of all four Arts strands, including Dance. Each Arts course instructor dedicates six instructional hours of their eighteen-hour course to the integration of the Arts. This integrated Arts component in each course focuses on policies and practices in Dance, Drama, Music, and Art. By the end of the program teacher candidates engage in twelve hours of learning in integrated Arts, twelve hours exclusively in one area of the Arts, and twelve hours in another area of the Arts.

The curriculum/method courses in the I/S divisions in the consecutive and concurrent programs include Biology, Chemistry, Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music-Choral, Health and Physical Education, Physics, Music-Instrumental, and Visual Arts.

The curriculum/method courses in the consecutive Technological Education Program include Teaching Technological Education, Parts 1 and 2, and Curriculum Development in Technological Education, Part 1 and 2. The multi-session Technological Education Internship Program includes a third part to each of these courses that is offered in the second summer of the program. The courses engage candidates in learning about particular broad-based technologies for Grades 9-10 and Grades 11-12.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is fully satisfied for all programs reviewed.

## **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**

A mandatory course for all programs, Concepts in Teaching and Learning, incorporates human development and learning. This course addresses the psychology of learning and child and adolescent development. Teacher candidates are exposed to pedagogical theories such as Bloom's taxonomy, differentiated instruction and multiple intelligence theory. In the ATCB program, this course focuses on learning and development from infancy to pre-adolescence incorporating an Aboriginal perspective.

#### **Legislation and government policies**

The required professional studies/foundation course School Law and Policy (P/J, I/S) for all teacher candidates in all programs provides an overview of the legal aspects of teaching in Ontario. Topics covered include the *Education Act*, the *Teaching Profession Act*, the *Ontario College of Teachers Act 1996*, the *Child and Family Services Act*, the *Copyright Act*, and the Canadian Charter of Rights and Freedoms. The course also addresses issues included in Bill C-48 on Internet Transmission and Civil Law (for example, negligence, Sabrina's Law, Duty of Care, and Standard of Care). In addition to this, teacher candidates in the ATCB program study aspects of the law relevant to First Nation schools and topics that cover constitutional issues, governance models and legal issues impacting Aboriginal education. Similarly, teacher candidates in the Technological Education Programs learn about requirements particular to their discipline such as classroom practices that are compliant with relevant municipal, provincial, or federal health and safety legislation.

Other courses within the programs covered additional aspects of legislation relating to education, For example, the professional studies/foundation course Critical Issues and Policies (P/J) or (I/S), required in all programs, provides an introduction to issues and policies such as teachers' legal rights and responsibilities, especially in relation to issues of exceptionality and equity issues.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 11 is fully satisfied for all programs reviewed.

## 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 program.

### Academic qualifications

Faculty members teaching in the teacher education programs are an appropriate combination of persons with appropriate academic qualifications. The faculty includes tenured/tenure stream faculty members, continuing adjuncts, and term adjuncts. All thirty-one tenured/tenure-track faculty members hold a PhD and twenty-three have teaching certificates. Of the nine continuing adjunct faculty members, three hold a PhD and nine have teaching certificates. Of the sixty-nine term adjuncts, fourteen hold a PhD, thirty-five have a Master's Degree as the highest degree, and sixty-seven have teaching certificates. In the ATCB program three faculty members have a PhD, two have an EdD, eleven hold an MEd, two have a BA, and five hold a BEd. Of the three faculty members instructing in the Technological Education Program, one holds a PhD, and two hold an MEd. There are two term-adjuncts.

### Experience in the field

Faculty members teaching the program are an appropriate combination of practitioners with appropriate experience in the field of education. Faculty have diverse experience in education, including instructing in other universities, instructing in community colleges, positions with the Ontario Ministry of Education, and experience as school board consultants, administrators and teachers across all divisions. The majority of term adjunct faculty members have professional certification and extensive experience as teachers and associate teachers. Most adjunct faculty teach practicum courses and serve as faculty liaisons for a cohort of candidates during the practicum. Faculty members teaching in the ATCB program have experience in the field of education that includes instructing in other universities in Aboriginal education and Aboriginal teacher education; instructing in on-campus and community-based Aboriginal Teacher Education programs; being principals, vice-principals, consultants and teachers in provincial and First Nations schools; holding positions as Directors of First Nations Education and Executive Directors in Educational Institutes, and being instructors in Aboriginal Language Revitalization programs and curriculum developers at provincial levels. Faculty members instructing in the Technological Education programs have experience in the field of education that includes experience as a faculty lecturer in universities; an instructor in college and university programs in Industrial Design, Fashion Design, and Technological Education; a Co-ordinator of Technological Education in the Faculty of Education; a

resource document developer in Technological Education for the Ontario Ministry of Education and Ontario school boards; an instructor of the Broad-Based Technologies in Technological Education at a Faculty of Education, and a teacher of Technological Education at the school board level.

### **Experience in the divisions and components**

Faculty members teaching in the programs are an appropriate combination of persons with appropriate expertise in the divisions and components of the program. Faculty teaching curriculum/method courses in the Primary/Junior (P/J) and Intermediate/Senior (I/S) divisions in all programs have extensive experience and expertise within the appropriate divisions, and in the subject area they teach. In the ATCB program which enrolls candidates to teach in the P/J divisions, twenty-four of the thirty faculty members have teaching experience in elementary and secondary schools as follows: eight in all divisions, eleven in the P/J and I divisions and two in the I/S Divisions.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 12 is fully satisfied for all programs reviewed.

## 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 the Faculty of Education at Queen's University maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the programs reviewed.

Queen's University collects, maintains, uses, and discloses student personal information in accordance with the *Ontario Freedom of Information and Protection of Privacy Act*. Queen's University's faculties, schools, and departments are guided by the Office of the University Registrar's Student and Applicant Record Policy, which articulates the scope of public access, student access, faculty and staff access, and legally mandated access. The Office of the University Registrar, as the official custodian of student information, provides appropriate access to information while protecting the confidentiality of student and applicant records.

The Student and Applicant Record Policy states the general principles for preserving the integrity of student records, outlining the information contained in the student record, the policies for storage and retention and the period of review and how access to the records is controlled. Under this policy, the academic record and biographical information are preserved indefinitely. All other personal information contained in students' files may be disposed of when no longer required in accordance with Queen's University's Record Management Policy and in accordance with the University's Student and Applicant Records' Retention and Disposition Schedules. The Faculty of Education Registrar's Office maintains paper or electronic files on pre-service teacher candidates for four years following program completion. The Office of the University Registrar administers systems security for the Student Information System and provides training and authorized access to change or update electronic student or applicant records.

Teacher candidates can identify individuals who may access the record, either on paper or electronically. They can approve the release of information that is financial, academic or both and state what limitations apply. The teacher candidate can revoke permission to access the student record at any time. All grades for all teacher candidates are submitted electronically through secure password protected software interfaces. Instructors submit grades directly to the Registrar's Office through an electronic portal, where their unique identification and password opened access to their specific grade sheets.

### Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied for all programs reviewed.

## Requirement 14

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

### Findings

The evidence indicates that the Faculty of Education at Queen's University is committed to continuous improvement and quality assurance and has implemented measures demonstrating that commitment for the programs reviewed.

The Faculty of Education has a Professional Studies Committee which meets monthly during the fall and winter terms to review the pre-service teacher education programs. The Committee uses evidence from educational research to inform possible changes to teacher education program policies, structure, and content and presents recommendations to the Faculty Board for consideration.

Some faculty members meet informally within a Teacher Education Affinity Group to discuss enhancements to their own classroom practice with teacher candidates. The Teacher Education Affinity Group makes suggestions to the Faculty administration and the Professional Studies Committee about ways in which the learning experience of teacher candidates can be enhanced. Faculty members are required to submit annual reports to the Dean outlining their accomplishments in teaching, research, and service.

In response to a recommendation regarding the enhancement of intellectual content, the Faculty of Education introduced a new required professional studies/foundation course, Concepts in Teaching and Learning, in all programs to ensure that teacher candidates have grounding in four essential areas in the programs: child/adolescent growth and development, assessment and evaluation, social contexts of education, and philosophy of education.

Undergraduate exit polls are undertaken by the University each year so that all graduating students may offer feedback on their overall learning experience at Queen's. The Faculty of Education receives results of the feedback provided by graduating teacher candidates. In addition, teacher candidates provide anonymous feedback about courses and teaching quality through the university survey of student assessment of teaching. The Technological Education programs also conduct exit surveys of candidates to solicit feedback.

Meetings with all student societies including the Trent Concurrent Education Student Association, Queen's Concurrent Education Student Association, and the Education Student Society that represents the Consecutive Education Students provides the Associate Dean of Undergraduate Studies with ongoing feedback and alerts the office of the Dean to any issues being raised by teacher candidates in the program. For example, as a result of exit interviews, a change to the on-campus program timetable was made so that instructors could have more time to engage with teacher candidates.

The Dean has visited all school board directors and all three ATCB program sites to obtain feedback. The Concurrent Education Program in Years 1, 2 & 3 has been recently revised so that each year includes a professional studies/foundation course and field experience in schools prior to the practicum. Teacher candidates the Queen's-Trent Concurrent Program, indicate that instructors and staff are accommodating, and are open to suggestions.

The Associate Dean of Undergraduate Studies holds town hall meetings for all teacher candidates in the ATCB program. These meetings are designed to receive feedback about a wide variety of issues related to the program. The Dean, Associate Dean and the Aboriginal Teacher Education Program Coordinator review this feedback and identify and implement recommendations. Regular communication by the Faculty with the On-Site Coordinators and Aboriginal partner organizations at each of the three ATCB program community sites supports mutual engagement in continually improving the program.

### **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is fully satisfied for all programs reviewed.

## 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

There is a Teacher Education Advisory Council (TEAC) that functions in an advisory and liaison capacity to the programs reviewed.

The function of the TEAC is aligned with the Faculty of Education's Strategic Planning Framework 2011-14 and the theme of Engagement and Collaboration, with the goal of enhancing the Faculty's partnerships and outreach initiatives with local and provincial education and related communities. TEAC meetings are held on a regular basis and members are provided with updates from the Faculty of Education, Ministry of Education, and various education associations and federations.

Membership on TEAC includes the Faculty of Education Dean and Associate Deans of Undergraduate Studies and Graduate Studies & Research, Administrative Assistant to the Dean; President, Education Student Society and the President, Concurrent Education Student Association. Membership also includes representatives from the Ministry of Education, Limestone District School Board, Algonquin & Lakeshore Catholic District School Board, Ontario Public Supervisory Officials' Association, Ontario Catholic Supervisory Officers' Association, Ontario Principals' Council, Catholic Principals' Council of Ontario, and the Ontario Teachers' Federation and its affiliates.

The Dean serves as Chair of the TEAC. In the role of Chair, the Dean, or the Associate Dean, elicits feedback and advice from members of the TEAC. Communication between the Committee members occurs at both a formal and informal level. School board directors use the TEAC to provide feedback to the Faculty. TEAC members are invited to sit on other committees such as the leadership program committee.

Queen's University and the Faculty of Education have other advisory committees to address the specific and unique needs of each of the Concurrent Queen's-Trent and Queen's-Waterloo programs and the ATCB program. These advisory groups include the involvement of the Dean of Education, Associate Dean and other Faculty of Education representatives.

A Memorandum of Agreement Between Trent University and Queen's University Regarding the Concurrent Teacher Education Program states that the parties agree that it is desirable to maintain a close working relationship. To this end, a Consultation Committee meets twice a year to discuss issues of policy, procedure, resource management and general administration of the Queen's-Trent Concurrent Teacher Education Program, its Bachelor of Arts/Science component, or its Bachelor of Education component.

An advisory committee consisting of faculty representatives from both Waterloo and Queen's Universities and the Deans from both programs meets at least twice a year to discuss issues of policy, procedure, general administration of the program and resource management.

The Aboriginal Council of Queen's University has a mandate to be involved in all decisions affecting Aboriginal programs and services at Queen's University. In addition, at the ATCB program community sites, local management committees ensure that the concerns of Aboriginal communities and partner organizations have a voice in decisions involving these program offerings. These advisory bodies meet several times per year to advise and participate on a wide range of program development and delivery activities. The community sites have an Aboriginal Program Management Committee that has representatives of stakeholders. Meetings or teleconferences are held four times a year to discuss pressing updates required in the program.

The Associate Dean of Undergraduate Studies holds town hall meetings with all ATCB teacher candidates during their summer on-campus session at the Faculty of Education at Queen's University. These town hall meetings are designed to receive feedback about a wide variety of issues related to the community-based Aboriginal Teacher Education Program. The feedback is reviewed by the program coordinators as well as the office of the Associate Dean and Dean and, when necessary, specific recommendations are made and enacted.

## **Conclusion**

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 15 is fully satisfied for all programs reviewed.

## **Decision of the Accreditation Committee**

### **General Accreditation**

For the reasons set out above, the Accreditation Committee finds that the following programs of professional offered by the Faculty of Education at Queen's University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree or Diploma in Education (Part-time Aboriginal Teacher Education Community-Based or ATCB)
- Consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Full-time program offered over fall/winter, on-campus)
- Multi-session consecutive program of professional education with areas of study in Technological Education subjects at the Grades 9/10 and Grades 11/12 levels, leading to a Bachelor of Education degree or a Diploma in Education (Technological Education Internship Program offered over four terms)
- Concurrent programs of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree (includes Queen's Concurrent, and Queen's-Trent Concurrent for Primary/Junior and Intermediate/Senior divisions, and Queen's-Waterloo Joint Program for Intermediate/Senior divisions)

The Accreditation Committee grants general accreditation to these programs for a period of seven years until June 14, 2020 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee**  
**Ontario College of Teachers**  
**June 14, 2013**