



Ontario
College of
Teachers

Ordre des
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de l'Ontario

Accreditation Committee Decision

Nipissing University Schulich School of Education

Application for Renewal of Accreditation

Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education, (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL).

**Accreditation Committee
Ontario College of Teachers
October 11, 2013**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by Nipissing University, Schulich School of Education

Introduction

The Schulich School of Education at Nipissing University submitted an application on April 12, 2013 for general accreditation of the following program of professional education:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education, (known as “Teacher of Anishnaabemwin as a Second Language program” or TASL).

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

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

The six-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 one appointed member of Council, including one Council member experienced in First Nation education issues and education-service delivery
- a member of the Ontario College of Teachers with experience teaching Native Languages, who was not a Council member
- a roster member with experience as an educator in a faculty of education
- an institution nominee with expertise in teaching Native Languages

In making its recommendations, the panel reviewed the application for accreditation provided by the Schulich School of Education at Nipissing University and supplementary information provided by the Principal of the program. The accreditation panel conducted a site visit at Nipissing University in North Bay, Ontario from July 7 - 12, 2013. During the site visit, the panel examined artifacts and program resources, toured the facilities where the programs are offered, and conducted interviews with faculty, teacher candidates and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The panel held an open public forum during the site visit on July 9, 2013. The College notified the public of the opportunity to attend and/or make a submission to the panel by posters distributed on-campus, advertisements on the College’s website and through Your College and You, and email to College members from the Schulich School of Education, and through postings on the College Facebook and Twitter accounts.

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

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

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated October 8, 2013, a response from the faculty interim dean to the panel's draft report dated October 3, 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 October 11, 2013

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the Schulich School of Education at Nipissing University is a permitted institution in accordance with subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs.

The Schulich School of Education is part of Nipissing University. Nipissing University has the power to confer university degrees under *Nipissing University Act, 1992*, Section 6, which states that the Senate may grant any and all baccalaureate degrees, any and all honorary degrees, and the Masters of Education degree.

The Teacher of Native Language as a Second Language Program: Algonquian (Ojibwe) was given Senate approval in June 2007. In 2010 the program name only was changed to respect the traditional language of the Nipissing area: Teacher of Anishnaabemwin as a Second Language Program: Algonquian (Ojibwe).

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

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

The conceptual framework for the TASL program, and for all programs at the Schulich School of Education, has a praxis-based core influenced by two interconnected layers or spheres of understanding. The spheres closest to the core relate to professional and practical knowledge and skills. The outer spheres relate to the internal and external socio-cultural and socio-political understandings that inform self-knowledge. Six connected learning portals on the outside ring of the conceptual design represent the reflective practice, understanding of self, technology, understanding of diversity, understanding through performance and interdisciplinary program pathways that lead toward successful teacher education experiences.

The conceptual framework is consistent with the mission and goals of both the Schulich School of Education and Nipissing University. When viewed in its entirety, the conceptual framework describes a program with the teacher candidate at its hub. The program educates each teacher candidate in a constructivist manner, expanding and integrating the individual's world view, socio-political and socio-cultural identity and educational understanding.

The constructivist design of the conceptual framework is evident in the multi-session format and structure of the program. Each session, the course content progresses by developing expertise in a spiral of steadily increasing learning and competence. Teacher candidates experience learning in a constructivist manner as they progress through each session gaining personal experience, acquiring information on educational theory and teaching skills, and incorporating theory and skills into instructional classroom practice.

The Schulich School of Education has identified a need to address the severe shortage of Aboriginal teachers, and to increase the number of qualified Native language teachers of Ojibwe in Ontario schools. The conceptual framework itself does not clearly articulate an Aboriginal world view. The Accreditation Committee, however, felt that the conceptual framework is clearly delineated in the constructivist design of the program and program goals. Program personnel acknowledge that the current conceptual framework requires some modification to be more appropriately connected to Aboriginal culture, and suggest that an additional portal in the conceptual framework could provide for the inclusion of Aboriginal language and culture. The TASL program goals include preparing teachers to deliver the Ontario Curriculum for Native Languages with traditional values, culture and worldview through learning both public education policies and guidelines together with Aboriginal values and worldview reflected in the 1972 Indian Control of Indian Education policy on Aboriginal education. The conceptual framework could more explicitly address this view since faculty in the TASL program closely align their teaching approach with the Seven Grandfather Teachings.

Conclusion

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

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 evidence indicates that the TASL program is consistent with and reflects current research in teacher education and the integration of theory and practice in teacher education. Additional evidence is required to substantiate that the program fully satisfies the requirement to be consistent with and reflect the College's *Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession*.

Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession

Additional evidence is required to substantiate that the program fully satisfies the requirement to be consistent with and reflect the College's *Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession*.

The conceptual framework for the Schulich School of Education programs embeds the tenets of the Ontario College of Teachers' *Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession* into its portal structure. For example, Portal Five references Ongoing Professional Learning, as well as the development of critical reflective practice, which is referenced in the Standards of Professional Practice and Integrity. Although the Schulich School attests that course outlines for the program infuse the College's Standards of Practice and Ethical Standards, of the twenty course outlines submitted for review, references to the Standards of Practice and Ethical Standards were found in five. For example, the course outlines for The Ojibwe Curriculum parts one and two specifically reference the Standards as a web site resource. However, it is not clear how the Standards will be used within the courses either to support course content or student assignments. The course outlines for each session of the course Education and Schooling/Educational Psychology/Special Education, explicitly reference the Standards of Practice and Ethical Standards within the learning objectives. Teacher candidate assignments submitted as artifacts for the program reference the 1999 Standards of Practice rather than the current Standards of Practice, which were revised in 2006.

The Standards of Practice and Ethical Standards are incorporated into the Schulich School practice teaching report used by associate teachers which organizes assessment criteria using some of the Standards.

Faculty members attest that they demonstrate the Standards through modeling in their teaching practice with the intention that candidates will follow. As well, they attest that candidates receive a copy of the Standards and the document is reviewed with them. There is some evidence that the Standards may be addressed in a holistic sense through an examination of the Seven Grandfather teachings. Despite this, alumni do not demonstrate consistent familiarity with the Standards.

Current Research

The TASL program is consistent with and reflects current research in teacher education. For example, the conceptual framework has been revised using a praxis model based on the research of Wodlinger and Friere. It conceives teacher education as a juxtaposition of theory, practice and self, nested within socio-cultural and socio-political understandings, in mutually reciprocating relationships. The model utilizes action research and reflective practice, based on the research of current teacher education scholars such as Dadds, Hannay, Wideman & Seller, Palmer and Schön. In reference to the design of program, faculty members also reference the work of Garmenzy, Benard, and Werner. The wisdom of First Nation Elders informs the program's approach to language learning, cultural understanding, and teaching. Faculty who teach the Technology, Methodology and Education & Schooling courses conduct research in their fields of study and provide current research information to the TASL courses. This research informs the program design, format and program curriculum and is embedded in the course content and delivery.

Theory into Practice

The evidence indicates that the program is consistent with and reflects the integration of theory and practice. The praxis model which forms the conceptual framework for the program is based on an understanding that the interaction of theory, practice, context and self-knowledge serves as an entry point for teacher candidates to the profession. Faculty and associate teachers seek to model best practice in teaching for candidates. The three practicum blocks which total eighteen weeks enable candidates to apply theory in practice throughout the program, and to reflect on their experience.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is substantially satisfied for the TASL program.

Reasons for Conclusion

There is some evidence that the TASL program is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession*. However, while course outlines and the Schulich School's conceptual framework provide some evidence of the intention to incorporate the Standards of Practice and Ethical Standards into the TASL program, the committee believes that the program must take further steps to ensure that graduates reported to the College have both an awareness and an understanding of the Standards that are the underpinning of their professional life. Program alumni should be able to speak to the Standards explicitly and clearly. The committee believes a more direct infusion of the Standards of Practice and Ethical Standards into the program is required to ensure that candidates are appropriately prepared. Additionally, the program must incorporate the most current version of the Standards (2006).

The committee believes that the Schulich School of Education at Nipissing University will ensure that the TASL program fully satisfies all aspects of Requirement 3.

Fully satisfying Requirement 3 for the TASL program is contingent upon the Dean of the Schulich School of Education submitting evidence acceptable to the Accreditation Committee that the program is consistent with and reflects the College's Standards of Practice and Ethical Standards. For example, the Dean might provide evidence such as:

- teacher candidate assignments that indicate the use of the current Standards (2006)
- visuals supporting that the Standards are visible throughout the School of Education
- distributing copies of the Standards to teacher candidates and infusing their use more explicitly within the program
- measures that demonstrate that faculty members are ensuring that their courses are consistent with and reflect the Standards.

The Dean must submit this evidence to the College within 12 months of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 3 will be fully satisfied for the TASL program.

Requirement 4

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

Findings

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

Current

The current teachings of community Elders in the communities who have lived in the language and celebrated the language inform the program curriculum. As well, the program curriculum includes the current research of Archibald (indigenous oral narratives or story telling), Battiste (Aboriginal ways of learning and knowing), Hinton and Cummins (second language methodology) and Reyhner (Indigenous language revitalization). The overall concept regarding the connection of language and learning comes from the local Elders. Faculty members draw upon current research in community service learning, using action research as a teaching tool in some situations, to enhance teacher candidate success in the program. Current language learning strategies such as the accelerated second language acquisition theory of Dr. Greymorning, and backwards build up, are employed in the program. Although there is some evidence that when reference occurs to the Ontario College of Teachers' Standards it is to the 1999 Standards of Practice rather than the current Standards of Practice, which were revised in 2006, the program curriculum is current.

Ontario Curriculum

The program curriculum references the Ontario Curriculum for Native Languages. The courses for Ojibwe Curriculum Part 1, Technology and Learning Materials for Ojibwe, Ojibwe Team Teaching Part 1, The Ojibwe Curriculum Grade 1-12 Part 2, Ojibwe Team Teaching Part 2, The Ojibwe Curriculum Grade 1-12 Part 3, and Ojibwe Team Teaching Part 3 make multiple references in their content to the Ontario curriculum documents for teaching Native Languages from Grades 1 - 12. All courses make use of the Ontario Curriculum expectations in class activities and assignments. The Ministry documents are used by faculty to assist teacher candidates in gaining an understanding of the overall expectations and specific expectations in the guidelines. The Ontario Curriculum documents are provided to teacher candidates in hardcopy format and online.

Application of Current Research in Teacher Education

The program includes the application of current research in teacher education, through required texts and readings in the program such as: Auger and Rich (2007) *Curriculum Theory and Methods: Perspectives on Learning and Teaching*; Levin, Nolan, Kerr and Elliot (2008); *Principles of Classroom Management: A Professional Decision-Making Model* and Maynes (2010), *Focus on Learning: The Art and Science of Planning, Delivering and Assessing Effective Lessons*. Second language acquisition theories as seen in Lightbown and Spada (2006), *How Languages are Learned* and Ojibwe language and cultural resources such as Benton-Benai (1988), and *The Mishomis Book: The Voice of the Ojibway* support the application of current research in teaching Anishnaabemwin as a Second Language.

Current research in the use of technology such as Howland, Jonassen and Marra (2012) *Meaningful Learning with Technology*; and Roblyer (2006), *Integrating Educational Technology into Teaching* enhance language learning, and differentiated instruction is also employed in the program. Faculty instruct candidates in how to tell stories using technology enhanced learning which enables candidates to go into their communities and capture stories from Elders to support candidates own language learning and as a tool to use with students in their classes.

Wide Knowledge Base

The evidence indicates that the program reflects a wide knowledge base in the divisions and components of the program. Courses in the program expose candidates to the Native Language curriculum document for Grades 1-12 by the end of the final session. Courses also reference a range of education related topics such as the legal foundation of education in Ontario; technology; incorporating computers and software into teaching Ojibwe as a second language in the classroom; second language acquisition theory; and various topics related to special education. In the course Education and Schooling/Educational Psychology/Special Education Part One, teacher candidates are exposed to theories of marginalization, resiliency and at-risk students, and are introduced to IEPs.

Wide knowledge base in a Native Language program includes a focus on Aboriginal culture and community. Teacher candidates are able to observe language speakers in action throughout the program. The Aboriginal community and Elders provide significant support. For example, Elders model story-telling in the program. Candidates learn about the talking feather, as well as the traditions and uses of smudge, and the Seven Grandfather Teachings.

Conclusion

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

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 the TASL program includes theory, method and foundation courses and appropriate provision for the application of theory in practice.

Theory

The TASL program has a focus on understanding theories that inform teaching methodologies for Anishnaabemwin as a Second Language and applying these to practice. Course outlines identify theories of child development in the context of language acquisition, theories of second language development, theories of exceptionality as they relate to the second language learner, cooperative learning theory, constructivism, multiple intelligences, differentiation, and cultural teachings as learning strategies. Courses cover the work of such theorists as Skinner, Erickson, Piaget, Maslow, Bloom and Valentine (a linguist who specializes in Anishnaabemwin). The Ojibwe scholar, Dr. Pamela Toulouse's contributions to Aboriginal education are included in course discussions.

Method and Foundation Courses

The teaching method courses offered in the TASL program include three courses in Ojibwe Methodology, three courses in Ojibwe Curriculum, three courses in Technology and Learning Materials for Ojibwe, and three courses in Ojibwe Team Teaching. In each of the three summers of the program, candidates take a foundation course that combines material related to human development and learning and legislation and government policies relating to education. Included in these three courses is scaffolded learning about the legal foundations and history of education in Ontario, the developmental stages of student learning, special education policies, and Anishnaabe cultural perspectives on teaching and learning. They also take a foundation course in the Ojibwe Language.

Provision for the Application of Theory in Practice

Throughout the TASL program, teacher candidates have the opportunity to apply theory in practice. For example, teacher candidates create templates for language acquisition to enhance the repository of knowledge they will draw on to foster language growth in both the teacher and ultimately their students. Faculty teach classroom management through First Nations culture and their own personal experiences. Teacher candidates learn to develop lesson plans as tools for transmission of both culture and language. Opportunities are created for the TASL cohort candidates to teach each other.

Through assignments such as the development of Individual Education Plans and group presentations on educational issues, candidates are required to connect theory and practice. As a cumulative assignment in the Team Teaching course, candidates develop lessons and a mini unit in second language for delivery to students using the second language theory they have learned.

Candidates learn to develop lesson plans as tools for transmission of both culture and language. In the Ojibwe language methods course, candidates teach each other in the language. For example, one candidate used the Greymorning methodology for Native language instruction, and developed a lesson on how to play baseball in Anishnaabemwin. As well, candidates utilized the accelerated language learning model to develop kits for classroom teaching.

Conclusion

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

Requirement 6

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

Findings

Additional evidence is required to verify that the format and structure are appropriate for the course content in the TASL program.

There is some evidence that the TASL program's format and structure is appropriate for a teacher education program. However, additional evidence is required to determine whether measures are in place to ensure that teacher candidates possess sufficient divisional knowledge to teach Anishnaabemwin across the Intermediate and Senior divisions by the end of the first session of this multi-session program. Although candidates may possess the knowledge to teach all divisions at the end of the final session of the program, the program's multi-session format enables candidates to apply for and receive a Transitional Certificate of Qualification and Registration from the Ontario College of Teachers after the first session. This certificate qualifies them to teach Anishnaabemwin in all grades. It is the opinion of the Accreditation Committee that the program format and structure must provide some course content in the first session that addresses all divisions for certification.

The TASL program is offered in a multi-session consecutive format structured as six week modules that take place during three consecutive summer sessions, for a total of 18 weeks of course work. Nipissing University equates one credit with twelve hours of face to face course instruction. All courses are delivered face to face. Practicum placements occur for six weeks (30 days) following each summer session and must occur in at least two, and, wherever possible, three of the four divisions, for a total of 90 days of practicum experience.

The program is structured to provide for a focus on different divisions in each of the summer sessions; the first summer introduces teacher candidates to the Primary/Junior divisions and the second summer emphasizes the Junior/Intermediate divisions. The third and final summer focuses on the Intermediate/Senior school divisions but may also include topics on Native language acquisition that relate to Grades One through 12.

As a multi-session program, teacher candidates may apply for a Transitional Certificate of Qualification and Registration after successful completion of the first session of the program. No practicum experience is required in the first session. The transitional certificate enables candidates to teach Native Languages in Grades 1-12 in Ontario schools following the first six week session. Candidates have six years to complete the TASL program and be reported for a General Certificate of Qualification and Registration as a teacher with an area of study in teaching Native languages.

The first session of the multi-session TASL program consists of 12 post-secondary credits in teaching methods and education foundations that satisfy specific requirements set out in the Teachers' Qualifications Regulation for a Transitional Certificate of Qualification and Registration. The first session includes the following nine post-secondary credits in teaching methods: Technology and Learning Materials for Ojibwe (12 hours – 1 credit), Ojibwe Methodology (36 hours – 3 credits), Ojibwe Team Teaching (36 hours – 3 credits), and Ojibwe Curriculum (24 hours - 2 credits).

The first session also includes four credits in education foundations: The Ojibwe Language course (24 hours – 2 credits) and Education & Schooling/ Educational Psychology/Special Education (24 hours – 2 credits).

The second and third session of the TASL program follow a similar course sequence, hours and credit count as in the first session and expand or build on the information candidates receive there. Methodology courses in Session One are focused on the Primary/Junior divisions and Session Two on the Junior/Intermediate divisions, and Session Three on the Intermediate/Senior divisions. Class size is small which allows candidates to form close relationships with their instructors, who provide almost one-on-one instruction to candidates. This highly individualized personal attention is aligned with the University's vision and mission statement which states that the University defines itself as a student-centered institution with learning at the heart of all its plans and actions, with a fundamental mission of service focused on developing creative and concerned critical thinkers one student at a time. The program is supported by First Nation community members.

The committee notes that the multi-session program enables teacher candidates to gain transitional teaching certification after six weeks of instruction without a practicum experience. The certificate enables members to teach Anishnaabemwin in all grades for six years, with a possible one year extension under special circumstances, following the first session. The committee is concerned that the program is structured such that there is a lack of significant exposure to Intermediate/Senior teaching methodology in the first session of this program.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 6 is substantially satisfied for the TASL program. Although the TASL program fulfills the regulatory requirements for the first session of a multi-session program, the Accreditation Committee has concerns about the format and structure of the course work in the first session of the multi-session program.

Reasons for Conclusion

The TASL program is being reviewed for general accreditation and has had one graduating class of four teacher candidates. While there is significant community support for the program, and the faculty, alumni and teacher candidates are enthusiastic about the program, the committee believes that program format issues related to acquiring appropriate divisional knowledge must be addressed.

The multi-session program enables teacher candidates to gain transitional teaching certification after six weeks of instruction without a practicum experience. The certificate enables members to teach Anishnaabemwin in all grades for six years, with a possible one year extension under special circumstances, following the first session. Yet, the program is structured such that there is a lack of significant exposure to Intermediate/Senior teaching methodology in the first session of this program.

The committee recognizes that adequately preparing candidates to teach a Native language across all four divisions, in six weeks of course work, is challenging. However, the program is structured in a multi-session format, and as such, candidates are eligible after the first session for a Transitional Certificate of Qualification and Registration that enables them to teach a Native language to students in Grades 1 – 12 in Ontario as Ontario Certified Teachers. It is incumbent upon the provider to appropriately prepare candidates for this.

The committee believes that the Schulich School of Education at Nipissing University will ensure that the TASL program fully satisfies Requirement 6.

Fully satisfying Requirement 6 for the multi-session consecutive TASL program is contingent upon the Dean of the Schulich School of Education at Nipissing University submitting evidence acceptable to the Accreditation Committee that the first session of the TASL program provides for appropriate methods instruction to teach Native languages in the Intermediate/Senior divisions. For example, the Dean might provide evidence such as:

- teaching methods for Native language course outlines that indicate all divisions have had subject material covered in the first session of the multi-session program, and
- teacher candidate assignments related to teaching methods for Native language courses that indicate all divisions have had some subject material covered in the first session of the multi-session program, and
- readings for teaching methods for Native language courses that indicate all divisions have had some subject material covered in the first session of the multi-session program, or
- other evidence that candidates teaching on a transitional Certificate of Qualification and Registration are prepared to teach Native languages in the Intermediate/Senior divisions after the first session of the program.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for the TASL program.

Requirement 7

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

Findings

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

Daily feedback on assignments and classroom work is provided either in person, via email or through the Schulich School's Web Advisor software.

Performance tasks and assignments in face to face discussions and teacher candidate reflections offer clear criteria for assessment and areas for improvement. Summative tests, exams and independent study assignments form the remaining course-based marks for the summer sessions.

Associate teachers and the faculty advisor provide evaluations for the practicum experiences. The *Associate Teaching Handbook* states that associate teachers are expected to provide daily feedback during the practicum. This includes observations of the teacher candidate's teaching strategies and identifying areas for improvement. Informal practicum assessment by the associate teacher occurs weekly. When the faculty advisor visits the teacher candidate during their placement to observe their teaching, lesson plans are reviewed and the faculty advisor offers suggestions. The feedback follows the criteria outlined in a practicum evaluation form. Teacher candidates email the instructors and their peers throughout the year to talk about their lessons and share ongoing reflections about their teaching.

Conclusion

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

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 the TASL program fully satisfies most components of the requirement. The practicum includes a minimum of 40 days of practical experience in schools. An experienced teacher supervises the students and assesses their practicum. The practicum includes some observation and practice teaching in instructional settings in schools. A faculty member is appointed as an advisor for each student in the TASL program reviewed. Additional information is required to verify that every teacher candidate is enabled to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the teacher candidate.

40 Days

The TASL program requires at least 40 days of practical experience in Ontario schools or in other situations approved by the College for observation and practice teaching. Teacher candidates complete 18 weeks of practicum experience, for a total of approximately 90 days. Six weeks of required practicum follows each of the three sessions of the program.

Practicum Settings

The practicum placements for the TASL program occur in an instructional setting in schools or in situations approved by the Ontario College of Teachers. All practicum placements occur in Ontario publicly funded schools or in a First Nations school that uses the Ontario curriculum. Candidates employed full-time with transitional certification from the Ontario College of Teachers complete their practicum in the school where they are employed during the regular school year.

Some observation in an instructional setting in schools occurs during the practicum. Dedicated observation time during the practicum is less frequent in sessions two and three of the program. When the teacher candidate is working in a school on a transitional certificate, observation of a mentor teacher is organized on an individual basis with the principal.

Divisions

The TASL program prepares graduates for certification to teach the subject of Anishnaabemwin as a Second Language to students in all four divisions (Grades K through Grade 12). The evidence indicates that practicum placements do enable candidates to teach Anishnaabemwin as a Second Language but that candidates in the program do not always experience a practicum related to each of the four divisions. Because it is difficult to replace teacher candidates working as classroom teachers on transitional certificates during the practicum, or to remove them from the school where they are employed, these candidates are seldom able to participate in settings related to each of the four divisions for which they will be qualified.

Experienced Teacher Supervises and Assesses

Teacher candidates are assigned an associate teacher who typically has five or more years of teaching experience. School principals and the practicum coordinator identify the associate teacher together. Associate teachers are members of the Ontario College of Teachers and are using the Ontario Curriculum. If the teacher candidates are currently employed in a school and teaching with a transitional certificate, the associate teacher is the school principal or a peer teacher who has been assigned to them. On occasion, a senior Native language teacher will mentor the teacher candidate during the year if the candidate is employed on a transitional certificate. Associate teachers confirm that they observe and provide feedback on teaching skills and lesson planning. During the placement, two assessments are completed by the associate teacher, and one by the faculty advisor.

Faculty Advisor

A faculty advisor from the Schulich School is assigned to all of the teacher candidates in the TASL program. Faculty advisors visit candidates during each of the three practicum sessions. Mentoring by the faculty advisor with the TASL teacher candidates and associate teachers occurs prior to, during and following the practicum, particularly if there are areas requiring additional focus and development. The practicum coordinator and the Anishnaabemwin language methods instructor provide their phone numbers, cell numbers, and email addresses and offer an open invitation to candidates and associate teachers to contact them during the placements.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 8 is substantially satisfied for the TASL program.

Reasons for Conclusion

The evidence confirmed that candidates seldom have practicum placements in all of the divisions. To date, only one candidate has experienced teaching in the Senior division. It is a practice of the program to assign practicum placements mostly in elementary school settings where most of the candidates are or will be working on a transitional certificate of qualification and registration. Since candidates are often already employed and complete the practicum in

their own classrooms during the school year, it is a challenge to the school board and to their family responsibilities to make alternate arrangements in another school setting. As a result, teacher candidates are seldom able to participate in settings related to each division for which they or will be are qualified.

The committee believes that the Schulich School of Education at Nipissing University will ensure that the TASL program fully satisfies all aspects of Requirement 8.

Fully satisfying Requirement 8 is contingent upon the Dean of the Schulich School of Education submitting evidence acceptable to the Accreditation Committee that the practicum enables every teacher candidate to participate in settings related to each division. For example, the Dean might provide evidence such as:

- program artifacts to verify that practicum experiences for the areas of concern reflect the regulatory standard, such as a summary chart or copies of completed practicum assessment forms identifying the divisions and subject areas taught,
- a plan that acknowledges and addresses the faculty's intention to supplement the practicum experience to enable TASL teacher candidates to participate in a practicum setting related to teaching in all of the divisions that certified Native Languages candidates can teach (K – 3; 4 – 6; 7 – 10; 11 – 12);
- a description of the quality assurances mechanisms employed by the faculty to track and verify that practicum placements for TASL candidates take place in each division and under the supervision of an Ontario certified teacher.

In consideration of the unique nature of certification to teach across all divisions, and the unique challenges in arranging placements, the committee would consider field experiences gained through alternative teaching experiences comparable to divisional experience as satisfying this practicum requirement in up to two divisions. Options could include enabling Native Language teacher candidates to observe practicing Native language teachers in up to two divisions remotely through videoconferencing or previously taped videos with guided discussion and reflection facilitated by a faculty member or associate teacher. The summer sessions of the program may also present opportunities for alternative experiences for observation and teaching of students at various grade levels.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Two years would allow the present cohort to complete the program, with changes instituted for the next cohort. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 8 will be fully satisfied for the TASL program.

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 a requirement for successful completion of the TASL program.

Candidates must achieve a pass in each practicum placement to successfully complete the TASL program. Associate teachers are encouraged to notify the Principal of Aboriginal Programs if a candidate is experiencing difficulty during a placement.

The Registrar of Nipissing University confirms that successful completion of the practicum is a requirement for successful completion of the program, and this policy is contained in the Nipissing Academic Calendar. Staff members in the Registrar's Office complete a visual scan of each candidate's degree documentation to verify that the practicum experiences were successful before reporting teacher candidates to the Ontario College of Teachers.

Conclusion

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

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 TASL program are appropriate in relation to the divisions to which they relate.

The method courses offered in the TASL program include three courses in Ojibwe Methodology, three courses in Technology and Learning Materials for teaching Ojibwe and three courses in Ojibwe Team Teaching. Teacher candidates take these method courses in each session occurring over one of the three summers of the TASL program. The teaching method courses include content for teaching in the Primary, Junior, Intermediate and Senior divisions with an emphasis on the Primary and Junior divisions.

In the first session courses, a focus is placed on the Primary and Junior divisions. For example, the Ojibwe Team Teaching course includes a focus on team building to work collaboratively on lessons for the Primary/Junior divisions. In the second session there is a continuation of Primary/Junior methodology with an introduction to some Intermediate division methodology. The Ojibwe Team Teaching course in the second session includes working collaboratively to develop effective lessons for the Intermediate Division. Teacher candidates teach an Intermediate lesson with teacher and peer assessment. In session three, some Senior division methodology is introduced. Overall there is less focus on Intermediate/Senior methodology since most teacher candidates are likely to work in elementary schools. The approach to teaching the Ojibwe language taken by the program has less focus on teaching to specific grade levels and concentrates more on teaching to the range of levels of language learner abilities.

Conclusion

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

Requirement 11

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

Findings

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

As with the teaching method courses, the two foundation courses in the TASL program are offered over the three sessions of the program. Sessions two and three expand or build on the information candidates receive in the first session. The primary foundation course offered over the three sessions, Education & Schooling/ Educational Psychology/Special Education is subdivided into strands that cover both human learning and development and legislation and government policies relating to education. The theory course, The Ojibwe Language course is similarly scaffolded, and covers human learning and development and legislation and government policies as they relate to Anishnaabe language, culture, and philosophy of education.

Candidates explore human development and learning through course work on the developmental stages of student learning, high and low incidence learning exceptionalities, causes of inappropriate student behaviours, the links between learning exceptionalities and poor student performance, and the teacher's role in working with special needs students. In the first session, teacher candidates learn about Individual Education Plans (IEP). In subsequent summer sessions candidates explore the IEP and Identification, Placement and Review Committee (IPRC) processes through case studies, current research readings and personal experiences (incident reports). In each subsequent summer session, specific strategies for special needs identification, modifications and assessment are developed.

Legislation and government policies relating to education are covered in each summer session in the Education and Schooling strand of the Education & Schooling/ Educational Psychology/Special Education course. Legislation and government policies documents utilized in the first session include: *The Education Act*, *The Ontario College of Teachers Act*, the *Ontario Human Rights Code*, the *Charter of Rights and Freedoms*, the *Ontario College of Teachers' Foundations of Professional Practice* and the *Ethical Standards for the Teaching Profession*, as well as other relevant sections of provincial and federal statutes. Ontario College of Teachers documents such as the *Foundations of Professional Practices* and *First Nations, Metis and Inuit Conversations* are further explored in the second session. Some of the relevant Ministry of Education documents used in all three sessions as well as in most methods courses include: *The Ontario Curriculum Grades 1-9, Native Languages, 1999*; *The Ontario Curriculum Grades 11-12, Native Languages, 2000*; *The Ontario Curriculum Grades 1-8, Native Languages, 2001*, *The Ontario Curriculum Grades 1-12, and Native Languages: a Support Document for the Teaching of Language Patterns, Ojibwe and Cree, 2002*. The second session makes specific reference to special education policy documents such as *The Education Act: On Special Education*, *Highlights of Regulation 181/98*, the *Individual Education Plan: A Resource Guide (2004)*, *Special Education: A Guide for Educators*, and *Special Education Funding Guidelines*.

Anishnaabe community members and Elders work with teacher candidates in the three sessions of the teaching theory and foundation courses to bring an Aboriginal interpretation and perspective to legislation and government policies that impact on Native language classrooms at all grade levels. Aboriginal research and awareness of specific government policy related to Aboriginal education such as the FNMI Framework and Indian Control of Indian Education is a topic discussed in a number of courses.

Conclusion

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

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 TASL program are an appropriate combination of persons with appropriate academic qualifications, are practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

All faculty members assigned to the program have an undergraduate Bachelor's degree. More than two thirds of the faculty members teaching in this program have a Bachelor of Education degree, while an additional 22% hold teaching qualifications specific to Aboriginal children. The remaining faculty members, while not holding specific Bachelor of Education qualifications, have both an MEd and an Education Doctorate, combined with 14 years of teaching experience in First Nation community based schools. In addition, more than 75% of the faculty has graduate degrees and doctoral degrees (either PhD or EdD).

All faculty are practitioners with appropriate experience in the field of education as all of the faculty teaching in this program have five or more years' experience teaching at the elementary or secondary level. Forty four percent of the faculty members have taught in the elementary panel, 33% have taught in the secondary panel, and 23% of the current faculty have experience in both panels. The faculty is comprised of persons with appropriate expertise in the divisions of the program. As the program focuses on the teaching of Anishnaabemwin for candidates who are of Aboriginal ancestry, a number of faculty members in the program have extensive experience working in Aboriginal educational environments. Although one faculty member is a speaker of the Native language, this is appropriate at the present time for the size of the program.

In addition to the formal qualifications of faculty members, this program is supported by community Elders. Elders from neighbouring First Nation communities meet teacher candidates regularly, informally in gatherings and cultural activities, or as part of the formal delivery of course curricula. In addition, members of neighbouring First Nation communities with specific knowledge of traditional practices are invited to conduct workshops for teacher candidates, faculty and support staff.

Conclusion

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

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 Schulich School of Education at Nipissing University maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the TASL program.

Nipissing abides by the *Personal Information Protection and Electronic Documents Act* (PIPEDA) and the *Freedom of Information and Protection of Privacy Act* (FIPPA). The office of the Registrar also maintains memberships in the Ontario Universities Registrars Association (OURA) and the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

The Office of the Registrar is responsible for admissions and maintenance of student records, in accordance with policies approved by the Nipissing University Senate. Upon admission to the University, the Registrar's office maintains both a paper file and an electronic file for each teacher candidate, detailing aspects of student life at the University. Paper files are stored in filing cabinets in the Office of the Registrar for the time that the teacher candidate is enrolled at the University. After the teacher candidate has completed the program, their paper file is archived within the Office of the Registrar. Files are only accessible by the teacher candidate, the dean and the director of Aboriginal education. Limited read-only access to electronic enrollment data is granted to other university personnel related to their job requirements. Paper storage is locked, and access is limited, with access only through the Office of the Registrar. The University retains the right to destroy paper records after a period of seven years, though there has not been a paper record purge for more than ten years. Electronic files are currently kept in perpetuity.

The University uses a commercial registration system called Datatel. Within the University the Datatel system is known as NUSIS - Nipissing University Student Information System. This system is backed up daily and its servers are stored in video monitored secure facilities that are equipped with sprinklers. Access is controlled by individual passwords and the system is very closely monitored for employee access and aberrations.

Conclusion

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

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 Schulich School of Education at Nipissing University is generally committed to continuous improvement and quality assurance for the TASL program and has implemented many measures demonstrating that commitment. Additional information is required to verify that appropriate quality assurance measures have been implemented related to language proficiency for graduates of the TASL program.

The Schulich School of Education at Nipissing University is generally committed to continuous improvement and quality assurance of the TASL program. Strategies are in place for collecting feedback from participants in the program for the purpose of program review. Feedback about the program is provided through surveys or community consultations, and changes to the program are made. For example, based on feedback from teacher candidates and faculty, the second cohort of the program has received an additional instruction on second language teaching. This was a change from the first cohort, where the program placed a greater emphasis on general teaching.

The Program Director consults with faculty on a regular basis about the TASL program using tools such as formal and informal surveys, emailed questions, and formal face-to-face faculty meetings. The results of the program evaluations completed by teacher candidates are circulated to the faculty and reviewed.

One instructor in the TASL program is a fluent, qualified Ojibwe teacher with both elementary and secondary teaching experience in public and community schools. The instructor's ability to speak and write in a language that is presently in a critical stage of language revitalization supports the quality of the TASL program. It is unclear to the Accreditation Committee if the Schulich School has plans for future hiring that would assure the maintenance and growth of the quality of the Anishnaabemwin language in the TASL program.

While acknowledging general quality assurance and continuous improvement policies and processes implemented with regard to the TASL program, the Accreditation Committee has concerns regarding implemented policies and practices to assure that teacher candidates reported to the College for a Transitional or General Certification of Qualification and Registration have an acceptable degree of language fluency for teaching Anishnaabemwin as a Second Language in the Primary, Junior, Intermediate and Senior divisions. In a multi-session program, a Transitional Certificate of Qualification and Registration may be issued for six years with a possible one year extension under special circumstances, after completing the first session of the program. In this case, a transitional certificate may be issued prior to teacher candidates completing the first practicum.

The TASL program is intended for individuals with fluency in Anishnaabemwin, as it qualifies teachers to teach this language in all divisions. Currently, the language eligibility of applicants to the TASL program is determined by referees from the community, and admission is based on a Statement of Fluency Form – Referee Attestation signed by a member of the applicant’s First Nation community. Applicants provide two letters of recommendation attesting to their ability to speak the language. Those who can attest to fluency include Band Council members, the Education Director, an Education Authority member, a member of a First Nation’s Cultural Committee or similar organization, a Principal of a band school that uses the Ontario curriculum, and an Ojibwe language teacher certified by the Ontario College of Teachers. Referees certify that the applicant has a substantial oral fluency and a basic understanding of the Ojibwe writing system necessary for entrance into TASL Program. However, there are no exclusions as to who can be a referee. For example, immediate family are not excluded from providing an attestation, and the Schulich School of Education relies on the First Nation community’s endorsement of applicants’ speaking ability. Subsequently, the language instructor determines the individual’s oral fluency and written fluency when candidates are registered in the program. Since fluency levels are determined later by instructors once the candidates have already entered the TASL program, faculty expect that candidates will receive the additional support of their community in order to continue to build fluency in the language as they move through the program.

TASL program staff members acknowledge that persons in First Nations communities recommend teacher candidates to the program who do not necessarily possess an acceptable degree of language proficiency at the time of admission but who, in their opinion, would make good teachers. As a result of this open policy, teacher candidates with varying degrees of language proficiency enroll in the program. Without a further quality assurance or a practicum placement in the first session, these candidates may be reported to the College for a Transitional Certificate of Qualification and Registration after the first six week session of the program. There is evidence from faculty to suggest that some candidates in the program are not yet proficient speakers.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is substantially satisfied for the TASL program.

Reasons for the Conclusion

The committee acknowledges that Nipissing University has the authority to set and monitor admissions standards for the TASL program. There is an agreement between the university and the local First Nations’ communities regarding the selection and recommendation of participants to the program by the communities. The Accreditation Committee accepts the Accreditation Panel’s recommendation that the Schulich School must implement further measures to assure that the teacher candidates they are reporting to the College have the acceptable degree of fluency for teaching the Native language across all divisions. In consideration that the accreditation application is for a multi-session program that qualifies candidates to teach after the first session with a Transitional Certificate of Qualification and Registration, the committee is of the opinion that an acceptable degree of fluency must be confirmed before candidates complete the first session.

The committee believes that the Schulich School of Education at Nipissing University will ensure that the TASL program satisfies all aspects of Requirement 14.

Fully satisfying Requirement 14 is contingent upon the Dean of the Schulich School of Education at Nipissing University submitting evidence acceptable to the Accreditation Committee that the permitted institution is committed to quality assurance of the TASL program with regard to assuring language proficiency for candidates reported to the College for certification and has implemented measures demonstrating that commitment. For example, the Dean might provide evidence such as:

- a quality assurance mechanism prior to admission or completion of the first session of the multi-session program that assures candidates in the TASL program reported for a Transitional Certificate of Qualification and Registration have an acceptable level of language fluency for teaching the Native language across all divisions
- a description of specific institutional policies and processes related to language proficiency admission or exit standards that assure graduates of the TASL program reported for a Certificate of Qualification and Registration possess an acceptable degree of language fluency for teaching the Native language across all divisions
- a description of institutional measures that demonstrate a commitment to supporting candidates to develop, as necessary, an acceptable degree of language proficiency for teaching the Native language across all divisions prior to being reported to the College for certification, such as:
 - providing additional language courses to support improving teacher candidate language proficiency throughout the duration of the program if there is not an acceptable level for certification as deemed by the university, and
 - if a teacher candidate does not meet an acceptable language proficiency level appropriate for reporting the teacher candidate to the College for certification, a commitment that the Schulich School of Education will withhold reporting the teacher candidate for a general or transitional certificate of qualification and registration until that time when the proficiency level is determined as acceptable for teaching the Native language across all divisions.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 14 will be fully satisfied for the TASL program.

Requirement 15

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

Findings

The evidence indicates that the Nipissing University Aboriginal Council on Education (NUACE) that has some objectives similar to those of a Teacher Education Advisory Committee, and functions in an advisory and liaison capacity in relation to the TASL program.

The Nipissing University Aboriginal Post-Secondary Education Strategy, 2009 confirms that the NUACE is in place to advise the University on matters affecting Aboriginal learners. Membership on NUACE includes representatives of Aboriginal communities and organizations. NUACE has direct participation in the Nipissing University governance to review, recommend, assess and advocate for all programming and activities specifically designed for Aboriginal students and to promote engagement with the Aboriginal community. NUACE has representatives on the Board of Governors and the University Senate.

NUACE functions in the same way for the TASL program as a Teacher Education Advisory Committee (TEAC) functions for the other pre-service programs. While the TEAC meets once or twice a year, the NUACE meets four times a year, once in every quarter. The mandate and objectives of NUACE allow for it to serve in both an advisory and liaison capacity. TEAC reports come through faculty council and are reported annually, while NUACE meeting minutes go directly to Senate. Further, NUACE approval is required before anything related to Aboriginal programming is forwarded to the Nipissing Senate for their approval.

NUACE is responsible for all Aboriginal students in all programs at Nipissing University, including the TASL program. NUACE reports are given to the President of the University who has attended meetings regularly since the winter of 2013. There are four official members of NUACE and five resource members. The Principal of the TASL program attends all NUACE meetings and acts as a resource person for the TASL program. The TASL Program Director brings any TASL program information or issues to the attention of the NUACE committee. Faculty may come to NUACE to seek First Nations community members who can act as a resource for the program.

Conclusion

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

Decision of the Accreditation Committee

General Accreditation with Conditions

For the reasons set out above, the Accreditation Committee finds that the following program of professional education offered by the Schulich School of Education at Nipissing University substantially satisfies requirements 3, 6, 8 and 14 and fully satisfies all other requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Multi-session consecutive program of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education, (known as Teacher of Anishnaabemwin as a Second Language program or TASL).

The Accreditation Committee grants general accreditation with conditions as noted below to this program for a period of time that expires on the same date as the general accreditation period expiry date for other accredited programs of professional education at the providing institution (June 23, 2016) or an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirement 3 Conditions:

Fully satisfying Requirement 3 for the TASL program is contingent upon the Dean of the Schulich School of Education submitting evidence acceptable to the Accreditation Committee that the program is consistent with and reflects the College's Standards of Practice and Ethical Standards.

To fully satisfy this condition, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- teacher candidate assignments that indicate the use of the current Standards (2006)
- visuals supporting that the Standards are visible throughout the School of Education
- distributing copies of the Standards to teacher candidates and infusing their use more explicitly within the program
- measures that demonstrate that faculty members are ensuring that their courses are consistent with and reflect the Standards.

The Dean must submit this evidence to the College within 12 months of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 3 will be fully satisfied for the TASL program.

Requirement 6 Conditions:

Fully satisfying Requirement 6 for the multi-session consecutive TASL program is contingent upon the Dean of the Schulich School of Education at Nipissing University submitting evidence acceptable to the Accreditation Committee that the first session of the TASL program provides for appropriate methods instruction to teach Native languages in the Intermediate/Senior divisions.

To fully satisfy this condition, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- teaching methods for Native language course outlines that indicate all divisions have had subject material covered in the first session of the multi-session program, and
- teacher candidate assignments related to teaching methods for Native language courses that indicate all divisions have had some subject material covered in the first session of the multi-session program, and
- readings for teaching methods for Native language courses that indicate all divisions have had some subject material covered in the first session of the multi-session program, or
- other evidence that candidates teaching on a transitional Certificate of Qualification and Registration are prepared to teach Native languages in the Intermediate/Senior divisions after the first session of the program.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for the TASL program.

Requirement 8 Conditions:

Fully satisfying Requirement 8 is contingent upon the Dean of the Schulich School of Education submitting evidence acceptable to the Accreditation Committee that the practicum enables every teacher candidate to participate in settings related to each division.

To fully satisfy this condition, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- program artifacts to verify that practicum experiences for the areas of concern reflect the regulatory standard, such as a summary chart or copies of completed practicum assessment forms identifying the divisions and subject areas taught,
- a plan that acknowledges and addresses the faculty's intention to supplement the practicum experience to enable TASL teacher candidates to participate, where feasible, in a practicum setting related to teaching in all of the divisions that certified Native Languages candidates can teach (K – 3; 4 – 6; 7 – 10; 11 – 12);
- a description of the quality assurances mechanisms employed by the faculty to track and verify that practicum placements for TASL candidates take place in each division and under the supervision of an Ontario certified teacher.

In consideration of the unique nature of certification to teach across all divisions, and the unique challenges in arranging placements, the committee would consider field experiences gained through alternative teaching experiences comparable to divisional experience as satisfying this practicum requirement in up to two divisions. Options could include enabling Native Language teacher candidates to observe practicing Native language teachers in up to two divisions remotely through videoconferencing or previously taped videos with guided discussion and reflection facilitated by a faculty member or associate teacher. The summer sessions of the program may also present opportunities for alternative experiences for observation and teaching of students at various grade levels.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Two years would allow the present cohort to complete the program, with changes instituted for the next cohort. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 8 will be fully satisfied for the TASL program.

Requirement 14 Conditions:

Fully satisfying Requirement 14 is contingent upon the Dean of the Schulich School of Education at Nipissing University submitting evidence acceptable to the Accreditation Committee that the permitted institution is committed to quality assurance of the TASL program with regard to assuring language proficiency for candidates reported to the College for certification and has implemented measures demonstrating that commitment.

To fully satisfy this condition, the Dean could provide detailed evidence of the following, for example, for the committee to consider:

- a quality assurance mechanism prior to admission or completion of the first session of the multi-session program that assures candidates in the TASL program reported for a Transitional Certificate of Qualification and Registration have an acceptable level of language fluency for teaching the Native language across all divisions
- a description of specific institutional policies and processes related to language proficiency admission or exit standards that assure graduates of the TASL program reported for a Certificate of Qualification and Registration possess an acceptable degree of language fluency for teaching the Native language across all divisions.
- a description of institutional measures that demonstrate a commitment to supporting candidates to develop, as necessary, an acceptable degree of language proficiency for teaching the Native language across all divisions prior to being reported to the College for certification, such as:
 - providing additional language courses to support improving teacher candidate language proficiency throughout the duration of the program if there is not an acceptable level for certification as deemed by the university, and
 - if a teacher candidate does not meet an acceptable language proficiency level appropriate for reporting the teacher candidate to the College for certification, a commitment that the Schulich School of Education will withhold reporting the teacher candidate for a general or transitional certificate of qualification and registration until that time when the proficiency level is determined as acceptable for teaching the Native language across all divisions.

The Dean must submit this evidence to the College within two years of receipt of the Accreditation Committee's written decision. Once the Dean provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 14 will be fully satisfied for the TASL program.

As required in subsection 16(1) of Accreditation Regulation 347/02, Accreditation of Teacher Education Programs, the Dean of the Schulich School of Education shall submit to the Accreditation Committee, within six months of the Accreditation Committee issuing this decision, a plan outlining the proposed methods and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the Accreditation Committee on the progress in satisfying the conditions.