

# **Accreditation Committee Decision**

**Department of Education  
Redeemer University College**

## **Application for Renewal of Accreditation**

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

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

**Accreditation Committee  
Ontario College of Teachers  
April 26, 2018**

**Ontario  
College of  
Teachers  
Ordre des  
enseignantes et  
des enseignants  
de l'Ontario**

## **Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Department of Education, Redeemer University College**

### **Introduction**

The Department of Education at the Redeemer University College submitted an application on November 15, 2017 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 Junior/Intermediate divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree

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

1. conduct a review of the aforementioned 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 four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

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

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Department of Education, Redeemer University College, including the Dean's responses to the panel's questions. The accreditation panel conducted a site visit at the Department of Education's campus located in Ancaster, Ontario between January 28, and February 2, 2018. During the site visit, the accreditation panel toured the facilities where the programs were offered. As well, the panel conducted interviews and reviewed teacher candidate work samples. During the site visit, the panel considered additional documents and information presented during the interviews.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus,

e-mails sent by the Department of Education to various stakeholders, and notices on the College's website and through social media. The panel considered the public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Department of Education, Redeemer University College. The final panel report submitted to the Accreditation Committee considered the comments provided by the Chair, Department of Education, 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 Department of Education at Redeemer University College qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated March 23, 2018, a response from the Chair, Department of Education to the panel's draft report dated March 9, 2018, 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 April 26, 2018**

### **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 Department of Education at Redeemer University is a permitted institution.

In Regulation 347/02, a permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly.

The Department of Education is part of Redeemer University. Redeemer University has the power to confer university degrees under subsection 1(2)(c) of *An Act to Incorporate Redeemer University*.

The Senate of Redeemer University College unanimously approved the establishment of the English Language Bachelor of Education on January 24, 2002. Legislation amended the degree granting powers of Redeemer University College to include the Bachelor of Education degree. Initial accreditation of the program by the Ontario College of Teachers occurred in April 2003.

As well, on April 4, 2008, the Accreditation Committee found that the Department of Education at Redeemer University College is a "permitted institution". The provider confirmed there was no change to the information provided.

#### **Conclusion**

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

**Requirement 1.1**

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

**Findings**

The evidence indicates that both programs offered by the Department of Education at Redeemer University College are four academic semesters, including the 80 days of practical experience required. Each semester consists of 15 credits for a total of 60 credits. Redeemer's four-semester program follows a traditional academic pattern: Year 1 Fall Semester (September – December), Year 1 Winter Semester (January – April), Year 2 Fall Semester (September – December), Year 2 Winter Semester (January – April).

The program offers three practicum experiences that total 80 days. The first in Semester 1 is 20 days, the second in Semester 2 is 30 days and the third in Semester 3 is 30 days. There is a fourth placement in Semester 4, which, if the candidate has 80 days practicum, may be a 30-day practicum experience, a 30-day field experience, or 15 days of each.

**Conclusion**

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

## **Requirement 2**

*The program has a clearly delineated conceptual framework.*

### **Findings**

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

The four strands of the conceptual framework are linked to the University Undergraduate Degree Level Expectations (UUDLEs) and are foundational to the template for the course outlines.

**Faithful Practice:** The provider seeks to educate teachers who are committed to their duties as articulated in the Education Act, that is, to teach diligently and faithfully the classes or subjects assigned to the teacher by the principal and to encourage the pupils in the pursuit of learning. This requires knowledge of the Ontario Ministry of Education curriculum, current theories of teaching and learning, as well as a commitment to the College's Ethical Standards and Standards of Practice for the Teaching Profession.

**Effective Practice:** The Department of Education provides teacher candidates with a comprehensive education in which they are exposed to and employ current and prevailing theories of learning and development.

**Reflective Practice:** Reflective practice helps candidates to confront their own beliefs and assumptions about learning and students. The provider is committed to preparing graduates who will use reflection as a means of integrating theory and practice, enhancing student learning, and ongoing professional learning.

**Professional Practice:** The Department of Education ensures that graduates understand the moral, legal and professional obligations that come with teaching as a career.

### **Conclusion**

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

### **Requirement 3**

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

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

### **Findings**

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

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

Evidence indicates that the design of the programs of teacher education is consistent with the College's Standards. The Standards are directly addressed in one of the UUDLEs under the category Maturity and Professional Capacity, which expects graduates to "Embody the professional obligations of members of the Ontario College of Teachers, specifically, the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession". The UUDLEs are central to the Department of Education's course template. As well, the five standards of practice serve as the titles for the categories in the practicum evaluation forms. Several of the criteria align with the College's description of the Standards. For example, the third strand under the category Commitment to Students and Student Learning asks the associate teacher to determine whether candidates model "a positive attitude and the College's Ethical Standards, Care, Respect, Trust and Integrity". As a further example, under the category Professional Knowledge, the first strand requires associate teachers to determine if the candidate "knows the subject matter appropriate for the grade levels taught."

During practicum, the standard of Commitment to Students and Student Learning serves as a basis for learning and assessment. Candidates are encouraged to help students discover meaning and insight for living and learning, develop knowledge skills, and attitudes for further schooling, model a positive attitude and the College's Ethical Standards, demonstrate concern for personal character growth, project empathy, fairness and respect for diversity, and share curiosity, enthusiasm and a joy for learning.

### **Current Research in Teacher Education**

Evidence indicates that four research principles inform the programs, Coherence and Integration, Benefit of Teacher Candidate Cohorts, Reflective Practice and Research in Teacher Education by the Department of Education. The first principle is underpinned by the research of Darling-Hammond (2006) concerning the

effectiveness of teacher education programs that make strong connections between coursework and the practicum. The Department of Education links the research principles to its mission to provide teacher education for faithful, effective, reflective, professional practice. Coherence and integration are also enhanced by the link between theory and practice.

The second research principle is informed by the research of Beck and Kosnik (2012) about the effectiveness of cohorts in creating stronger links between theory and practice. Teacher candidates are grouped with colleagues in method courses that give them ample opportunity for collaboration, group work and reflection.

The third principle states that the Department of Education is committed to reflective practice as conceptualized by Schön.

The fourth principle is faculty research. For example, two professors explore candidates' conceptions of literacy and multimodal literacies, which they integrate with their courses. One of those professors has also researched children's literature, focusing on picture books and the social messages they teach.

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

Evidence indicates that the integration of theory and practice is an important aspect of the program design in that theory flows into practice and then back into theory in a cyclical manner.

Method courses in the Primary/Junior and Junior/Intermediate divisions such as Literacy and Mathematics are scheduled to occur prior to the divisional placement. As well, foundation courses such as classroom management and differentiated instruction occur before, during and after practicum.

### **Conclusion**

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

### Requirement 3.1

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

#### Findings

The evidence indicates that both programs enable teacher candidates to acquire knowledge and skills in each of the elements set out in Schedule 1. The core elements are embedded in method and foundation courses, course assignments and practicum placements.

#### Curriculum Knowledge

Teacher candidates take method courses that reference the Ontario Curriculum 1-8.

Elements 1 and 2. All course outlines for the Primary/Junior division method courses in the six core content areas (The Arts, Health and Physical Education, Language, Mathematics, Social Studies and Science and Technology) reference the Ontario curriculum grades 1-8 in the corresponding subject matter. The Kindergarten program is also addressed. The Junior/Intermediate division method courses reference both the elementary curriculum grades 1-8 and the secondary curriculum grades 9 and 10.

The program offers a number of opportunities to prepare candidates to use current research in teaching and learning. For example, the essay assignment in *Multicultural Classrooms* asks candidates to find and use peer-reviewed literature to reflect on what it means to teach in a diverse environment.

#### Pedagogical and Instructional Strategies Knowledge

Courses, assignments and practicum placements enable teacher candidates to acquire knowledge and skills related to pedagogical and instructional strategies.

- Element 1. Candidates are introduced to the Education Quality and Accountability Office (EQAQO) as an example of large-scale educational research in the *Professional Teaching Seminar*. Candidates complete in-class assignments using local EQAQO results in the Winter literacy courses in order to become acquainted with the uses of data to identify and address particular issues.
- Element 2. Candidates learn how to use technology as a teaching tool in the dedicated technology course. Topics in the course include the role of technology in education, social media as curriculum, the use of interactive whiteboards, and web-based learning tools.
- Element 3. The program integrates inquiry-based learning in various courses. For example, in *Classroom Management*, the class participates in an action-research (inquiry) assignment that seeks to understand what causes student misbehavior, how such misbehavior affects learning

and what can be done about it. This action-research happens over the length of the six-week practicum and involves prediction, observation, and class conclusions.

- Element 4. Theories of Learning and Teaching and Differentiated Instruction are addressed in two mandatory courses: *Development and Learning* and *Differentiated Instruction*.
- Element 5. Candidates learn about Classroom Management and Organization in *Classroom Management*. Teacher candidates gain an understanding of student behaviour and motivation, progressive discipline, restorative approaches, and their role in establishing a safe learning environment. The course also includes a focus on managing common problems (non-verbal and verbal interventions).
- Element 6. Information about child and adolescent development is found in Requirement 11: Human Development and Learning. Transitions from one division to another are addressed in relation to child development.
- Element 7. Student observation, assessment and evaluation are addressed in all method courses. Ultimately, candidates put into practice all they have learned in this area in their practicum experiences.

In the course *Curriculum Foundations*, teacher candidates have four classes about assessment. The first deals with general concepts of assessment; the second reviews *Growing Success*; the third reviews the Assessment Planner of the Ontario Curriculum Unit Planner and the fourth requires candidates to bring in a first draft of a unit plan for an in-class peer evaluation.

- Element 8. Evidence of supporting English Language Learners (ELLs) is addressed in *Special Education and English Language Learning*. The course outline instructs teacher candidates to familiarize themselves with the Ontario Ministry Document *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom*.
- Element 9. Information about pedagogy, assessment and evaluation for specific curriculum areas is found in Requirement 10.
- Element 10. Supporting students with special education needs. Supporting Students with Special Education Needs is addressed in detail in *Special Education and English Language Learners*. Special Education law is also covered in *Systems of Education*.

### **The Teaching Context Knowledge**

Evidence indicates that both programs include the elements to prepare teacher candidates for teaching in the Ontario context.

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

- Element 1. Topics related to Mental Health, Addictions and Well-being are addressed as a seminar topic – Mental Health Awareness - in the *Professional Learning Seminar*, and as a topic in the course, *Classroom Management*. Candidates review two Ministry of Education documents, *Supporting Minds* and *Caring and Safe Schools*, as they consider mental health in the classroom and identifying and working through anxiety and mental health challenges.
- Element 2. Professional Relationships with Colleagues is covered in the course *Systems of Education* as it examines the legal responsibilities and relationships between the Ontario College of Teachers and Teacher Federations and the rights and responsibilities of students and parents.
- Element 3, 4, 5. The program includes coursework and practicums that allow teacher candidates to experience the Ontario school context. In *Multicultural Classrooms*, candidates are given the opportunity to explore the multicultural classroom that is the reality in Ontario. Candidates also discuss their professional, ethical, and legal obligations to provide a safe and caring classroom in *Systems of Education*.
- Indigenous Perspectives, Cultures, Histories and Ways of Knowing are addressed in detail through a foundational Indigenous Education course. These perspectives inform learning in other aspects of the program as well.
- Safe and accepting schools is approached through the examination of two Ministry of Education documents, *Supporting Minds* and *Caring and Safe Schools* in *Classroom Management* and through *Systems of Education* in which one of the course topics is Ensuring Safe Classrooms and Schools. Mandatory Readings include Ontario Ministry of Education Policy Memoranda such as *Reporting of Children in Need of Protection*, *Reporting Violent Incidents to the Ministry*, *Safe Arrivals*, *The Provincial Code of Conduct*, long-term suspensions, bullying prevention, progressive discipline and *the Provincial Model for a Local Police, School Board Protocol*.
- Element 6. In *Systems of Education*, candidates learn about the rights of parents, as well as how to deal with parental harassment and difficult conversations. In *Engaging Literacy in the Primary*

*Grades*, candidates work on a comprehensive take-home project that involves parental communication in the learning process. One of the classes addresses the topic of the rights and responsibilities of parents.

**Conclusion**

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

## **Requirement 4**

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

### **Findings**

The evidence indicates that the program 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 programs for both programs reviewed.

### **Current**

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

### **Ontario Curriculum**

Confirmation that the program curriculum references the Ontario Curriculum is reported in the category of Curriculum Knowledge in requirement 3.1.

### **Current Research**

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

### **Wide Knowledge Base**

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

### **Conclusion**

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

## **Requirement 5**

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

### **Findings**

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

### **Theory, Method and Foundation Courses**

The program of professional education offers appropriate method and foundation courses for both Primary/Junior and Junior/Intermediate streams of the concurrent program.

Method courses cover all subject areas for teacher candidates in both streams, and for those preparing for certification in the Intermediate division, method courses are offered in their teachable subject.

Foundation courses common to all teacher candidates are *Development and Learning, Social Foundations & Introduction to Teaching, Curriculum Foundations, Multicultural Classrooms in a Global Context, Digital Technology for Learning, Classroom Management, Indigenous Education, Differentiated Instruction, History and Philosophy of Education, Systems of Education, Special Education & English Language Learning, Professional Learning Seminar.*

Intermediate candidates can declare an Intermediate teaching subject in one of the following areas: Dramatic Arts, English, French, Geography, Health and Physical Education, History, Mathematics, Music – Instrumental or Vocal, Visual Arts, Science – General, and Religious Education in Catholic Schools.

The program ensures that candidates have at least 3.0 credits of study in their declared intermediate teaching subject.

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

The course content of the program makes appropriate provision for the application of theory in practice. The program includes course work and assignments that provide opportunities to acquire knowledge, theories and skills that students then may apply in their practicum placements.

Assignments in course work make provision for the application of theory in practice. Candidates prepare lessons plans, reflections, and inquiries in courses and then have the opportunity to practise during practicums. Six-week practicum experiences are paired with a foundation course to address key theoretical and practical issues that serve to support teacher candidates.

**Conclusion**

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

## Requirement 6

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

### Findings

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

The structure of the concurrent and consecutive programs for each of the Primary/Junior divisions and the Junior/Intermediate divisions is the same. The BEd program is a four-semester program offered over the fall and winter of two successive years. Candidates begin their first practicum placement immediately in their first semester of study, serving a minimum of 20 days (100 hours) practicum. This practicum is part of foundation courses *Development & Learning* and *Social Foundations & Introduction to Teaching* and involves observation and teacher assisting. The next three semesters involve six-week practicum placements. Expectations for teaching time and achievement increase throughout these three semesters.

The program includes method and foundation courses scheduled to increase candidates' success in their practicum placements as well as to integrate theory and practice. The courses *Development & Learning* and *Social Foundations & Introduction to Teaching* integrate learning theory and psychology with the first 20 days of practicum placement. Candidates engage in active reflection during this practicum placement. Practicums are designed so that candidates complete a placement in their lower grade division in semester two and their upper division in semester 3. That is, Primary/Junior division candidates are placed in a primary grade in semester two and a junior grade in semester three. Junior/Intermediate division candidates are placed in a junior grade in semester two and an Intermediate grade in their area of study in semester three. This enables Redeemer University College to schedule math and literacy curriculum courses for the Primary/Junior divisions and for the Junior/Intermediate divisions immediately prior to the placements divisional placement. These subjects are scheduled immediately prior to the placement, because they provide teacher candidates with the required knowledge in the division. Additionally, students in the Junior/Intermediate division take an intermediate division course devoted to their area of study during the six weeks prior to their intermediate placement. Practicum experiences in semesters two, three and four are also preceded by foundation courses that address important topics for candidates at this particular stage in their education.

In these courses, candidates are given the opportunity to learn theory and strategies related to practicum and to reflectively consider how these approaches work for them and their students. These courses include: *Classroom Management* in Semester two, *Differentiated Instruction* in semester three, and the *Professional Learning Seminar* in semester four. These courses provide foundational learning, which teacher candidates can then apply in practicums.

The semester four course, the *Professional Teaching Seminar*, is designed to allow candidates, before, during and after the seminar to discuss and reflect upon the practicum or field experience and to attend a variety of presentations from guest speakers from the profession about such topics as differentiated instruction, orientation for practicum, professional practice and reflection. The course allows teacher candidates to deepen their understanding of the Standards of Practice and the Ethical Standards and how to apply them to their teaching practice.

**Conclusion**

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

## **Requirement 7**

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

### **Findings**

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

Teacher candidates receive ongoing formative and summative assessment throughout the program from course instructors, faculty advisors and associate teachers.

Candidates are informed of their progress in a number of ways. They are given course outlines that explicitly state how they will be assessed in their courses. During the course, the instructor provides feedback on an ongoing basis. Course assignments are returned to candidates to provide them with awareness of progress in the course. Candidates receive both formal and informal feedback through face-to-face meetings, emails, and comments on assignments.

The assessment of practicum is both formative and summative. Teacher candidates receive daily feedback from their associate teachers and formal post-observation written assessments.

Practicum guides outline the Department of Education's policy for associate teachers regarding the completion and submission of formative assessment at the mid-point of the placement and summative evaluation at the placement's end.

In addition to the ongoing formative assessment that occurs between the associate teacher and the teacher candidates, faculty associates observe and assess candidates three times during each 6-week practicum. These visits generally involve observation of teaching, assessment of written materials (daybook, journal, lesson and unit plans), conferences and suggestions for revision and improvement.

### **Conclusion**

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

## Requirement 8

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

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

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

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

## Findings

The evidence indicates that all requirements for the practicum requirement are addressed in both programs reviewed.

## Days of Practical Experience Appropriate to the Format and Structure

The program of professional education for the Primary/Junior divisions and the Junior/Intermediate divisions in the concurrent and consecutive education programs in the Department of Education include three practicum experiences and a fourth practicum or field experience.

The first – also called the Teacher Assisting Placement - in Semester 1 is 20 days.

The second in Semester 2 is 30 days.

The third in Semester 3 is 30 days.

The fourth is a practicum or field placement. Candidates who have met the practicum requirement of 80 days in an instructional setting in schools using the Ontario curriculum or in situations approved by the College can choose either a practicum or a field placement. It can be either a 30-day practicum placement, a 30-day field experience, or two 15 days sessions that can take place in a variety of settings.

Therefore, depending on their fourth semester placement, candidates may have 80, 95 or 110 days of practicum experience. Candidates' time in practicum is tracked using a

time card; if they are ill or absent, they use the fourth placement to satisfy the 80-day practicum requirement.

The practicum experiences for the Primary/Junior and Junior/Intermediate division cohorts are structured so that candidates have a placement in the lower of their two divisions in semester two, and in their higher division in semester three. The programs are designed so that method courses appropriate to the division (Literacy and Mathematics) are completed prior to the practicum placement.

### **Observation and Practice Teaching in an Instructional Setting - Ontario Curriculum**

The practicum includes observation and practice teaching in an instructional setting in schools or other situations that use Ontario curriculum or in situations approved by the College. Primary/Junior division candidates are placed in publicly funded schools for their 80-day practicum requirement. Junior/Intermediate division candidates may choose to serve their semester three intermediate division practicum in an independent high school that is inspected by the Ministry of Education and approved to offer the Ontario Secondary School Diploma (OSSD), uses the Ontario curriculum, and in which the associate teacher is a member in good standing of the Ontario College of Teachers. The schools include both denominationally affiliated and non-denominational independent schools.

Practicum experiences are designed to involve a gradual increase in candidates' responsibility from the first to the third practicum.

In semester one, teacher candidates serve 100 hours or 20 days of practicum (one or two days per week/two half days a week). This is described as a teacher-assisting experience in which the teacher candidates both observe and engage in teaching activities. The teacher candidates are assessed in this practicum.

At least two days of observation are suggested at the beginning of each placement for Semesters two and three, and if appropriate, in Semester four. The Practicum Guide provides suggestions for associate teachers in order to assist teacher candidates in their observations. These include studying an individual student, noting evidence of leadership, aggressiveness, hostility, conformity and withdrawal among the students; watching for specific method and procedures of instruction such as questioning, introducing activities, monitoring student feedback, maintaining class routines.

In Semester two, candidates spend at least two days of observation. By the end of the first week, they are expected to teach one or two days whole group lessons in a day. In semesters three to four, candidates also spent at least two days in observation, and are expected to teach one or two days of whole group lessons in a day by the end of the first week. Their teaching responsibilities gradually increase from 40% teaching by the end of the second week to 80 to 100%, by the end of week four or week five.

### **Divisions and Subject Areas**

The practicum enables every student to participate in settings related to the divisions in which they will be certified and where applicable in their teachable subject. The Student Practicum Placement Coordinator is the administrative liaison among the teacher candidate, the associate teacher and Redeemer University College. The Coordinator also communicates and interprets the practicum requirements to the various partners. The Practicum Coordinator arranges, administers and schedules the practicum with boards and principals as well as tracking the teacher candidate placements.

### **Experienced Associate Teachers**

An experienced teacher supervises and assesses the teacher candidate during the practicum. It is a practicum requirement that each student meet daily with their associate teacher in order that they may receive both formal and informal feedback regarding their performance.

### **Faculty Advisor**

A faculty member is appointed as an advisor to support, supervise and evaluate candidates during their placements. The faculty advisor meets the teacher candidate at least three times during their 6-week placements to support them and provide feedback to enhance effectiveness.

### **Conclusion**

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

## **Requirement 9**

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

### **Findings**

The evidence indicates that successful completion of the practicum is a requirement for successful completion of both programs reviewed.

In order to qualify for a Bachelor of Education at Redeemer University College, teacher candidates must successfully complete their practicums. Candidates must achieve a minimum grade established by the University College in the two practicum courses and in each of the subsequent practicum or field experience.

### **Conclusion**

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

## Requirement 10

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

### Findings

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

The program of teacher education at Redeemer includes method courses for all of the curriculum subject areas appropriate to the divisions to which they relate.

Teacher candidates in the Primary/Junior (Grades K-6) and Junior/Intermediate (Grades 4-10) cohorts take the following method courses: Teaching the Arts (Music, Visual Arts, Drama); Teaching Social Studies (History/Geography); Literacy K-3/Literacy 4-6 ; Teaching Math K-3/Teaching Math 4-6;Teaching Science; Teaching Health, P.E., and Dance; Literacy 4-6/Literacy 7-10; Teaching Math 4-6/Teaching Math 7-10.

All method courses rely on current Ontario Ministry of Education curriculum and embed Ministry policy documents, for example, *Growing Success* and *Learning for All*. Primary/Junior method courses cover the Ontario Curriculum for Kindergarten. Redeemer includes method courses for all of the curriculum subject areas appropriate to the divisions to which they relate.

Teachable subjects offered to teacher candidates in the Intermediate division are: Dramatic Arts, English, French, Geography, Health and Physical Education, History, Mathematics, Music, Instrumental or Vocal, Visual Arts, Science- General and Religious Education in Catholic Schools. Due to the small cohort size, some areas of study are delivered as independent studies courses.

Teaching strategies, lesson and unit planning, instructional approaches, curriculum delivery, and assessment and evaluation are addressed. All candidates receive a detailed view of pedagogy, assessment and evaluation through *Curriculum Foundations*. In these method courses, teacher candidates demonstrate their knowledge of how to address the various learning profiles of the students in their classroom, their understanding of the theory of teaching, knowledge of curriculum and students' learning strengths and needs. For example, in *Teaching Mathematics in the Primary Grades*, the recommended course text is Marian Small's (2013) *Making Math Meaningful*. Topics include the strands from curriculum, that is, Number Sense, Geometry and Spatial Sense, Patterning and Algebra, Data Management, Probability and Measurement. Candidates learn how to work with manipulatives and explore short term and long term planning, assessment strategies and curriculum connections. Assignments include a mathematics unit plan (3 lessons), a presentation for teaching a strand from the curriculum and collaborative work on 5 sets of problems based on concepts from the curriculum. Current curriculum and the Ministry of Education's 2012 Mathematics Inventory of resources are mandatory readings.

In another course *Teaching of Science Advanced*, the course text is Pedretti and Bellomo's (2015), *Explorations in Secondary School Science: Practice and Theory 7-12*. Each class focuses on 2 chapters that are mandatory readings from the text. Assignments include a 100-word research paper on a topic such as multicultural science education, environmental education, science and gender, science fairs, or teaching science with technology. A second assignment requires candidates to pick two physics topics from grades 7, 8, 9 and 10 and create a mind map of concepts to be taught, because "good science teaching requires excellent science content knowledge along with the ability to connect and sequence topics into logical ways to facilitate meaningful learning." Candidates are also required to develop a unit – aligned with their practicum placement – with at least 5 consecutive lessons, with full lesson plans – teach the unit on practicum and write a reflective piece about delivery of the unit.

### **Conclusion**

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

## Requirement 11

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

### Findings

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

### Human Development and Learning

All teacher candidates, in all divisions, complete the foundation courses *Development & Learning* and *Social Foundations & Introduction to Teaching* in which, human development and learning theories are the primary focus. Course topics include: cognitive development, constructivism, behaviourism, self, social and moral development, multiple intelligences, social cognitive views of learning, and motivation. As well, teacher candidates learn about the stages of development, about learning theories and how to integrate these theories related to human development and learning.

In addition, teacher candidates further explore issues of human development and learning in the following required courses *History and Philosophy of Education*, *Special Education*, the *Professional Learning Seminar*.

### Legislation and Government Policies

The foundation course *Systems of Education* is a required course for all teacher candidates in the program. Candidates examine topics such as special education and inclusive education, ethics and the law, supervision, negligence and liability for educators, *Duty to Report*, *Safe Schools*, professional issues, youth and law, as well as discipline. Teacher candidates are given the opportunity to relate the topics covered in this course with what they observe in their practicum experience.

Other courses address legislation and government policies relating to education. In the method course, *Literacy K-3*, the course objectives include developing an understanding of the ethical, legal, and professional responsibilities of teachers in their relationships with students, parents/guardians/caregivers, colleagues, community partners, the environment and the general public. As well, the objectives for *Special Education* indicate that teacher candidates will be able to articulate Ontario legislation related to special education.

### Conclusion

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

## Requirement 12

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

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

### Findings

The evidence indicates that the faculty members teaching both programs reviewed 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.

The Department of Education includes the following faculty members:

- Three full-time tenure/tenure track positions with a fourth beginning in July 2018.
- One full-time faculty member from another division at Redeemer teaching 340/341: Teaching Health and PE;
- 10 adjunct and part-time faculty.

Tenure/tenure track faculty members possess either a doctorate in education or their field of study. Adjunct/part-time faculty members qualifications include those possessing doctoral or masters degrees.

Part-time faculty who deliver independent study courses for teacher candidates in the Junior/Intermediate divisions are experienced teachers with qualifications ranging from doctoral to bachelor's degrees.

The faculty members teaching the program are an appropriate combination of persons with appropriate expertise in the divisions and components of the program. All faculty members hold certification in the divisions they are teaching except for those with experience in the field of study or area of study.

All but four faculty members are Ontario certified teachers. The exceptions all hold PhDs: an Associate Professor of Education who also serves as the Practicum Placement Supervisor; an Associate Professor of Kinesiology and Physical Education; the Drama and Storytelling Instructor and the French Instructor.

All but one of the teaching staff for the Primary /Junior and Junior/Intermediate divisions are experienced educators in those divisions and have from 15-25 years of teaching experience at the elementary level.

### Conclusion

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

### **Requirement 13**

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

#### **Findings**

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

There have been no substantive changes to the findings from the April 4, 2008 Accreditation Committee Decision that stated that the Department of Education at Redeemer University College maintained adequate internal controls to preserve the integrity of teacher candidate records relating to the concurrent and consecutive programs.

#### **Conclusion**

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

**Requirement 14**

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

**Findings**

The evidence indicates that the Department of Education at Redeemer University is committed to continuous improvement and quality assurance for both programs reviewed and has implemented measures demonstrating that commitment.

The Department of Education uses a number of measures to assure the quality of and to improve the program. These include, university wide evaluations, such as the institution quality assurance process (IQAP), course evaluation, exit interviews and a faculty designed longitudinal study. In addition, faculty collect feedback from teacher candidates on an informal and ongoing basis.

Through departmental staff meetings and individual meetings between administrators and faculty, results of data collected from teacher candidates, faculty and staff are discussed to determine ways in which the programs can be improved.

Faculty members seek informal feedback from teacher candidates, which they use to improve courses. The mathematics content in the program has been increased and the sequencing of the method courses and the practicums were realigned. Additionally, the Director of Teacher Education sought input on program design and used the advice to make changes.

The Department of Education also assesses the quality of the practicum using a number of strategies including formal and informal techniques.

**Conclusion**

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

## **Requirement 15**

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

### **Findings**

The evidence indicates that both programs reviewed have a Teacher Education Advisory Committee (TEAC) that functions in an advisory or liaison capacity in relation to the program.

There are terms of reference for TEAC. TEAC meets twice a year, acts in an advisory or liaison capacity and its membership is in accordance with the terms of reference. The TEAC is chaired by the Director of the Teacher Education Program.

The Director of Teacher Education solicits input on a variety of topics including the feasibility of engaging in the Extended Teacher Education Program, modifications to the practicum that would better serve the practicum schools and modifications to the Math teachable courses that would better prepare candidates.

### **Conclusion**

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

## **Decision of the Accreditation Committee**

For the reasons set out above, the Accreditation Committee finds that the following programs of professional education offered by the Department of Education, Redeemer University College 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 Junior/Intermediate divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, leading to a Bachelor of Education degree

The Accreditation Committee grants general accreditation to these programs for a period of seven years until April 26, 2025 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  
April 26, 2018**