



Accreditation Committee Final Decision

School of Education and Professional Learning Trent University

Pertaining to the General Accreditation of:

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

Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous

**Accreditation Committee
Ontario College of Teachers
June 14, 2022**

Table of Contents

Introduction	3
Requirements and Findings	5
Requirement 1	5
Requirement 1.1	6
Requirement 2	7
Requirement 3	9
Requirement 3.1	12
Requirement 4	21
Requirement 5	22
Requirement 6	24
Requirement 7	27
Requirement 8	30
Requirement 9	33
Requirement 10	34
Requirement 11	37
Requirement 12	39
Requirement 13	41
Requirement 14	42
Requirement 15	44
Decision of the Accreditation Committee	45

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the School of Education and Professional Learning, Trent University

Introduction

The School of Education and Professional Learning at the Trent University submitted an application on December 20, 2021 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous

In accordance with Regulation 347/02, Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

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

The four-person accreditation panel was comprised as follows:

- a roster member from the profession with specialized expertise in Indigenous education who is an educator in an accredited program of professional education
- a roster member from the profession with specialized expertise in teacher education program evaluation
- a roster member from the public
- a person nominated by the School of Education and Professional Learning at the Trent University.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the School of Education and Professional Learning at the Trent University. The accreditation panel conducted a virtual site visit on Tuesday, April 5 and 6, 2022. The site visit began with a welcome to the territory by the Chief of Curve Lake First Nation and an Elder-led opening. During the virtual site visit, the accreditation panel conducted interviews with teacher candidates, alumni, faculty members, program and practicum coordinators, TEAC/TELC members and associate

teachers involved with both programs. The panel engaged in a virtual video tour of the School of Education teaching and learning spaces, and the Bata Library.

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 emails distributed by the School of Education to various stakeholders, notices on the Trent's website and through social media. The panel considered the 18 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the School of Education and Professional Learning at the Trent University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean in response to the draft report.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated May 27, 2022, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

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 School of Education and Professional Learning at Trent University is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs. 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 School of Education and Professional Learning is part of Trent University. Trent University has the power to confer university degrees under subsection 4 (12)(f) of the *Trent University Act*. The Senate approved the School of Education and Professional Learning on September 24, 2002.

Conclusion

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

Requirement 1.1

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

Findings

The evidence indicates that the programs offered by the School of Education and Professional Learning at Trent University are four academic semesters, including the minimum 80 days of practical experience required.

The consecutive program and the professional years of the concurrent Indigenous program are delivered over four semesters. All candidates complete a fall and winter semester in both years of the program.

Teacher candidates in both programs complete 90 days of practicum completed over four blocks of time. A practicum block is completed in each semester of the program. An additional four-day practicum block occurs at the beginning of Semester 3. All candidates complete this block for the purpose of observing the start-up of a school year in a classroom.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

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

The conceptual framework for the School of Education's consecutive and concurrent programs centers around three core themes:

1. Education as a relational process for democratic, social and ecological justice
2. Caring as the primary driver of high-quality pedagogy
3. Experiential education methodology and community partnership

It is from these core themes that the program principles are derived. The program principles for the concurrent Indigenous program are expanded to respect Indigenous knowledge systems.

The conceptual framework is informed by academic scholarship in teacher education, teaching and learning, and Indigenous education. The framework also aligns with a number of foundational documents including the Undergraduate Degree Level Expectations (UDLE), Ontario College of Teachers' Standards of Practice, Trent's Vision and Mission, Association of Canadian Deans of Educations - Accords on Teacher Education and Indigenous Education as well as the Truth and Reconciliation Commission of Canada (TRC) Calls to Action – Education for Reconciliation – #62 and #63.

The conceptual framework is delineated throughout both programs in course work, assignments and practicum. The principles which stem from the three core themes provide instructors with a framework for guiding the design of courses, the selection of course materials, topics and texts, and the design of relevant assignments. The core themes and the program principles also guide the teaching and delivery of courses so that teaching practices and pedagogies are modelled and experienced by candidates.

Theme 1 - Education as a relational process for democratic, social and ecological justice is delineated in a variety of foundation courses taken by all teacher candidates. In the *Sociocultural Perspectives on Human Development and Learning* course, teacher candidates engage in readings and discussions that encourage analysis of how identities and hierarchies based on age, race, ancestry, place of origin, ethnicity, colour, culture, citizenship, sex, gender, sexual orientation, sexuality, socio-economic status, language, creed, spirituality, disability, etc. influence learning in Ontario educational contexts. Lecture materials include readings and class discussion that examine colonialism in the classroom and Indigenous perspectives on education and Indigenous pedagogical child development theories.

In the *Indigenous and Environmental Sustainability Education* course, all candidates learn to use sharing circles as a pedagogical practice and learn to use the Medicine Wheel as a tool for reflection. Sustainability and ecological justice are addressed in course work, assignments and cross-curricular lesson planning. Building community and fostering a culture of learning in a safe environment is modeled in practicum courses and in the *Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management* course. These relational models of learning inform candidates' teaching decisions for their classrooms when they are on practicum.

Theme 2 - Caring as the primary driver of high-quality pedagogy is embodied in the teaching methodologies and ideologies of both programs. The School of Education and Professional Learning delivers programming to their teacher candidates that models pedagogy that is primarily rooted in a conception of caring for students; as whole persons with physical, cognitive, emotional, and spiritual aspects. Caring is a significant catalyst for pedagogies of social and ecological justice, as it creates a foundation of security on which teachers and teacher candidates can risk social vulnerability as they engage in the difficult learning related to social and ecological justice. In the concurrent Indigenous education program, the Medicine Wheel and Seven Grandfather teachings are foundational in helping teacher candidates learn about creating culturally relevant spaces, pedagogies, and environments that prioritizes a commitment to caring for their students. Teacher candidates have multiple opportunities through course work and practicum placements to implement these teachings.

Theme 3 - Experiential education methodology and community partnerships are present in course work, professional workshops and seminars that the School of Education offers its candidates. Professional seminars and workshops link candidates to education partners and resources. Moreover, the School of Education promotes partnerships with First Nations communities through the Teacher Education Advisory Committee.

The program coordinators of each program work collaboratively with stakeholder groups to increase awareness of the themes of the conceptual framework. Program principles are outlined in the practicum handbooks that are made available for teacher candidates, associate teachers and principals of the host schools.

Professional development is provided to faculty to inform syllabus development such that the selection of course materials is reflective of the core themes and principles of the conceptual framework. Professional development topics have included Equity, Diversity and Inclusion (EDI), Anti-Black Racism, Anti-Semitism, the infusion of Indigenous pedagogy and the success-based assessment process.

Conclusion

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

Requirement 3

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

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

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

The design of the programs offered at the School of Education are informed by and align to the Ontario College of Teachers' Standards of Practice, the Undergraduate Degree Level Expectations (UDLE) and its conceptual framework.

The practicum handbooks identify the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* which are encompassed in the program goals and are designed to develop teachers who view themselves as professionals. Both programs are designed to develop teachers with a strong base of research-informed professional knowledge, who demonstrate care and commitment to students and student learning needs, including the cultural needs of all learners, who model the love of learning, collaboration, leadership and commitment to their learning communities, and who exemplify the habit of ongoing professional learning and reflection.

Candidates are expected to demonstrate seven professional competencies during their practicums: Planning and Preparation, Implementation, Classroom Management, Assessment and Evaluation, Diversity and Inclusion, Professional Communication and Professionalism. In particular, these professional competencies reflect the Standards of professional knowledge, professional practice and commitment to students and student learning.

The overarching design of courses includes learning outcomes, course assignments, readings, and assessment tasks that align with the College's Ethical Standards and the Standards of Practice and the conceptual framework.

In the delivery of courses, faculty model respect, care, integrity, and trust. Teacher candidates experience first-hand the commitment to student and student learning as instructors promote inclusive hands-on teaching. Instructors reinforce the importance of professional practice, knowledge, and ongoing learning as it relates to teaching. In the *Creating a Positive Learning Environment through Theoretical and Practical Approaches to*

Classroom Management course, candidates create a classroom management plan and reflect on how their management plans address cultural responsiveness and inclusivity.

A particular focus on professionalism in teaching is emphasized in practicum courses. Faculty advisors, who teach the practicum courses lay the foundation for professionalism required of teacher candidates for their practicum placements. The digital portfolio provides all teacher candidates opportunities for ongoing reflection related to the Standards of Practice and Ethical Standards. The portfolios support the process of reflection and making connections to the Standards as they apply to candidates' teaching identities, philosophies and experiences in the classroom. For the Indigenous cohort, candidates also reflect on the connection between the Ethical Standards and the Seven Grandfather teachings and how they relate to their development of culturally responsive teaching practices during their placements.

Current Research in Teacher Education

Faculty members engage in current research on a variety of topics ranging from theories of learning, curriculum and instruction, literacies, leadership and policy, social and philosophical foundations, issues of social justice, technology-infused learning, experiential learning, outdoor education, and Indigenous education and perspectives. Teacher candidates benefit from faculty research interests which are embedded in individual courses and broadly in both programs. In course work and practicum, teacher candidates have a variety of opportunities to learn about and apply theories of education and to deeply understand the complexities of teaching and learning in different contexts.

Prior to the beginning of each academic year, faculty meet to share their research and discuss new ways to embed current theories and research findings into individual courses and broadly in both programs.

The continuous development of the concurrent Indigenous program is informed by research and collaborative partnerships. Collaboration between the School of Education and faculty from Trent University's Chanie Wenjack School for Indigenous Studies and the First Peoples House of Learning promotes currency and ongoing updates to the program. The addition of the Senior Indigenous Advisor and Coordinator role to the School of Education provides for the inclusion of culture-based activities and events throughout the program, and supports candidate needs through a restorative Indigenous approach of mind, body, spirit and emotions.

Integration of Theory and Practice in Teacher Education

The programs incorporate theory and research in course work with opportunities for practical applications in course assignments and practicum placements. In course work and on practicum, teacher candidates are encouraged to think creatively and critically about their professional practice, attend to individual learning needs, value diversity and multiple modes of learning, and enact practices that are committed to social and ecological justice. In addition to an overall emphasis on current research in teacher education, each course

includes explicit attention to the research orientations and frameworks that underpin the discipline and/or theories through readings, discussions, and assignments that require evidence-based substantiated arguments and perspectives.

Teacher candidates take a balance of foundation courses, which address broad theories of teaching and learning, and method courses, which address precise theories of teaching and learning within curricular disciplines. Course work provides a balance of theory and practice, enabling teacher candidates to engage in a critically reflective practice. Interactive classrooms and experiential learning activities provide teacher candidates with opportunities to collaborate, apply subject knowledge in meaningful ways and test their ideas and the practice of teaching. In the first year of the program, a digital portfolio is introduced in the practicum courses. The digital portfolio is an opportunity for candidates to demonstrate growth and action in their professional practice, collect evidence to demonstrate criticality, and examine and reflect on their professional learning.

Course work and practicum have been specifically scheduled to provide teacher candidates the opportunity to apply their learning in an authentic classroom experience, and then to share in collaborative feedback sessions with their classmates and instructors upon returning to their course work at the university. Year-long courses, such as the practicum courses, and specifically Intermediate/Senior teaching subject courses, enable greater opportunities for teacher candidates to apply what they are learning in their coursework to practicum, and then debrief or discuss practicum experiences when they return to those same courses.

Practicum course instructors, who are also assigned as faculty advisors are in the unique position to guide candidates in making connections between theory and practice. This is accomplished through weekly submissions of practicum reflections while candidates are on practicum and when candidates return to class. During practicum faculty advisors engage in ongoing communication with candidates to support their learning process and developing insights. School visits are another opportunity for faculty advisors to observe and engage in conversations with candidates that support their connections between course work and practicum.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs enable teacher candidates to acquire all the knowledge and skills in all of the elements set out in Schedule 1.

Certain elements overlap with other accreditation requirements, and, in order to avoid repetition, are dealt with in the findings specific to these requirements. In particular, Requirement 10, which requires that the teaching method courses in the programs are appropriate in relation to the divisions to which they relate, includes element 9 of Pedagogical and Instructional Strategies Knowledge, namely, Pedagogy and the Assessment and Evaluation of Learning in the relevant areas of study in relation to specific curriculum subjects.

Element 6 of Pedagogical and Instructional Strategies Knowledge, which deals with Child and Adolescent Development, and element 5 of Teaching Context Knowledge pertaining to education law are both addressed in Requirement 3i. Element 2 of Teaching Context Knowledge pertaining to the College's *Standards of Practice for the Teaching Profession* and *the Ethical Standards for the Teaching Profession* is addressed in Requirement 3i.

With the exception of the information overlapping with Requirements 3i, 10 and 11, the paragraphs below address each of the Schedule 1 elements and demonstrate how they are satisfied in the programs reviewed.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

The programs provide teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Primary/Junior Divisions

Teacher candidates in the Primary/Junior (P/J) divisions gain knowledge and understanding of the Ontario Curriculum in their method courses. They complete courses in the following six core content areas for grades 1-6: Language, Mathematics, Social Studies, Science, Health & Physical Education and the Arts. These method courses also include instruction pertaining to The Kindergarten Program. Current Ontario Curriculum and relevant policy documents such as *The Kindergarten Program* (2016), *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010), *Learning for All - A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) are referenced

in all method courses. Candidates use the curriculum and policy documents to inform planning, instruction and assessment practices.

Intermediate/Senior Divisions

Teacher candidates in the Intermediate/Senior (I/S) divisions acquire knowledge and understanding of the Ontario Curriculum in their respective teachable subject method courses. Method courses also reference the grade 7 and 8 curriculum. Teacher candidates create lesson plans and learning activities informed by their understanding of the Ontario Curriculum, content knowledge and pedagogy.

Concurrent Indigenous Program

Candidates in the concurrent Indigenous program use the Ontario Curriculum in tandem with the Medicine Wheel framework. Indigenous content, readings, and materials are infused into course work and assignments. Teacher candidates apply Indigenous pedagogy from course work to inform instructional decisions and assessment practices in practicum. Candidates use current Ontario Curriculum and Ministry of Education documents such as, *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations – Grades 1-6 & Kindergarten* (2016), *Aboriginal Perspectives: A Guide to the Teacher's Toolkit* (2009), and *First Nations, Métis, and Inuit Connections: Scope and Sequence of Expectations – Grades 9-12* (2016) in their lesson planning and unit design.

Element 2 – Current Research in Teaching and Learning

The programs of professional education offer a number of opportunities for teacher candidates to acquire knowledge and skills in using current research in teaching and learning.

All teacher candidates engage in a variety of learning tasks, including the analysis of research to inform course assignments, instructional decisions and understanding of teacher efficacy. Candidates also explore contemporary issues in education such as anti-racism education, social justice and culturally relevant pedagogy to inform classroom practice.

In the *Supporting Literacy and Learners with Special Needs* course, teacher candidates explore models of inclusion (Iannacci, 2018) and characteristics of learning disabilities (Lavoie, 1987) to gain a greater understanding of disability in education and how that can inform their understanding of instructional strategies and learner accommodations in the classroom.

Pedagogical and Instructional Strategies Knowledge

Element 1 – Educational Research and Data Analysis

The programs enable teacher candidates to acquire knowledge and skills in using educational research and data analysis in coursework and practicum.

In the *Social Studies* method course, the learning theories of Vygotsky, Bruner and Piaget are modelled for teacher candidates to inform the design and implementation of lesson plans in the primary and junior social studies classroom. In the Intermediate/Senior *English* method course, teacher candidates base their design of a cross-curricular unit plan on the literacy research of Milner, Mitchell, Kendrick, Dobson and Leggo. The unit must also address accommodations for special education needs, vocabulary-building techniques and instructional strategies pertaining to reading and writing.

Element 2 – Technology as a Teaching Tool

The programs provide opportunities for candidates to learn how to use technology as a teaching and learning tool in both online and hybrid learning environments. Faculty model and use technology as a tool for instruction, in both foundation and method courses. In course work, assignments, professional seminars and workshops, candidates critically engage with and review technology resources as they relate to student engagement, instruction and assessment. A technology-enabled practice teaching room, a Makerspace Lab, and equipment and technologies in the library are made available to candidates to support their learning and develop their competencies in working with technology as an instructional tool.

Element 3 - Informed Selection and Use of Instructional Strategies to Address Student Learning

The programs enable teacher candidates to acquire knowledge and skills in using inquiry-based research, data and assessment, and the selection and use of current instructional strategies to address student learning styles.

In method and foundation courses candidates are provided opportunities to reflect on the importance of currency in relation to student learning, pedagogy and learning theories. Teacher candidates engage in activities, and complete projects to understand the link between a chosen instructional strategy and its impact on the learner in the classroom.

In the practicum course *Developing Teaching Identity, Knowledge and Skill*, teacher candidates complete assignments and practicum tasks where they explore and select from a variety of instructional strategies that are relevant to the developmental level of students. Candidates consider learner diversity in the design of lesson plans which informs instructional decisions. Selecting, sequencing and connecting mathematical concepts when creating rich problems for students, are features of the *Mathematics* method courses for all candidates.

Element 4 – Learning and Teaching Methods and Differentiated Instruction

The programs enable teacher candidates to acquire knowledge and skills in using learning and teaching theories and methods and differentiated instruction in both coursework and practicum placements.

In the *P/J Science course*, learning and teaching theories, and differentiated instruction are addressed. Teacher candidates review Ministry documents pertaining to differentiated instruction and incorporate that learning into lesson planning. In the *I/S Mathematics method course*, teacher candidates build knowledge on the concept of *inherent differentiation* through the development of open-ended tasks that provide multiple entry points of understanding for a variety of learners. They learn to make data-driven instructional decisions and how to be responsive to the different approaches that students may take when learning mathematics.

In practicum courses, candidates use Ministry of Education documents such as *Learning for All - A Guide to Effective Assessment and Instruction for ALL Students* (2013) to inform discussion and learning around differentiated instruction and its application to their classroom experiences. By the second practicum block candidates are expected to include differentiated instruction in their planning. The practicum evaluation template also includes expectations that candidates implement inclusive teaching strategies and utilize a variety of assessment and evaluation strategies to respond to the needs of diverse learners.

Element 5 – Classroom Management and Organization Skills

The programs enable teacher candidates to acquire knowledge and skills in the development of classroom management and organization skills in coursework and practicum experiences.

Classroom management strategies and techniques are taught, discussed, and modelled by course instructors throughout both programs. In the course *Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management*, all teacher candidates learn methods to manage the classroom environment that are positive, effective, and culturally responsive. Candidates develop a classroom management plan that is designed to be sustained throughout a school year. Their plan and organization decisions reflect current research, relevant literature, and course lecture materials.

During their practicum blocks, teacher candidates observe and reflect on classroom management strategies practiced by their associate teachers. In the practicum course, *Developing Teaching Identity, Knowledge and Skill*, teacher candidates practice their classroom management in mini-teaching opportunities with their peers.

Element 6 – Student Transitions

The programs enable teacher candidates to acquire knowledge and skills in child and adolescent development and student transitions to age 21 and from kindergarten through to grade 12. Information pertaining to child and adolescent development is addressed in Requirement 11.

Student transitions are addressed in coursework in both the P/J and I/S divisions. In the *Supporting Literacy and Learner with Special Needs* course, P/J candidates use a case study to develop an Individualized Education Plan (IEP) that includes a transition plan. In the *Cultural and Linguistic Diversity* course, candidates develop an understanding of policies related to student transitions specifically for English Language Learners. They conduct a focused exploration of Ministry of Education documents and policies that pertain to school placements and program pathways for English Language Learners.

In the *Teaching Intermediate Learners* course, I/S candidates explore the impact of student transitions on peer relationships and its link to academic performance, motivation, and school experiences. They also reflect on the factors involved in transitions from elementary to middle school and instructional strategies that help mitigate the challenges at that developmental stage.

Element 7 – Student Observation, Assessment and Evaluation

The programs enable teacher candidates to acquire knowledge and skills in using current strategies relating to student observation, assessment and evaluation in course work and practicum experiences.

In course work, teacher candidates deepen their understanding of assessment strategies and tools connected to the Ontario Ministry of Education curriculum and policy documents. In the *Educational Law, Ethics and Professional Conduct* course, teacher candidates learn to engage in educationally responsible assessment, evaluation and reporting relative to the requirements outlined in the *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools* (2010) and *Kindergarten Addendum* (2016) documents. Candidates apply their understanding of assessment and evaluation in the design of lesson and unit plans.

Teacher candidates in the concurrent Indigenous program include Indigenous content in their lessons and infuse culture-based teaching approaches in their lesson planning, assessments, and reflections. They use assessment strategies through an Indigenous lens to holistically track student progress with consideration of all aspects of the learner through the framework of the Medicine Wheel.

In the dedicated practicum courses, teacher candidates are assigned tasks that require them to include student observation and demonstrate knowledge of effective assessment strategies in their planning and preparation for practicum blocks.

Candidates in the concurrent Indigenous program infuse Indigenous pedagogy into their unit and assessment planning in preparation for practicum blocks involving Indigenous learners:

Element 8 – Supporting English Language Learners

The programs enable teacher candidates to acquire knowledge and skills to teach students whose first language is not the language of instruction. In coursework and during practicum, all teacher candidates explore relevant issues, Ontario policies, curricula and resources related to teaching English Language Learners (ELL). Teacher candidates review and practice the strategies for working with ELLs, which are referenced in the Ontario Ministry of Education document, *Many Roots, Many Voices* (2005). Candidates also learn to use dual language resources, simplified texts and visuals. The *Supporting Literacy and Learners with Special Needs* course introduces candidates to the Steps to English Proficiency (STEP) framework for assessing and monitoring language acquisition. In the *Supporting Literacy* placement, teacher candidates work directly with ELLs. This allows for acquisition of specialized teaching strategies and skills to teach students whose first language is not English.

Element 9 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Element 10 – Supporting Students with Special Education Needs

The programs enable teacher candidates to acquire knowledge and skills in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports through coursework, assignments, and practicum experience.

Content pertaining to supporting students identified as requiring special education support is addressed in coursework and practicum. In the *Supporting Literacy and Learners with Special Needs* course, teacher candidates learn about special education supports, Individual Education Plans (IEPs), and how relevant policy memorandums inform assessment and instructional decisions. Candidates also consider how Indigenous ways of knowing and the Medicine Wheel framework are used when teaching and assessing students with varying abilities and exceptionalities. Using the Ontario Ministry of Education curriculum and resources, teacher candidates learn to address the needs of all learners. Practicum evaluations provide teacher candidates with feedback on how they support and manage the diverse learning needs of students.

Teacher candidates learn the legal responsibilities of teachers relative to curriculum, assessment and reporting expectations for students with special needs in the *Educational Law, Ethics and Professional Conduct* course. Course assignments explore the importance and legal implications of the IEP, and the Identification, Placement and Review Committee (IPRC) process.

The Teaching Context Knowledge

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

Element 1 – Mental Health and Well-Being

The programs enable teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario in course work and practical experiences.

An understanding of mental health issues in the elementary and secondary learning environments, and their connection to current legislation and policies such as the *Ontario Safe Schools Act* (2000) is developed for all teacher candidates in the *Educational Law, Ethics and Professional Conduct* course. Teacher candidates examine Ontario policies and program memoranda pertaining to their role and responsibilities in promoting student safety and well-being.

Mental health and well-being for both students and teachers are addressed in all practicum courses. During Primary/Junior practicum courses teacher candidates become familiar with Board and Ministry Safe Schools initiatives. They develop an understanding of the nature of trauma and recovery, as well as strategies to support positive mental health and well-being in the classroom and school community. Provincial documents such as the Ontario College of Teachers *Professional Advisory: Supporting Students' Mental Health* (2018) and the Ontario Ministry of Education *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-Being* (2013) are referenced throughout these courses.

In the *Teaching Intermediate Learners* course, Intermediate/Senior candidates learn to recognize and address challenging and complex issues surrounding mental health for young adolescents. Mental health, social and psychological development are addressed in course work and assignments. In collaboration with partner boards, resources and materials are shared with teacher candidates pertaining to current research and mental health for teachers.

Supporting students holistically through the Medicine Wheel framework is taught and modelled to candidates in the concurrent Indigenous education program. Candidates use the framework to inform their own practices in supporting student well-being during their practicum blocks.

Element 2 - Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3– Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 – Ontario Context

The programs enable teacher candidates to acquire knowledge and skills pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate.

Knowledge of the Ontario context is addressed in foundation courses where educational ideas, concepts and issues are reviewed in a historical, philosophical, sociological and cultural context. The programs address several areas relative to an understanding of education in the current Ontario context. In the *Sociocultural Perspectives on Human Development and Learning* course, teacher candidates analyze how identities and hierarchies based on age, ethnicity, citizenship, sex, gender, sexual orientation, socio-economic status, language, creed, and disability influence learning communities in Ontario educational contexts. The *Educational Law, Ethics and Professional Conduct* course frames Ontario Ministry of Education and local school board policies, the Ontario Human Rights Code, and Ontario College of Teachers case law, within the current provincial educational context.

All teacher candidates examine the importance of infusing Indigenous knowledge systems and perspectives in K-12 classrooms. In the *Indigenous, Environmental and Sustainability Education* course, teacher candidates acquire knowledge pertaining to environmental stewardship and approaches to First Nations, Métis, and Inuit education that empower students. They examine the importance of a sense of place and learning from traditional Indigenous philosophies that foster a positive relationship with the land. Teacher candidates in the *Language & Literacy* course explore how Indigenous Circle Talks are used to promote oral communication and create safe and welcoming classroom communities. In the *I/S Developing Teaching Identity, Knowledge and Skill* practicum course, sharing circles, the use of local language, the use of literature and curriculum resources written by Indigenous experts, and the consideration of local treaties are all addressed. Candidates in the concurrent Indigenous education program, are encouraged to center traditional cultural practices in lesson development and make links to relevant Ontario curriculum.

Content pertaining to the development of safe, accepting, and positive learning environments is addressed in coursework and practicum. In the *Sociocultural Perspectives on Human Development and Learning* course, teacher candidates consider their role as educators in creating an inclusive learning environment. An exploration of how to create inclusive schools and classrooms for gender-diverse students and students with disabilities is also addressed in the course. Diversity and Inclusion is also an evaluated competency requirement that teacher candidates demonstrate on practicum.

Element 5 – Education Law and Legislation

Information pertaining this element is addressed in Requirement 11.

Element 6 – Professional Relationships

The programs enable teacher candidates to acquire knowledge and skills in how to create and maintain the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions in coursework and practicum.

The importance of professionalism is an underlying theme that is addressed in coursework in preparing teacher candidates for their practicum blocks. Professional conduct, collaboration, professional communication and maintaining positive relationships with colleagues and other stakeholders are addressed in the *Supporting Literacy and Learners with Special Needs* course. Prior to their practicum placements, teacher candidates are expected to develop professional connections with their associate teacher, host school staff, and become familiar with host school policies and routines as part of an entry plan. Associate teachers assess teacher candidates on Professional Communication and Professionalism in their formative and summative evaluations during practicum blocks.

The importance of parent engagement and communication is addressed in coursework and practicum blocks. In the *Sociocultural Perspectives on Human Development and Learning* course, candidates consider how identity hierarchies, socio-cultural perspectives, and their own positions as educators can influence parent engagement and their communication with parents, students and colleagues. During practicum blocks, teacher candidates also reflect upon the methods and strategies their host teachers use to communicate with parents and promote parent engagement within the school community.

Conclusion

Based on the information provided, the Accreditation Committee 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 programs reviewed are current, reference the Ontario curriculum, include the application of current research in teacher education, and represent a wide knowledge base in the divisions and components of the programs.

Findings related to this requirement are reported in Requirement 3.1.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed include theory, method and foundation courses, and makes appropriate provision for the application of theory in practice.

Theory, Method and Foundation Courses

Theory is embedded in both the method and foundation courses that are required to be taken by all teacher candidates in the School of Education and Professional Learning.

The mandatory foundation courses common to both programs are: *Creating a Positive Learning Environment Through the Theoretical and Practical Approaches to Classroom Management; Supporting Literacy and Learners with Special Needs; Sociocultural Perspectives on Human Development and Learning; Cultural and Linguistic Diversity; Indigenous, Environmental and Sustainability Education; and Educational Law, Ethics and Professional Conduct*. In addition to these six mandatory foundation courses, Intermediate/Senior teacher candidates are required to take *Teaching Intermediate Learners*.

Teacher candidates who elect to be part of the Catholic stream take the mandatory foundation course *The Philosophical, Historical and Curricular Context of Ontario Catholic Education*.

The teaching method courses are described by division and area of study in Requirement 10.

Application of Theory in Practice

The faculty schedules the sequencing of coursework and practicum blocks in order to prepare teacher candidates to apply the theoretical knowledge in their practicums and field experiences. Courses and practicums alternate throughout the two years of the programs. Candidates develop theoretical knowledge in method and foundation courses that they can put apply in their practicum placements.

In course work in the *Creating a Positive Learning Environment Through the Theoretical and Practical Approaches to Classroom Management* course, teacher candidates develop an understanding of theories that guide the practical implementation of inclusive and culturally responsive learning environments where all students feel safe and respected.

In the *Indigenous, Environmental and Sustainability Education* course, teacher candidates infuse theories, environmental stewardship approaches and pedagogies, such as Medicine Wheel pedagogy into the development and design of unit plans and curricular inquiries.

In the *Teaching Intermediate Learners* course, candidates learn to involve the land as teacher. Guided by the work of Richardson (2004), candidates apply theory to practice in the creation of lessons that involve interacting with the land as a way of learning math and science concepts.

In the *P/J Mathematics* method course, teacher candidates implement a theoretical framework for math discussion (Smith and Stein, 2009) to co-plan and co-teach a mathematics lesson. They enact the lesson and facilitate thinking as described in the article/research. I/S candidates in the *First Nations, Métis and Inuit Studies* method course use the Medicine Wheel as a framework for reflecting on their learning and personal growth as part of their ongoing Learning Portfolio.

In practicum courses, teacher candidates are prepared to connect theory into practice in a classroom setting. In the *Developing Teaching Identity, Knowledge and Skill* practicum course, candidates develop class profiles and weekly lesson plans for a four-week practicum block. In these lesson plans, candidates are required to integrate theories of learning, strategies and practices such as differentiation and assessment *for, of and as* learning into their lesson planning.

In practicum situations, faculty advisors meet with teacher candidates and model a “think aloud” strategy relating to teaching assignments, with the goal of making stronger connections between theory and its practical application in the classroom.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs are appropriate for the course content.

Trent University offers a two-year consecutive Bachelor of Education program and a five-year concurrent Indigenous Bachelor of Education program at the Peterborough Symons Campus. The consecutive program and the professional years of the concurrent Indigenous program are delivered over two years as four academic semesters.

In the first year of the professional program, all candidates complete course work, practicums, and a field placement during the fall and winter semesters. Between year 1 and 2, candidates complete an alternative settings placement. In the second year, candidates complete course work and practicums during the fall and winter semesters.

During the professional years, the concurrent Indigenous cohort are integrated into foundation and curriculum courses with teacher candidates from the consecutive program. Integration gives teacher candidates the opportunity to interact with candidates outside their concurrent cohort and to share Indigenous educator perspectives in class discussions.

Format

The structure of the programs combines three types of experiences to prepare teacher candidates for certification as an Ontario teacher: (i) coursework both in content areas and in foundational educational theories; (ii) field experience placements in schools as tutors of literacy and placements in alternative settings; and (iii) 90 days of classroom practicum that draw upon course knowledge and allow teacher candidates to apply research and theory into practical learning in the classroom.

The format and sequence of each semester begins with course work, followed by a practicum block. Candidates begin their third semester with a four-day practicum in a classroom observing the start of a school year followed by course work and a longer practicum block at the end of the semester.

Specific courses and practicum are scheduled to: prepare teacher candidates for practicum; provide opportunities for candidates to put theory into practice; share ongoing feedback and assessment; and to collaborate and plan next steps for further growth and development. The sequence of courses followed by practicum, provides for opportunities for the candidates to reflect critically on their practice.

Course Work

All teacher candidates take the same foundation courses. For the *Indigenous, Environmental Sustainability Education* and the *Cultural and Linguistic Diversity* courses, Primary/Junior (P/J) and Intermediate/Senior (I/S) teacher candidates are integrated. This integrated experience provides candidates with a broader range of perspectives. The remaining foundation courses are delivered separately by divisional cohort so the focus of course content is division appropriate.

Teacher candidates are also required to complete specific method and practicum courses for the divisions in which they are qualifying to teach; Primary/Junior or Intermediate/Senior.

Practicum courses are full year courses offered in both years of the concurrent Indigenous and consecutive programs. Practicum courses are organized by cohort. The three cohorts are Public, Indigenous and Catholic. There are discrete practicum courses for the P/J Public and P/J Catholic cohorts and discrete courses for the I/S Public and Catholic cohorts. For the Indigenous cohort, candidates in the P/J and I/S divisions complete their practicum courses together. Teacher candidates focusing on Catholic Education are required to complete an additional course, the *Philosophical, Historical and Curricular Context of Ontario Catholic Education*. This enables them to complete their practicum in Catholic school boards.

The structure of the practicum courses facilitates and supports candidates' learning and preparation prior to the beginning of their practicum blocks and facilitates reflection and goal setting after practicum blocks are completed.

Program Delivery

All courses in both programs are delivered in a face-to-face format. The in-person mode of delivery is compatible with collaborative, interactive, community learning. Meaningful interactions between instructors and teacher candidates, help candidates build on prior learning and further develop their own skills and pedagogical knowledge. The in-person format for delivery is particularly important for teacher candidates in the concurrent Indigenous program. Throughout this program, Indigenous ways of knowing through cultural and community experiences are supported by the Senior Indigenous Advisor for the School of Education and by the First Peoples House of Learning.

Course Credits

Teacher candidates in both programs must successfully complete the equivalent of 10 full credits at 72 hours of instruction each. Teacher candidates with a Catholic Education focus complete 10.25 credits.

All Primary and Junior (P/J) teacher candidates complete the same course requirements, with the exception of an elective course they complete in the second year of the program.

All Intermediate and Senior (I/S) teacher candidates complete the same course requirements with the exception of the two-teaching subject method courses they complete in their first year, and the additional quarter credit foundation course if they are focusing on Catholic Education.

Program Features

Field Experiences

All teacher candidates complete two field placements in addition to their classroom practicums. Field placements provide candidates with opportunities to experience alternative education experiences. In year 1, all teacher candidates complete a Supporting Literacy Placement (SLP). This field placement experience is connected to their course work in the *Supporting Literacy and Learners with Special Needs* course. The course is designed to introduce candidates to current educational research, theory, and professional practice regarding literacy instruction and supporting learners with special needs. The learning goals of the SLP are for teacher candidates to develop empathy and understanding for learners who face a variety of learning challenges. These field placements enable teacher candidates to support literacy in the classroom through one-on-one tutoring of identified students.

All candidates are assigned a reading associate during their SLP. The reading associate is the school contact for the Supporting Literacy Program and coordinates all facets of this program at the host school.

The Alternative Settings Placement includes the choice of 15 days in a school setting or 75 hours in an alternative (non-school) setting. This placement is designed as an opportunity for consolidation and enrichment of educational perspective and expertise through placement in a setting new to the teacher candidate. It also provides opportunities to explore careers outside of the classroom that are related to teaching.

Building Professionalism – Presentations and Workshops

The School of Education provides opportunities for teacher candidates to build their professional knowledge through mandatory presentations and workshops held throughout the year. Workshops and professional seminars inform teacher candidates about education practices, legislation and policy; and prepare teacher candidates for the vast experiences as future educators. Learning sessions vary in content from effective technology in the classroom, literacy and mathematics assessment to the duty to report of suspected abuse.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed.

In 2021, the School of Education shifted from a numerical grading model to a success-based assessment system for both programs. The implementation of this model lays the foundation for providing descriptive feedback to teacher candidates in coursework and during practicum. This model enables instructors to concentrate on providing teacher candidates with written or oral feedback which facilitates growth in understanding, knowledge, and skills, as opposed to a numeric grading system. This model of assessment aligns with the “Pass/Unsatisfactory” grading scheme that has been in place for the practicum component of the programs. Candidates report that this focus on success-based assessment allows them to make mistakes and take risks with the results of enhanced learning.

Grading policies and regulations are included in the Student Handbook which outlines how teacher candidates are assessed, based on success criteria provided by the instructor. A pass is the equivalent of 77% or above. Should a teacher candidate achieve below the passing grade on an assignment, opportunities to resubmit are made available.

The grading policies set out the eligibility requirements for graduation. To graduate, teacher candidates must pass all required courses, all classroom practicums, and their field experience placements.

Coursework

All course outlines include expected learning outcomes, assessment criteria for assignments and a description of the pass/fail grading policy.

Course instructors provide explicit and descriptive feedback to candidates on assigned course work and on their progress in general. Instructors use a variety of ways to provide teacher candidates with feedback including comments in drafts of assigned tasks, written feedback on completed work, and responses to candidate learning journal entries.

Candidates receive instructor feedback both in real-time and as a follow up to course sessions. Timely assessment focuses on candidate strengths, analysis of areas for improvement and next steps. Instructors provide written and oral feedback to facilitate growth in understanding, knowledge and skills.

In addition to receiving feedback from instructors, peer feedback is built into coursework as a means of developing teacher candidate reflection on strengths and areas for improvement.

Practicum courses occur in both years of the program. They extend throughout the year to facilitate and support candidates before and after practicum. The practicum courses require teacher candidates to complete tasks while on practicum which provide opportunities for candidates to be assessed on practicum involvement, planning and implementation, assessment of pupils' learning and reflections on their own learning. Candidates submit their practicum tasks to their faculty advisors, who serve as their practicum instructors, for feedback during and after their practicums.

Through the digital portfolio assignment, candidates have the opportunity to reflect on the feedback received during the two years of the program through their discussions with colleagues, associate teachers and their faculty advisors. In addition to their feedback, instructors provide a final Successful/Unsuccessful assessment upon completion of their portfolio.

Practicum

Teacher candidates in both programs are assessed and informed of their progress in practicum settings through feedback from associate teachers and faculty advisors.

During classroom practicums and field placements, teacher candidates receive both a formative assessment and a summative evaluation. In addition, host teachers provide daily, anecdotal feedback to outline candidates' strengths, areas for growth and next steps.

Both the formative and the summative evaluations assess the candidates in the core competency areas Planning and Preparation, Implementation, Classroom Management, Assessment and Evaluation, Diversity and Inclusion, Professional Communication, and Professionalism.

The formative assessment is completed by the associate teacher at the midpoint of the practicum. It describes the candidate's current level of achievement and outlines the strengths and learning goals for the candidate.

Using a rating system of Surpassing Expectations, Meeting Expectations, or Not Meeting Expectations, associate teachers provide a summative evaluation based the candidate's overall success in meeting the competency requirements. Descriptions of expectations for each competency are included in the evaluations.

A Practicum Growth Plan is initiated if a candidate is experiencing difficulty in meeting practicum expectations or is at risk of failing a practicum or field placement. For candidates in the concurrent program, the Practicum Growth Plan is used through an Indigenous-based restorative practice approach of mind, body, spirit, and emotion, aligning with the Medicine Circle and Seven Grandfather Teachings.

Conclusion

Based on the information provided, the Accreditation Committee 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.*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that all required components for the practicum are addressed in programs reviewed.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

The concurrent Indigenous and consecutive teacher education programs include a minimum of 90 days of practical classroom experience. All teacher candidates are required to successfully complete four classroom practicums.

For teacher candidates in both programs, the practicum is organized into four blocks. In the first year of the program, candidates complete two practicum blocks. The first practicum (Block A) consists of 20 days of practicum which begin in late November. The second practicum (Block B) begins in late March and consists of 23 days of practicum. In year two, candidates begin their school year in September with four days of observation in a classroom setting. In late November, candidates begin their third practicum block (Block C) which consists of 20 days of practicum. In late March, candidates begin their fourth practicum (Block D), which consists of 23 days of practicum. In total, teacher candidates complete 90 days of classroom practicum.

For each of the four practicum blocks, teacher candidates are expected to observe the first two days. Teaching normally begins on day three of each practicum block. In Block A, candidates are expected to teach approximately one third to one half of the associate teacher's teaching load. In Block B, candidates are expected to increase their teaching load

to at least one half. In Block C, candidates increase to at least two thirds. In Block D, candidates are expected to carry a full teaching load.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

Both programs include observation and practice teaching in instructional settings in schools that use the Ontario curriculum.

Trent University's School of Education partners with five local publicly funded Ontario school boards and Curve Lake First Nation to place teacher candidates on practicum. All schools in which teacher candidates are placed use the Ontario curriculum. Curve Lake First Nation School also infuses Anishinaabe culture, language, and traditions into their student learning.

Teacher candidates in the concurrent Indigenous program are placed in schools within the partner school boards and at schools located in First Nations communities that are within close proximity to Trent University (e.g., Curve Lake First Nation, Alderville First Nation and Hiawatha First Nation). In the final practicum, candidates in the concurrent Indigenous program also have an opportunity to complete their practicum in their own First Nation communities, or in First Nation schools in northern Ontario where the Ontario curriculum is taught.

Each Division and One Subject Area

All teacher candidates complete practicums in both divisions for which they will be certified.

Primary/Junior teacher candidates in both programs complete their first practicum in one of their qualifying divisions. By the end of the fourth practicum block candidates will have completed practicums in both the primary and junior divisions, as well as a kindergarten placement.

Intermediate/Senior teacher candidates complete practicums in each of their qualifying divisions. Where possible, Intermediate/Senior candidates complete at least one placement in a grade 7 and/or 8 classroom. By the end of the fourth practicum candidates will have completed placements in both the intermediate and senior divisions and in at least one of their teachable subject areas.

Experienced Teacher Supervises and Assesses

The School of Education and Professional Learning recruits Ontario certified teachers to supervise and assess teacher candidates in both programs while on practicums. These associate teachers are responsible for assessment, evaluation, supervision and mentoring of teacher candidates on practicum.

The role and responsibilities of the associate teacher are described in the practicum handbook for each program. Associate teachers observe candidates during placements and

provide modelling and ongoing feedback. Using a daily feedback checklist, associate teachers focus on specific teaching competencies: Planning and Preparation, Implementation, Classroom Management and Assessment and Evaluation. They complete formative assessments at the mid-way point of the practicum, and summative evaluations at the end of a practicum block which assesses additional competencies in Diversity and Inclusion, Professional Communication and Professionalism. The practicum handbooks provide associate teachers with assessment details and forms to facilitate communication between the teacher candidate and the associate teacher.

Associate teachers in the concurrent Indigenous program provide opportunities for candidates to infuse Indigenous content, pedagogy, and ways of knowing into their lesson planning and teaching during practicum. They encourage teacher candidates to apply the principles of the Medicine Circle and Seven Grandfather Teachings and implement teaching practices that meet the needs of diverse learners, including the cultural needs of First Nation students.

Faculty advisor

Faculty advisors are faculty members assigned to support teacher candidates, associate teachers and liaise with host schools. Practicum course instructors are appointed as the faculty advisor to the teacher candidates they teach. Practicum courses are specialized by cohort (e.g., Public, Catholic, Indigenous) with groups assigned to experienced faculty advisors who support candidates prior to and during practicum placements. Faculty of Indigenous ancestry teach the Indigenous practicum courses and in turn act as the faculty advisors for the concurrent Indigenous candidates.

Faculty advisors maintain contact with and support teacher candidates during their practicum blocks which includes at least one school visit. Faculty advisors observe teacher candidates in the classroom setting during at least one school visit per year or more should a candidate need additional support. They provide feedback pertaining to strengths, areas for growth and next steps in their teaching. Faculty advisors do not evaluate candidates but rather support them through formative feedback. Faculty advisors in the concurrent Indigenous program work with the associate teachers to support teacher candidates with the infusion of culture-based teachings and content in the classroom.

Should a candidate experience difficulty in their practicum and be at risk of failing the practicum, the faculty advisor works with the teacher candidate and the associate teacher to develop a Practicum Growth Plan with timelines for improvement.

Conclusion

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

Requirement 9

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

Findings

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

In order to be recommended for graduation and degree conferral, teacher candidates in both programs must successfully complete all program components including a minimum 90 days of practicum.

Practicum requirements are communicated to teacher candidates in the practicum handbook, for both programs. A Practicum Growth Plan is normally put in place for teacher candidates who are at risk of failing the practicum component.

Candidates who fail two practicum placements, or who fail one practicum and any one course, do not pass the program. They will not receive the Bachelor of Education degree or be recommended to the Ontario College of Teachers for certification.

Conclusion

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

Requirement 10

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

Findings

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

Teacher candidates in both programs take method courses specific to the divisions for which they are qualifying. Course assignments require candidates to create lesson plans and teaching units that incorporate a variety of assessment and instructional strategies, including differentiation and backward design. The School of Education infuses Indigenous knowledge and learning in all courses. For candidates in the Indigenous education program, this learning extends from experiences and knowledge acquired during the first three years of their program.

Primary/Junior Divisions

Teacher candidates in the Primary/Junior (P/J) cohorts undertake division-specific method courses reflecting the six core content areas of the Ontario Curriculum: Language, Mathematics, Science, Health and Physical Education, Social Studies and The Arts. Primary/Junior method courses reference the corresponding elementary Ontario curriculum documents and relevant resources, including The Kindergarten Program.

Course assignments and readings are practical and are linked to instruction and assessment in the primary and junior classroom. In the *Science and Technology* course, teacher candidates create grade-specific resource packages based on particular strands in the Grades 1-8 Science and Technology curriculum. Candidates then demonstrate its application in a teaching and learning context. In the *Health, Physical Education and Dance in the Elementary Classroom* course, candidates engage in inquiry and professional reading linked to The Kindergarten Program and Health and Physical Education curriculum expectations through the lens of equity, diversity and inclusion. In the *Mathematics* course, weekly teaching is divided into blocks that correspond to the strands of the Ontario Curriculum. Readings and assignments are connected to the instruction and assessment of mathematics in the primary and junior divisions, including Kindergarten. In a course assignment, candidates design an exploratory math experience that respectfully connects to Indigenous ways of knowing by implementing the Medicine Wheel framework into the math learning experience.

Intermediate/Senior Divisions

Teacher candidates in the Intermediate/Senior (I/S) divisions complete one method course for each of the two teaching subject areas for which they are certifying. Both teaching subject method courses are full year courses taken in first year of the program. Candidates

explore a wide range of instructional and assessment tools, skills, and resources that are appropriate for the intermediate and senior divisions and relevant teaching subject areas.

The following teaching methodology courses are offered in the Intermediate/Senior divisions: *Biology, Chemistry, Computer Studies, Mathematics, Physics, Dramatic Arts, English, French as a Second Language, History, Visual Arts: Theory and Practice, Health and Physical Education, Geography, First Nation, Métis and Inuit Studies, Native Languages: Anishinaabemowin (Ojibwe)*, and *Environmental Science*.

Intermediate/Senior method courses reference the relevant Ontario Curriculum documents and resources that address grades 7 and 8, grades 9 and 10 and grades 11 and 12 curriculum content and expectations. All method courses have specific assignments pertaining to lesson planning, assessment and evaluation.

Candidates are expected to link their assignments to subject specific Ontario Ministry of Education curriculum documents. In the *Chemistry* course, candidates apply their understanding of backward design to the development of lesson and unit plans linked to the chemistry strands of the science curriculum. Teacher candidates in the *First Nations, Métis and Inuit Studies* course develop subject and grade specific unit plans that infuse culturally responsive instruction relating to Indigenous histories, ways of knowing and perspectives. The Medicine Wheel is used as a framework to inform Indigenous pedagogy, program development, unit and lesson planning, and assessment and evaluation strategies.

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The programs enable teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses.

The Primary/Junior method courses embed appropriate Ministry policy documents including curriculum for the six core content areas relating to grades 1 to 6, as well as The Kindergarten Program. The Intermediate/Senior method courses address subject-specific curriculum for grades 7-12.

Method courses in both divisions examine a variety of teaching methodologies in each of the specific curriculum subject areas. Method courses address the framing of learning and assessment for students, and provide opportunities for critical inquiry, reflection on instructional and assessment decisions, and making curriculum connections to various subject areas.

Content and assignments relating to teaching strategies, lesson and unit planning, curriculum delivery, and assessment and evaluation are evident in all method courses. Assignments provide candidates opportunities to describe learning goals, success criteria, and strategies to support assessment *for, as* and *of* learning. Primary/Junior method courses also include opportunities for candidates to apply the Four Frames of The Kindergarten framework to assessment and the development of lesson and unit plans.

The grade 7 and 8 curriculum are addressed through coursework and assignments in all Intermediate/Senior method courses. Subject-specific courses are designed to address grades 7-12 sequentially to give teacher candidates an understanding of how instructional and assessment strategies change as learners progress through the intermediate and senior grades. Candidates are prepared for practicum with curriculum specific to their teachable subject area for grades 9-12 as well as curriculum specific to the grade 7 and 8 classroom setting.

Conclusion

Based on the information provided, the Accreditation Committee 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 programs reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

Human development and learning, as it relates to education, is integrated into several mandatory foundation courses for the Primary/Junior and Intermediate/Senior cohorts in both programs.

All teacher candidates are required to successfully complete the *Sociocultural Perspectives on Human Development and Learning* course. Teacher candidates develop the skills to critique and implement sociocultural, cognitive, physical, and emotional theories of human development. They consider how theories of human development operate in multiple contexts of education, including systemic processes, classroom practice, and teaching and learning more broadly.

In the Primary/Junior *Sociocultural Perspectives on Human Development and Learning* course, teacher candidates explore the developmental theories of learning, including the work of Jean Piaget, Maria Montessori, Lev Vygotsky, Rudolf Steiner, John Dewey, Stuart Shanker and Nicole Bell.

In the I/S *Sociocultural Perspectives on Human Development and Learning* course, candidates make connections to theories, resources, and curriculum, and how they relate to human development. Discussion themes include elements of development in the middle school, the role of race, gender and sexuality in human development and Indigenous perspectives on development informed by Medicine Wheel teachings and the holistic view of human development.

In the I/S *Supporting Literacy and Learners with Special Needs* course teacher candidates consider constructivism and social constructivism in developing lessons and age-appropriate learning materials. Classroom readings and discussions also situate the development and learning of children and adolescents at different ages and stages.

In both the P/J and I/S *Supporting Literacy and Learners with Special Needs* courses, teacher candidates review literacy behaviours and the development of literacy skills. Ages, stages, and theories are explored in relation to how skill acquisition and development pertain to literacy.

Legislation and Government Policies

All teacher candidates in both programs are required to successfully complete the *Educational Law, Ethics and Professional Conduct* course. In this course, teacher candidates explore the legislation and government policies relating to education. In this course, teacher candidates develop the knowledge to carry out their ethical and legal responsibilities in the classroom. They explore topics such as but not limited to: constitutional law as applied to education, duties of a teacher, intentional wrong, negligence, human rights, punishment and child abuse, parents' rights and teachers' professional autonomy, issues of equality, inclusive education, racism and sexism, teachers' private lives and public obligations, indoctrination and teaching of values.

Teacher candidates analyze a legal case study and present it in an argumentative or expository format. Teacher candidates also write a scholarly paper on a topic from suggested themes including Legal System in Canada with Respect to Education, Multiculturalism and Native Rights, Special Education, Equality in Schools, Moral Conduct of Teachers, Social Media and Electronic Communication.

Conclusion

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

Requirement 12

The faculty members teaching the program 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.

Findings

The evidence indicates that the faculty members teaching in the programs are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the programs.

Academic Qualifications

Instruction in the programs is delivered by tenured and tenured-track professors, limited-term appointment faculty members and part-time instructors. The School of Education's tenured-track professors each hold a doctorate. Other faculty members and instructors hold master's and bachelor's degrees, as well as Teacher of Native Languages as a Second Language qualifications. Limited-term appointees are hired based on their academic and professional excellence and experience. The criteria for hiring part-time instructors includes academic qualifications, competence in the required subject and prior teaching experience.

Experience in the Field of Education

The majority of faculty members have extensive experience in Ontario elementary and secondary schools. Faculty members have held positions at other faculties of education within Ontario, across Canada and internationally. They bring diverse perspectives on education and multidisciplinary expertise in areas such as, but not limited to assessment and evaluation, Indigenous education, curriculum development, early childhood education, language and literacy for first and additional language acquisition, learning exceptionalities, environmental education, inclusion and special education.

Expertise in the Divisions and Components of the Program

Faculty members have expertise in the divisions and subject areas of the program in which they teach. A large proportion of faculty members are Ontario Certified Teachers and have qualifications in the primary, junior, intermediate and senior divisions as well as numerous additional qualifications.

The development of the School of Education's programs is informed by the research and expertise of its tenured-track faculty members. Where possible, the School of Education assigns a tenured-track faculty member with appropriate expertise as a course lead for specific subject areas. They act as the instructional leader for courses with many

instructors, and oversee instruction, evaluation, course management and team leadership for those courses.

Conclusion

Based on the information provided, the Accreditation Committee 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 the programs reviewed.

As a degree-granting institution in Ontario, Trent University is required to maintain accurate records and appropriate documentation on all students who have been admitted and registered at the institution in all programs. Internally, records are maintained in accordance with university regulations as defined by the Trent University Senate and its policies on privacy and confidentiality. The records for students enrolled in the Bachelor of Education programs are maintained in accordance with these requirements. Students' personal information is collected, used and disclosed by Trent University under the authority of Section 18(3)(c) of the Trent University Act, 1963. This information is collected, used, disclosed, stored, and destroyed by Trent University in accordance with the Ontario Freedom of Information and Protection of Privacy Act.

The Registrar is the custodian of all official physical and electronic academic records for all students who have been or are currently registered in academic programs at Trent University. Procedures within the Office of the Registrar follow Trent University's Privacy Policies for student applications and records. Hard copies of student records are kept in the Office for one year, then are moved to archive lock-up for seven years.

Electronic files are secure and backed up by the technology department. Security class clearances exist for staff and faculty at different levels based on the need-to-know. The department has conducted a review of security classifications and has redefined access clearances. Active records are protected with a keypad lock system, with each appropriate staff member being assigned a code.

Conclusion

Based on the information provided, the Accreditation Committee 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 School of Education and Professional Learning at Trent University is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

Policies and procedures inherent in meeting high program standards are regulated by external and internal processes. These processes include Trent's Institutional Quality Assurance Process (IQAP), internal reviews and mechanisms for self-study and reflection, input from the School of Education's program committees, course leadership, faculty retreats, and teacher candidate feedback.

Quality assurance processes at Trent undergo a cyclical program review every eight years. Trent University's Cyclical Program Review Committee (CPRC) is responsible for the cyclical review of existing programs and prepares the Final Assessment Report (FAR) that identifies strengths and opportunities for program improvements and enhancements, makes recommendations and invites faculty response.

Committees involving faculty, teacher candidates and stakeholders contribute to the quality assurance of the programs. The Bachelor of Education Committee oversees course and practicum issues concerning all divisions, consults with interested parties and stakeholders and makes recommendations for approval to the Program Committee before changes are recommended to the University Undergraduate Academic Policy Committee (UAPC) and the Senate.

In 2020-2021, the Bachelor of Education committee initiated the Strengths, Weaknesses, Opportunities and Threats Analysis of Programs (SWOT). The goal of the analysis was to collect faculty and teacher candidate feedback to make program improvements and to respond to the needs of teacher candidates. The overall themes identified from the analysis included commitments to: social and ecological justice, Indigenous rights and reconciliation, diversity and inclusion, deep learning with human connections and community, critical thinking and global competencies.

The SWOT analysis identified overall strengths and weaknesses of its programs. The faculty's response to opportunities identified in the SWOT analysis resulted in a review of course offerings and a plan for faculty training in the UN's Global Competencies: Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking. The review of program materials to verify that they meet equity standards and anti-racist training has been completed with faculty and teacher candidates.

Annual faculty winter retreats allow for ongoing program coherence and for program considerations to be discussed. One recommendation led to the adjustment of the calendar schedule. As a result, year one and two candidates begin course work on the same day and the practicum blocks occur at the same time and are now the same duration for all candidates.

In response to issues related to communication and on-boarding of new faculty raised through the IQAP process, and by faculty, a new Faculty Advisor Coordinator is now responsible for implementing effective and timely communication for faculty. Course leads maintain consistency among shared courses by meeting with new faculty on an on-going basis.

As part of its commitment to ongoing improvement, the School of Education has responded to teacher candidate survey data to initiate operational and program improvements. These improvements include the enhanced role the Senior Indigenous Advisor now plays in supporting faculty and teacher candidates, the move to a Success-Based Assessment policy, the initiation of a well-being program and the infusion of sustainability education in course work. A new Knowledge Mobilization Education Coordinator position was also created to respond to the needs of teacher candidates and faculty in using and teaching with technology in virtual settings.

Conclusion

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

Requirement 15

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

Findings

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

The TEAC provides a collaborative forum for education stakeholders to discuss how current events, policy, strategies, and initiatives contribute or influence education communities, school boards, and Trent University's Bachelor of Education programs.

The TEAC is chaired by the Dean of the Faculty of Education with meetings being held three times per year. Committee members include faculty and student representatives, federation affiliates and representatives from the Ministry of Education, school boards, and local First Nations communities.

Input from the TEAC has informed decisions pertaining to the design and delivery of the programs as well as program improvement. The committee has consulted on such topics as increasing awareness of the concurrent Indigenous Bachelor of Education program, the Success-Based Assessment Policy, the development of teacher candidate competencies in teaching with technology, the creation of a Makerspace lab and implementation of online teaching and learning platforms.

Conclusion

Based on the information provided, the Accreditation Committee 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 School of Education and Professional Learning, Trent University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education that combines studies in Indigenous Education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree – Indigenous

The Accreditation Committee grants general accreditation to these programs for a period of seven years until June 14, 2029 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
June 14, 2022