



Ontario
College of
Teachers

Ordre des
enseignantes et
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de l'Ontario

Accreditation Committee Decision

Trent University School of Education and Professional Learning

Application for Renewal of Accreditation

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

Part-time consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
April 8, 2014**

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

Introduction

The School of Education and Professional Learning at Trent University submitted an application on September 3, 2013 for renewal of accreditation of the following programs of professional education:

- Full-time consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Part-time consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree

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

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

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

- three members of Council, all of whom were members of the Accreditation Committee, including two appointed members of Council
- a member of the Ontario College of Teachers who was not a Council member
- a roster member with experience as an educator in a faculty of education
- a person nominated by the School of Education and Professional Learning at Trent University with experience teaching in a faculty of education

In making its recommendations, the panel reviewed the accreditation application provided by the School of Education and Professional Learning at Trent University and supplementary information provided by the program Dean. The accreditation panel conducted a site visit at Trent University in Peterborough, Ontario from November 25 to 29, 2013. During the site visit, the panel examined artifacts and program resources, toured the facilities where the programs are offered, and conducted interviews.

The Ontario College of Teachers (the “College”) provided an opportunity for members of the public to comment on the quality of the programs under review. The panel held an open public forum at Trent University on November 28, 2013. The College notified the public of the opportunity to report to the panel by advertising the review through posters displayed on-campus, in practicum schools, and distributed to members of the School of

Education and Professional Learning's Teacher Education Advisory Committee, and by email communication with teachers' federations. The College also advertised the opportunity for public input on its website, through Your College and You, and postings on the College Facebook and Twitter accounts. Five public submissions received through the College website were considered by the panel.

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 Trent University. The final panel report submitted to the Accreditation Committee considers the comments provided by the Dean of the School of Education and Professional Learning ("the School") in response to the draft report.

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

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated March 27, 2014, a response from the Dean to the panel's draft report, a letter from the Dean to the Panel Chair clarifying the practicum, the Panel Chair's presentation of its report to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of April 8, 2014

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

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

A permitted institution includes a college, faculty or school of education in Ontario that is part of or affiliated with a university 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 12.(f) of the *Trent University Act, 1962-1963*.

The Senate approved the School of Education and Professional Learning on September 24, 2002.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

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

The conceptual framework for the School states that effective teacher education is a partnership activity that involves an entire community of learners committed to pre-service education. The activities of the community are grounded in current theory and research. The community continually renews itself and its practices through critical reflection and creative, community-based responses.

The conceptual framework encompasses the following eight principles:

1. effective teachers develop critical pedagogies that forward social and ecological justice
2. effective teaching is based on sound educational theory and research
3. effective education is a partnership activity
4. teaching and learning are interactive processes that involve meaningful engagement of both learners and teachers
5. communities of learners support identity formation, a sense of belonging, and engagement in lifelong learning
6. effective teaching fosters creative thinking, critical reflection, in-depth subject knowledge and critical engagement
7. effective teaching and learning are guided by on-going meaningful feedback
8. effective teachers engage in critically reflective practice

These principles provide the foundation, structure, learning goals and practices for the programs, and are aligned with current research in education.

The conceptual framework and its principles are evident throughout all programs. For example, courses reference the importance of reflecting on the effectiveness of instruction and planning in relation to classroom management, building a community of learners, critical examination and application of current research, and theoretical foundations in planning, assessment and evaluation. As well, the practicum handbook includes the principles of the conceptual framework.

Conclusion

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

Requirement 3

The program is consistent with and reflects

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

Findings

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

The College's Standards

The principles of the conceptual framework are connected to the College's standards. For example, engagement in lifelong learning relates to the standard Ongoing Professional Learning. Faculty model the ethical standards of Respect, Care, Integrity and Trust in their teaching. Teacher candidates and alumni affirm that the faculty model College standards.

Course work is connected to the standards. The standards are incorporated into numerous course objectives. For example, the Law class introduces the standards, provides many examples of how to uphold them, and addresses what it means to teach ethically. Some courses align their course learning outcomes with the standards. The standards are evident in the mandatory practicum course which focuses on the professionalism of teaching. Candidates complete a professional teaching portfolio which requires them to apply the standards to demonstrate their professional experiences, competencies, and growth during the program.

The practicum provides teacher candidates with opportunities to reflect upon and demonstrate knowledge of the standards. Teacher candidates and associate teachers receive a copy of the standards in the practicum handbook and teacher candidates are expected to adhere to them during their placements.

Teacher candidates attend mandatory workshops on topics connected to the Foundations of Professional Practice such as professional boundaries and duty of care. Representatives from the Ontario College of Teachers speak to teacher candidates about the standards.

Current research in teacher education

The program design reflects current research in teacher education related to theories of learning, curriculum and instruction, literacies, leadership and policy, social and philosophical foundations, social and ecological justice, technology-infused learning, experiential learning and outdoor education, and Indigenous studies.

The School's eight conceptual framework principles are research-based and provide the foundation for the way in which programs are planned and delivered. Faculty are involved in ongoing research that aligns with the conceptual framework. Research covers current areas such as the infusion of Indigenous knowledge in teacher education; effective uses of technology and related student learning in mathematics education; the interface between science education and literacy, biodiversity education, and environmental education; first and second language and literacy learning; early childhood education; experiential learning; and outdoor and environmental education.

The integration of theory and practice

The program curriculum includes foundation courses which address theories of teaching and learning, and curriculum courses which focus more on theories of teaching and learning within specific subject curricular disciplines. The program includes a practicum course which supports candidates to integrate theory and practice in teacher education.

The school's programs are structured so that they are consistent with and reflect the integration of theory and practice in teacher education. Teacher candidates learn to integrate program theory in practical education settings. The program encourages teacher candidates to be critical thinkers who understand how theories apply to their teaching situations. Teacher candidates affirm that they are always thinking about the balance between theory and practice. Course discussions begin with an analysis of theory and are followed by the review of practical cases and examples. Teacher candidates are then reintroduced to new theory.

The practicum experiences offer teacher candidates the opportunity to translate research and learning from their course work into practice, develop new knowledge through the application of their own talents and beliefs about teaching, and reflect on their practice.

Conclusion

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

Requirement 4

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

Findings

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

The program curriculum is current

Course syllabi are updated annually to include new resources, strategies and current Ministry of Education guidelines. Courses reflect current Ministry policies and resources such as the application of practices from *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools (2010)*, new literacy and numeracy initiatives such as the resources from the Math GAINS website, increased opportunities for environmental learning as identified in the *Policy Framework for Environmental Education in Ontario Schools (2009)*, the new *Full-Day Early Learning Kindergarten Program (2010)*, and infusion of Indigenous content in the program curriculum based on the *First Nation, Métis and Inuit Education Policy Framework (2007)* document.

The program includes current technological resources for teaching and learning. For example, teacher candidates have access to laptops, tablets and interactive white boards as they learn how to utilize current classroom technology.

Teacher candidates are required to find and use current research for assignments. The university library provides candidates with current resources including a number of digital education journals. Faculty advisors stay current by reading academic journals and Ministry news release announcements. Teacher candidates are aware of current Ministry of Education assessment, evaluation, and reporting initiatives. Alumni confirm that the program is up-to-date on current teaching practice and features hands-on approaches to learning as reflected in their practicum placement experiences.

References the Ontario curriculum

Method (which the School names “curriculum”) course outlines reference the Ontario Ministry of Education's curriculum documents for the respective subject area. For example, the method course for Mathematics in the Primary/Junior divisions utilizes both the Ontario curriculum document *Mathematics: Grades 1-8* and the Kindergarten program. In the Intermediate/Senior Chemistry course, teacher candidates receive the Ontario Ministry curriculum documents on a data stick as a support for tasks and assignments in the course. Teacher candidates have access to the Ontario curriculum documents in the university library.

The application of current research in teacher education

The faculty meets annually to share their work and discuss new ways to infuse the most recent theories and research findings into the program. Course summary charts for all foundation and method courses in the program detail the teacher education research particular to the course.

Faculty members use case studies to apply current research from readings. In their courses, teacher candidates apply theories such as Vygotsky's zone of proximal development and Piaget's learning theories. During the practicum, faculty advisors assist teacher candidates to think about the relationship between research and practice. Teacher candidates are encouraged to use reflection to understand themselves and their own practice. In debriefing practicum experiences with candidates, faculty advisors explore the relationship between theory and lesson planning, assessment and evaluation.

A wide knowledge base

The program curriculum represents a wide knowledge base in the divisions and components of the programs. All course outlines are division-appropriate, and reference the Ministry of Education's curriculum documents. Several goals of the conceptual framework deal explicitly with the need for the program curriculum to have a wide knowledge base. For example, one goal of the program is to ensure a strong professional knowledge base where method courses explicitly address Ontario curriculum expectations and emphasize theoretical understandings of the various disciplines and how these theories translate to discipline specific classroom practice. As well, a goal related to inclusionary practices states that foundation courses should assist teacher candidates to learn research-supported appropriate ways to meet the needs of learners with special needs and apply research-supported practices to meet the learning needs of students from different heritages, social classes, and of different gender and sexual orientation. The programs emphasize critical pedagogies that address social and ecological justice. For example, there is a collaborative project between the School of Education and the Camp Kawartha Environment Centre which allows teacher candidates to develop expertise about the environment and ways to build sustainable practices in school programs and other places of employment.

The School infuses Indigenous knowledge into the foundation and method courses in all programs. Teacher candidate have access to a database of Indigenous knowledge resources to build their knowledge, support their assignments and assist them with curriculum planning while on placement.

All teacher candidates attend mandatory workshops during a week in the fall and the spring. Workshop categories include policy, legislation and guidelines, content subject workshops and behavioural workshops. Other topics include classroom management, assistive technology, assessment and evaluation success criteria, use of electronic communication and social media, Indigenous perspectives on environmental education, and legal advice for new teachers.

Teacher candidates develop a wide knowledge base through the two additional placements in the program beyond the formal practicum. These placements offer teacher candidates opportunities to understand and support learning in a range of education contexts outside the boundaries of the classroom. For example, some teacher candidates work with students to develop reading, writing and comprehensive literacy skills for two mornings or two after-school sessions for ten weeks.

Conclusion

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

Requirement 5

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

Findings

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

Theory

Foundation and method (“curriculum”) courses provide teacher candidates with recent advances in theory and research. For example the Primary/Junior program courses examine current theories of classroom management and instructional design to create a positive learning environment in K-12 classrooms. The Intermediate/Senior program courses include current educational research, theory and practice related to literacy instruction and accommodation for students with special needs.

Method and foundation courses

All programs include method and foundation courses. Method courses (which the School terms “curriculum” courses), are specific to the divisions and subject areas for which teacher candidates will be certified. Part-time teacher candidates are required to take the same method and foundation courses as full-time teacher candidates.

Primary/Junior teacher candidates take four divisionally-focused foundation courses such as Creating a Positive Learning Environment through the Theoretical and Practical Approaches to Classroom Management (P/J). Those enrolled in the Catholic stream take a fifth foundation course entitled, The Philosophical, Historical and Curricular Context of Ontario Catholic Education (P/J). Primary/Junior teacher candidates also take five method courses that cover the curriculum for Grades 1 to 6, as well as the Kindergarten program.

Intermediate/Senior teacher candidates take five divisionally-focused foundation courses such as Supporting Literacy and Learners with Special Needs (I/S). As with the Primary/Junior candidates, those enrolled in the Intermediate/Senior Catholic stream take an additional foundation course entitled, The Philosophical, Historical and Curricular Context of Ontario Catholic Education (I/S). Intermediate/Senior teacher candidates also take two method courses relevant to the subjects they will be qualified to teach.

Course content makes appropriate provision for the application of theory in practice

The content of courses in all programs makes appropriate provision for the application of theory in practice. Each course includes attention to the research orientations and frameworks that underpin the discipline through readings, discussions, and assignments. Foundation courses focus on applying theory to practice and include principles of instructional design, classroom management theories, and assessing learning.

Teacher candidates are provided with opportunities in their courses to make appropriate provision for the application of theory in practice. For example, in the course Supporting Literacy and Learners with Special Needs (P/J), teacher candidates apply current educational research, theory and professional practice regarding literacy instruction in supporting learners with special needs.

In the course, Issues in Planning, Assessment and Evaluation (I/S), teacher candidates are challenged by the principles and strategies of effective assessment practices from current educational research, and are then required to redevelop both a lesson and its summative assessment piece in light of the best educational research, as it is presented in this course.

Course outlines for method courses provide numerous examples of assignments that require candidates to apply theory in practice. For example, English (I/S), teacher candidates review contemporary theories that promote approaches to English language learning through an inclusion of critical literacies (media, technology, ecological, Indigenous) and apply these in a research to practice paper that involves theorizing and conceptualizing a lesson plan.

The required practicum course addresses topics in critical reflective practice, the implementation of theoretical concepts in a practical experience, strategies for observation, planning, assessment and evaluation, and providing meaningful feedback.

Conclusion

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

Requirement 6

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

Findings

The evidence indicates that the programs reviewed have a format and structure appropriate for the course content.

The School offers Bachelor of Education programs in a consecutive format on-site at Trent University's Peterborough campus. The full-time program is offered for the Primary/Junior and Intermediate/Senior areas of study and a part-time program is offered for the Primary/Junior areas of study.

The full-time program is completed within a single year, commencing in the last week of August and ending the following May. The part-time program is completed over two years, beginning the last weekend of August and continuing until May of each year. Classes in the part-time program are scheduled on Tuesday and Thursday evenings and Saturdays. The part-time program is not offered during the summer months.

Teacher candidates in the full-time and part-time programs for the Primary/Junior divisions complete the same courses and practice teaching requirements. Classes for the full-time and part-time options are delivered separately over different timelines.

Program schedules

The full-time program has an appropriate structure that alternates course work with practicum placements. For example, candidates begin with eight weeks of course work on campus followed by a week of professional presentations. Candidates then complete a three week practicum placement, followed by another eight weeks of course work at the School. Next, candidates complete an extended five week practicum followed by a consolidation week that includes professional development workshops. The program ends with an alternative three week teaching experience. This flexible placement is in addition to the regulated practicum, and allows candidates to experience a new and different education setting such as guidance or library. Candidates may be placed in an appropriate non-school setting. Candidates also complete an alternative teaching experience supporting student literacy two mornings a week during the fall term. This structure provides for the integration of theory and practice.

Prior to the first practicum, teacher candidates in the Primary/Junior divisions begin four method courses, three foundation courses and the practicum course. Teacher candidates in the Intermediate/Senior divisions begin their two teachable (method) courses, four foundation courses and the practicum course prior to the first practicum. This format provides candidates with a wide introductory knowledge base to support the first practicum.

The part-time program is also structured to alternate classes with practical experience. Prior to the first practicum in Year 1, part-time teacher candidates begin the method course in Language and Literacy, one foundation course and the practicum course. The candidates attend classes two evenings a week on campus over two years with similar alternating blocks of practicum (including 20 continuous days in the second year) and alternative teaching placements such as supporting student literacy. The required alternative placement can be completed during the first or second year of the program. The part-time program includes some Saturday classes and workshops. Part-time candidates are required to attend the week of professional presentations and the consolidation week of professional development with the full-time candidates. Although there is some flexibility in the scheduling of the practicum and the alternative placement, candidates must complete practice teaching in each year of the program ensuring for opportunities to integrate theory with practice throughout the program.

Program courses

The program is structured to include foundation, method and practicum courses. Foundation courses emphasize theories of development, learning styles, schooling contexts, and the legal and ethical contexts of education. Method courses (termed “curriculum” courses by the School) address Ontario curriculum expectations, emphasize theoretical understandings of the various disciplines, and how these theories translate the discipline to specific classroom practice.

The mandatory practicum course prepares teacher candidates for their field placements by addressing topics such as strategies for observation, planning, assessment and evaluation; providing meaningful feedback; the value of ongoing professional learning; and the application of the Ontario College of Teachers’ Foundations of Professional Practice. Full-time teacher candidates take one practicum course over the entire school year while part-time teacher candidates take a practicum course in each year of the program. Each practicum course section is limited to approximately 10-14 teacher candidates. Faculty advisors provide ongoing support for teacher candidates throughout the practicum and assist candidates in their professional development and the construction of the required teaching portfolio assignment.

Dance is taught in the Movement: Physical Education and Dance (Health and Physical Education) course for the Primary/Junior teacher candidates to make use of the athletic facilities appropriate for teaching these subjects. To address the curriculum strand in the Ministry Arts curriculum, as well as the required assessment of that strand, Dance instruction is also included in the Integrated Arts in the Elementary Classroom course. There is an expectation to address the Full Day Kindergarten program in the Primary/Junior program courses, including the practicum course.

Program structures and course weights

The full-time and part-time programs do not include elective courses, with the exception of the two teachable subjects chosen by Intermediate/Senior divisions’ teacher candidates, and the option to focus on the public or Catholic education stream in the program. All courses are offered on campus, and none are offered through distance education.

Teacher candidates in the full-time and part-time Primary/Junior and Intermediate/Senior programs complete an appropriate combination of method and foundation courses resulting in a thirty credit equivalent. Candidates in the Catholic stream of both programs take an additional foundation course. Each full term course consists of 36 hours of instruction. To successfully complete a course, teacher candidates must achieve a minimum grade of 70%.

Practicum and alternative education experiences

The two required practicum placements in the programs total sixty-one days, and adhere to the College's regulatory requirements.

The program is structured to include two additional, required education experiences beyond the regulatory practica. The Supporting Literacy placement provides for practical integration of the concepts taught in the course Supporting Literacy and Learners with Special Needs. Teacher candidates tutor two students twice a week in the fall (first fall in the part-time program).

The alternative education placement occurs in April/May in the full-time program and may be flexibly scheduled in the first or second year of the part-time program. This placement allows teacher candidates to have experience in broader educational settings. The educational settings must be different from the required practica experience. This allows for placements such as in a school library, guidance office, school for the deaf, private school, out-of-province or in an international school setting. The alternative placement takes place for 15 days in a school or 75 hours in a non-school setting. All alternative placements must be approved by the School of Education. The School has confirmed that these experiences are not considered part of the required regulatory practica.

Professional presentations/professional development workshops

The program is structured to include opportunities for teacher candidates to participate in a range of professional development opportunities, including mandatory and optional workshops.

All full-time and part-time (Year 2) teacher candidates are required to attend workshops during the October Professional Presentations Week and the April Consolidation Week. Mandatory workshops focus on professional boundaries, duty to report, and the Ministry conference Building Futures. Workshops are also presented by the Ontario College of Teachers, and the teacher federations. Some workshops focus on education practices and legislation and policy such as bullying and classroom management.

Conclusion

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

Requirement 7

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

Findings

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

Teacher candidates are assessed and informed of their progress on an ongoing basis throughout the course work in the program. The School outlines general guidelines for assessment, evaluation and grading in an Assessment and Evaluation Guide contained in the Education Faculty Handbook. Feedback to teacher candidates is used to support their learning process and their own teaching. Various assessment design processes are modeled and used. Peer, self and instructor feedback are utilized to enable teacher candidates to understand how assessment and evaluation are co-constructed in guiding teaching and learning.

Teacher candidates are assessed and informed of their progress on an ongoing basis throughout the two practica as well as the additional placements. For each of the two required practica and the two alternative education experiences, teacher candidates receive a formative assessment, a summative evaluation and daily feedback from the associate teacher. The Practicum Handbook describes assessment requirements for teacher candidates. Associate teachers are responsible for assessing teacher candidate's performance in the practicum.

In the case where a teacher candidate is not demonstrating the expectations of the placement or is at-risk of failing the placement, the faculty advisor will be notified. The teacher candidate, associate teacher and faculty advisor will meet and complete a practicum growth plan with timelines for improvement.

The School provides associate teachers with practicum daily feedback sheets that can be used to record anecdotal observations for the formative assessment of teacher candidates. Associate teachers and teacher candidates confirm that feedback is provided to teacher candidates at the end of each day.

Conclusion

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

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection 9. (2).

Subparagraph 2v of subsection 1(2) sets out that “...a program of professional education ... includes ... a minimum of 40 days of practical experience in schools or in other situations approved by the College for observation and practice teaching.”

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

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

Findings

The evidence indicates that the programs reviewed include a practicum component that satisfies the accreditation requirements.

A minimum of forty days

All teacher candidates complete two practicum placements totalling a minimum of 61 days. Full-time teacher candidates complete one practicum in the fall in one of their two divisions and during the second semester, candidates complete a five-week practicum in a different division. Part-time teacher candidates in the Primary/Junior program complete their first practica in late October/November of the first year (fifteen-days). The remaining 46 days are completed on a more flexible schedule before the end of the program; however twenty continuous days must be completed in the second year.

In addition to the two practica placements, two additional educational experiences are required. Ten days are assigned for Supporting Literacy where teacher candidates provide individual tutoring to pupils in schools. Candidates also complete an alternative educational experience of 15 days or 75 hours depending on the setting. The alternative educational experiences must be different from the required practica and allow for placements such as in a school library, guidance office, school for the deaf, private school, out-of-province or in an international school setting. All alternative placements must be approved by the School of Education. The School has confirmed that these experiences are not considered part of the required regulatory practica.

Settings that use the Ontario curriculum

The School of Education and Professional Learning places teacher candidates within four Ontario partner school boards, where the Ontario curriculum is used. Teacher candidates completing their program in the public stream are placed in public schools and teacher candidates in the Catholic school stream are placed in Catholic schools. Private schools are not used for practicum placements. Placements include both observation and practice teaching.

Each division and one subject area

All teacher candidates complete practicum placements for both divisions in which they will be qualified. Primary/Junior division placements include a Primary placement from Junior and Senior Kindergarten and Grades 1 to 3. The Junior division placement is from Grades 4 to 6. Intermediate/Senior teacher candidates complete practica in both the Intermediate and Senior divisions, and they are guaranteed a placement in at least one of their teachable subjects as required in regulation. About 80% of Intermediate/Senior teacher candidates take their Intermediate division placement in grades 7 and 8.

An experienced teacher supervises

An experienced associate teacher supervises teacher candidates, assesses and evaluates their in-school practicum in accordance with policies and practices established by the School of Education. Associate teachers are required to have a minimum of two years of full-time classroom teaching experience and are recommended by their principals to take on the duties of supervising and assessing teacher candidates.

The Practicum Handbook includes both a formative and a summative evaluation template that identify the categories of teaching competencies on which the teacher candidates are evaluated by the associate teacher. Feedback is provided to teacher candidates on a daily basis. Teacher candidates receive the formative assessment of their teaching half-way through the practicum. At the end of each practicum block, the associate teachers complete a summative evaluation and discuss it with the teacher candidate. The practicum is evaluated as either a pass or fail.

Faculty advisor

A faculty member is appointed as a faculty advisor for each teacher candidate. Faculty advisors instruct teacher candidates in the practicum course and prepare teacher candidates for the practicum experiences. They support teacher candidates during the practicum and throughout the program, providing ongoing feedback and resources.

The faculty advisor makes a minimum of two visits to the teacher candidate during each practicum. While visiting, the faculty advisor consults with the principal, school education coordinator for practica, the associate teacher and the teacher candidate. Advisors are responsible to develop a plan to support candidates experiencing difficulties in a practicum placement.

Conclusion

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

Requirement 9

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

Findings

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

All teacher candidates must successfully complete the two practica in order to meet the requirements for a Bachelor of Education degree. Provisions exist for teacher candidates experiencing difficulty in the practicum. Only those teacher candidates who are successful in both practica receive their Bachelor of Education degree, and are reported for certification to the Ontario College of Teachers.

Conclusion

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

Requirement 10

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

Findings

The evidence indicates that the teaching method courses in the programs reviewed are divisionally appropriate.

Methods courses (called “curriculum” courses by the School) are designed to prepare teacher candidates for the divisions in which they will be teaching. As well, the foundation courses in all programs are divisionally-focused.

Primary/Junior teacher candidates in both programs take method courses in all division-appropriate curriculum areas: Language, Mathematics, Science and Social Studies, Integrated Arts in the Elementary Classroom, and Movement: Physical Education and Dance in the Elementary Classroom (Health and Physical Education). Dance is taught in the Movement: Physical Education and Dance (Health and Physical Education) course to make use of the athletic facilities appropriate for teaching these subjects. To address the curriculum strand in the Ministry Arts curriculum, curriculum, instruction and assessment is also included in the Integrated Arts in the Elementary Classroom course.

Curriculum areas in the methods courses for the Primary/Junior program cover appropriate subject-specific theory and pedagogy for Junior Kindergarten to Grade 6, and reference the Ministry of Education’s curriculum documents. For example, the course outline for Mathematics (P/J) states that teacher candidates in the course engage in building a community of mathematics learners that require inquiries into mathematics by doing math, thinking about math, and learning to teach math in effective ways supported by research. The emphasis is on listening to and observing children as they make sense of math concepts with an eye to determining ways to further their understanding. Current theories related to teaching and learning mathematics are examined within the context of rich mathematical investigations. Manipulatives and technologies are explored as tools for learning and assessment.

Candidates in the Intermediate/Senior program choose two method courses covering appropriate subject-specific theory and pedagogy for Grades 7 to 12 from the following Schedule A subjects: Biology, Chemistry, Computer Studies, Dramatic Arts, English, French as a Second Language, Geography, History, Health and Physical Education, Mathematics, Native Studies, Physics, and Visual Arts. The Intermediate/Senior method courses are division-appropriate. For example, in the Mathematics (I/S) course, candidates explore current pedagogical theory in mathematics, teaching practices, assessment techniques, and the skills and content areas of the curricula are critically examined.

Conclusion

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

Requirement 11

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

Findings

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

Human development and learning

Sociocultural Perspectives on Human Development is a mandatory foundation course for all candidates. Human development and learning within the context of education is also discussed and integrated in other courses in the programs, such as Supporting Literacy & Learners with Special Needs, and Creating a Positive Learning Environment through Theoretical & Practical Approaches to Classroom Management. The Supporting Literacy and Learners with Special Needs course requires teacher candidates to apply current educational research, theory and professional practice regarding literacy instruction in supporting learners with special needs. Method courses also integrate these foundational principles. For example, the course Language and Literacy includes how theories of language and literacy development can be applied to classroom practice.

Legislation and government policies

All teacher candidates are required to successfully complete the course Educational Law, Ethics and Professional Conduct. This course is an introduction to the legal and ethical responsibilities of teachers, including legislation and government policies. The course also covers the College's "Ethical Standards for the Teaching Profession" and the "Standards of Practice for the Teaching Profession".

Other required courses in the program prepare teacher candidates to understand Ministry initiatives and resources. For example, the foundation course Creating a Positive Learning Environment through Theoretical and Practical Approaches to Classroom Management includes an exploration of the teacher's role in ensuring a safe classroom environment for students. The practicum course includes resources related to anti-bullying, safe schools and related legislation, such as homophobia and child abuse.

Teacher candidates also participate in mandatory workshops on topics such as professional boundaries before the first practicum and placement. The workshops address the legal aspects of teachers as professionals and assure that all teacher candidates have covered the area of professional conduct before interacting with students in a school setting.

Conclusion

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

Requirement 12

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

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

Findings

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

Appropriate academic qualifications

Faculty members teaching the program are an appropriate combination of persons with appropriate academic qualifications.

In 2013-2014, the School of Education had eight tenured/tenure-track faculty, nine faculty on limited-term appointments, and 22 part-time instructors, for a total of 39 faculty. Those in tenured/tenure-track positions are required to have demonstrated high quality teaching and research and hold a PhD or are working towards a PhD. Faculty in limited-term appointments are hired based on their academic and professional excellence and experience. Some of these appointments are recurring in nature. Part-time faculty instruct in individual courses and their principal responsibilities are the preparation and presentation of a particular subject. The criteria for hiring part-time instructors include academic qualifications, competence in the required subject and prior teaching experience.

Faculty have research and subject area expertise that includes infusion of Indigenous knowledge in education, biodiversity education, environmental education, first and second language and literacy learning, early childhood education, disability studies, experiential learning, social justice pedagogies, education law, human development, curriculum, and children with special needs.

Practitioners with appropriate experience in the field of education

Faculty members teaching the program are an appropriate combination of practitioners with appropriate experience in the field of education.

Seventy-two percent of the faculty are or formerly were Ontario Certified Teachers. Faculty members' academic background and professional experience align with their leadership roles in the courses they are coordinating and instructing. Faculty members have practitioner experience in education within school boards and post-secondary institutions. School board level experience has included being school principals, teachers, curriculum leaders and education subject consultants. The majority of practicum advisors in the programs are part-time instructors with experience teaching in elementary and/or secondary schools and hold divisional and subject qualifications.

Appropriate expertise in the divisions and components of the program

The faculty members teaching in the programs are an appropriate combination of persons with expertise in the divisions and components of the program.

The majority of faculty hold qualifications and have school experience in the Primary/Junior/Intermediate and/or Senior divisions. Faculty that teach in the program are chosen and hired for their expertise in the subject area as well as their divisional experience.

The majority of faculty members hold qualifications in the divisions and additional qualifications in a range of subject areas such as Primary Education, Junior Education, Intermediate Education, Special Education, Religious Education, Reading, Librarianship, Drama and Dance, Art, Visual Arts, Music, Mathematics, English as a Second Language, Geography, History and Business Studies.

Conclusion

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

Requirement 13

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

Findings

The evidence indicates that the School of Education and Professional Learning at Trent University maintains adequate internal controls to preserve the integrity of student records relating to the programs reviewed.

The University abides by the Ontario Freedom of Information and Protection of Privacy Act. The Office of the Registrar follows Trent University's privacy policies for student applications and records. Hard copies of student records are kept on-site for one year, then moved to archive lock-up for seven years. Staff cannot remove files from the Office without special permission. The Office does not provide private information about students to any third party without appropriate written release.

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. Active records are protected with a keypad lock system with each appropriate staff member being assigned a code.

Conclusion

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

Requirement 14

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

Findings

The evidence indicates that the 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.

Trent University's vision and mission articulate the university's commitment to continuous improvement and quality assurance. The vision statement references a commitment to excellence, innovation, and leadership in research, academic programs, and community partnerships. During the period from 2010 to 2015, Trent University's mission is to encourage and celebrate excellence and innovation in teaching, learning, research, and student development; remain at the forefront of Indigenous education and scholarship; and to foster sustainability, in its environmental, social and economic dimensions, and in all aspects of their work.

The School of Education and Professional Learning shares the University's commitment to continuous improvement and quality assurance, as is evident in its conceptual framework. For example, the School is committed to build and sustain partnerships with international, national and local stakeholders, and to ensure that teacher candidates are engaged in critically reflective practice.

The School has fostered partnerships with district school boards, schools and local teacher federation affiliates. Partners and teacher candidates are invited to make suggestions regarding continual program development and renewal, including ways to support associate teachers and teacher candidates.

The School faculty meets annually to share their work and discuss new ways to infuse the most recent theories and research findings into courses. Some examples of how research has influenced program design includes the infusion of Indigenous education throughout the program and the inclusion of environmental education for all teacher candidates.

The Consecutive Bachelor of Education Committee is responsible for on-going improvement of the programs (for example, new courses; developing policies and protocols; assessment and evaluation; attendance and resubmission of assignments). The Committee includes representation from faculty teaching foundation and method courses, the practicum coordinator and three teacher candidates (a full-time Primary/Junior, a part-time Primary/Junior and an Intermediate/Senior).

Course coordinators function as the instructional leader of a specific course team, who together share the responsibilities for course instruction, evaluation, revision, and management. Course coordinators collaborate with instructors in their course area on an on-going basis and before the beginning of the school year in order to discuss course

pedagogy and content and to develop course syllabi. One of the roles of the course coordinator is to make recommendations to the Dean and other course coordinators regarding improvements and ongoing development and enhancement of the program and to deal with teacher candidates' concerns regarding course content and instruction. Faculty members are responsible to update their courses each year based on formal teacher candidate evaluations, informal classroom feedback, Ministry of Education initiatives, and their own personal reflections/observations. The course coordinator assigned for each course is responsible for formalizing significant course changes and facilitating dialogue among colleagues.

Teacher candidates have an opportunity to evaluate each course and instructor. Faculty make necessary refinements based on the results of an exit survey conducted with teacher candidates at the end of each academic year.

Recommendations from a recent external consultant report resulted in the addition of a quarter-credit course focusing on teaching in the Catholic school system and an increase of assessment and evaluation resources for Primary/Junior teacher candidates.

Since the last accreditation review, the School has made several program changes informed by program reviews, consultations and results from teacher candidate surveys. For example, all teacher candidates are required to complete a course which focuses on classroom management. Indigenous initiatives are infused throughout the programs, and there are mandatory workshops with an environmental emphasis.

The School ensures quality in its graduates by having a passing grade of 70%. As well, teacher candidates must be passing all courses two weeks prior to the practicum placement in order to commence the placement.

Conclusion

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

Requirement 15

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

Findings

The evidence indicates that the programs reviewed have a Teacher Education Advisory Council (TEAC) and a Teacher Education Liaison Committee (TELC) that function in an advisory or liaison capacity in relation to the programs.

The TEAC membership includes university administration, principals, faculty members, staff, teacher candidates from both programs, district school board employees, as well as representatives from the Ministry of Education, and teacher federation affiliates. The TEAC has an advisory and liaison function. For example, the TEAC discusses current initiatives, pilot projects and expectations for upcoming practica placements. Representatives from school boards, teacher federation affiliates and the Ministry of Education provide informative reports. Reports and discussion generally focus on current events, policy and initiatives and how these contribute to or have an effect on the school board, university and/or educational community as a whole. Discussions also focus on priorities for continuous improvement and quality assurance. For example, an environmental component was discussed at TEAC and shortly thereafter implemented into the program for all teacher candidates.

The TELC is comprised of representatives from the School of Education, local teacher federation affiliates, and teacher candidates. This committee plans the Federation Days at the School of Education and provides professional development sessions for teacher candidates.

Conclusion

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

Decision of the Accreditation Committee

General Accreditation

For the reasons set out above, the Accreditation Committee finds that the following programs of professional offered by the School of Education and Professional Learning at Trent University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Full-time consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Part-time consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree

The Accreditation Committee grants general accreditation to these programs for a period of seven years until April 8, 2021 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
April 8, 2014