

Accreditation Resource Guide



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College of
Teachers
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Message from the Registrar

I am pleased to present the Accreditation Resource Guide, which has been developed to support an understanding of elements in Ontario's enhanced teacher education programs.

This document reflects input from a variety of Ontario education stakeholders.

It is a companion to the College's Regulation 347/02, Accreditation of Teacher Education Programs, which sets out the new requirements that Ontario programs must satisfy to prepare new teachers.

Ministry of Education staff and Ontario teacher education program providers have been central collaborators on this document and I am grateful to all those who have contributed.

A handwritten signature in black ink that reads "Michael Salvatori". The signature is written in a cursive, flowing style.

Michael Salvatori, OCT
Chief Executive Officer and Registrar
Ontario College of Teachers

Accreditation Resource Guide

About this Guide

This guide is designed for the use of accreditation panels who will be seeking evidence of sufficiency and currency with the required core content outlined in the regulation, and by programs undergoing accreditation. While it has been organized in sections that align with the areas of core content in regulation, it should be read as a whole recognizing there are cross-references to many elements.

Enhanced Teacher Education

The guide is a companion to requirements set out in Regulation 347/02, Accreditation of Teacher Education Programs. The purpose of the guide is to clarify the intent, through additional information and examples, of the core content that should be included in Ontario teacher education programs.

Content of the original 2014 edition of the *Accreditation Resource Guide* reflected advice received as part of consultations about the enhanced program by groups from across the education sector. These consultations took place throughout 2012, and informed the design and content of the program as it now appears in regulation. The 2014 edition included additional detail provided in the consultations, and as further clarification to help providers prepare for program accreditation by the College.

This current revised edition reflects feedback provided by a range of education partners, including faculties of education and Ministry of Education branches.

Intention of the Guide

The guide is predicated on the principle that students of programs of professional education and teachers need a strong body of foundational professional knowledge that is evidence-based and practice informed in order to begin to develop professional judgment and skills in pedagogical decision-making. The guide presumes that all teachers view themselves as learners and understand that the student/

learner must be the centre of their work in teaching and learning. The concept that teachers are life-long learners who are beginning the continuum of professional learning underpins the guide. The guide expects that all teachers hold a growth mindset and work from an asset-based approach for their students and themselves. It is intended to be comprehensive regarding areas of knowledge and skills for teachers beginning their careers with recognition that these areas will continue to deepen and grow throughout their careers.

Integration of Practice and Theory

There is also an intention that all aspects of knowledge and skill will be connected to and reflected in both course work and the practicum. In each case within the guide, the notion is that theory and practice must be strongly linked. It is recognized by those who study initial teacher education that “when teaching experience is strongly linked to course work, teachers are more able to enact what they are learning in practice” (Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochrane-Smith, M., McDonald, M., & Zeichner, K., 2005, p. 375).

Strong evidence exists that “teachers must i) have a deep foundation of factual and theoretical knowledge, ii) understand these facts and ideas in a conceptual framework and iii) organize knowledge in ways that facilitate action” (Hammerness et. al., 2005, p. 366). The intention of the inclusion of required core content, a practicum of at least 80 days, and this guide itself is to foster a deep connection between theoretical and evidence-based knowledge and teaching practice.

The provision of core content is intended to encourage coherence and provide a framework to be used by accreditation panels and also by program leaders, teacher candidates and instructors to think explicitly about their learning and teaching. The guide assists in outlining program areas that facilitate development of a teaching identity, that includes but is not limited

to developing a critical and reflective inquiry habit of mind that is grounded in research and evidence-based practice. Key to this is a deep understanding of the significance of perseverance and self-assessment in the development of teaching excellence. It is intended that teacher candidates develop a sense of their own capacities to make informed pedagogical decisions with the goal of success for all students based on knowledge of the learner, context, curriculum, and assessment.

Sections of the Guide

This guide corresponds to the core content areas listed in Schedule 1 of Regulation 347/02, Accreditation of Teacher Education Programs. Note that overlap might occur, given the interrelated nature of the concepts.

Sources of Evidence

This guide includes sections that describe the following: Each element of Schedule 1, Regulation 347/02; the intention of the Regulation with regard to that element; knowledge and skills that initial teacher education programs will enable students to acquire with regard to each element; and a variety of examples that are possible ways the program might provide the opportunity to acquire the knowledge and skills related to the element.

Sources of evidence for demonstrating that a program has provided opportunities for students to acquire knowledge and skills related to the elements include, but are not limited to, the following: course outlines; course materials; use of case studies; use of simulations; assignments; reflections; lesson and unit plans; portfolio entries; practicum reflections; guest speakers; experiential learning opportunities; modeling by faculty; interviews with teacher candidates.

Table of Contents

3	Message from the Registrar
5	Accreditation Resource Guide
9	The Ontario Curriculum
11	Use of Educational Research and Data Analysis
12	Inquiry-based Research, Data and Assessment to Address Student Learning
13	Use of Technology as a Teaching and Learning Tool
15	Theories of Learning and Teaching and Differentiated Instruction
16	Classroom Management and Organization
18	Child and Adolescent Development and Student Transitions
20	Student Observation, Assessment and Evaluation
21	Supporting English Language Learners
23	Supporting French Language Learners
24	Pedagogy, Assessment and Evaluation for Specific Curriculum Areas
26	Supporting Students with Special Education Needs
28	Mental Health, Addictions and Well-Being
30	Education Law and Standards of Practice
31	Professional Relationships with Colleagues
32	Knowledge of the Ontario Context
33	Indigenous Perspectives, Cultures, Histories and Ways of Knowing
34	Politique d'aménagement linguistique (PAL) de l'Ontario
35	Safe and Accepting Schools/Creation of a Positive School Climate
37	Parent Engagement and Communication
38	Practicum
41	Revision Schedule

The Ontario Curriculum

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of the Ontario curriculum and provincial policy documents that are relevant to the student's area of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The inclusion of the Ontario curriculum is intended to ensure that students of programs of professional education have opportunities to engage thoroughly with the curriculum policy documents, in order to understand the purposes of each component (e.g., front matter, achievement chart and curriculum expectations). Such thorough engagement will enable them to use the documents effectively when planning teaching and learning experiences for classes and individual students. Students of the program would be familiar with the rationale and components of the documents as well as any subject-specific skills or processes, such as problem-solving or inquiry. It is not intended to introduce them to curriculum writing but rather to the use of curriculum policy documents to guide their teaching and learning through design of learning activities, lessons, units, assessments, and evaluation thereof.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- the structure and purposes of the current Ontario curriculum and provincial policy documents, including those related to students with special education needs, and their use in planning instruction and assessment
- the explicit use of front matter, professional terminology, and practices in program planning, assessing and communicating about student work
- the embedded and infused elements of the curriculum policy documents, frameworks, strategies including environmental education, safe schools, equity and inclusive education, character education, critical thinking, well-being, financial literacy and Indigenous perspectives and ways of knowing
- specific curricular knowledge included in the subject area. Examples include: patterning in mathematics; citizenship education in social studies, history and geography; media literacy in language; investigation and technological problem-solving in science and technology
- use of students' backgrounds, experiences and knowledge and connecting them to curriculum in culturally relevant and responsive ways
- the ways in which curricula can be effectively integrated to meet expectations across subjects and support student learning and achievement
- an understanding of the ways in which curriculum supports the acquisition of global competencies.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- course materials articulating explicit use of the curriculum policy terminology (for example: strands, overall and specific expectations, and achievement chart)
- explicit reference in course outlines to and use of Ministry key policy and resource documents, such as *Growing Success, Learning for All, K-12*,

Equity and Inclusive Education in Ontario Schools, Creating Pathways to Success, and the Well-Being Strategy

- planned learning experiences that reflect evidence of learning goals, success criteria, feedback mechanisms, and instructional practices based on student strengths, interests and needs
- lesson and unit plans that reflect different kinds of demonstrations of learning, for example, e-products, performances, community-based investigations
- practicum reflections on the effectiveness of strategies to incorporate literacy and numeracy throughout subject area teaching
- course outlines that reflect numeracy and literacy as foundational for student learning
- modeling by instructors of current teaching, learning and assessment methods that are aligned with Ontario policies, such as *Growing Success*
- modeling by instructors of ways to collect and organize data for instructional purposes
- modeling of ways to use technologies to engage students, enhance pedagogy, support learning of subject area skills, knowledge and global competencies, and demonstrate responsible citizenship
- modeling of ways to incorporate Indigenous perspectives throughout each subject area
- modeling resource selection that is both culturally appropriate and age/grade appropriate.

Use of Educational Research and Data Analysis

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to use educational research and data analysis (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The regulation also requires that the program prepares the student to use current research in teaching and learning (Regulation 347/02, Schedule 1, Curriculum Knowledge).

The inclusion of content regarding use of educational research and data analysis is intended to highlight for candidates of a program of professional education that, in addition to drawing data from their students, they utilize existing research literature and data (Education Quality and Accountability Office (EQAO) results or results from use of diagnostic tools, for example) to determine practices and next steps in order to facilitate student learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction, and assessment based on data in pursuit of greater precision and personalization for learners. The ongoing cycle of reflective inquiry includes questioning, observing, consulting other data sources, reflecting, interpreting, and intervening instructionally or through assessment.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- how to access, interpret, evaluate and use educational research literature as well as large and small-scale assessment data to make informed, bias-free decisions about its usefulness in a particular context

- collection and use of data in conjunction with other information and knowledge to make instructional decisions to facilitate learning
- knowledge of and capacities to engage in the iterative process of inquiry to facilitate student learning
- capacities to collaborate with other colleagues around shared questions and areas of interest, looking at evidence and research, theory or other bodies of knowledge in order to make precise, personalized pedagogical decisions and determine next steps.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- article review, including implications for classroom teaching
- action inquiry project
- case study requiring application of assessment data
- use of research and large and small-scale data in assignments. For example, use of EQAO mathematics results to plan mathematics unit.

Inquiry-based Research, Data and Assessment to Address Student Learning

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use inquiry-based research, data and assessment and the selection and use of current instructional strategies to address student learning styles (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding inquiry-based research, data collection and assessment is intended to highlight for teacher candidates that they learn from, with and about their students and how most effectively to facilitate learning. This inclusion underscores the critical nature of maintaining an inquiry stance both individually and collaboratively with colleagues. The intent is that students of the program see themselves as active, inquiring professionals continually refining planning, instruction and assessment based on data in pursuit of greater precision and personalization for learners. The cycle of reflective inquiry includes questioning, observing, consulting other data sources, collecting data, reflecting, interpreting, intervening instructionally or in assessment.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- their role as teacher inquirers seeking further understanding of their students, their own biases, and informed equitable practice to enhance teacher and student learning
- the importance of teachers taking “an assessment *for* learning and *as* learning approach” to their own professional learning as model practitioners of professional reflection and growth
- understanding of the wide range of sources of data (behaviours, written work and other products, conversations, oral communication and presentations) and how to collect and analyze these data
- understanding of the relationships between contextual data and equity and inclusive practice (for example, students’ ethnicity and/or sex, gender identity; community socio-economic factors that may be taken into consideration when planning for improved student achievement)
- enrolment, attendance and graduation data
- understanding of the student as the focus and source of information to inform planning, teaching and learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- article review, including implications for classroom teaching
- action inquiry project
- simulation requiring application of assessment data. For example, Simulated Professional Learning Community using observational data regarding computation of fractions to plan greater precision and personalization of instruction
- practicum reflection on action inquiry initiative occurring in the school
- lesson and unit plans that demonstrate the use of observation and other student data to inform instruction.

Use of Technology as a Teaching and Learning Tool

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use technology as a teaching tool (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding use of technology for teaching and learning is grounded in the context of understanding of pedagogy. It is intended to emphasize the pedagogical role that technology can play in instruction and particularly to engage all learners within an understanding of pedagogy. Effective teaching with technology requires an understanding of how to represent concepts and content using technologies, knowledge of what makes some concepts and content difficult and how technology provides equitable access to learning and can help facilitate and enhance learning. Such application of technology includes the use of adaptive and assistive technologies, as well as technology enhanced strategies for assessing and evaluating student learning. It is intended to prepare teachers for ongoing learning about technology and digital tools and incorporation of new tools in an authentic, ethical, responsible and innovative manner in multiple subject areas and settings.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- the intersection of technology, pedagogy and content knowledge for instruction, assessment, creation, collaboration, and communication
- locating and evaluating digital resources and technological tools for different purposes and to model critical viewing, representing, and thinking for students
- ensuring and modeling responsible digital citizenship including safe, ethical, healthy, and responsible use of technology and digital social media tools
- using technology to enhance differentiation, collaborative learning, and construction and mobilization of knowledge as well as to encourage innovation, intellectual curiosity, and creativity
- using technology to support new forms of assessment and teacher-student partnerships
- understanding, identifying and eliminating systemic barriers to increase access for student engagement
- the understanding of students as knowledge creators and the role of technology in supporting deeper learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- lesson plans that include student use of technologies, including assistive and adaptive technologies to develop rich, authentic tasks
- digital artifacts produced by teacher candidates and their students
- course outlines demonstrating digital strategies and tools used in courses
- portfolios and other digital technologies that make thinking and learning visible
- practicum reflection on the effectiveness of digital technology in supporting students with special education needs
- reflection on the effective use of digital tools in learning experiences (e.g., interactive white boards, mobile technologies, cloud-based tools)

- reflections that demonstrate awareness and application of Ministry-provided learning resources supporting e-learning and blended learning
- unit plans that demonstrate student use of technology to make connections to the real world.

Theories of Learning and Teaching and Differentiated Instruction

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student of a program of professional education with knowledge and understanding of how to use learning and teaching theories and methods and differentiated instruction (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding theories of learning and teaching and differentiated instruction is intended to ensure that all students of a professional program of education have a solid understanding of the research-based, evidence-informed pedagogy and the theoretical and empirical foundations for these practices, including cognitive science, developmental psychology, language development, socio-cultural theories and sociology. It is intended to facilitate the connections between how people learn, which guides teaching methods and to build understanding of the unique learning approaches of individual students as well as the need to develop personalized and precise instruction for all based upon these bodies of knowledge and pedagogy. It is also intended that students of professional education programs use these theories and practices to build their professional knowledge and identity and develop a strong foundation for professional judgment and making informed decisions regarding practices for students individually and collectively.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- various learning theories and research-based concepts and their related pedagogical practices in developing pedagogy, instruction and assessment for individual students, groups and classes
- elements and practices of differentiated instruction to support the learning of all students
- the student as the focus and source of information to inform planning and assessment

- an awareness that learners have different capabilities and preferences for certain learning modes and strategies
- the roles of self-awareness and meta-cognition in supporting student self-regulation.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- course outlines that reference learning theories, research-based concepts and related pedagogical practices
- assignments that reflect explicit application or reflection of learning theories
- lesson and unit plans that reflect application of learning theories in specific subject areas, such as mathematics
- practicum reflections on the implementation of research-based, evidence-informed lesson and/or unit plans
- case studies of differentiated instruction, including for Indigenous students
- reflections on practice based experiences of individualized learning for students with special education needs.

Classroom Management and Organization

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes a focus on the development of classroom management and organization skills (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of classroom management and organization is intended to ensure that students of a program of professional education understand their role in creating and sustaining an engaging, inclusive, safe and equitable learning environment for all students. It is intended to assist them to see the ways in which setting a motivating, effective and involving program for students builds feelings of success, productivity and growth, and fosters a culture of learning within a positive environment and optimizes learning for all students. Understanding the methodologies and developing professional judgment regarding proactive and responsive approaches to establishing classroom norms and operations and addressing conduct concerns that may arise are also part of the intention.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to the following:

- culturally appropriate methods for creating inclusive, productive learning communities, both face-to face and virtual, with meaningful, relevant and culturally responsive lessons and instructional approaches that engage learners
- a repertoire of techniques for structuring the classroom environment for optimal learning for all students in many different learning arrangements and designs-for example, individual, small group and whole class experiences

- an understanding of the implications of systemic barriers that can affect student well-being and student achievement and thus necessitate a bias-free approach to foster positive, safe and respectful school culture
- methods to allow students to see themselves in the curriculum through their backgrounds, experiences and knowledge in culturally relevant and responsive ways, including those that reflect traditional Indigenous ways of being and knowing
- capacities to draw upon a range of strategies for preventing and addressing off-task behaviour, including the use of student information to plan learning that builds on student assets and interests to meet learning needs.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- course outlines/assignments that explicitly involve considerations of diverse populations
- classroom management plan incorporating specific methods to build and maintain authentic, respectful connections between students and create a positive classroom community
- lesson or unit plan acknowledging specific responsive classroom management considerations
- reflection of capacity to optimize learning time and draw upon a broad range of practices to respond to and restore positive behaviour, encourage self-regulation and community responsibility

- modeling the responsive use of strategies to differentiate, provide modifications and/or alternate accommodations, and ensure engagement and appropriate assessment of student learning as outlined in current policy and support documents
- reflection on effective classroom management strategies used during practicum
- reflection on effectiveness of use of culturally relevant practices in building a positive learning environment during practicum.

Child and Adolescent Development and Student Transitions

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge of:

- child and adolescent development and student transitions to age 21 and through Kindergarten to Grade 12 (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)
- how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship and the workforce (Regulation 347/02, Schedule 1, Teaching Context Knowledge).

The inclusion of content regarding child and adolescent development is intended to ensure that teacher candidates begin to develop an understanding of the trajectory of typically developing children and youth. This can, in turn, assist with understanding less typical development and aid in recognition of students who might be struggling. It is intended that teacher candidates become familiar with the large body of research that informs an understanding of how students learn, including developmental psychology, health and neuroscience and cognitive psychology, as well as the socio-cultural contexts in which learning takes place. The opportunity to consider child and adolescent development from multiple perspectives will inform the types of interactions, environments, experiences, and practices with which teacher candidates will engage in their classrooms. Teacher candidates will consider how best to connect a growing understanding of typical and atypical child and adolescent development to student transitions.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- theories of human development and the interconnected physical, social, emotional, communication/language, and cognitive domains
- Indigenous understandings about human development, including a focus on the interconnections and relationships between spirit, emotions, intellect and body as well as the understanding of growth through connectedness
- theories regarding development and learning and their uses and limitations in developing pedagogy, instruction, and assessment for individual students
- transitions from elementary to secondary school, from secondary school to the next appropriate pathway, and ways in which to support students through these changes, emphasizing particular consideration of requirements for students with special education needs
- student progress, including progress of students with special education needs, along their individual growth continuum from K-12, including transitions — such as school entry, change from one activity, setting, classroom or grade change, or school moves — and practices that support these changes
- the teacher’s role in identifying promising practices for use with individual students to support successful orientation in secondary school and into the world of work and further learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- lesson plans/course outlines/readings which incorporate information and/or strategies pertaining to programs and policy documents, such

as the following: *Student Success/Learning to 18* initiatives; *Specialist High Skills Majors*; credit recovery, *Ontario Youth Apprenticeship Programs*; *Adolescent Literacy Guide* and *Growing Success*

- assignments/evaluations/reflections that highlight the selection and use of instructional and assessment practices commensurate with an understanding of development and learning, such as distributed practice, collaborative learning, and problem solving
- lesson plans/assignments that include practices such as inquiry, problem-based learning that can facilitate learning
- unit plans that involve experiential learning, ceremony, ritual and other Indigenous ways of living and learning
- case studies involving transition plans and Individual Education Plans
- reflections on practicum and/or life experience related to issues involving human development or student transitions.

Student Observation, Assessment and Evaluation

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes how to use current strategies relating to student observation, assessment and evaluation (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content, including observation, assessment and evaluation is intended to highlight the importance of a student-centred approach to teaching and learning and that it is key to focus upon students as sources of data for programming, instruction and assessment. Observation is the ongoing process of paying attention to students' behaviour, emotional state, interests, patterns of development, engagement and progress in order to foster student development. The importance of pedagogy that centres on providing environments and experiences that build on students' background, knowledge and inquiry is emphasized. All domains of development and learning can be observed: cognitive, communicative, physical, social, and emotional. The key intent of this section is to emphasize the use of ongoing observation, documentation and assessment for the learning of students and teachers. The explanations and examples in this section highlight the critical role of assessment as data gathering from a wide variety of sources in order to plan, interpret evidence, and appraise achievement. The role of assessment in improving student learning and the various purposes of assessment for, as and of learning are key to ensuring student success.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- gathering data by observing students individually, in interaction with the learning environment, learning materials and each other
- engaging in pedagogical documentation

- using various sources of student data to make instructional decisions to facilitate learning—for example: behaviours, written work and other products, conversations, oral communication and presentations, and peer and self-assessment
- using strategies and analogue and digital tools in assessment *for* learning and *as* learning. Such tool and strategy use will underscore the relationship of assessment to setting learning goals, developing success criteria, establishing feedback mechanisms, and interpreting evidence of learning.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:

- course outlines and assignments that involve student observation
- assignments incorporating the use of observational data to create differentiated learning opportunities for their students
- protocols that include intentional observation, assessment and evaluation requirements during practicum experiences
- practicum lesson and unit plans that incorporate responsive pedagogy and are explicitly informed by observational and assessment data about students
- reflection on differentiated assessment used in practicum to meet the learning needs of individual students.

Supporting English Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)

The inclusion of content including supporting English Language Learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students who are coming to English as a new language. The program is intended to support the candidates' development of a pedagogical approach and a repertoire of instructional and assessment strategies to utilize to support the acquisition of the English language at the same time as the students are learning the Ontario curriculum. Graduates require knowledge of effective strategies to support the diverse range of needs of English language learners in planning for precise instructional and assessment practices for all students. (that is, programming, the larger context of policies, terms and processes). Understanding of the principles of an asset-based approach and teaching strategies are needed to plan for, differentiate, and personalize learning and assessment for individual students. The intention is that graduates are able to work with all students, using student strengths and interests to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention is to create teachers who can seek information from and about students collaboratively in order to develop effective teaching approaches to support them.

The initial teacher education program will enable candidates to acquire knowledge and skills pertaining to:

- an asset-based approach to supporting culturally and linguistically diverse students acquiring English as another language
- English as a Second Language and English Language Development programs and models of support
- classroom environments that reflect, engage, and celebrate the cultural and linguistic diversity of all students
- using digital resources in supporting English language learners enabling them to become autonomous learners
- effective communication with parents/caregivers of students who are culturally and linguistically diverse
- using the Steps To English Proficiency (STEP) resource to support programming.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- lesson and unit plans that reflect differentiation for students who are culturally and linguistically diverse
- case study involving a team-based approach to programming for a student who is culturally and linguistically diverse
- experiential learning situation, such as a team simulation involving a recent newcomer family
- practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is an English language learner

- practicum reflection on the effectiveness of digital resources to support specific learning goals of a student who is an English language learner
- modeling by instructors of specific ways to integrate and respect the cultural and linguistic diversity of all students.

Supporting French Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that provides a student of a program of professional education with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge)

The inclusion of content including supporting French language learners is intended to ensure that students of programs of professional education have opportunities to learn about their role in supporting the diverse learning needs of students in the French-language system who are coming to French as a new language. It is intended to support the development of a pedagogical approach, inclusive of a repertoire of instructional and assessment strategies to engage and support-language development in order to plan for personalized, precise assessment and instructional practices for all students. It is also intended to develop knowledge and skills related to acquisition of both French language and French culture. Key to this section is an understanding of the diversity of the Francophone minority community, the concepts involved in the development of second-language instruction and learning, and the principles of an asset-based approach to language acquisition. The intention is that graduates are able to plan for, differentiate, and personalize learning and assessment for a wide range of individual students.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the value, elements, sensitivities and challenges of life-long language learning in minority contexts, including linguistic insecurity, interdependence of language and culture, variety of French language repertoires, authentic oral and written communication, listening and speaking
 - an asset-based approach to supporting culturally and linguistically diverse students acquiring French as another language
 - the role of the teaching staff of a French-language school in a minority language community
 - teaching and learning strategies in a minority situation, including the foundations of a cultural approach to teaching
 - using digital resources in supporting both French language learners and newcomer students and enabling them to become autonomous learners.
- There are a variety of ways of demonstrating that candidates have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:
- assignment to compile a personal bank of French language resources that are pertinent to the candidate's future teaching
 - assignment regarding differentiation of an established unit plan to address the different language learning needs of the students in their classroom
 - team simulation such as programming for a newcomer student who has had little formal schooling due to civil strife in his/her home country
 - modeling by instructors of specific ways to celebrate the cultural and linguistic diversity of all students
 - practicum reflection on the effectiveness of a specific instructional or assessment strategy for a student who is a French language learner.

Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of content regarding pedagogy, assessment and evaluation for specific subjects is intended to assist students of a program of professional education to recognize and develop pedagogical knowledge and instructional and assessment skills in areas for which they are qualified. As examples these would include discipline-oriented skills such as problem-solving in mathematics, disciplinary thinking in content in social studies and Canada and World Studies and analyzing text in language. It is intended to assist students of the program to understand the philosophy and intent of the discipline, content and performance standards, discipline-specific aspects of knowledge and understanding, thinking, application, and communication. Key aspects of this section are the elements of planning, processing, and creative and critical thinking skills that are specifically related to disciplinary thinking and approaches.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- central concepts, philosophy and intent, knowledge, skills and processes associated with particular subject areas
- fundamental principles of effective assessment and how they relate to effective planning and instruction in particular subject areas
- the content and performance standards related to thinking, planning, processing, communicating and application of learning in particular subject areas

- ways to differentiate content, process and product in particular subject areas
- ways to address students' common misunderstandings or skills needs in particular subject areas
- the understanding that every teacher has a responsibility to teach literacy and numeracy throughout all grades and subject disciplines
- ways to integrate literacy and numeracy in subject area learning
- strategies for incorporating Indigenous perspectives in particular subject area teaching
- the ways in which the instructional goals, content understanding, and skills in one subject area connect with others to allow trans-disciplinary planning and instruction to support real-world authentic learning.

Students in a program of professional education will be provided with a variety of experiences enabling them to acquire knowledge and skills related to this element, which may include examples such as:

- reflection of pedagogical knowledge, assessment and evaluation in course syllabi
- use of content and performance standards found in the achievement chart categories for the planning learning experiences in lesson/unit plans
- modeling by instructors of the use of digital tools and resources in their subject areas
- modeling of Indigenous learning methods such as storytelling, presence of Elders/senators or cultural resource people as guest speakers, or use of discussion circles

- evidence in lesson and unit plans of students connecting subject area skills and knowledge with real-life situations, including connections to global competencies
- evidence in lesson and unit plans of using students' strengths and interests to engage them in the subject matter
- Practicum reflection on the use of assessment *for* and *as* learning in the subject area.

Supporting Students with Special Education Needs

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of special education is intended to ensure that candidates, as teachers entering the profession, have knowledge and skills for a diverse range of learners (that is, programming, instructional practices, the larger context of policies, terms and processes) and in order to plan for personalized, precise assessment and instructional practices for all students. Understanding of the principles of an asset-based approach, the principles of Universal Design for Learning, and teaching strategies for differentiation, accommodation and modification are needed to plan, differentiate and personalize learning and assessment for each student. The intention is that candidates are able to work with all students, using student strengths and addressing their learning needs to promote their learning and development. Capacities to work with families and other professionals in support of students are also needed. The intention is to create teachers who can seek information from and about students effectively in order to develop teaching approaches to support them.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- an asset-based approach (that is, focusing on student strengths and interests to address learning needs and a belief that all students can learn, that success builds a sense of efficacy and that teachers create the conditions for success)
- multiple and complex causes of behavioural concerns and practices to address them

- the larger context of special education, including Individual Education Plans (IEPs), the Identification, Placement and Review Committee process, relevant policy memorandums (including PPM 140), exceptionalities, accommodations/modifications, alternative programming and reporting (for example, alternative report card, transitions) differentiation tools and strategies
- learning needs of students and exceptionalities, evidence-based strategies, including Applied Behaviour Analysis (ABA), and the roles of external professionals
- the uses of assistive and adaptive technologies in support of student learning
- effective behavioural supports and strategies, including ABA
- Indigenous ways of thinking and using a cultural lens when supporting students with special education needs.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- modeling of differentiation in assessments and assignments in classes
- use of case studies and IEPs to create personalized goals, instructional plans and transition plans
- reflections on practicum and life experience in relation to issues in special education, for example, use of ABA

- assignments which require assessment of strengths and learning needs, responsive planning and personalized instruction for a student with a learning challenge, such as Fetal Alcohol Spectrum Disorder
- use of current policy documents and regulation that address special education needs
- use of a range of instructional supports, such as assistive and adaptive technology
- use of a range of research-based and evidence-informed assessment and instructional approaches, such as Universal Design for Learning, differentiated instruction, and a tiered approach to support student learning.

Mental Health, Addictions and Well-Being

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge and understanding of child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario.

The inclusion of mental health and well-being is intended to ensure that students of a professional education program have knowledge and skills to address the strengths and needs of a diversity of learners in order to plan for the personalized, precise assessment and instructional practices for all students. In particular, it is intended to help candidates see the relationship among mental health, well-being and achievement and to view student wellness as inclusive of physical, cognitive/mental, social and emotional well-being. It is intended to help them understand their role in universal health promotion as well as identifying students who require more intensive intervention and the process students and their families use to access supports. Understanding of the principles of an asset-based approach and the importance of student well-being are key. The intention is that graduates are able to work with all students, families, and related professionals to identify individual student strengths in order to address their learning needs.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- how students can benefit from building capacities to manage stress, building healthy relationships and self-reflection
- their role in assisting students to develop skills that can improve their resilience, social/emotional well-being and mental wellness by providing a safe, supportive, inclusive and engaging classroom environment for all students
- their role in recognizing when a student may be experiencing distress and helping the student and family to access appropriate support
- identifying when stigma is occurring and reducing stigma, promoting positive mental health, and building student social emotional learning skills
- an understanding of the ways in which Ontario's *Equity and Inclusive Education Strategy* helps the education community identify and remove discriminatory biases and systemic barriers in order to support student achievement and well-being
- using an asset-based approach for all students and their families.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- a comprehensive classroom management plan that includes building a safe, healthy and inclusive classroom and learning environment, with consideration of diverse populations, including Indigenous students, and facilitating development of social and collaborative skills and other learning skills
- an assignment (before or during practicum) that outlines the process for supporting individual students
- use of case studies and practicum from life experience
- evidence of topic in course outlines and assignments

- reflection on practicum experiences and outcomes in relation to student well-being, including issues such as mental health and addictions
- seminars, web-based resources, speakers regarding systemic practices in health promotion involving students and their families.

Education Law and Standards of Practice

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge of:

- Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College (Regulation 347/02, Schedule 1, Teaching Context Knowledge)
- the College's *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* (Regulation 347/02, Schedule 1, Teaching Context Knowledge)

The inclusion of knowledge of education law is to ensure that teacher candidates understand their professional role, their duties, their legal and ethical responsibilities and the laws and regulations and policies which govern their conduct, professional relationships, legal obligations to students, families, colleagues and communities and their role in promoting and maintaining a safe, positive, healthy school environment. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important as is understanding professional conduct and the standard to which teachers are held at all times.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the professional, ethical, and legal responsibilities of teachers (for example, *Education Act*, *Ontario College of Teachers Act*, *The Standards of Practice and Ethical Standards*, professional advisories, *in loco parentis*, *Ontario Human Rights Code*, *Teaching Profession Act*, Ministry policies, and *Child and Family Services Act*)

- the teacher's role and responsibilities in ensuring safe schools (for example, via the *Education Act*, Ontario Schools Code of Conduct, and criminal law the *Accepting Schools Act*, among others)
- the teacher's duty to report, as outlined in the *Education Act*, the *Ontario College of Teachers Act*, and the *Child and Family Services Act*
- that a teacher's duty of care — including avoiding negligence — also entails being a role model (appropriate on-duty and off-duty conduct, for example).

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- legal case studies
- reflections from practice regarding the promotion of respectful behaviour
- course assignment regarding the development of a field trip itinerary that includes consideration of legal obligations and professional responsibilities
- a portfolio
- examination of specific board hiring policies and practices.
- law tests/examinations.

Professional Relationships with Colleagues

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes 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 (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of content regarding professional relationships with colleagues is intended to assist candidates to understand the roles of other teaching staff and the various professional colleagues, such as Early Childhood Educators, Educational Assistants, Child and Youth Workers, Psychologists, Social Workers, Speech Language Pathologists, Community Agency and Community Support professionals, and methods for working effectively with these colleagues in support of student learning. The intent is to identify effective behaviours, practices and approaches to working in a collaborative environment with multiple teams to support student well-being and learning.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the professional standards in relation to professional conduct, collaboration, communication, and relationships with colleagues and other stakeholders
- the roles and responsibilities of professionals who interact with the school system
- the role of technologies to support new learning partnerships among educators
- building a positive and inclusive school climate under a “whole schools” approach

- recognition of supports and resources to be accessed and sensitivity regarding when these resources should be sought, in development of Individual Educational Plans and/or interventions for students, assessment, evaluation and differentiation of instruction and program.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- use of case studies and team simulations
- reflection on practicum and life experience regarding team approaches to support student well-being and learning
- legal case studies that explore interaction with colleagues in situations dealing with a teacher’s duty to report
- evidence of topic in course outlines and assignments.

Knowledge of the Ontario Context

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge of the Ontario context in which elementary and secondary schools operate.

The inclusion of knowledge of the Ontario Context in which elementary and secondary schools operate is intended to ensure that students of a program of professional education are aware of the ever-changing socio-cultural, political, historical, economic, linguistic, religious, regional, institutional, systemic context of Ontario in which their work is situated. It is particularly intended to develop understanding of the role of the teacher as change agent and the importance of working for social justice and equity of access and outcomes for all learners. It is intended to facilitate commitment and capacities to facilitate learning for students with multiple, diverse identities and build on the strengths, interests, and assets of all students and all communities, including under-served and under-represented communities while recognizing intersections within and across communities and with broader global communities as well.

See also Indigenous, politique d'aménagement linguistique (PAL), and Safe and Accepting Schools sections.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- equity, diversity, inclusion and social justice and the key role of teachers in identifying and eliminating barriers and creating social change
- the use of culturally relevant and responsive content, instruction and assessment to engage all students, support positive identity development, and address individual students' strengths, interests, and needs, particularly for members of under-served communities or groups

- the responsibility of teachers to take into consideration the histories and contemporary experiences of members of marginalized and/or under-served communities
- the importance of working from an asset-based orientation
- cultural proficiency and cross-cultural and intercultural communication and relationship-building.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- course syllabi that incorporate considerations of the diversity of the Ontario context
- materials on the walls and in the corridors of the Faculty/School of Education that enable all students to see themselves reflected
- elders, cultural and faith leaders, LGBTQ speakers and representatives from diverse communities who give presentations and demonstrations of different cultural ways of knowing and being
- faculty support of teacher candidate interest in social issues in the school and in the community
- lesson and unit plans that explicitly incorporate materials and activities representing diverse approaches to the knowledge and skills in the Ontario curriculum
- modeling specific ways to support students who are members of marginalized and/or under-served communities.

Indigenous Perspectives, Cultures, Histories and Ways of Knowing

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge of the Ontario context in which elementary and secondary schools operate.

The inclusion of Indigenous histories, cultures, contributions and perspectives content is intended to ensure that candidates recognize their responsibility to engage learners from First Nation, Metis and Inuit communities using culturally relevant and responsive pedagogy and ensure that students who identify as members of Indigenous communities see their cultures, histories and perspectives reflected in the curriculum, pedagogy, school and community. The intent is to ensure that candidates recognize their responsibility to educate all students in their classrooms Indigenous histories, cultures, perspectives and ways of knowing as important within the Ontario context in which all students are living and learning. The intent is that First Nation, Metis and Inuit cultures, perspectives, histories and experiences will be incorporated into areas of the curriculum which are not explicitly historical or sociological, including, for example, environmental education, arts education, literacy, numeracy, science. It is not intended that candidates will speak for or appropriate cultural knowledge but rather include perspectives and histories, cultivate relationships with Indigenous communities and understand how and when to use respectful methods for incorporating cultures.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the cultural and linguistic assets contributed by Indigenous families and communities to each child's positive identity development, learning, and well-being
 - the importance of histories, cultures, contributions, perspectives, and treaties to contemporary Indigenous communities
 - the colonial experiences of Indigenous peoples, such as residential school experiences, and the ongoing impact of these experiences on Indigenous communities and their members
 - the development of relationships with Indigenous community partners, Elders, and Senators to support culturally relevant and responsive curriculum and assessment practices, including those reflecting Indigenous pedagogies
 - the diversity of languages within Indigenous communities and ways of supporting multilingual language development.
- There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to the following:
- course syllabi that reflect Indigenous content, perspectives, traditional practices, and ways of knowing
 - use of case studies and students' lived experiences regarding the use of traditional knowledge and practices, such as healing approaches to address the effects of multigenerational trauma
 - assignment where students compile a list of digital and web-based Indigenous resources related to the subject areas and ages they plan to teach
 - experiential learning on the land
 - assignments and activities in which candidates meet community members and Elders, hear First Voices, and engage in Indigenous communities and cultural experiences
 - Practicum reflection on lessons and units incorporating Indigenous perspectives on historical events, environmental concerns, such as health.

Politique d'aménagement linguistique (PAL) de l'Ontario

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides a student with knowledge and understanding of how to teach students whose first language is not the language of instruction, whether English or French. (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The inclusion of politique d'aménagement linguistique (PAL) de l'Ontario is intended to ensure that students of programs of professional education who will be teaching in the French language system understand the broader French language education system including teaching and learning in a minority context, identity construction, participatory leadership, engaging parents and communities and contributing to strong institutions and communities. It is intended that they learn about their role in supporting students to communicate in French and sustain francophone communities in Ontario and Canada. It is intended to support their development of a pedagogical approach and a repertoire of instructional and assessment strategies to use to engage learners and support their language development (that is, programming, instructional practices, the larger context of policies, terms and processes).

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the vision, value and elements of the interdependence of language and culture to support student learning, identity, and well-being
- their role as French-language models for their students and helping students to learn about French speaking cultures
- use of students' backgrounds, experiences, and languages to create a classroom environment that reflects and celebrates the linguistic and cultural diversity of all students, promotes a

positive cultural identity, and provides engaging and challenging learning opportunities

- engagement and communication with Francophone and Francophile community partners.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- assignments that reflect knowledge of aspects of culture in diverse French-speaking communities
- micro-teaching assignment that demonstrates awareness of current approaches to French language teaching and learning
- practicum reflection on working in a linguistic and cultural situation
- practicum observations and reflections on the link between the school, family and community in a Francophone context
- practicum reflection on the effectiveness of specific approaches to French language learning.

Safe and Accepting Schools/ Creation of a Positive School Climate

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes multiple content areas that enable students to acquire knowledge and skills pedagogical and instructional strategies, and of the teaching context.

The inclusion of knowledge of safe, inclusive and accepting schools and creating a positive school climate is intended to reinforce the professional responsibility outlined in the standards of professional practice and legal expectations and to connect the responsibilities to student engagement, learning, equity, well-being and safety. It is also intended that practice is founded on a belief that all students can learn using the assets that they bring and that it is the teacher's responsibility to use practices to ensure that all students, families and communities are respected, included and served. The role of the teacher in promoting respectful behaviour and dealing with inappropriate behaviour within the broader framework of legislation and policy is important. The intent is that teacher candidates understand their role in developing safe, inclusive, healthy environments for learning that encourage student well-being.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- equity, diversity and social justice and the integral role of the teacher in identifying and eliminating barriers and creating social change
- legislation such as amendments to the *Education Act* through the *Accepting Schools Act*, and Ontario's *Equity and Inclusive Education* and *Safe Schools Strategies* intended to make schools safe, inclusive and accepting places to learn
- culturally relevant and responsive curriculum content, instruction and assessment using

Ontario curricula to promote a sense of belonging, engage all students and meet individual students' strengths and learning needs, to promote healthy schools, and the health and well-being of students and families

- effective practices to incorporate culture, language, backgrounds and experiences, community knowledge, perspectives and student contributions and how these elements are connected to identities, including students of Indigenous heritage, of multicultural identities, and those marginalized due to sexual orientation and gender identity
- intercultural communication and increased cultural knowledge and understanding of social justice issues and the strong connection between equity and excellence related to high expectations for all
- advancing social responsibility and environmental citizenship.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- student teaching statement of students' self-awareness regarding their social, cultural and political location and the ways in which that influences their perspectives
- course outlines and assignments that incorporate the teacher's role with Ministry, board and school codes of conduct, policies, resources and supports in alignment with the Ontario *Human Rights Code*, including religious and other accommodations, bullying and harassment, and marginalized and/or under-served communities

- classroom management plan incorporating capacities in building authentic, respectful connections between students and creating a positive classroom community and school climate
- experiential learning opportunities to learn about themselves and differences, cultural proficiency and facility in cross-cultural and intercultural communication
- critical events and literature that students write about and discuss.

Parent Engagement and Communication

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes 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 (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The inclusion of parent engagement and communication is intended to ensure that candidates recognize the importance of parents and guardians as partners and that candidates develop strategies for working effectively with families to support and facilitate student learning and well-being. The intention is that candidates will develop skills in building respectful, productive relationships and in communicating with parents and families regarding student learning, conduct and development. Candidates will understand and use the diverse strengths and backgrounds of students, families and communities in planning, instruction and assessment. If opportunities arise during practicum, candidates will observe meetings and conferences with parents.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the shared interest of schools, families and community in student well-being, learning and development
- the positive ways in which families can contribute to each student's learning and well-being
- developing positive reciprocal relationships with families, individually and collectively
- the importance of shared high expectations
- seeking help to understand and help address barriers that may prevent some parents from

fully participating in their children's learning (for example, language, transportation, their own school experiences)

- proactive and positive communication with parents and caregivers, using a variety of modalities including digital communication.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- course materials that reflect reciprocal ways of working with parents and guardians
- assignments that require community observation and a school-based communication plan
- assignment-compilation of ideas for family outreach and parental engagement, including uses of digital technology
- practicum reflection on effective ways the school engages parents.

Practicum

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes 80 days of practical experience, appropriate to the format and structure of the program, in schools and other situations approved by the College for observation and practice teaching (Regulation 347/02, Section 1).

The inclusion of a lengthened practicum is intended to highlight and strengthen the theory-practice interconnections that are possible when considering course work and fieldwork as linked and mutually supporting, with the intent that, ultimately, all aspects of knowledge and skill will be connected to, and reflected in course work and the practicum. The intent is also to support development of a vision of the profession, meta-cognitive understanding of critical elements, and evidence-informed and effective practices that can be used and adapted for groups of students and individual students' strengths and needs in particular contexts. To be useful and effective, it is crucial for the practicum experience to be interwoven into faculty courses and inclusive of the core content described in this guide.

The initial teacher education program will enable students to acquire knowledge and skills pertaining to:

- the capacity to be flexible, adaptive and creative in drawing upon their repertoire of practices, bodies of knowledge, and concepts/theories to facilitate student success
- the capacity to discern relevant elements of research and theory for consideration when addressing problems of practice
- the capacity to identify and address barriers to inclusion by actively raising awareness, building understanding, respecting and valuing the full range of the diversity in Ontario schools

- the capacity to work and learn collaboratively with colleagues, including associate teachers, teacher candidates, and other educators, to support student and professional learning
- the capacity to be reflective and self-assess to respond to changing, dissonant and challenging conditions
- the capacity to reflect on their own professional judgment, problem-solving, and learning from teaching placements.

There are a variety of ways of demonstrating that students have had the opportunity to acquire knowledge and skills related to this element, some of which may include examples similar to:

- summary reports from associate teachers and faculty advisors
- practicum binders
- lesson plans
- multi-media presentations
- reflections
- portfolios.

College policy regarding practical experience

The College has existing policy and procedure regarding practical experience in a program of professional education. Advice to the sector can be seen in a [2016 Registrar's Memorandum](#), and is excerpted below.

Criteria used to determine what constitutes practical experience in a program of professional education

To fulfill the requirements of Regulation 347/02 and Regulation 176/10, the College requires that a faculty member is appointed as an advisor for the candidate and the practical experience:

- is a minimum of 80 days
 - includes observation and practice teaching
 - is completed in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College
 - is completed in English-language schools or classes if the candidate is to be certified to teach in English (or in French Immersion); or in French-language schools or classes if the candidate is to be certified to teach in French
 - takes place in instructional settings which are related to the areas of concentration of the candidate's program of professional education, that is, in primary (K – Grade 3) and junior (Grade 4 – 6) classrooms for a candidate whose areas of concentration are the primary and junior divisions or in intermediate (Grade 7 – 10) and senior division (Grade 11 – 12) subject-specific classrooms for a candidate whose areas of concentration are the intermediate and senior divisions, etc.
 - enables candidates to participate in settings related to each division and, where applicable, at least one of the subject areas of the program that are relevant to the candidate's program. Where possible, candidates would be better prepared if they have an opportunity to obtain experience in both subject areas.
 - is supervised and assessed by an experienced teacher who is a member of the College in good standing. The College recognizes that the determination of a candidate's success in the practicum is informed by the associate teacher's assessment but that the responsibility for final evaluation rests with the faculty member
- is successfully completed and so noted on the transcript sent to the College.

In addition, the College recommends that the practical experience occur in a restricted subject, identified in section 19 of Regulation 298, made under the *Education Act*, only if the candidate's area of concentration in the program of professional education is in such a subject. For example, a candidate's practical experience may take place in a classroom in an English-language school where French is the language of instruction (that is, in a French Immersion classroom) if the candidate's area of concentration is Intermediate French or Senior French. Further, the College recommends that candidates not be placed in specialized settings such as English as a Second Language or Special Education where students are congregated for instruction.

For the dean or director to report to the Registrar that a candidate has successfully completed the program of professional education and that he/she is recommending the candidate for certification, the candidate must have successfully completed the practicum.

Other situations approved by the College

The Registrar uses the following criteria to determine whether a situation is approved for observation and practice teaching:

- the program is delivered in an instructional setting
- students are organized in a class or classes for program delivery
- the Ontario curriculum for elementary and secondary schools is being used
- the language of instruction is English or French or,
 - in the case of a First Nations elementary school, is a Native language identified in the Native Language curriculum policy document or,

- in the case of a Provincial School is American Sign Language or Langue des Signes du Québec.

These criteria may be met by situations, including but not limited to:

- a private school which has filed a Notice of Intention to Operate with the Ministry of Education
- settings, such as:
 - Royal Ontario Museum
 - Ontario Science Centre
 - Science North
- a school operated by the council of a band or an education authority with responsibility for providing for the educational needs of the members of the band or bands
- a school operated by Indigenous and Northern Affairs Canada.

Practical experience completed during a concurrent program

Candidates who are enrolled in a concurrent program of professional education may satisfy the practical experience requirement by observing and practice teaching over the course of the concurrent program. To be eligible, the practical experience must be identified as such and must meet the criteria above.

In addition, the experience must not be used to also satisfy course or program requirements for the academic degree.

Candidates enrolled in programs of professional education delivered in more than one session

In accordance with Regulation 347/02 and Regulation 176/10, candidates who are enrolled in multi-session programs that lead to a Transitional Certificate of Qualification and Registration must also meet practicum requirements as outlined above.

When a candidate successfully completes the first session of the program, they are eligible to apply to the College for a Transitional Certificate of Qualification and Registration. With the September 2015 introduction of the enhanced teacher education program, the first session of these programs must include a practicum of at least 10 days.

For candidates who have been issued a Transitional Certificate of Qualification and Registration and are employed, the remaining number of practice teaching days must be designated for practicum purposes over the course of the school year(s). The requirement may be met in the classroom for which the candidate is responsible if the teaching experience is supervised and assessed by an experienced teacher (who may be the principal), and the setting enables the candidate to meet the divisional requirements. A faculty member must be appointed as an advisor to each candidate and the practical experience must:

- take place in instructional settings which are related to the areas of concentration of the candidate's program of professional education
- enable the candidate to observe and/or practice teach in settings related to each division and at least one of the subject areas of the program that are relevant to the candidate's program, where a divisional qualification is being sought.

Practical experience beyond the minimum requirement

Many faculties, colleges or schools of education require that candidates complete more than the 80 days of practical experience set out in the regulation.

Subject to the design of the practicum as accredited and at the discretion of the faculty, the experience beyond the 80 days may be in settings other than those identified above.

Revision Schedule

This document will be updated periodically to ensure currency and to reflect system and program changes.

Updates may also occur following major regulatory amendments or policy changes affecting the core content areas outlined in Regulation 347/02, Accreditation of Teacher Education Programs.

Resources

<http://www.edu.gov.on.ca/eng/teachers/ITE/resources/accreditation.html>



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de l'Ontario

Cette publication est également disponible en français sous le titre de
Guide d'agrément à l'intention des fournisseurs.

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