

Revised February 2015



Ontario
College of
Teachers
Accreditation
Review Guide
for Participants

Introduction

Thank you for offering to participate in the interviews for the accreditation review of this institution's program(s) of professional education for teachers. The Ontario College of Teachers appreciates your contribution and willingness to devote your time to this aspect of the accreditation process.

As the self-regulatory body for the teaching profession in Ontario, the College has the privilege and responsibility to accredit programs of professional education in Ontario. Accreditation is a status granted to programs that meet criteria established in regulation. Accredited programs reflect the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession.

If you have any further questions after reading this guide please contact the Accreditation Unit at 416-961-8800, extension 855 for more information or toll-free in Ontario at 1-800-534-2222.

How are programs of professional education for teachers reviewed?

The Ontario College of Teachers appoints an accreditation panel to conduct a comprehensive review of each teacher education program including interviews and observations. The College Council's Accreditation Committee issues a decision after reviewing the panel's report and the response of the program dean or director.

The purpose of the interview is for the panel to identify additional evidence to support the claims made in the faculty's submission. The panel interviews many groups associated with the program to confirm that the program meets the requirements for accreditation established in regulation. The panel reads the submission thoroughly in advance of the interviews, but may ask some open-ended questions to gather additional information about the program.

Your oral or written submissions provided to the panel will be considered as part of the accreditation panel's review of the application for accreditation.

By providing the panel with your submissions (whether orally or in writing), you are consenting to the release of those submissions to the Ontario College of Teachers for its use in reviewing the program of professional education. You are also consenting to the disclosure of your name and relationship to the program to the Ontario College of Teachers. Both your submission and name may also be included in an accreditation report that will be shared with the institution and the Ontario College of Teachers.

Your experience and your input are an important part of the accreditation panel's review. The panel will also consider information from the institution itself.

In preparation for the review,

1. the faculty

- conducts a self-appraisal of the program under review
- prepares documentation that demonstrates how the program satisfies the accreditation requirements
- sends the documentation to the College to distribute to the panel
- arranges for the on-site visit of the panel including interviews, exhibits room and tours.

2. the panel

- attends training sessions focused on the accreditation process
- reads all of the documentation from the program
- considers the evidence demonstrating that the program meets the regulatory requirements
- may conduct an on-site visit to learn more about the program and to gather additional information regarding how the program satisfies the accreditation requirements

- drafts a report outlining its findings and the evidence it considered and sends this to the institution for comment
- considers any clarifying information provided by the faculty/school of education and presents a final report to the Accreditation Committee for consideration.

The Accreditation Committee considers the panel's final report to decide if the program of professional education for teachers is accredited without conditions, accredited with condition(s) or accreditation is denied.

How can you help?

Your interview will probably last about 45 minutes. A panel appointed by the College Council's Accreditation Committee will gather together a small group of participants to provide insights into the program under review. Examples of questions the panel may ask you and your group members include:

1. If you are a **teacher candidate**, the panel may want to know more about:
 - the course work component of your program
 - your practice teaching experiences
 - the assessment and evaluation practices of the program
 - your preparation to assume a teaching position in Ontario
 - the link between the *Ethical Standards for the Teaching Profession*, the *Standards of Practice for the Teaching Profession*, and your program
 - opportunities for candidates to provide input to the program about improvements
 - how the program prepares you to teach in the specific divisions and subject areas for certification as a teacher.
2. If you are an **alumnus**, the panel may want to know more about:
 - your experience as a teacher candidate in the program of professional education
 - your preparation to begin a teaching position
 - your observations about strengths in the program and suggestions for improvement.
3. If you are a member of the **faculty**, or the **dean/director** of the program, the panel may want to know more about how:
 - courses are consistent with the program's conceptual framework
 - courses are consistent with and reflect the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
 - courses address current Ontario curriculum, apply current research in teacher education and provide broad knowledge about teaching

- courses integrate theory and practice and how the program enables candidates to apply theory in practice
 - candidates are assessed and kept regularly informed of their progress
 - the format and structure of the program is appropriate for the course content
 - the institution demonstrates a commitment to continuous improvement and quality assurance of the program
 - the institution acts upon the advice offered by your institution's Teacher Education Advisory Committee or similar committee
 - faculty are informed about the feedback provided by the candidates about their courses
 - faculty members teaching the program are an appropriate combination of academics and practitioners with experience in education and expertise in the divisions and components of the program
 - the program content, format and structure can be improved.
4. If you are the **practicum co-ordinator** or a **faculty advisor**, the panel may want to know more about:
- how faculty advisors provide support to teacher candidates and associate teachers during the practicum
 - how the practicum is assessed and evaluated for successful completion
 - opportunities for teacher candidates to observe other teachers during the practicum
 - opportunities for teacher candidates to practice teach in their divisions for certification and at least one of their teaching options
 - any issues experienced during practicums and how they were resolved.
5. If you are an **associate teacher** or **principal**, the panel may want to know more about:
- the process used to select associate teachers
 - how faculty advisors provide support to teacher candidates and associate teachers during the practicum
 - how the practicum is assessed and evaluated
 - opportunities for teacher candidates to observe other teachers in classrooms
 - opportunities for teacher candidates to teach in the divisions for which they will be certified and their teaching options
 - any issues experienced during the practicum experience and how they were resolved
 - any impressions you may have of the practical and theoretical knowledge of the teacher candidates from the institution under review
 - how the institution supports associate teachers to supervise the practicum
 - opportunities to make suggestions to the institution about improvements to the teacher education program
 - how the program can be improved.

6. If you are a **director of education** or a **superintendent**, the panel may want to know more about:
- the selection process used to determine the schools in which teacher candidates complete practicum placements
 - how associate teachers are selected
 - the nature of the working relationship between the district school board and the institution
 - opinions about the preparation of any new teachers hired from this program
 - opportunities to provide input about the program through involvement with the Teacher Education Advisory Committee or similar committee.
7. If you are a **staff member**, depending on your position, the panel may want to know more about:
- the library and technological resources to determine if they are appropriate and accessible to the program's teacher candidates and educators
 - resources to support the research activities associated with the program
 - the currency of the learning materials and how they reflect a wide knowledge base for the areas of study in the program and support theory applied in practice
 - how the physical facilities support the program's mission
 - how the institution and staff members demonstrate a commitment to continuous improvement and quality assurance of the program
 - how the institution stores, secures and destroys electronic and paper records and controls access to teacher candidate records.
8. If you are a **member of a teacher education advisory committee** or a **member of a similar body such as a teacher education liaison committee**, the panel may want to know more about:
- the committee's mandate
 - meeting frequency and level of activity
 - what expertise you bring to the committee
 - how the committee views its role in the continuous improvement and quality assurance of the program
 - opportunities for the committee to advise the institution about continuous improvement and quality assurance of the program
 - how the institution acts upon the advice or information offered
 - how the program's conceptual framework relates to the needs of teacher candidates and the education community.

Who is on the panel?

An Accreditation Committee appoints at least four members to an accreditation panel:

- two members of the Council of the Ontario College of Teachers (one appointed and one elected member), including at least one member of the Accreditation Committee
- one roster member who has experience as an educator in a program of professional education, or expertise or experience in teacher education program evaluation
- one person nominated by the provider of the program submitting the application for accreditation
- one person with expertise in the specialized area, if the program under review prepares teacher candidates to teach technological education, Native languages, Deaf or hard of hearing students, or teachers of First Nations, Métis or Inuit ancestry to teach in the Primary/Junior divisions.

What is the accreditation decision?

The panel will make a recommendation to the Accreditation Committee, which will issue one of three decisions:

1. **Accreditation Granted without Conditions**
The program fully meets the requirements outlined in the Accreditation Regulation. It is accredited for two to seven years depending on whether it is delivered as a concurrent or consecutive program, and whether it is newly proposed or being considered for renewal of accreditation.
2. **Accreditation Granted with Conditions**
The program substantially but does not fully satisfy the requirements. Within six months, the provider must prepare and submit a plan to the College outlining steps and timelines for addressing the conditions. The committee will monitor the program and may modify or remove the conditions.
3. **Accreditation Denied**
The program does not substantially satisfy the accreditation requirements.

If the committee denies or revokes accreditation of an accredited program of professional education, all candidates enrolled at the time of the decision may continue to complete the program as accredited.

However, the provider will notify all candidates who apply to enter the program that it is no longer accredited by the College, and that the program will not lead to certification as an Ontario teacher.

Who sees the accreditation report?

A copy of the accreditation panel's report is given to the College and the provider of the program. The Accreditation Committee considers the panel's report in writing its decision. By being interviewed, you are consenting to release of the information and disclosure of your name and relationship to the program to the Ontario College of Teachers for its use in the review. Your information and name or relationship to the program may also be included in an accreditation report that will be shared with the institution and the College.

The outcome of the review is publicized in *Professionally Speaking*. The committee's full written decision is available on the College's web site at www.oct.ca.

How can the public participate?

The College welcomes input from Ontario certified teachers and members of the public on the quality of the teacher education programs it reviews.

An accreditation review schedule is available on our web site at www.oct.ca/octfeedback/reviews.

Contact the College if you'd like to make a presentation to the panel. If you prefer to provide your feedback electronically, it's easy to make a submission through our website. You can also sign up to be notified by e-mail when future reviews are added to the schedule.

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Ordre des
enseignantes et
des enseignants
de l'Ontario

Cette publication est également disponible en français sous le titre de
Guide du participant à l'examen d'agrément des programmes

For additional information:
Ontario College of Teachers
101 Bloor Street West
Toronto ON M5S 0A1

Telephone: 416-961-8800
Fax: 416-961-8822
Toll-free in Ontario: 1-888-534-2222
E-mail: info@oct.ca
www.oct.ca