



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario

Fair Registration Practices Report Teachers (2019)



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The answers seen below were submitted to the OFC by the regulated professions.

This Fair Registration Practices Report was produced as required by:

- the Fair Access to Regulated Professions and Compulsory Trades Act (FARPACTA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPACTA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

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1. Qualitative Information

a) Requirements for registration, including acceptable alternatives

- i. Describe any improvements / changes implemented in the last year.

Mathematics Proficiency Test

In August 2019, the Proficiency in Mathematics regulation was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of Teachers. The new certification requirement is set to take effect on March 31, 2020. Ontario applicants who complete their application for a certificate of qualification and registration on or after **March 31, 2020** must pass a MPT to become certified, whether or not the application was started before that date.

A complete application includes the receipt of all required documentation and fees by the College. Internationally Educated Teacher (IET) applicants who complete their application for a certificate of qualification and registration on or after **March 31, 2020**, whether or not the application was started before that date, are required to pass a MPT within two years of being granted their initial certification by the College. Otherwise, their certificate will expire and they will be ineligible to teach in Ontario until they pass the test and meet all other applicable certification requirements.

An exemption exists for those who completed a teacher education program that prepared them to teach Native Languages. Applicants who hold a teaching certificate from a Canadian

province or territory outside Ontario are covered under the *Ontario Labour Mobility Act*, and are not required to write the MPT to become certified.

The test will be developed by the Education Quality and Accountability Office (EQAO).

Alternative Documentation Procedure

The Ontario College of Teachers offers an alternative documentation procedure for applicants who are unable to provide documents in the usual format. The College has no testing mechanisms that it can rely on as an indicator of an applicant's knowledge and skill. This increases the need to use official documents to assess an applicant's education and professional qualifications.

The College's practice is to receive academic and professional documentation directly from the granting institutions; however, the College recognizes the institution in question may, in some cases, no longer be operating because of war and/or if there is no designated custodian of records. In other cases, applicants may fear persecution or discrimination from the institutions or foreign governments in the event they request original documents. The College initiated this procedure in 2003, and continues to develop it to help applicants who have difficulties obtaining documents outside of their control.

Registration Videos

In late 2015, the College added two videos to its website. These videos provide useful information to internationally educated applicants, who can't attend information sessions held every month at the College.

The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre ", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 4,900 times between January 1 and December 31, 2019.

The second video, "Evaluating your Application / Évaluation de votre demande ", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 1,200 times between January 1 and December 31, 2019.

The videos can be found on the College website landing page for internationally educated teachers.

oct.ca/becoming-a-teacher/internationally-educated-teachers

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements.

Information Sessions

In 2019 the College updated its monthly information session presentation for IETs about the College's application process and document requirements to advise of the MPT. In addition, the College has updated the presentation for denied applicants to inform them that if they do not meet requirements within the specified timeframe they will be subject to the MPT.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2019, College staff made 50 faculty presentations in Ontario. These faculty presentations help clarify the certification requirements and explain how to complete the application process.

Inactive Application Closure

In 2015, following an internal continuous improvement review and a recommendation from the OFC, the College implemented a process designed to close open applications awaiting documentation for more than two years.

Active since 2015, the new process gives the applicant options to complete their application, to request a determination of eligibility for certification without completion of documentation, or to close their application without an assessment. This better engages the applicant in the registration process by clearly communicating when their application may be closed. The process also allows the College to close incomplete application files without a credential assessment decision if the applicant does not advise the College how to proceed.

While introducing this process for current applicants in 2015, the College simultaneously reviewed applications that had been open for longer than two years (opened between 1997 and 2013) and communicated with these applicants to initiate the closure process for these inactive files in tandem with the new process for current files.

In 2015, 2016 and 2017, the College corresponded with more than 4,000 applicants to advise them of their application status and the steps to follow to close, complete or request an evaluation prior to their application's closure date. In 2017, the College completed the last phase of this inactive application closure process for applications received prior to 2015.

In 2018, with the older inactive applications process now completed, the College continued to correspond with current applicants throughout their two-year application validity cycle.

In 2019, the College expanded the inactive application closure process. The College now closes applications for individuals who had started to apply more than two years ago but never submitted their application. An email notified the individuals about the closure and to advise of the new MPT requirement, which could apply to them should they choose to reapply (5824 emails were sent).

Accessibility for Ontarians with Disability Act (AODA)

The AODA aims to make Ontario barrier-free by developing accessibility standards in five areas: customer service, employment, information and communications, transportation and built environment. The College is committed to full compliance with the regulations established under the AODA and to ensuring people with disabilities receive respectful and appropriate service when interacting with the College, either in-person, by phone, email or through its website.

Registration Guides

The College enhanced its communication materials to include more information about the changes in certification requirements related to the Enhanced Teacher Education Program (ETEP). For example, the College's Registration Guides were revised in 2016 to include a chart setting out the new certification requirements and the College's certification procedures.

A link to one of the College's Registration Guides is provided below:

oct.ca//media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

In 2017, the College began work to revise the Registration Guides to provide updated information on the Enhanced Teacher Education Program, particularly the requirements of multi-session programs. The revised Registration Guides were introduced in 2018.

The "Requirements for Becoming a Primary-Junior Teacher if You Are of Aboriginal Ancestry" Registration Guide was revised in 2018 to replace the word "Aboriginal" with "Indigenous" to reflect the appropriate terminology used to refer to individuals from this community.

In 2017, the College began work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining took effect in 2018 and was implemented due to the similarity of information in the two guides.

In 2018, all Registration Guides were updated to include information on withholding a name from the public register for members who never taught under a former name and for exceptional circumstances such as the risk to personal safety or for reasons of personal dignity (for example, gender expression or identification)

In 2019, the College updated all registration guides with information on the new MPT. The guide includes a handy chart that provides MPT information specific to graduates from Ontario teacher education programs, IETs and labour mobility applicants. Members and previously certified teachers are not affected. The College is updating the guides to address a regulatory amendment filed on December 2, 2019 that provides an exemption for those who completed a teacher education program that prepared them to teach Native Languages. Accordingly, MPT related information will also be removed from the Native Languages registration guide.

Credential Assessment Brochure

In 2018, the College split the Credential Assessment Brochure into two separate documents: a brochure for those applicants who are denied certification and a brochure for those applicants who are certified with conditions. This focused delivery of information prevents confusion around the next steps in the licensure process. The sending of the revised targeted information to denied applicants and members certified with conditions began in 2018.

ii. Describe the impact of the improvements / changes on applicants.

Mathematics Proficiency Test

The College has taken extensive measures to provide information to applicants on the new MPT requirement. The College has a new landing page on the College website dedicated to the MPT with information for Ontario applicants, IETs and Labour Mobility applicants. The landing page can be found here and it includes an FAQ component:

oct.ca/becoming-a-teacher/requirements/mathematics-test?sc_lang=en&

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

Those applicants who had begun the application process have been encouraged by email to send their documents to the College. Applicants have been advised that the College is able to help if they have trouble getting documents from institutions. Emails were also sent to these applicants in document assessment to advise of the new MPT and how/if it applies to them (3141 emails were sent). Prior to this initiative, the College sent a general email (that is, not specific to MPT) to all applicants in document assessment encouraging them to complete their application and to advise that the College is able to help if applicants are having trouble with getting documents from institutions (2994 emails were sent).

The College also wrote to all individuals who started the application process but did not submit the form and/or fees within the last two years to advise of the MPT while encouraging them to submit their application due to closure if the application has been open more than two years (4090 emails were sent). All applicants who were previously denied were also advised that the MPT would apply if they did not complete the requirements in their outcome letter within the validity period of our decision (240 emails were sent). Lastly, the College wrote to applicants who had not yet paid their Annual Membership Fee to advise of the MPT and how it would apply to them (292 emails were sent).

The College also wrote the Deans of Ontario faculties of education and all Ministers of Education in Canada to advise of the introduction of the MPT certification requirement and how it would apply to various types of applicants.

The College will also be updating information provided to applicants within the online application itself to provide on-going information related to the new MPT.

Finally, various communication materials were updated to include information about the new MPT certification requirement, including the *Professionally Speaking/Pour Parler Profession* (College official publication for members) and the Your College and You newsletter for members. The College has also been working closely with the Ministry of Education and EQAO to ensure consistency of information provided to applicants.

Alternative Documentation Procedure

In 2019, 56 applicants were offered alternative documentation options to complete outstanding document requirements. Of these, 48 per cent completed their document requirements. The College also shared its approach to alternative documentation as a panel member in the session *Human Rights Issues in Registration: Approaches to Credential Recognition for Regulated Professionals Without Official Documentation* at the 2018 Council on Licensure, Enforcement and Regulation (CLEAR) Annual Conference.

A new form is being introduced to formalize the College's existing Alternative Document Application Route (ADAR) and Intervention Request procedures. Though they have come about as result of examining registration processes, these are existing protocols which have been enhanced to better serve the needs of applicants.

This form:

- Provides specific assistance to applicants who have been unable to obtain documents from third party institutes for reasons beyond their control;
- Explicitly highlights the new MPT requirements for certification. The form will allow identification of applicants who initiated the ADAR/ intervention processes before the March 31, 2020 MPT introduction date, thereby allowing for discretion in determining whether the applicant should be required to write the test in the interest of fair registration practices;
- The ADAR form prompts applicants to provide a list of both the documents that they are having difficulties obtaining, as well as the proof of attempts to obtain those documents;
- A different form must be filled out for each document that the applicant needs help to submit. The form also allows the applicant to provide an explanation if they cannot demonstrate proof of attempts to obtain a document. This is included to be mindful of jurisdictions where the institution no longer exists, jurisdictions experiencing conflict, applicants that may be refugees etc.;
- The intervention request section of the form asks applicants to list the documents they are having difficulty obtaining, along with requiring the consent of the applicants to contact the institutions on their behalf. This section will be detached from the ADAR section of the form so as only to share the necessary information with the institution to obtain the document. The College hopes that, with consent through the applicant's signature, the institution may be more likely to share the document in question, and allow the College to continue to comply with the requirements mandated under the *Fair Access to Regulated Professions and Compulsory Trades Act*.

Registration Videos

In 2018, the College began to develop a video for newly certified members, to give them general information about the College and tell them how to maintain their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages of implementation, the video is set to be posted to the College's website (as an online presentation) in 2020. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation on site in its information sessions for newly certified members.

Information Sessions

In 2019, 10 sessions were held at the College to provide information to internationally educated teachers.

Application Process

The College's faculty presentations help clarify the certification requirements and explain how to complete the application process.

The College also looked for opportunities to enhance its services to potential applicants ("unsubmitted"), such as updated system generated emails that are sent to confirm registration number and submission of an application. Also, these emails were updated by adding new information encouraging these individuals to become applicants by submitting their application and fees as well as to get their documents in, with the aim of reducing the number of applications that remain unsubmitted. These emails also included an advisory that the College is able to assist should individuals have trouble obtaining documents from institutions.

In 2019, the College received 6,076 applications and certified 5,525 applicants. In 2017, there was an increase in applications and certifications from the previous year. This was due, in part, to the first graduates of the new two-year teacher education programs in Ontario applying for licensure in 2017. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most only began the application process in the second year of the program. In 2018 and 2019, the application and certification statistics have stabilized from 2017, reflecting the transition to the two-year teacher education program.

Applicants within the two-year validity period are notified as their application approaches the expiry date of two years, at which time they are offered a six-month extension, an option to evaluate without the outstanding documents, or the option to close their file. Applications are automatically closed for those who do not respond to the options provided or for those who reach the end of their validity date of two years. In the event of closure, applicants are notified that their documents will remain on file should they choose to reapply later.

In 2019, the College expanded the inactive application closure process. The College now closes applications for individuals who had started to apply more than two years ago but never submitted the application. An email was sent to these individuals to notify them of the closure and to advise of the new MPT requirement, which could apply to them should they choose to

reapply (5824 emails were sent). To implement the new Inactive Application Closure process, the College developed a communications plan to keep applicants informed and engaged throughout their two-year application cycle. Applicants now receive regular emails, throughout their application period to remind them of outstanding documentation requirements. These emails are sent to applicants after an application has been opened and remains incomplete after three, six, 12 and 18 months. These emails (introduced in 2015) also contain messaging about the ETEP and the MPT. In addition to providing a reminder to submit documentation, the emails advise the applicants of ways the College may be able to assist them if they are having difficulty in obtaining documents.

As a result of the changes resulting from the Inactive Application Closure process, the College closed 1,039 files, granted six-month extensions to 31 files and worked with applicants to complete 30 files and submit them for evaluation. Twelve of these files were offered certification.

Credential Assessment Brochure

In 2020, the College will continue MPT communications work and will amend the Credential Assessment documents to advise of the MPT requirement and introduce the test as a condition for IETs.

iii. Describe the impact of the improvements / changes on your organization.

As more applicants become certified with Enhanced Teacher Education Program (“ETEP”) conditions, the College is monitoring how these conditions are satisfied. As will be described below, College members with coursework conditions may satisfy them using Schedule C coursework contained in the Teachers’ Qualifications Regulation (Regulation 176/10 or the “TQR”). The College has established a process to determine if a member wants a Schedule C course listed on their certificate and recognized as an additional qualification or if they would prefer to use the Schedule C course to satisfy a condition related to their initial certification requirement.

In 2018, 258 members completed their conditions. In 2019, 542 members completed their conditions. The increase is likely due to the end of the five year limitation period to complete conditions for those who applied when ETEP was introduced in 2015. In January 2019, there were 1,913 members in good standing with conditions to complete.

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue the College updated its communication materials. These materials now include the option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared with faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College’s Client Services Unit proactively advised members of these offerings through an outbound calling campaign.

Accessibility for Ontarians with Disability Act (AODA)

Since 2011, the College:

- adopted its *Customer Service Policy* to ensure compliance with AODA (communication, use of assistive devices, use of service animals and support persons, notice of temporary disruptions, notice of availability of documents, feedback process and training for employees)
- adopted its *Multi-Year Accessibility Plan* (to 2021)
- provided training on AODA and *Human Rights Code* requirements (employees, Council members, and all other persons who provide goods, services or facilities on behalf of the College)
- took steps to make all new internet websites and web content conform with AODA
- took steps to provide accessible formats and communication supports for members of the public with disabilities upon request
- ensures its practices reflects accessible employment standards
- ensures that any newly constructed or redeveloped public spaces conform to the accessibility standards for the built environment, for example, service counters and waiting areas.

The College is responsible for providing accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability and at a cost that is no more than the regular cost charged to other persons. In 2017 and 2018, the College provided additional mandatory training sessions for employees ("super-users") on how to make accessible documents in Word, Excel, and PDF formats. More specifically, they learned how to design for those with vision, motor and cognitive impairments.

The College is working to further enhance the PDF forms online. The new forms will be easier to read and fillable online while being reader friendly.

Information Sessions

In February 2019, the College presented the credential assessment process to an Ontario school board that was interested in recruiting French teachers from international jurisdictions. The presentation included an overview of the College's registration requirements and application process.

b) Assessment of qualifications

i. Describe any improvements / changes implemented in the last year.

Enhanced Teacher Education Program

The implementation of the new program continued in 2019. All processes in place to facilitate the transition were utilized in 2019.

Language Proficiency

In 2018, the College began undertaking a comprehensive review of its Language Proficiency requirements. Since 2001, the College has required that all applicants for certification be proficient in either the English or French language and provide proof of language proficiency in one of four ways, one being the submission of language proficiency test scores acceptable to the College.

In 2020, the College will focus on reviewing the College's acceptable scores for each component of the College approved language proficiency tests to confirm that the scores continue to be appropriate or if further adjustments are necessary and determine if other test providers should be considered. Additionally, alternative ways to satisfy the Language Proficiency requirement may be considered.

ii. Describe the impact of the improvements / changes on applicants.

The introduction of the ETEP necessitated changes to the College's certification requirements, as only applicants who met the new ETEP requirements would be eligible for certification without conditions. Applicants who have not met the new requirements but completed a one-year teacher education program, may be eligible for certification with conditions. These conditions are "complementary course conditions" that allow the applicant to make up the duration gap with the new program. The College amended its Teachers' Qualifications Regulation to allow for complementary course conditions to be satisfied by courses listed in Schedule C of the regulation. This amendment will provide for increased availability of the courses needed to satisfy conditions on a certificate. In 2017, the College continued to monitor the completion of coursework conditions using Schedule C coursework. Members certified with conditions have five years to complete their conditions (with a possible one-year extension).

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue, the College updated its communication materials to include an option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared with faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College's Client Services Unit proactively advised members of these offerings through an outbound calling campaign.

In 2018, 258 members completed their conditions. In 2019, 542 members completed their conditions. The increase is likely due to the end of the five-year limitation period to complete

conditions for those who applied when ETEP was introduced in 2015. In January 2019, there were 1,913 members in good standing with conditions to complete.

iii. Describe the impact of the improvements / changes on your organization.

In 2019, the College continued the implementation of the certification requirements related to the Enhanced Teacher Education Program. As applicants are certified with conditions, monitoring and support for the fulfillment of these conditions is ongoing.

c) Provision of timely decisions, responses, and reasons

i. Describe any improvements / changes implemented in the last year.

Membership Services

In 2019, the College interacted with its members and the public by phone, email and social media approximately 560 times each day. In addition, the College initiated approximately 750 telephone calls and emails per month to applicants who submitted outstanding documents deemed unacceptable, or where further information is required.

In 2019, the College interacted with 2,969 members and applicants in person at its welcome counter.

Acceptable Teaching Experience

In 2019 the College launched a new section/page of the website which clarifies what constitutes acceptable teaching experience for members fulfilling conditions or wishing to complete an AQ for which teaching experience is a prerequisite.

Document Authentication Process

The Membership Records Unit receives approximately 1,000 documents each day. To conduct an evaluation, the College requires official documents sent directly from the issuing institutions. Each document received is examined against a series of criteria to determine whether the document is authentic and complete. When the College is unable to confirm a document is official, the College writes to the institution where it originated to confirm its authenticity and content. The process of verifying documents can be lengthy and time-consuming as it can require multiple requests to an institution for verification, detailed explanations from applicants and a review process in the department to determine acceptability of documents once all information is received.

In 2018, the College further developed our document verification procedure by providing applicants further information on the process including the general timelines to expect in awaiting a response as well as information on the re-issuance procedure should a response not be received. Previously these letters were only re-issued upon request. In 2018, the College introduced an automatic reissuance process for documents awaiting response to their initial verification request. In re-issuing these letters every four months, the College hopes to obtain a better response rate to our inquiries and reduce the timelines for the application process. In 2019, the College issued a total of 626 document verification letters. Of these, 380 documents

have been confirmed authentic. Of these, 62 responses (16% of responses) were received as a result of the automatic re-issuance process. Of the 626 documents verified in 2019, three documents were confirmed to be non-authentic highlighting the importance of this process .

In 2019, the average number of days for an internationally educated teacher (IET) to be certified was 158 days and the average number of days for a labour mobility applicant to be certified was 46 days. These timelines begin when all application documents are received. The average number of days for an IET to become certified has risen when compared to 2018. While the total number of new applications decreased in 2019 when compared to the previous year, the number of files received in Evaluation Services (ES) for a credential assessment increased by 16 percent in 2019. The increase of files received in the unit may be attributed to more applicants submitting transcripts through electronic sources or through World Education Services (WES). The College will accept documents previously sent to WES from granting institutions. The increased use of these services allow applicants to submit required documents in a more time efficient manner, which in turn, decreases the time for the College to be in receipt of all documents required to complete an application. The internationally educated teachers eligible for certification in 2018 represented 45 different countries and this number increased to 46 in 2019.

With respect to labour mobility, the average number of days for a labour mobility applicant (LMA) to be certified also increased when compared to 2018. While these applicants are not subject to changes in the Ontario teacher education program that took effect in 2015, the composition of applicants has changed. In 2018, 23 per cent of the LMAs reviewed were from individuals who completed a teacher education program outside Canada and this increased to 30 per cent in 2019. Traditionally, LMA files have taken less time to complete as teacher education programs across Canada share strong similarities to Ontario's teacher education program and added research and/or information is not generally required to complete the review. In contrast, assessments of international teacher education programs require comprehensive research, which tends to increase the timeline. The College will continue to monitor the trend.

The Membership Services Department continues to communicate with applicants through the Proactive Evaluation Status Update process, which updates applicants on the status of their application and provides them with an estimated timeline for an evaluation decision.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1. c) i above.

iii. Describe the impact of the improvements / changes on your organization.

In 2019, the College received 6,076 applications and certified 5,525 applicants. In 2017, there was a rise in applications and certifications from the previous year. This was due, in part, to the first graduating classes of the new two-year teacher education programs in Ontario applying for licensure in 2017. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most only began the application process in the second year of the program. In 2018 and 2019, the application and certification statistics have stabilized from 2017 reflecting the implementation of the two-year teacher education program.

d) Fees

i. Describe any improvements / changes implemented in the last year.

Fees for registration are detailed on the College's website and in presentation materials. The Council approves fees associated with the registration process, which are reviewed annually as part of the College's budget process. Presentation materials and the College's website are updated accordingly.

In 2019, there were no changes in application fees or annual membership fees.

In 2019, the College's Council approved an increase of the annual membership fee from \$150 to \$170. The new fee will take effect in 2020.

ii. Describe the impact of the improvements / changes on applicants.

N/A

iii. Describe the impact of the improvements / changes on your organization.

N/A

e) Timelines

i. Describe any improvements / changes implemented in the last year.

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comprehensive research, which tends to increase the timeline. The College will continue to monitor the trend.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1. e) i above

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1. e) i above

f) Policies, procedures and/or processes, including by-laws

i. Describe any improvements / changes implemented in the last year.

Gender Identity

In its interaction with the public, applicants and members, the College has always been committed to being inclusive and to treating all individuals with dignity and respect. In 2016 and 2017, the College undertook a review of its own practices to ensure that College practices uphold its commitment to treating all individuals with dignity and respect. This review included not only emerging practices within the federal government but with fellow regulators as well.

As such, the College implemented changes to provide equal treatment without discrimination around gender identity information and support diversity in all forms. On January 2, 2018, the College introduced a new third-gender identification option ("X") to its online application form. As well as providing members with the ability to self-identify, standard correspondence will reflect, wherever possible, gender neutral language. This initiative supports the College's ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public.

In 2018, the College amended its bylaws to allow a member to request that their former name be withheld from the public register for reasons of personal dignity, such as gender identification or gender expression. The College's bylaws previously only allowed members to make such requests for personal safety reasons. This change was in accordance with human rights legislation and the College's commitment to inclusivity, and is reflected in its Registration Guides and on its website.

In 2019, the former names of 13 members were suppressed on the public register.

Technological education teachers

In 2019, the College continued work to reflect the qualifications of members who are technological education teachers on the public register. Currently, the only qualifications used to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. The College will work with Ontario's Ministry of Education to amend the Teachers' Qualifications Regulation (Regulation 176/10 – "TQR"), and the College will develop amendments to its bylaws, to allow the relevant diplomas, work experience, and proof of competence in the technological education subject area used by

technological education teachers to obtain certification to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September and December 2017, respectively. This direction promotes fairness, transparency and equity across all members of the College and addresses requests from technological education stakeholders.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1 (f) i above.

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1 (f) i above.

g) Resources for applicants

i. Describe any improvements / changes implemented in the last year.

Mathematics Proficiency Test

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The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 4,900 times between January 1 and December 31, 2019.

The second video, "Evaluating your Application / Évaluation de votre demande", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 1,200 times between January 1 and December 31, 2019.

The videos can be found on the College website landing page for internationally educated teachers:

oct.ca/becoming-a-teacher/internationally-educated-teachers

In 2018, the College began developing a video for newly certified members, to give them general information about the College and tell them how to maintain their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages of implementation, the video is set to be posted to the College's website (as an online presentation) in 2020. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation on site in its information sessions for newly certified members.

Electronic Transcripts

The College requires official transcripts sent directly from institutions as part of the documentation required for certification. This requirement ensures that documents are authentic and can be used to assess the credentials of an applicant.

Currently, the College receives Ontario transcripts, electronically, from Ontario Universities' Application Centre, (OUAC). The College has a Memorandum of Understanding with World Education Services (WES) that allows the College to electronically access transcripts held by WES for applicants to the College. The College also has an agreement with Canadian teacher education authorities to accept certified true copies of transcripts received directly from institutions on behalf of labour mobility applicants.

Applicants who are ineligible for electronic transmission for OUAC or who do not have files with WES or other Canadian teacher education authorities must arrange for institutions to send paper documents directly to the College.

The College, was recently made aware of the following three organizations with secure mechanisms for electronic transmission of transcripts: National Student Clearinghouse; Parchment and MyeQuals. As of 2019, as part of its commitment to continuous improvement, the College accepts transcripts electronically from each of these three organizations. This has made the application process more efficient.

The College requires applicants to arrange for a statement of professional standing to be sent directly from every jurisdiction where an applicant taught or where they completed their teacher education program. At times, this document can take some time to arrive through the mail. In 2019, the College began working to obtain these documents from issuing authorities through a secure electronic document exchange system. The College now accepts documents through a

secure electronic document exchange with the issuing authority in New Zealand. We will be looking to work with other issuing authorities to develop similar systems.

Current or former members of the Ontario College of Teachers or applicants for membership may request copies of their documents on file (such as transcripts or statements of professional standing from jurisdictions outside Ontario) to be sent to other organizations. In 2019, the number of requests for these documents has increased signaling a wider acceptability of documents received through the College in lieu of official documents sent directly. To manage the increasing volume of these requests and to better serve applicants and members, the College began working to provide a means to share these documents with third party organizations (such as QECO) through a secure electronic document exchange system.

Enhanced Teacher Education Program

As a result of the introduction of the ETEP, the College updated information on the registration process for potential applicants. This update was performed across print resources, the College website, and through information sessions. The particulars of the updates are:

Registration Guides

In 2016, the College's Registration Guides were revised to include a chart that sets out the new certification requirements along with the different methods applicants can satisfy these requirements.

oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

In 2017, the College revised its Registration Guides to provide updated information on the ETEP, particularly the requirements of multi-session programs.

In 2018, the College completed its work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining change took effect in 2018 and was undertaken due to the similarity of information in the two guides.

In 2019, the College updated all registration guides with information on the new MPT. The guide includes a handy chart that provides MPT information specific to graduates from Ontario teacher education programs, IETs and labour mobility applicants. Members and previously certified teachers are not affected. The College is updating the guides to address a regulatory amendment filed on December 2, 2019 that provides an exemption for those who completed a teacher education program that prepared them to teach Native Languages. Accordingly, MPT related information will also be removed from the Native Languages registration guide.

Credential Assessment Brochure

This brochure is provided to applicants who have been denied certification. It provides general information on the assessment and appeal process. The brochure was updated in 2016 to include a chart that sets out the new certification requirements and certification procedures.

The Credential Assessment Brochure was made available on the public website in the Resources section. It can be found at:

oct.ca/resources/alpha?letter=C

In 2018, the College split the Credential Assessment Brochure into two separate documents: a brochure for those applicants who are denied certification and a brochure for those applicants who are certified with conditions. This focused delivery of information prevents confusion about the next steps in the licensure process. The sending of the revised targeted information to denied applicants and members certified with conditions began in 2018.

In 2020, the College will continue MPT communications work and will amend the Credential Assessment documents to advise of the MPT requirement and introduce the test as a condition for IETs.

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements.

Information Sessions

In 2019, the College updated its monthly information sessions for IETs about the College's application process and document requirements to advise of the MPT. In addition, the College has updated the presentation for denied applicants to inform them that if they do not meet requirements within the specified timeframe they will be subject to the MPT. In 2019, 10 sessions were held at the College to provide information to internationally educated teachers.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2019, College staff made 50 faculty presentations in Ontario. These faculty presentations help clarify the certification requirements and explain how to complete the application process.

ii. Describe the impact of the improvements / changes on applicants.

Mathematics Proficiency Test

The College has taken extensive measures to provide information to applicants on the new MPT requirement. The College has a new landing page on the College website dedicated to the

MPT with information for Ontario applicants, IETs and Labour Mobility applicants. The landing page can be found here and it includes an FAQ component:

oct.ca/becoming-a-teacher/requirements/mathematics-test?sc_lang=en&

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

The College also wrote the Deans of Ontario faculties of education and all Ministers of Education in Canada to advise of the introduction of the MPT certification requirement and how it would apply to various types of applicants.

The College will also be updating information provided to applicants within the online application itself to provide ongoing information related to the new MPT.

Finally, various communication materials were updated to include information about the new MPT certification requirement, including the *Professionally Speaking/Pour Parler Profession* (College official publication for members) and the Your College and You newsletter for members. The College has also been working closely with the Ministry of Education and EQAO to ensure consistency of information provided to applicants.

Those applicants who had begun the application process have been encouraged by email to send their documents to the College. Applicants have been advised that the College is able to help if they have trouble getting documents from institutions. Emails were also sent to these applicants in document assessment to advise of the new MPT and how/if it applies to them (3141 emails were sent). Prior to this initiative, the College sent a general email (that is, not specific to MPT) to all applicants in document assessment encouraging them to complete their application and to advise that the College is able to help if applicants are having trouble with getting documents from institutions (2994 emails were sent).

The College also wrote to all individuals who started the application process but did not submit the form and/or fees within the last two years to advise of the MPT while encouraging them to submit their application due to closure if the application has been open more than two years (4090 emails were sent). All applicants who were previously denied were also advised that the MPT would apply if they did not complete the requirements in their outcome letter within the validity period of our decision (240 emails were sent). Lastly, the College wrote to applicants who had not yet paid their Annual Membership Fee to advise of the MPT and how it would apply to them (292 emails were sent).

In 2018, the College started to provide additional resources for newly certified teachers at the monthly information sessions. While these resources are available on the College's website and printed copies of many College resources are available in the reception area on the 14th floor, several College publications are now provided to each new member who attends the session. The list of the resources is as follows:

- Credential Assessment: For Members with Conditions on their Certificate
- Who Does What in Education

- OCT Your Professional Designation
- Foundations of Professional Practice
- Essential Advice for the Teaching Profession
- Professional Advisory (Supporting Students' Mental Health)

iii. Describe the impact of the improvements / changes on your organization.

Information Sessions

In February 2019, the College presented the credential assessment process to an Ontario school board that was interested in recruiting French teachers from international jurisdictions. The presentation included an overview of the College's registration requirements and application process.

Please see response to Question 1 (g) i above.

h) Review or appeal processes

i. Describe any improvements / changes implemented in the last year.

Registration Appeals Committee - 2019 statistics

The Registration Appeals Committee received 20 appeals in 2019. Of this number, 7 appeals were received from members certified with Terms, Conditions or Limitations (TCL) and 9 were from applicants denied certification.

The following illustrates a comparison with past years:

Year	Appeals received	Decisions Rendered	Denied applicants	TCL (members)
2010	20	15	13	2
2011	17	13	12	1
2012	22	15	21 (100%)	0
2013	24	25	23 (100%)	0
2014	24	18	24 (100%)	0
2015	19	24	19 (100%)	0
2016	60	35	13 (21%)	47 (78%)
2017	28	21	18 (64%)	10 (36%)
2018	21	16	10 (48%)	11 (52%)

In 2018 and 2019, there was a decrease in appeals related to TCLs on College members' certificates compared with 2016. In 2016, the increase in the volume and the number of appeals pertaining to TCLs (47 that year compared with none between 2012 - 2015) was exceptional and can be attributed to the implementation of the ETEP in September 2015.

The numbers of appeals received in 2019 represents a return to normal levels (an average of 20 appeals annually between 2010 and 2015).

The jurisdictions of appellants in 2019 were as follows: Ontario (8), other Canadian provinces/territories (0) and from outside of Canada (12).

Timelines

The College makes its best efforts in every case to ensure a review by the Registration Appeals Committee and the release of the committee's decision is within 120 days of receipt of the request for the review. This timeline is outlined in the College's Fair Registration Practices Regulation.

Several factors can contribute to circumstances where it is not possible to achieve the 120 day guideline set out in regulation. These include:

- requests for extensions by the appellants;
- changes in regulation or legislation;
- extensions of the timelines when the committee requests more detail or additional documents;
- administrative delays because new supporting documentation or additional information are received (review of the original credential assessment by the College, time to respond and update the appeal packages); or
- administrative delays with oral presentations which increased since 2013 (e.g. scheduling mutually agreeable dates for both panels and appellants).

Improvements (2015-2017)

In 2015, improvements to internal processes had a direct impact in reducing timelines such as:

- the use of a decision writer and editor,
- shorter administrative timelines to prepare the appeal packages, and
- enhanced internal tracking processes to ensure that deadlines are respected.

In 2016, the following changes were implemented:

- the increased volume of appeals coincided with an increase volume of appeal withdrawals (16 in 2016 compared to 4 in 2015). Appellants usually choose to withdraw their appeal request following a College reassessment of their credentials and a decision to certify them or remove TCLs. As additional information comes in with an appeal as a matter of course, the College's Membership Services Department reaches out to applicants to get new information that may be used in a reassessment and that may change the original outcome. The reassessment occurs before the appeal would be sent for a review by the committee. Refunds continue to be provided for withdrawals and reassessments. The existing process was reviewed with the College's Membership Services Department to improve efficiency and reduce timelines;

- the College's Membership Services Department and the College's Policy and Research Unit held internal meetings to identify the appeal process steps in which improvements could be made to assist the committee in meeting the legislated 120-day timeline; and
- the College's Policy and Research Unit implemented a paperless process by distributing materials electronically. This streamlined the handling of each appeal file, reducing paper volume significantly and improving human resource efficiency.

In 2017, the College made improvements to its electronic document records system in order to reduce administrative timelines in preparing the appeal documents that are distributed to the parties at the beginning of the appeal process. This first step of the appeal process is now automated (i.e. selection of documents, preparation of the package index as well as automated page numbering).

Improvements in 2018 and 2019

The focus on reducing timelines associated with the committee's work continued in 2018 and 2019, in an effort to meet the 120-day timeline, while applying the principles of fairness and natural justice and providing reasonable timelines for parties to prepare their submissions.

In support of the College's registration appeal process, the committee developed the following brochures to assist applicants or members seeking a review of the Registrar's decision regarding their certificate of qualification and registration:

- *Guide to the Registration Appeal Process;*
- *Guidelines for Extension of time to submit an Appeal;*
- *Guidelines for Oral Presentations.*

In early spring 2019, these brochures were made available on the College's website in both English and French.

In 2019, the Registration Appeals Committee began a review of its protocol for the submission of documents after set timelines in the appeals process. A complete review will be undertaken in 2020.

ii. Describe the impact of the improvements / changes on applicants.

Please see response to Question 1 (h) i above.

iii. Describe the impact of the improvements / changes on your organization.

Please see response to Question 1 (h) i above.

i) Access to applicant records

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

j) Training and resources for registration staff, Council, and committee members

i. Describe any improvements / changes implemented in the last year.

Registrar

Under legislation, the College's Registrar has the sole responsibility for making final registration decisions. As Chief Executive Officer of the College, he undergoes continuous training and his currency of knowledge is commensurate with the responsibilities of the role.

The current Registrar and CEO, Dr. Michael Salvatori, OCT, continues to be actively involved in provincial and national organizations focused, in part, on registration decisions and credential assessment.

The Registrar continues to work directly with Ontario's Deputy Minister of Education and the Minister of Education's office on matters related to *Ontario College of Teachers Act*, regulation and bylaw changes. In 2019, following the passage of legislation requiring a math content exam for all new registrants, the Registrar advocated for and acquired authority for the regulatory development to allow the College to add the requirement as a condition to certificates in particular for internationally educated applicants as well as to grant exemptions from the test based on a complete application before the March 31, 2020 implementation date.

Over the course of 2019, the Registrar continued to provide information and updates on teacher certification of teachers and the work with internationally educated teachers to College council through his quarterly reports to Council.

The Registrar continues to participate in the International Forum of Teacher Regulatory Authorities (IFTRA). The bi-annual IFTRA (International Forum of Teacher Regulatory Authorities) 2020 conference will be held in Edinburgh, Scotland. Over the course of 2019, the Registrar has served on the planning committee for the conference, which will include an opportunity to discuss international teacher mobility and credential assessment. The Registrar will also be making a presentation at the conference.

The Registrar also frequently meets with visiting international delegations to share details on the College including the application process and registration practices. In 2019, he responded to interest from the Minister of Education of Quebec to discuss professional regulation, certification

requirements and the possible recruitment of teachers from Quebec to meet employment needs in Ontario.

A frequent speaker at regulatory conferences and symposia, this past year the Registrar provided a professional learning session on certification, standards and the College's professional advisories to the Philippine Teachers Association in Toronto .

The Registrar continues to speak directly to registrants during his visits to the Ontario faculties of education to introduce the College and explain registration practices. These opportunities include discussions on the requirements for certification, alternatives to evidence of credentials and assessment timelines.

In 2019, as Chair of the Language Competency Working group, the Registrar worked with the Registrars for Teacher Certification Canada and representatives from the Council of Ministers of Education Canada to begin the final phase of a panCanadian project combining the development of a pan-Canadian credential assessment agency and the assessment of language competency using a standard tool. The language proficiency tool will be pilot tested across Canada in the summer of 2020.

Registration Appeals Committee

The College's Fair Registration Practices Regulation requires that the College provide training to members of the Registration Appeals Committee and individuals who are on the roster of eligible panelists for the committee.

On July 4, 2018, new Council members were appointed to the committee. As a result, training materials and presentations were revised and enhanced for initial committee member training. Instruction models included workshops, hands-on exercises and presentations from staff and independent legal counsel with subject matter expertise. As part of orientation training, the new members of the committee received the following training:

- College certification requirements and legislative framework;
- Committee's mandate;
- Committee processes;
- Guiding principles, Deliberations and Decision writing;
- Overview of the Membership Services Department-Records and Evaluation process;
- Appeals on terms, conditions or limitations (TCL's)

Improvements/Changes

Beyond the 2018 orientation training session, the Registration Appeals Committee undertook training in the following areas in 2019:

- Human rights and discrimination issues (completed in 2019)
- Professional suitability requirement (2019)
- Academic requirement (2019)

- Frivolous and vexatious reviews (2019)

The training programs were delivered by College staff and the committee's independent legal counsel. The committee also received a presentation on international academic credential assessment from a representative of the Evaluation Services Unit.

Membership Services

The College's Evaluators and Evaluation Assistants assess international and labour mobility applicants' qualifications. Their workplace training program in Evaluation Services reflects an apprenticeship learning model. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided and led primarily by Senior Evaluators. The training focuses on comparative education research and the analysis of country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, and how College regulations impact on credential assessments pertaining to a given country. The Senior Evaluators also designate experienced Evaluators to provide peer training and ongoing support to new Evaluators. Since 2018, all Credential Assessors in the Evaluation Services Unit are required to complete a minimum of eight training webinars per year.

Membership Services staff routinely attend local, national, and international workshops, conferences, and webinars that are specific to practitioners in the field of credential assessment. Participation in formal training sessions generally occurs at least once a month. In 2019, Membership Services training included, but was not limited to:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Webinar: Blockchain Detangled 2.0: Making a Case for Registrar Adoption
- Webinar: Evaluating International Professional Degrees
- Webinar: The Standardized Components for a Competency-Based Educational Record Confirmation

Canadian Association for Prior Learning Assessment (CAPLA)

- Webinar: A Unique RPL Program for Immigrants and Employers

Education Credential Evaluators (ECE)

- Webinar: China's Educational System
- Webinar: India - Technical and Vocational Education
- Webinar: India - Advanced Evaluation Issues
- Webinar: Education System of South Africa
- Webinar: Education System of Poland
- Webinar: Education System of Egypt

Ontario Regulators for Access Consortium (ORAC)

- Workshop: Building an Inclusive Regulatory Environment

The Association for International Credential Evaluation Professionals (TAICEP)

- Webinar: If at first you don't succeed...
- Webinar: Everything I Know About Credentials Evaluation and Customer Service I Learned from Important People in My Life
- Webinar: Overview of Online Verification Tools for Credential Evaluation
- Conference: Making Connections in International Credential Evaluation

University of Toronto School of Graduate Studies/ Education Credential Evaluators

- Workshop on International Credentials from the Middle East: Iran, Syria, Turkey and Egypt

World Education Services (WES)

- Webinar: Global Mobility Trends - Outlook for 2019
- Webinar: Emerging Issues in Indian Credential Evaluation
- Webinar: Credential Evaluation Challenges - China
- Webinar: The Education System of Ethiopia and Student Mobility Trends
- Webinar: The Education System of the Netherlands and Student Mobility Trends
- Webinar: The Education System of the UAE and Student Mobility Trends
- Webinar: International Branch Campuses - Implications for Credential Evaluation
- Webinar: Education System of Ghana
- International Credential Evaluation Labs (Undergraduate and Graduate Admissions)

Academic Credentials Evaluation Institute Inc. (ACEI)

- Webinar: Diploma to Degree - A Global Progression Pathway Made in Scotland (Academic Credentials Evaluation Institute)
- Webinar: Colombia – Education Update and Opportunities for Student Mobility
- Webinar: Indonesia - Education System & Opportunities
- Webinar: Diploma to Degree - A Global Progression Pathway Made in Scotland

Association of International Credential Evaluators (AICE)

- Webinar: Setting Standards in Graduate Admissions and Accreditation

Norwegian Agency for Quality Assurance in Education (NOKUT)

- Webinar: Refugees and Recognition - Iran Country Briefing
- Webinar: Refugees and Recognition - Somalia Country Briefing
- Webinar: Refugees and Recognition - Ethiopia Country Briefing
- Webinar: Refugees and Recognition - Venezuela Country Briefing

Presentations and Working Groups

The College sent a representative to the Annual Conference of The Association for International Credential Evaluation Professionals (TAICEP), which took place in Vancouver between October 21 and 24, 2019. The College participated in the following presentations:

- Introduction to and Update on the Bologna Process
- Teacher Education Around the World
- Credential Assessor Competencies

In addition, two Membership Services representatives participate in a national working group for the development of the Pan-Canadian Credential Assessment Centre established by the Registrars for Teacher Certification Canada to facilitate the assessment of teaching credentials held by internationally educated teachers.

ii. Describe the impact of the improvements / changes on applicants.

In the OFC's report to the College, the College was cited as having several commendable practices in the area of transparency, in its work to make information more available and accessible. Specific examples include:

- the redesigned College website;
- information provided to applicants who have been denied certification through the monthly information sessions held by staff; and
- the updating of the tutorial video that explaining the registration process.

Ongoing training provided to the College staff and committee members ensures impartial and fair processes and contributes to continuous improvement, efficiency, transparency and accountability.

iii. Describe the impact of the improvements / changes on your organization.

See response to Question 1. j) ii

k) Mutual recognition agreements

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

I) Other (include as many items as applicable)

i. Describe any improvements / changes implemented in the last year.

No changes this year

ii. Describe the impact of the improvements / changes on applicants.

No changes this year

iii. Describe the impact of the improvements / changes on your organization.

No changes this year

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

The College is only able to certify applicants from other Canadian provinces and territories if they hold teacher certification in another Canadian jurisdiction. Following Council approval, the College has been working with Ontario's Ministry of Education to amend its Teachers' Qualifications Regulation (Regulation 176/10 – "TQR") to create a route to certification for applicants from other Canadian provinces and territories who do not hold certification from a Canadian jurisdiction at the time of application. The College made similar amendments to the TQR to allow for the certification of internationally educated teachers who previously held certification in another jurisdiction. In 2019, the College continued to pursue these pending amendments with the Ministry of Education.

In 2018, the Council approved amendments to the TQR and College bylaws to align the College's criminal background screening process with the *Police Record Checks Reform Act*, introduced in 2018. The amendments are needed for the College to continue to receive critical information on applicants' criminal charges, discharges and outstanding warrants. The College will advise applicants that while the Vulnerable Sector Check (VSC) is preferred, the Criminal Records and Judicial Matters Check will be the minimum requirement for certification. The VSC is preferred because it is the most comprehensive criminal background check and is intended for employees or volunteers who work with children or vulnerable individuals. The College licenses teachers who supervise children and not all certified teachers work in the public system where a VSC is a requirement for employment. The College will also communicate these changes to applicants through its Registration Guides, online application and other mediums.

In 2019, the College continued work to reflect the qualifications of members who are technological education teachers on the public register. Currently, the only qualifications used

to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. The College will work with Ontario's Ministry of Education to amend the TQR and the College will develop amendments to its bylaws to allow the relevant diplomas, work experience, and proof of competence in the technological education subject area used by technological education teachers to obtain certification to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September and December 2017, respectively. This direction promotes fairness, transparency and equity amongst all members of the College and addresses requests from technological education stakeholders.

At its March 2019 meeting, the College's Council approved a motion to amend the Teachers' Qualifications Regulation to include a requirement that programs completed by Internationally Educated Teachers be accredited in the jurisdiction in which they were completed. This requirement would align with the College's own accreditation practices and provide a measure of quality assurance in the assessment of IET programs. In 2020, the College and the Ministry of Education will work to include this amendment in regulation.

At its December 2019 meeting, the College's Council approved a motion to amend the Teachers' Qualifications Regulation to reflect the introduction of the MPT. An IET must provide evidence of successful completion of the math test within two years of initial certification. If evidence of successful completion of the math test is not provided within two years, the certificate will expire. If their certificate has expired, the IET, now a former College member, can reapply for certification if they provide evidence of successful completion of (1) the math test and (2) all coursework conditions. As a result, the five year regulatory timeframe to satisfy coursework conditions is, in effect, shortened to a two year timeframe. In order to provide IETs with the full five years to complete their coursework conditions, the certification with conditions framework requires amendment.

Currently, an IET applicant who is certified with math test and coursework conditions can lose certification as a result of not providing evidence of successful completion of the math test within two years of initial certification. The IET would be permitted to reapply for certification upon providing evidence of successful completion of the math test.

In the proposed amendment approved by Council, upon reapplication, coursework conditions that remained on the certificate at the time of expiry will be placed on the certificate for three years to reflect the original five year timeline provided to the IET applicant. A new section is also required to indicate that an individual who does not provide evidence of successful completion of the math test within two years will have their certificate expire. This new section is necessary to provide these former College members with access to the reapplication route to certification for expired certificates in the Teachers' Qualifications Regulation (TQR).

In 2020, the College will work with the Ministry of Education to develop these regulatory amendments.

2. Quantitative Information

a) Languages

Indicate the languages in which application information materials were available in the reporting year.

Language	Yes / No
English	Yes
French	Yes

Other (please specify)

Additional comments:

b) Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Applicants
Male	1458
Female	4598
None of the above	20

Additional comments:

The 20 applicants who do not identify as Male or Female are in the X gender category.

c) Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Members
Male	59322
Female	174651

Gender	Members
None of the above	80

Additional comments:

The 80 members who do not identify as Male or Female are in the X gender category.

d) Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education¹ in the profession or trade.

- Ontario 4378
- Other Canadian Provinces 352
- USA 246
- Other international
 - Albania 5
 - Algeria 10
 - Armenia 2
 - Australia 36
 - Austria 1
 - Azerbaijan 2
 - Bangladesh 2
 - Barbados 1
 - Belarus 3
 - Belgium 9
 - Botswana 1
 - Brazil 5
 - Bulgaria 1
 - Burkina Faso 3
 - Burundi 2
 - Cameroon 12
 - Chad 1
 - Chile 1
 - China 12
 - Colombia 6

¹ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

- Congo, The Democratic Republic of the 3
- Cote d'Ivoire 11
- Croatia 2
- Djibouti 2
- Ecuador 2
- Egypt 15
- El Salvador 1
- Ethiopia 3
- France 34
- Georgia 1
- Germany 2
- Ghana 13
- Grenada 3
- Guam 1
- Guyana 3
- Haiti 3
- Hong Kong 11
- India 366
- Iran 10
- Iraq 2
- Ireland 8
- Israel 3
- Italy 1
- Jamaica 76
- Japan 1
- Jordan 1
- Kenya 1
- Korea, Republic Of 23
- Lebanon 23
- Libyan Arab Jamahiriya 1
- Luxembourg 1
- Malaysia 2
- Mali 1
- Martinique 2
- Mauritius 11
- Mexico 2
- Moldova, Republic of 2
- Morocco 10
- Nepal 3
- Netherlands 3
- New Zealand 59

- Nigeria 24
- Pakistan 28
- Palestinian Territory, Occupied 1
- Peru 1
- Philippines 29
- Poland 2
- Portugal 3
- Romania 5
- Russia 4
- Rwanda 1
- Scotland 18
- Senegal 3
- Singapore 5
- S. Africa 28
- Spain 1
- Sri Lanka 1
- Sweden 1
- Syrian Arab Republic 2
- Tanzania, United Republic Of 1
- Trinidad 9
- Tunisia 2
- Turkey 14
- Turkmenistan 1
- Uganda 4
- Ukraine 8
- U.K. 79
- Venezuela 2
- Zimbabwe 5
- Other 1

Other international total 1100. Over all total 6076.

Additional comments:

e) Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education² in the profession or trade.

- Ontario 4514
- Other Canadian Provinces 313
- USA 156
- Other international
 - Albania 1
 - Algeria 3
 - Australia 36
 - Belgium 4
 - Benin 1
 - Bulgaria 1
 - Burkina Faso 1
 - Burundi 1
 - Cameroon 5
 - Colombia 1
 - Congo, The Democratic Republic of 2
 - Cote d'Ivoire 4
 - Czech Republic 1
 - Egypt 3
 - Ethiopia 2
 - Finland 1
 - France 7
 - Germany 1
 - Ghana 3
 - Greece 1
 - Grenada 1
 - Guam 1
 - Guyana 2
 - Hong Kong 11
 - India 177
 - Iran 1

² Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

- Iraq 1
- Ireland 6
- Jamaica 43
- Korea, Republic of 1
- Lebanon 6
- Mali 6
- Morocco 2
- New Zealand 55
- Nigeria 6
- Pakistan 11
- Philippines 21
- Poland 3
- Romania 3
- Russia 2
- Rwanda 1
- Saint Lucia 1
- Scotland 16
- Serbia 1
- Singapore 2
- S. Africa 4
- Sri Lanka 2
- Sudan 1
- Switzerland 2
- Trinidad 3
- Turkey 3
- Tunisia 1
- Ukraine 1
- U.K. 63
- Zimbabwe 1

Other international total 542. Over all total 5525.

Additional comments:

f) Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education³ in the profession or trade.

- Ontario 184292
- Other Canadian provinces 11222
- USA 21803
- Other international
 - Afghanistan 3
 - Albania 143
 - Algeria 21
 - Antigua and Barbuda 1
 - Argentina 36
 - Armenia 15
 - Australia 4974
 - Austria 2
 - Azerbaijan 6
 - Bahamas 3
 - Bangladesh 31
 - Barbados 7
 - Belarus 36
 - Belgium 18
 - Belize 1
 - Benin 2
 - Bolivia 1
 - Bosnia and Herzegovina 3
 - Botswana 2
 - Brazil 25
 - Brunei Darussalam 1
 - Bulgaria 54
 - Burkina Faso 6
 - Burundi 18
 - Cameroon 31
 - Chile 13
 - China 49

³ Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

- Colombia 23
- Comoros 1
- Congo, The Democratic Republic of 18
- Costa Rica 1
- Cote d'Ivoire 24
- Croatia 20
- Cuba 16
- Czech Republic 25
- Dominica 6
- Dominican Republic 1
- Ecuador 2
- Egypt 108
- El Salvador 5
- Eritrea 1
- Estonia 3
- Ethiopia 14
- Fiji 1
- Finland 6
- France 73
- French Guiana 1
- Georgia 1
- Germany 15
- Ghana 50
- Greece 19
- Grenada 11
- Guam 1
- Guatemala 4
- Guyana 127
- Haiti 10
- Hong Kong 160
- Hungary 60
- India 3713
- Indonesia 1
- Iran 54
- Iraq 11
- Ireland 77
- Israel 56
- Italy 12
- Jamaica 633
- Japan 7
- Jordan 12

- Kazakhstan 6
- Kenya 25
- Korea, Republic of 16
- Kuwait 2
- Latvia 7
- Lebanon 116
- Liberia 1
- Lithuania 10
- Macedonia, The former Yugoslav Republic of 15
- Malawi 1
- Malaysia 3
- Mali 3
- Malta 15
- Mauritius 78
- Mexico 9
- Moldova, Republic of 10
- Morocco 22
- Myanmar 1
- Namibia 1
- Nepal 10
- Netherlands 20
- New Zealand 620
- Nicaragua 5
- Nigeria 203
- Niue 1
- Norway 4
- Pakistan 350
- Palestinian Territory, Occupied 3
- Panama 1
- Peru 15
- Philippines 370
- Poland 354
- Portugal 14
- Romania 213
- Russia 111
- Rwanda 6
- Saint Kitts and Nevis 1
- Saint Lucia 11
- Saint Vincent and The Grenadines 6
- Scotland 1044
- Senegal 5

- Serbia 7
- Sierra Leone 3
- Singapore 21
- Slovakia 25
- Slovenia 1
- Somalia 7
- S. Africa 177
- Spain 12
- Sri Lanka 40
- Sudan 3
- Swaziland 3
- Sweden 7
- Switzerland 7
- Syrian Arab Republic 2
- Taiwan, Province of China 14
- Tanzania, United Republic of 2
- Thailand 3
- Trinidad 120
- Tunisia 4
- Turkey 21
- Uganda 7
- Ukraine 174
- U.K. 1323
- Uruguay 2
- Uzbekistan 5
- Venezuela 7
- Viet Nam 4
- Yugoslavia 88
- Zaire 9
- Zimbabwe 17
- Other 27

Other international total 16736. Over all total 234053.

Additional comments:

g) Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

From January 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applicants received	4378	352	246	1100	0	6076
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	6051	626	476	2509	0	10103
Inactive applicants (applicants who had no contact with your organization in the reporting year)	0	0	0	0	0	0
Applicants who met all requirements and were authorized to become members but did not become members	32	40	9	30	0	111
Applicants who became FULLY registered members	4514	313	156	542	0	5525
Applicants who were authorized to receive an alternative class of licence but were not issued a licence	0	0	0	0	0	0

Applicants who were issue an alternative class of licence ⁴	84	0	0	0	0	84
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Additional comments:

“Actively Pursuing Licensing” reflects those applicants who applied within the last two years. The College has an administrative practice designed for applicants who make initial application with the College, but do not provide all required documents within two years. After two years, where an application file still has outstanding documents, the College will contact the applicant. They are advised that they have 60 days to submit the outstanding documents or the file will be closed. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will proceed with an evaluation based on the documentation on file or the applicant may also request an extension.

The College does not consider applicants who had applied, but have not had contact in the reporting year, to be “inactive.”

As part of the revisions to the Teachers’ Qualifications Regulation in May 2010, the College streamlined its certificates and changed the number of certificates of qualification from six to two: a Certificate of Qualification and Registration and a Transitional Certificate of Qualification and Registration.

Certificate of Qualification and Registration

A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.

Transitional Certificate of Qualification and Registration

A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.

The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.

h) Classes of certificate/license

⁴ An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

Indicate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

Certification	Description
a) Certificate of Qualification and Registration	A Certificate of Qualification and Registration (CQR) is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.
b) Transitional Certificate of Qualification and Registration	<p>A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.</p> <p>Currently, the College has accredited programs leading to this certificate for:</p> <ul style="list-style-type: none">• people of native ancestry preparing to teach in the Primary and Junior divisions• teacher candidates preparing to teach technological education, a Native language or in the French-language school system <p>The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.</p>

i) Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)

From January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applicants that were subject to an internal review or that were referred to a statutory committee of your governing in council , such as a Registration Committee	0	0	0	0	0	0
Applicants who initiated an appeal of a registration decision	8	0	2	10	0	20
Appeals heard	13	0	1	8	0	22
Registration decisions changed following an appeal	7	0	0	1	0	8

Additional comments:

In 2019, 20 applicants initiated an appeal of a registration decision and 13 cases were held over from 2018. Of these 33 cases, 22 decisions were rendered, 3 cases were withdrawn, 1 appeal did not fall within the Registration Appeals Committee's mandate and 7 cases were carried over to 2020.

Of the 22 appeals heard (decision rendered) in 2019:

- 7 had oral presentations
- 6 had French panels
- 7 were from 2018

Note: Statistics for "Registration decisions changed following an appeal" reflect any decisions being overturned or modified. The Registration Appeals Committee prepares an annual statistical report that tracks outcomes of appeals and timelines to assess their work.

j) Paid staff

In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, one full-time employee and one part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed be the regulatory body	177.5
Staff involved in appeals process	5
Staff involved in registration process	55

Additional comments:

"Staff involved in appeals process" and "Staff involved in registration process" - Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

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3. Submission

Submission

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:

Charlie Morrison

Title:

Manager, Policy and Research Unit

Date:

2020/02/29

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**Ontario
College of
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Setting the
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Cette publication est également disponible en français sous le titre de Rapport sur les pratiques d'inscription équitables.

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