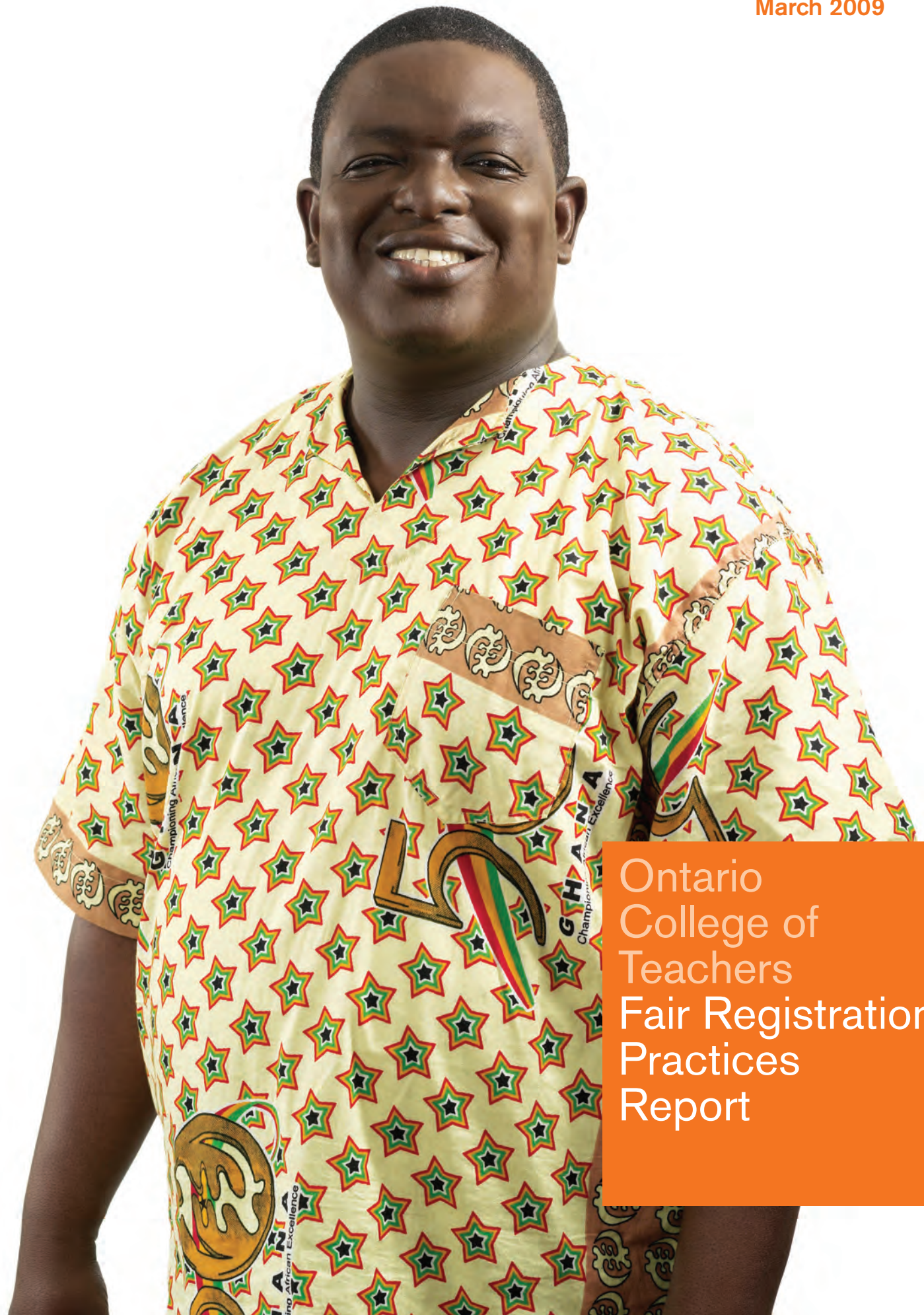


March 2009



Ontario
College of
Teachers
Fair Registration
Practices
Report

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Fair Registration Practices Report

Teachers (2008)

The answers that you submitted to OFC can be seen below.

Provision of Information About Registration Practices (1 / 13)

Describe how you make information about registration practices available to individuals applying or intending to apply for registration. Specify the tools used to provide information, and the manner in which you make that information available, current, accurate and user friendly in each of these subcategories:

a) steps to initiate the registration process

The College provides information about how to initiate the registration process in print, online, in electronic formats and through information sessions.

Extensive information regarding the registration process is outlined on the College's web site. The web site includes a step-by-step explanation of the registration process, including pages devoted specifically to the unique circumstances and needs of applicants educated in Ontario and those educated internationally. The web site also has relevant contact information and additional resources available to applicants.

The College's separate registration guides for applicants who have completed specialized programs of professional education and for applicants educated outside of Ontario are available in paper copy and can be downloaded from the College's web site. The registration guides include an application form and provide in-depth information that details all stages of the registration process, outlines the documents and fees required of applicants, registration and certification criteria, and general information regarding the teacher qualifications system in Ontario. A step-by-step checklist is also included. Applicants who have completed a teacher education program at an Ontario faculty of education complete their application form online. The online application form provides the same information contained in the registration guides.

The College also hosts monthly information sessions to provide internationally educated applicants with timely information on how to register, how and where to obtain documents, and other information regarding the registration process. Additional sessions are offered to provide information about the other stages of the application process. The College makes presentations across Ontario to community agencies, newcomer groups, cultural or ethnic associations to explain registration requirements. Presentations are also made to teacher candidates at Ontario's faculties of education.

Applicants can contact the College's client services staff by telephone or in person at the College's walk-in centre. A toll-free number in Ontario is also available to applicants outside of Toronto. Client services staff receive ongoing professional

training on teacher qualifications and certification requirements to provide current and accurate information to applicants.

College print and electronic materials are reviewed annually for currency, accuracy, readability and comprehension and following legislative or regulatory changes that affect the registration process. The College has also invited focus groups of College members and applicants educated outside of Ontario to provide feedback on the clarity of communications materials and the College's web site.

b) requirements for registration

See response to a).

c) explanation of how the requirements for registration are to be met, such as the number of years of schooling required for a degree to be deemed equivalent to an Ontario undergraduate degree, length and type of work experience, credit hours or program content

See response to a).

d) any education or practical experience required for registration that must be completed in Ontario or practice that must be supervised by a member of the profession who is registered in Ontario

The College does not require applicants to complete education or practical experience in Ontario, in addition to completing a postsecondary and teacher education degree, prior to certification.

If an applicant's credentials and qualifications do not meet the College's basic registration requirements, the College provides detailed individualized information describing any outstanding registration requirements or courses that must be completed to be certified. This information is communicated to the applicant in writing, and is accompanied by a standardized Credential Assessment Report detailing the College's assessment.

e) requirements that may be satisfied through acceptable alternatives

The College's web site and registration guides detail how registration requirements may be satisfied through acceptable alternatives. This most commonly applies to the College's procedures for recognizing teaching experience in lieu of an acceptable practicum.

f) the steps in the assessment process

Steps in the assessment process are described in the College's registration guides, web site, monthly information sessions and faculty tours, and by contacting the College's Membership Services staff by phone or at the walk-in centre. Applicants may request a meeting with College staff.

An individualized credential assessment is not required for teachers who graduate from an Ontario teacher education program accredited by the College. Applications from individuals educated outside of Ontario are reviewed by the College's Evaluation Services once all required documentation has been received to

determine if the applicant meets the academic, professional or language proficiency requirements for certification.

If additional information is required for an assessment, the applicant will be contacted by the College either by phone, via-email or letter. Once an assessment has been made, the applicant will receive a letter informing them of the College's decision to certify or advise of any outstanding requirements for certification. The letter includes a detailed individualized Credential Assessment Report and a brochure outlining the assessment process. Information about how to appeal the College's decision is made available. Applicants may also attend an information session about the evaluation decision.

g) the documentation of qualifications that must accompany each application; indicate which documents, if any, are required only from internationally trained applicants

Information on required documentation as part of the application process is detailed in College registration guides, the College's web site and online application area, and available through information sessions or by contacting Client Services by either phone, email or in person.

All applicants must provide documentation to the College as part of the registration process. There are no documents that are only required of internationally educated applicants. However additional information may be requested pertaining to course hours at application or during a credential assessment.

The College's web site has a dedicated area for internationally educated teachers. It includes country specific information and details about required documents to assist applicants.

h) alternatives to the documentation if applicants cannot obtain the required documentation for reasons beyond their control

If applicants are unable to obtain required documentation, information about how to obtain assistance from the College is outlined in the registration guides and College web site. Applicants can contact the College's Client Services by phone or in person to explain their individual situation and to obtain assistance.

i) how applicants can contact your organization

Applicants can contact the College by telephone (including a toll-free number in Ontario), by e-mail, and in person at the College's walk-in centre during regular business hours. Contact information is printed on all College publications and is available on the College's web site.

j) how, why and how often your organization initiates communication with applicants about their applications

The College notifies each applicant by letter or e-mail when an application is received. The College also communicates by e-mail or letter as outstanding documents are received. In addition, the College regularly places approximately 300

outbound calls per month to applicants regarding missing or unclear information in their application.

The College will communicate with an applicant by letter or e-mail when additional information is required during the evaluation process. Once an evaluation is complete, the College writes a letter to applicants about the certification decisions.

k) the process for dealing with documents provided in languages other than English or French

The College’s translation policy sets out the process for translations of documents and is in registration guides, the College’s web site, in correspondence, at information sessions, and through contact with Client Services by phone or e-mail.

The information provided includes details about acceptable translation services and provides contact information for these services in registration guides and on the College web site.

l) the role of third-party organizations, such as qualification assessment agencies, organizations that conduct examinations or institutions that provide bridging programs, that applicants may come into contact with during the registration process

The College utilizes third-party organizations for the assessment of language proficiency. College registration guides and the web site provides extensive information on these providers including contact information, locations and links to web sites.

The College also provides web site information in correspondence, through phone and e-mail contact about its partnership with Teach in Ontario, a bridging project whose staff are located at the College.

m) any timelines, deadlines or time limits that applicants will be subject to during the registration process

Applicants are informed that an application for College registration is valid for two years, and if all required documents have not been received by the end of that period, the College will contact the applicants and provide three options: close their file, proceed with an assessment based on the documents on record, or request a time extension to provide outstanding documents. This is communicated in College registration guides, on the web site, during information sessions and through presentations.

n) the amount of time that the registration process usually takes

College registration guides, the web site, information sessions and in-person presentations outline the timeframes for the registration process once all documents have been submitted.

Applicants who have completed a teacher education program in Ontario accredited by College typically complete the registration process within 10 to 15 days of providing all required documents.

For those educated outside Ontario, for whom an individual assessment is required, the College makes its best effort to complete an evaluation within four to six weeks of receiving all required documentation.

o) information about all fees associated with registration, such as fees for initial application, exams and exam rewrites, course enrolment or issuance of licence

Fees for registration are detailed in College registration guides, on the web site, and during information sessions and in-person presentations. Fees associated with the registration process are reviewed annually.

p) accommodation of applicants with special needs, such as visual impairment

The College accommodates individuals' special needs according to all grounds outlined in the Ontario Human Rights Code.

Amount of Fees (2 / 13)

Are any of the fees different for internationally trained applicants? If yes, please explain.

All applicants pay a non-refundable registration fee of \$140. Applicants, including internationally educated applicants, who do not complete a teacher education program in Ontario are required to pay an evaluation fee of \$222 for an individualized credential evaluation. All applicants who are admitted to the profession also pay the same annual membership fee as all other College members which is \$120.

Provision of Timely Decisions, Responses and Reasons (3 / 13)

a) What are your timelines for making registration decisions

Applicants who have completed a teacher education program in Ontario accredited by the College generally complete the registration process within 10 to 15 days of providing all required documents.

For those educated outside Ontario, for whom an individual assessment is required, the College makes its best effort to complete an evaluation within four to six weeks of receiving all required documentation.

b) What are your timelines for responding to applicants in writing

Within 10 days, the College responds to applicants in writing after the application is received and a file is created. Ontario applicants can check the status of their application and any documents received online. Applicants educated outside of Ontario are contacted by e-mail when documents are received and by phone if further information is required.

c) What are your timelines for providing written reasons to applicants about all registration decisions, internal reviews and appeal decisions

A written decision, with reasons, is provided to the applicant within 10 days once a registration decision or registration appeals decision has been reached.

d) Explain how your organization ensures that it adheres to these timelines.

The College uses multiple strategies to ensure that decisions are timely. These include internal and published service standards for the registration process, automated task assignment and grouping of applications from similar jurisdictions to ensure optimal use of resources.

Timelines for the Registration Appeal Committee are set out in the Ontario College of Teachers Act and has established timelines for each step in the review of an appeal. Committee meetings are scheduled on a monthly basis to ensure appeals can be scheduled efficiently. The timeliness of decisions, as well as other appeal key performance indicators, are reported annually by the Chair of the Registration Appeals Committee to the Council of the College.

Access to Records (4 / 13)

a) Describe how you give applicants access to their own records related to their applications for registration.

The College’s privacy policy can be found on the College’s web site and is available from the College in print format.

The College privacy code sets out a process for providing College applicants and members with access to their personal information. An applicant who wishes to have a copy of a document is required to complete a request for personal information form and pay a fee.

In the event an applicant appeals a registration decision, the College must provide the applicant with a copy of each document the College has that is relevant to the application and was used to make a decision, and which the College’s Registration Appeals Committee will review as part of the appeal.

b) Explain why access to applicants’ own records would be limited or refused.

Under the College’s Act, the Registrar may refuse to give an applicant anything that may, in his or her opinion, jeopardize the safety of any person. Specific examples are also outlined in the College’s privacy policy.

c) State how and when you give applicants estimates of the fees for making records available.

Information about costs is available on the College web site, on the form used to request records, and in College bylaw.

d) List the fees for making records available.

The College charges a \$24 per document fee to a maximum of \$75. This fee is set out in the request form. Additional fees may be charged for larger documents.

No fee is charged for applicants being provided with documents in their application file as part of a review by the Registration Appeals Committee.

e) Describe the circumstances under which payment of the fees for making records available would be waived or would have been waived.

Fees are currently not waived, however, when the College's Regulation on Registration Standards, Practices and Procedures, made under the College's Act is filed, the Registrar will be able to waive payment of all or any part of the fee.

Resources for Applicants (5 / 13)**a) List and describe any resources that are available to applicants, such as application guides, exam blueprints or programs for orientation to the profession.**

Registration Guides

Provide applicant-specific, comprehensive step-by-step information about the registration process, application sequence, resources, timelines, fees and other relevant information.

How to become a Teacher brochure

Provides general information regarding careers in teaching, Ontario licensing requirements, program availability, and employment opportunities.

College web site

Provides in-depth information regarding all aspects of registration, including .pdf copies of all registration guides and materials.

Call centre & walk-in counter services

Provide in-person responses to inquiries from applicants regarding College application and registration, teacher certification in Ontario, and resources.

Margaret Wilson library

Provides resources on education in Ontario, publications, electronic and print periodicals.

Teach in Ontario

A bridging program for internationally educated teachers, which provides information and resources at four consultation centres across Ontario.

Applicant Information Sessions

Monthly information sessions sponsored by the College include specific sessions designed for applicants at different stages in the application process.

Outreach

College presentations across Ontario, including presentations to community agencies, newcomer groups, cultural or ethnic associations and other interested audiences.

Ontario faculty presentations

College presentations to teacher candidates at Ontario's faculties of education.

b) Describe how your organization provides information to applicants about these resources.

The College makes information about the registration process and resources available in print, online and electronic formats, presentations and information sessions, and through the College's Client services either by phone, in-person or e-mail contact.

The College also provides materials to community agencies, newcomer groups, cultural or ethnic associations, Global Experience Ontario and the Teach in Ontario bridging program for internationally educated teachers, which provides information and resources at four consultation centres across Ontario.

Internal Review or Appeal Processes (6 / 13)

This section refers to initial internal reviews or appeals.

a) List your timelines for completing internal reviews or appeals of registration decisions.

The College makes its best efforts to complete an appeal within 120 days of receipt.

i. State the number of internal reviews or appeals of registration decisions that exceeded your timelines.

Of 39 appeals reviewed in 2008, nine appeals exceeded these timelines. In four of these cases, extensions to the 120 days were requested by the appellants to provide additional documentation or information relevant to their appeal. In one case, the decision on the appeal was deferred by the committee pending a policy decision that was to affect the appeal outcome.

ii. Among internal reviews or appeals that exceeded your timelines, state the number that were from internationally trained applicants.

Nine.

b) Specify the opportunities you provide for applicants to make submissions regarding internal reviews or appeals.

Applicants who appeal a registration decisions may make written submissions as part of their appeal, and review all material that will be considered by the Registration Appeals Committee. In addition, an applicant may request an opportunity to make an oral presentation or hearing before the committee.

c) Explain how you inform applicants about the form in which they must make their submissions (i.e., orally, in writing or by electronic means) for internal reviews or appeals.

When a registration decision is taken, the applicant receives a letter and credential assessment report from the Registrar outlining what requirements must be completed for certification. In this letter, the applicant is informed about how to appeal the decision and where to obtain further information. Additional information regarding the appeal process is also provided in a booklet titled *The Credential Assessment Process* that is sent to the applicant along with the Registrar's letter.

The College's web site provides general plain-language information regarding requests for review by the Registration Appeals Committee, and includes an appeal request form. The web site includes information about how to request an oral presentation or a hearing, and provides links to detailed rules of procedure and administrative guidelines for such presentations.

d) State how you ensure that no one who acted as a decision-maker in a registration decision acts as a decision-maker in an internal review or appeal of the same registration decision.

The College has independent processes between registration decisions and appeals.

The College's Evaluation Services - part of the Membership Services Department - conducts assessments and makes registration recommendations to the Registrar.

To ensure independent decision-making, appeals are administered by the Deputy Registrar and staff in Policy and Research – part of the Corporate and Council Services Department.

Appeals are decided by the Registration Appeals Committee, comprised of elected and appointed Council members, who play no role at all in the administration of applicant evaluation.

e) Describe your internal review or appeal process.

The Evaluation Unit Review Committee (EURC), an internal staff committee comprised of credential evaluators, meet to review complex files where applicants may not meet certification requirements. The manager and senior evaluator conduct an additional review prior to a final recommendation is made to the Registrar to deny certification.

If the Registrar denies certification, the applicant is informed of the decision and process for appealing to the College's Registration Appeals Committee.

The functions of the Registration Appeals Committee are defined in the College's Act, and the College communicates in writing with the appellant at every stage of the appeal, including the appeal acknowledgement, the confirmation of materials, and the committee's decision and reasons.

Within 15 days of receiving a request for an appeal, the College provides the applicant with copy of all documents the Registration Appeals Committee will review in making its decision. The applicant has 45 days to provide any additional information in support of the appeal. The committee receives all materials at least 10 days in advance of meeting to make decisions.

f) State the composition of the committee that makes decisions about registration, which may be called a Registration Committee or Appeals Committee: how many members does the committee have; how many committee members are members of the profession in Ontario; and how many committee members are internationally trained members of the profession in Ontario.

The College’s Registration Appeals Committee is a statutory committee established under the Ontario College of Teachers Act. There are five Council members on the committee. Three of these committee members are Council members elected to the College’s Council by members of the profession. Two members of the committee are Council members appointed to Council by the government.

Currently, four of the five members of the committee are members of the profession. One member is an internationally educated teacher.

Information on Appeal Rights (7 / 13)

This section refers to reviews or appeals that are available after an internal review or appeal. Describe how you inform applicants of any rights they have to request a further review of or appeal from a decision.

Applicants are informed of their right to request a further review through Ontario’s Divisional Court in the letter that accompanies the Committee’s appeal decision and reasons. This includes necessary telephone and web contact information for the Ministry of the Attorney General.

General information about appeals to Divisional Court is also available through the appeals section of College’s web site and in online and print versions of the Ontario College of Teachers Act.

Assessment of Qualifications (8 / 13)

This category covers your processes for assessing all qualifications, such as academic credentials, competencies, language ability or practical experience.

a) List the criteria that must be met in order for an applicant’s qualifications to satisfy the entry-to-practice requirements for your profession.

Teachers of General Studies

1. An acceptable postsecondary degree.
2. Evidence of language proficiency

This requirement can be satisfied in one of three ways:

- Completion of a teacher education program in English or French
- Completion of primary or secondary education, and postsecondary education in English or French, or
- Obtaining acceptable scores on an approved test of English or French language proficiency, if the teacher education program was taken in language other than English or French.

3. An acceptable teacher education program. The applicant's education as a teacher must have been completed at the postsecondary level. The program must certify/authorize applicants to teach in schools operated for the public in the country, province or state where applicants completed it. The year of study must contain:

- course work in education foundations, as well as electives
- a minimum of 40 days of supervised practice teaching, and
- course work in methodology appropriate for teaching the equivalent of two consecutive divisions of the Ontario school system.

The methodology component of a teacher education program cannot be delivered by distance education and must take place in an in-person classroom format in order to be acceptable.

Teachers of Technological Studies

- Technological studies teachers are not required to have a degree. Applicants need to provide evidence they completed secondary school, have wage-earning experience, and are competent in the technological studies area they were trained to teach.
- Five years of wage-earning experience in the trade or a combined total of five years of wage-earning experience and formal training in the area. This experience can be proven in a number of ways: letters of reference, statements from accountants and proof of income statements.

b) Describe the methodology used to determine whether a program completed outside of Canada satisfies the requirements for registration.

In keeping with the College's Act and regulations, the College assesses an applicant's academic and professional credentials, and language proficiency requirements for certification.

To determine if an applicant's credentials satisfy the academic requirement, the College will verify that the postsecondary degree is acceptable in its duration and the accreditation status of the issuing institution.

To determine if an applicant's credentials satisfy the professional requirement, the College will assess if the applicant's teacher education program is acceptable in terms of its accreditation status, duration, composition, and course content.

To determine if an applicant satisfies the College's language proficiency requirement, staff confirm if the applicant has provided evidence of language proficiency provided in one of three ways:

1. Completion of an acceptable teacher education program in which English or French is the language of instruction.

2. Completion of elementary or secondary and postsecondary education in which English or French is the language of instruction.
3. Submission of language proficiency test scores acceptable to the College.

c) Explain how work experience in the profession is assessed.

Teachers of General Studies

There is no general work experience requirement for registration. However, for a teacher education program to be considered acceptable it must include a minimum of 40 days of supervised practice teaching. For those educated outside Ontario, the College will consider teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

Teachers of Technological Studies

Applicants who are applying to teach technological studies must have five years of related wage-earning, business or industrial experience in the area(s) of technological studies covered by the teacher education program. Postsecondary education in a trade may be substituted for up to three of the five years.

d) Describe how your organization ensures that information used in the assessment about educational systems and credentials of applicants from outside Canada is current and accurate.

College Evaluation Services staff rely on current print and electronic resources on credentials, and on archival information for assessing credentials from various time periods.

Examples of print resources include: The International Handbook of Universities, The Commonwealth Directory, the National Office of Overseas recognition, the International Handbook of Indian Universities. Some electronic resources include: the Canadian Information Centre for International Credentials, the Electronic Database for Global Education (EDGE) and the International Association of Universities.

College staff routinely request information about credentials from issuing institutions, education authorities, embassies and consulates, as well as from other credential assessment services which is then stored and archived for future reference. Staff attend professional development workshops and conferences related to the field of credential assessment.

e) Describe how previous assessment decisions are used to assist in maintaining consistency when assessing credentials of applicants from the same jurisdictions or institutions.

Evaluation Services staff base their work on a common set of procedural documents that provide guidelines for decision-making to ensure consistency. All evaluation decisions and supporting information are recorded in a common record-keeping format that is archived in an electronic database for future reference, and key summary information is recorded in a centralized tracking log.

f) Explain how the status of an institution in its home country affects recognition of the credentials of applicants by your organization.

In keeping with College legislation, the College will recognize a postsecondary degree or teacher education program from an institution if it is recognized or accredited by education authorities in its own jurisdiction.

g) Describe how your organization accommodates applicants with special needs, such as visual impairment.

The College accommodates individuals' special needs on enumerated grounds outlined in the Ontario Human Rights Code.

h) State the average length of time required to complete the entire registration process, from when the process is initiated to when a registration decision is issued.

On average, out-of-province applicants' qualifications are evaluated within four to six weeks once all required documents have been received by the College.

Registration for new graduates of Ontario teacher education program is normally completed within 10 to 15 days of providing all required documentation.

i. State whether the average time differs for internationally trained individuals.

On average, out-of-province applicants' qualifications are evaluated within four to six weeks once all required documents have been received by the College as each application is reviewed and a full individualized credential assessment is undertaken.

ii. If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.

See response to i.

i) If your organization conducts credential assessments:

i. Explain how you determine the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

A variety of criteria are applied to determine the level and type of educational programs, including:

- a. entrance requirements (For example, what are the normal admission requirements for entrance to the program? What is the level of studies in the home country?)
- b. full-time duration of study program (For example, what is the normal full-time duration of the program?)
- c. structure of program (For example, how is the program structured? What type of program is it, such as vocational, academic, etc.?)
- d. contents of the program (For example, in what discipline of studies? What courses? How many hours of studies?)
- e. purpose of degree (For example, for what purpose was the program completed? Was it for a professional qualification or prerequisites to further studies?)
- f. bridges to traditional degree (For example, what access does the program give to other programs in the home country?)

ii. Describe the criteria that are applied to determine equivalency.

See response to i.

iii. Explain how work experience is taken into account.

Teachers of General Studies

For those educated outside Ontario, the College will look at teaching experience after certification in a jurisdiction, in lieu of supervised practice teaching.

Teachers of Technological Studies

Applicants who are applying to teach technological studies must have five years of related wage-earning, business or industrial experience in the area(s) of technological studies covered by the teacher education program. Postsecondary education in a trade may be substituted for up to three of the five years.

j) If your organization conducts competency assessments:

i. Describe the methodology used to evaluate competency.

For technological education applicants educated in Ontario or within Canada, the College may use proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

For technological education applicants educated in Ontario or within Canada, the College may use proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence.

iii. Explain how work experience is used in the assessment of competency.

For technological education applicants educated in Ontario or within Canada, the College may use proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence.

k) If your organization conducts prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

The College does not employ a prior learning assessment in its registration process.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

The College does not employ a prior learning assessment in its registration process.

iii. Explain how work experience is used in the assessment of prior learning.

The College does not employ a prior learning assessment in its registration process.

I) If your organization administers examinations:**i. Describe the exam format, scoring method and number of rewrites permitted.**

The College does not administer nor require entrance-to-practice examinations in its registration process.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

The College does not administer nor require entrance-to-practice examinations in its registration process.

iii. State how often exam questions are updated and the process for doing so.

The College does not administer nor require entrance-to-practice examinations in its registration process.

Third-Party Organizations (9 / 13)**a) List any third-party organizations (such as language testers, credential assessors or examiners) relied upon by your organization to make assessment decisions.**

The College uses the following third-party organizations for testing French or English language proficiency.

- International English Language Testing System (IELTS)
Cambridge International Examinations
- Test of English as a Foreign Language / Test of Spoken English
Education Testing Service
- Test pour étudiants et stagiaires au Canada (TESt-Can)
University of Ottawa

b) Explain what measures your organization takes to ensure that any third-party organization that it relies upon to make an assessment:**i. provides information about assessment practices to applicants**

The College accepts language proficiency tests from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and Test pour étudiants et stagiaires au Canada (TESTCan).

The College recently initiated an external review of the administration of the language proficiency tests by these providers, and is expecting a report shortly.

ii. utilizes current and accurate information about qualifications from outside Canada

See above.

iii. provides timely decisions, responses and reasons to applicants

See above.

iv. provides training to individuals assessing qualifications

See above.

v. provides access to records related to the assessment to applicants

See above.

vi. accommodates applicants with special needs, such as visual impairment

See above.

c) If your organization relies on a third party to conduct credential assessments:

i. Explain how the third party determines the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

The College does not rely on third parties to conduct credential assessments.

ii. Describe the criteria that are applied to determine equivalency.

See above.

iii. Explain how work experience is taken into account.

See above.

d) If your organization relies on a third party to conduct competency assessments:

i. Describe the methodology used to evaluate competency.

The College does not rely on third parties to conduct competency assessments.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

The College does not rely on third parties to conduct competency assessments.

iii. Explain how work experience is used in the assessment of competency.

The College does not rely on third parties to conduct competency assessments.

e) If your organization relies on a third party to conduct prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

The College does not rely on third parties to conduct prior learning assessments.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

The College does not rely on third parties to conduct prior learning assessments.

iii. Explain how work experience is used in the assessment of prior learning.

The College does not rely on third parties to conduct prior learning assessments.

f) If your organization relies on a third party to administer examinations:

i. Describe the exam format, scoring method and number of rewrites permitted.

The College does not rely on third parties to administer examinations.

ii. Describe how the exam is tested for validity and reliability. If results are below desired levels, describe how you correct the deficiencies.

The College does not rely on third parties to administer examinations.

iii. State how often exam questions are updated and the process for doing so.

The College does not rely on third parties to administer examinations.

Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

The College's Evaluation Services staff assesses applicants' qualifications. The workplace training of the staff reflects an apprenticeship learning system. The specialized skills and theory of credential evaluation, and particularly pertaining to teacher certification are provided and led primarily by the senior evaluator. The senior evaluator will designate experienced evaluators to provide secondary training and ongoing support to new evaluators.

College staff training includes information on country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, as well as how College regulations impact on credential assessments pertaining to a given country.

College staff also routinely attend local, national and international workshops and conferences for practitioners in the field of credential assessment.

ii. individuals who make registration decisions

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

iii. individuals who make internal review or appeal decisions

The Registration Appeals Committee makes registration appeals decisions. Committee members receive ongoing training on the College's legislative framework and activities, regulations and legislation governing Ontario teachers qualification, international education systems, methodology of credential assessment, and writing decisions and reasons.

Agreements on the Recognition of Qualifications (11 / 13)

Examples of agreements on the recognition of professional qualifications include mutual recognition, reciprocity and labour mobility agreements. Such agreements may be national or international, between regulatory bodies, associations or jurisdictions.

a) List any agreements on the recognition of qualifications that were in place during the reporting period.

Since 1999 - Labour mobility agreement-in-principle between all the Canadian provinces and territories

January 2009 - First Ministers signed a new Agreement on Internal Trade (AIT) with provisions for full labour mobility across all Canadian jurisdictions that is intended to be in place in April 2009, and full compliance is to be achieved through regulatory and statutory amendments thereafter.

b) Explain the impact of these agreements on the registration process or on applicants for registration.

At the time of this report requirements for compliance with the AIT are being assessed.

Under the existing agreement-in-principle, the Teachers' Qualifications regulation was amended to enable the College to certify a teacher licenced in another Canadian province or territory, who had not otherwise met all certification requirements, with an interim certificate of qualification. This certificate enables holders to complete outstanding professional or academic requirements while holding interim certification, and upon satisfying all normal licensing requirements, be issued a regular certificate.

Data Collection (12 / 13)

Languages in which application information materials are available

a) Indicate the languages in which application information materials are available.

Language	Yes/No
English	Yes
French	Yes
Other (please specify)	

Paid staff employed by your organization

b) State the number of paid staff employed by your organization in the following categories.

Category	Staff
Total staff employed by the regulatory body	168
Staff involved in the appeals process	5
Staff involved in registration process	58

Enter “n/a” when the process does not exist in your registration practices. Enter “0” when the process exists in your registration practices but the correct value is zero.

Countries where internationally educated applicants were initially trained

c) List the countries where your internationally educated applicants* were initially trained in the profession, and the number of applicants trained in each country.

Applicants	Country of training (Canada excluded)	Number of applicants**
Largest number	USA	1830
Second-largest number	Australia	658
Third-largest number	India	387
Fourth-largest number	United Kingdom	144
Fifth-largest number	Jamaica	68

*Persons who have applied to start the process for entry to the profession.

**Enter “n/a” when the process does not exist in your registration practices. Enter “0” when the process exists in your registration practices but the correct value is zero.

Jurisdiction where members were initially trained

d) Indicate where your members* were initially trained in the profession (use only numbers, do not enter commas or decimals).

	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
Jan. 1 to Dec. 31	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Total Members	174262	13356	18139	13424	0	219181
Non-practising members	145245	12337	2272	6236	0	166090

* Persons who are currently able to use the protected title or professional designation of your profession.

Enter “n/a” when the process does not exist in your registration practices. Enter “0” when the process exists in your registration practices but the correct value is zero.

Additional comments:

b) Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

c) “United Kingdom” includes multiple jurisdictions. The information is provided to the College by applicants.

d) The College has interpreted “non-practicing members” to be those members of the College with a status of “Retired” or “Suspended - Non-payment of Fees”

Applications your organization processed in the past year

e) State the number of applications your organization processed in the past year (use only numbers, do not enter commas or decimals).

Jan. 1 to Dec. 31	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	9548	485	1830	1850	0	13713
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	11714	746	2711	3565	0	18736
Inactive applicants (applicants who had no contact with your organization in the reporting year)	n/a	n/a	n/a	n/a	n/a	0
Applicants who met all requirements and were authorized to become members but did not become members	0	494	339	431	0	1264
Applicants who became members	9164	407	1744	1456	0	12771
Applicants who were authorized to receive an alternative class of license* but were not issued a license	n/a	0	n/a	n/a	n/a	0
Applicants who were issued an alternative class of license*	164	3	4	6	0	177

Enter “n/a” when the process does not exist in your registration practices. Enter “0” when the process exists in your registration practices but the correct value is zero.

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. The applicant will be advised that he/she has 60 days to submit the outstanding documents or the file will be closed. The applicant may also request an extension or ask that the application be evaluated without the outstanding documentation.

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

Applicants eligible for an alternative class of license who meet the requirements for certification must pay the annual membership fee as the last step before receiving a license. Applicants from Ontario programs pay the membership fee at the time of their application.

Previous reports from the College have included the Interim Certificate of Qualification in the category of “alternative class of license.” These certificates are currently included in the category “Applicants who became members” as the College has determined that the Interim Certificate of Qualification is not an alternative class of license.

Alternative classes of licenses are the Certificate of Qualification (Limited), the Certificate of Qualification (Limited, Restricted), the Certificate of Qualification (Restricted), and the Interim Certificate of Qualification (Limited).

* An alternative class of license enables its holder to practise with limitations, but additional registration requirements must be met in order for the member to be fully licensed. Please list and describe below the alternative classes of license that your organization grants, such as student, intern, associate, provisional or temporary.

	Class of License	Description
a)	Certificate of Qualification (Limited)	A Certificate of Qualification (Limited) may be held by teachers who have completed the first part of a two-part technological education program or teachers of native ancestry who have completed the first session of the two-part teacher education program for Primary/Junior Divisions. It is valid for one year while the member accumulates additional experience and professional training to convert a limited certificate to a Certificate of Qualification. A teacher must successfully complete one year of teaching and the second session of their teacher education program to be eligible for a Certificate of Qualification.
b)	Certificate of Qualification (Limited, Restricted)	A Certificate of Qualification (Limited, Restricted) may be held by teachers who have completed the first or second part of the three-part teacher education program for Dance, Native Language as a Second Language, Teaching the Deaf or Teaching the Developmentally Delayed. It is valid for one year. After completing two years of teaching and the third session of the teacher education program, they are eligible for a Certificate of Qualification (Restricted). It can be renewed annually for six years or converted to a Certificate of Qualification by completing additional requirements.
c)	Certificate of Qualification (Restricted)	A Certificate of Qualification (Restricted) may be held by teachers who have completed a one-year teacher education program for Dance, Native Language as a Second Language, Teaching the Deaf or Teaching the Developmentally Delayed. It means the teacher is fully qualified to teach, but is restricted to teaching the subject named on their certificate.

Reviews and appeals your organization processed in the past year

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

Jan. 1 to Dec. 31	Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)					Total
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	n/a	n/a	n/a	n/a	n/a	0
Applicants who initiated an appeal of a registration decision	1	3	4	24	0	32
Appeals heard	0	3	3	33	0	39
Registration decisions changed following an appeal	0	2	0	14	0	16

Enter “n/a” when the process does not exist in your registration practices. Enter “0” when the process exists in your registration practices but the correct value is zero.

Additional comments:

Please enter additional alternative class of license & description:

Interim Certificate of Qualification (Limited)

The Interim Certificate of Qualification (Limited) is issued to teachers who are certified to teach elsewhere in Canada but do not satisfy the initial certification requirements in Ontario. It can be renewed annually or converted to a Certificate of Qualification by completing the conditions placed on the certificate.

Certification (13 / 13)

I hereby certify that:

- - I have reviewed the information submitted in this Fair Registration Practices Report (the “Report”)
- - all information required to be provided in the Report is included; and
- - the information contained in the Report is accurate.

Name of individual with authority to

sign on behalf of the organization: **(Ms.) Charlie Morrison**

Title: **Manager of Policy & Research**

Date: **February 27, 2009**



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

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Rapport sur les pratiques d'inscription équitables

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