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Ontario
College of
Teachers
Fair
Registration
Practices
Report

Table of Contents

- 1 Provision of Information About Registration Practices (1/13)**
- 8 Amount of Fees (2/13)**
- 9 Provision of Timely Decisions, Responses and Reasons (3/13)**
- 10 Access to Records (4/13)**
- 12 Resources for Applicants (5/13)**
- 13 Internal Review or Appeal Processes (6/13)**
- 16 Information on Appeal Rights (7/13)**
- 17 Assessment of Qualifications (8/13)**
- 23 Third-Party Organizations (9/13)**
- 26 Training (10/13)**
- 27 Agreements on the Recognition of Qualifications (11/13)**
- 28 Data Collection (12/13)**
- 25 Certification (13/13)**

Fair Registration Practices Report

**Ontario College of Teachers
2009**

The answers submitted to the Office of the Fairness Commission can be seen below.

This Fair Registration Practices Report was produced as required by:

- the *Fair Access to Regulated Professions Act* (FARPA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPA
- 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.

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 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 contains relevant world wide contact information and additional resources available to specific applicants. Multiple resources can be found at www.oct.ca → Internationally Educated Teachers.

The College's registration guides for applicants who have completed specialized programs of professional education, and for applicants educated outside of Ontario, are available in paper copy. These can also be downloaded as .pdfs 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, 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 applicant 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 paper registration guides. In 2010, the College expects to launch a web-based application system that will enable applicants from all jurisdictions and programs to apply online for certification.

The College also hosts in-person 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, and cultural or ethnic associations to explain registration requirements, and in 2009, 37 presentations were provided to a variety of community groups. Presentations are also made to teacher candidates at Ontario's faculties of education, where College staff participate in approximately 50 presentations annually.

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. Client Services staff receive ongoing professional training on teacher qualifications and certification requirements to provide current and accurate information to applicants.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

These activities also apply to how the College keeps its information about requirements for registration and how requirements are kept current as outlined in (b) and (c) below.

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

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 that describes the College's assessment, along with a Credential Assessment Brochure which provides additional information. The College does not require applicants to complete education or practical experience in Ontario beyond the requirements to complete a postsecondary degree and teacher education program, prior to certification.

To keep information accurate, current and user friendly, the Credential Assessment Brochure, and other print and electronic materials, are reviewed annually to assess their currency, accuracy, readability and clarity.

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.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

f) the steps in the assessment process

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

A professional credential assessment is not required for teachers who graduate from an Ontario teacher education program. These programs have been accredited by the College and are approved to meet the College's professional certification requirements. The credentials of individuals educated outside of Ontario are reviewed by the College's Evaluation Services Unit once all required documentation has been received to determine if the applicant meets the academic, professional and language proficiency requirements for certification.

If additional information is required for an assessment, the applicant will be contacted by the College either by phone, e-mail or letter. Once an assessment has been completed, the applicant will receive a letter informing them of the College's decision to certify, or the applicant will be advised 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 also made available. Applicants may also attend an information session about the evaluation decision.

To keep information on the assessment process accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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 provided in the College's registration guides, on the College's web site and in the online application area. This information is also available through information sessions or by contacting the College's Client Services unit by phone, e-mail or in person.

All applicants must provide documentation to the College as part of the registration process. No documents are required exclusively from internationally educated applicants. However, additional information may be provided by, or requested of the applicant, pertaining to course hours or content at the time of application or in the course of 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. Multiple resources can be found at www.oct.ca → Internationally Educated Teachers.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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

For applicants who are unable to obtain required documentation, information about alternatives to documents, and assistance in obtaining outstanding documents, is outlined in the registration guides and on the College's web site. Applicants can contact the College directly by phone or in person to discuss their situation and seek assistance.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

i) how applicants can contact your organization

Applicants can contact the College by telephone (including through a toll-free number for those calling within Ontario), by e-mail, 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.

To enhance the user experience, in 2009 the College launched a new caller identification system. Applicants are asked to enter his or her registration number at the outset of

their call, which allows the Client Services staff to have application information on hand when the call is transferred.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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

In 2009 the College developed a system that would allow applicants to be notified by e-mail when their applications are received. Once an application is received, the College notifies applicants in writing of any outstanding documents required for their application. The College also communicates with an applicant by e-mail or letter as outstanding documents are received. In addition, the College makes approximately 300 outbound telephone calls per month to applicants as outstanding documents are received but are not acceptable, or where further information is required.

The College will also 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 decision and provides a brochure describing the evaluation.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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 described in registration guides, on the College's web site, in correspondence, in-person during information sessions, and through contact with Client Services by telephone or e-mail.

The policy includes details about acceptable translation services and provides contact information for these services. Translation services and providers are also reviewed annually. Under the policy, applicants need to have documents translated if they received their education in a language other than English or French or if any of their documents (like a birth or marriage certificate) are in a language other than English or French.

The postsecondary institution or licensing body must send original documents directly to the College. The institution should include a covering letter in English or French that has the applicant's name and Canadian social insurance number or College registration number.

When the College receives the documents, applicants will be mailed copies that they must take to an accredited translator. The College will accept translations only from an accredited translator. Applicants can find an accredited translator by contacting the

Association of Translators and Interpreters of Ontario (ATIO). If the ATIO is unable to provide a translator for required language, applicants can contact COSTI -IIAS Immigrant Services. If there is no accredited translator for the required language, the College will accept translations, with the translator's letter as above, from:

- a consulate, high commission or embassy to Canada of the country that issued the documents
- a Canadian embassy, consulate, or high commission in the country from which the applicant emigrated
- a translator who works for a federal, provincial or municipal government in Canada.

The translator must include an original signed letter that says the translation is accurate and the translator belongs to one of the listed organizations. The letter has to include the translator's:

- identification number or seal (or both)
- name, address and telephone number.

The original translation to the College should include:

- the original foreign-language document
- the translation
- the translator's letter.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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 provide extensive information on these providers including contact information, locations and links to web sites.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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

Applications for College registration are valid for two years. If all required documents have not been received by the end of this two year period, the College will contact the applicant 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 information about the validity period of the application and the options when this period has passed is communicated in College registration guides, on the web site, during information sessions and through presentations.

Information about timelines is communicated throughout the College's written application materials including the web site and registration guides.

The College's Fair Registration Practices Regulation, filed in 2009, outlines that the College shall make its best efforts to make a decision within 120 days after receiving all required documents. The regulation also requires this information be communicated to applicants.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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 credential evaluation is required, the College makes its best effort to complete an evaluation within 120 days of receiving all required documentation pursuant to the College's Fair Registration Practices Regulation. The regulation also requires that this information about the 120-day processing timeline be communicated to applicants.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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, during information sessions and in other in-person presentations. Fees associated with the registration process are reviewed annually as part of the College's budget process and approved by Council. Registration Guides and the College web site are updated accordingly.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

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

The College accommodates individuals' special needs according to the requirements of the *Ontario Human Rights Code*.

To keep information accurate, current and user friendly, print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity.

As part of the detailed plan for the 2010 relocation of the College's facility, a number of features have been incorporated to improve accessibility.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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 who do not complete a teacher education program in Ontario are required to pay an evaluation fee of \$222 for an individualized credential evaluation.

Applicants from any jurisdiction who are admitted to the profession pay the same \$120 annual membership fee.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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 120 days of receiving all required documentation.

The College's Fair Registration Practices Regulation outlines that the College shall make its best efforts to make a decision within 120 days after receiving all required documents. The regulation also requires this information be communicated to applicants.

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

The College responds to applicants in writing to confirm outstanding documents required for their application, within 10 days after the application is received. Ontario applicants, who apply using an online system, can check the status of their application and any documents received online. Individuals who initiate their application online receive immediate acknowledgement from the College via e-mail.

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.

At a regulatory level, the College's Fair Registration Practices Regulation outlines that the College shall make its best efforts to make an application or appeal decision within 120 days after receiving all required documents. The regulation also requires this information be communicated to applicants.

College operations and systems also assist in adhering to timelines: 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 process are set out in the *Ontario College of Teachers Act* which has established timelines for each step in the process.

Committee meetings are scheduled monthly to ensure the prompt review of appeals. The timeliness of decisions, as well as other key performance indicators relating to the appeal process, are reported annually by the Chair of the Registration Appeals Committee to the College's Council.

The College also has a Quality Assurance Committee, which is a special committee of Council created under College Bylaws to assess the performance of the College relative to its objectives as defined in the Act, identify opportunities to further support the achievement of these College objectives and report annually to Council. Presentations to this committee are made at least once per Council term on a number of activities related to registration, including the timeliness of decisions.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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, in .pdf, and is available from the College in print format. The policy 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 requests a review by the Registration Appeals Committee, the *Ontario College of Teachers Act* requires the College to 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.

The College's Fair Registration Practices Regulation also provides that the College can refuse to disclose a document if the Registrar is of the view that providing the document to the applicant may jeopardize the safety of another person. To the extent that it is possible to sever the portion of a document that leads to a concern about safety, the Registrar is required to disclose to the applicant the other parts of the document.

The *Fair Access to Regulated Professions Act*, section 12(2) provides further grounds that can be relied upon for refusing access to a record including where a legal privilege attaches to a record or where the granting of access could negatively affect public safety or could undermine the integrity of the registration process.

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. A specific estimate can be provided by contacting the College and requesting this information.

d) List the fees for making records available.

The College charges a \$24 per document fee to a maximum of \$72. This fee is set out in the request form. Additional fees may be charged for larger documents.

If an applicant requests a review by the Registration Appeals Committee, applicants are provided with the documents relevant to their application. A request for an appeal costs \$99, but there is no additional fee for providing records as part of the registration appeals process.

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

College fees may be waived if it is considered fair and equitable to do so pursuant to section 12(7) of the *Fair Access to Regulated Professions Act*. This might include a situation where the imposition of such fees would impose a financial hardship on an individual.

If an applicant requests a review by the Registration Appeals Committee, applicants are provided with the documents relevant to their application. A request for an appeal costs \$99, but there is no additional fee for providing records as part of the registration appeals process.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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 seeking employment.

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 the registration process and teacher certification in Ontario. The center also provides all the written resources including the registration guides.

Margaret Wilson Library

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

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 in electronic formats. Information about access to the available resources is also provided in 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 and ethnic associations and Global Experience Ontario.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

Internal Review or Appeal Processes (6/13)

In this section, describe your internal review or appeal process. Some regulatory bodies use these two terms (internal review and appeal) for two different processes, some use only one of these terms, and some use them interchangeably. Please use the term that applies to your profession. If you use both terms (for two different processes), please address both.

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

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

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

In 2009, nine appeals exceeded these timelines. In three of these cases, the applicant requested the extension of the 120 day period in order to provide additional documentation or information relevant to their appeal.

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

Seven.

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

Applicants who request a review by the Registration Appeals Committee may make written submissions as part of the process for the consideration of the Registration Appeals Committee.

In addition, an applicant may request an oral presentation or hearing before the committee. This is enabled in the College's Fair Registration Practices Regulation.

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 made by the Registrar, the applicant receives a letter and credential assessment report from the Registrar outlining the reason for the decision and what requirements must be completed for certification. In this letter, the applicant is informed about how to request a review by the Registration Appeals Committee and where to obtain further information about this process. 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 describing how an applicant can request a 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 that separate registration decisions, and the consequent reviews of these decisions by the Registration Appeals Committee.

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

To facilitate independent decision-making, reviews by the Registration Appeals Committee are administered by the Deputy Registrar and the Policy and Research Unit, which is part of the Corporate and Council Services Department.

Reviews of a registration decision of the Registrar are conducted and decided upon by the Registration Appeals Committee, which comprises elected and appointed Council members. These members play no role in the administration of an applicant's evaluation when the decision is made by the Registrar.

e) Describe your internal review or appeal process.

An Evaluation Unit review team comprised of credential evaluators meets to review complex files where applicants may not meet certification requirements. The Unit Manager or Manager's designate may conduct an additional review prior to a final recommendation 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 outlined in the *Ontario College of Teachers Act*, sections 21 and 22.

The College's Policy and Research Unit communicates with the appellant in writing at every stage of the review process, including acknowledging the review request, confirmation of materials, and the committee's decision and reasons.

Within 15 days of receiving a request for a review by the committee, the College provides the applicant with copies of all the documents the Registration Appeals Committee will review in making its decision.

The applicant has 45 days to provide any additional information to the committee that the applicant wishes it to consider in reaching its decision. The committee receives all materials at least 10 days in advance of meeting and then meets to make a decision. A written decision is provided to the applicant.

Applicants may request the opportunity to make an oral presentation to the committee.

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, three of the five members of the committee are members of the profession. The committee membership does not include any internationally educated teachers.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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 of the registration decision of the Registration Appeals Committee through Ontario's Divisional Court in the letter that accompanies the committee's 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*. The College's Fair Registration Practices Regulation also requires the College to inform appellants about appeals to Divisional Court.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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 Education

1. An acceptable postsecondary degree or the equivalent as determined by the College.

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 Education

- Technological education teachers are not required to have a degree. Applicants need to provide evidence they completed secondary school, have the required wage-earning experience in the relevant technological education area, and are competent in the technological education subject 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 is required. This experience can be proven in a number of ways: letters of reference, statements from accountants and proof of income statements for self-employed individuals.

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. 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.

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.

Work earning experience is assessed based on documentation of the experience submitted to the College. Depending on the specific circumstances, the documentation may be in the form of employer's letters, College standard forms, or evidence of course completion from a teacher education institution.

Teachers of General Education

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 Education

Applicants who are applying to teach technological education must have five years of related wage-earning, business or industrial experience in the area(s) of technological education 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 national and international 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 according to the requirements and enumerated grounds outlined in the *Ontario Human Rights Code*.

As part of the detailed plan for the 2010 relocation of the College's facility, a number of features have been incorporated to improve accessibility.

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.

The College makes its best efforts to complete an individualized evaluation of an applicant's qualifications within 120 days from when all required documents are received by the College. Many evaluations are completed in a much shorter period.

As the College accredits professional programs in Ontario, registration for a new graduate of an 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.

See response to h).

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 h).

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 Education

For those educated outside Ontario, the College will look at successful teaching experience after certification in a jurisdiction, in lieu of supervised practice teaching. Where an applicant has completed less than one half a year of studies in teacher education, but has successful teaching experience in the jurisdiction where they were originally certified, the College will consider whether the applicant's professional experience is equivalent to one further course in education.

Teachers of Technological Education

Applicants who are applying to teach technological education must have five years of related wage-earning, business or industrial experience in the area(s) of technological education 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 assessment:

i. Describe the methodology used to evaluate competency.

Competency assessment only applies to applications for initial certification as a technological education teacher, and the assessment is focused specifically on verifying their professional competency in a trade. No other competency assessment, either upon application or on an ongoing basis, is used by the College.

For technological education applicants educated in Ontario or within Canada, the College may use evidence of certification in the relevant trade, and in the absence of this, proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence. This "proof" is provided to the College through documentation from the applicant or an institution, and is assessed against criteria established in regulation.

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

Competency assessment only applies to applications for initial certification as a technological education teacher, and the assessment is focused specifically on verifying their professional competency in a trade. No other competency assessment, either upon application or on an ongoing basis, is used by the College.

For technological education applicants educated in Ontario or within Canada, the College may use evidence of certification in the relevant trade, and in the absence of this, proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence. This “proof” is provided to the College through documentation from the applicant or an institution, and is assessed against criteria established in regulation.

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

Competency assessment only applies to applications for initial certification as a technological education teacher, and the assessment is focused specifically on verifying their professional competency in a trade. No other competency assessment, either upon application or on an ongoing basis, is used by the College.

For technological education applicants educated in Ontario or within Canada, the College may use evidence of certification in the relevant trade, and in the absence of this, proof of wage-earning experience, along with their evidence of postsecondary education, related to the area of technological education, to satisfy proof of competence. This “proof” is provided to the College through documentation from the applicant or an institution, and is assessed against criteria established in regulation.

k) If your organization conducts prior learning assessment:

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.

Where an applicant has completed less than one half a year of studies in teacher education, but has successful teaching experience in the jurisdiction where they were originally certified, the College will consider whether the applicant’s professional experience is equivalent to one further course in education.

l) 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.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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.

- 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 initiated an external review of the administration of the language proficiency tests by these providers, and considered the availability of information, test administration, and appeal processes, among other criteria. The review process revealed that the providers processes were fair, transparent and clear.

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

See i.

iii. provides timely decisions, responses and reasons to applicants

See i.

iv. provides training to individuals assessing qualifications

See i.

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

See i.

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

See i.

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 i.

iii. Explain how work experience is taken into account.

See i.

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.

See i.

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

See i.

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.

See i.

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

See i.

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.

See i.

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

See i.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided and led primarily by senior evaluators. The senior evaluators 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 routinely attend local, national and international workshops and conferences for practitioners in the field of credential assessment. Participation in these formal training sessions occurs typically at least once a month.

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, typically on a monthly basis, 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. Instruction models include workshops, hands-on exercises, and presentations from staff with subject matter expertise.

The College's Fair Registration Practices Regulation requires that the College ensure training in how to assess applications for a certificate, including training in special considerations that apply in the assessment of such applications and the process for applying those considerations is provided to members of the Registration Appeals Committee and individuals who are on the roster of eligible panelists for the committee.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College

the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

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.

Ontario's Labour Mobility Act was passed into law at the end of the 2009 reporting period. This legislation enables full recognition of professional certification from any Canadian jurisdiction by Ontario as outlined in the Labour Mobility Chapter of the Agreement on Internal Trade.

The College's teacher qualifications regulation is expected to be amended in mid-2010 to fully enable the terms of the agreement and legislation.

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

The agreements enable barrier-free certificate-for-certificate recognition of any teacher certified by another Canadian jurisdiction. The legislation and agreement outline a number of specific exceptions, but the intention of the agreement and legislation is full labour mobility of Canadian teachers.

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

Data Collection (12/13)

Languages in which application information materials are available

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

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

Paid staff employed by your organization

b) 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, 1 full-time employee and 1 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 by the regulatory body	168
Staff involved in appeals process	5
Staff involved in registration process	59

Countries where internationally educated applicants* were initially trained

Enter the country names in descending order. (That is, enter the source country for the greatest number of your applicants in the top row, the source country for the second greatest number in the second row, etc.)

Use the dropdown menu provided in each row to select the country. Note that only one country can be reported in each row. If two or more countries are tied, enter the information for these tied countries in separate rows.

c) In the following table, enter the top source countries where your applicants* were originally trained in the profession (*excluding* Canada), along with the number of applicants from each of these source countries.

Country of training (Canada excluded)	Number of applicants in the reporting year
U.S.	1569
Australia	592
India	405
Scotland	61
New Zelnd	59
Jamaica	55
U.K.	71
Philippines	45
Pakistan	42
Romania	33

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

Jurisdiction where members were initially trained

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

The numbers to be reported in the Members row are the numbers on December 31st of the reporting year. For example, if you are reporting registration practices for the calendar year 2009, you should report the numbers of members in the different categories on December 31st of 2009.

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
Members on December 31 st of the reporting year	177538	13221	19482	14238	0	224479

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

Enter “n/a” if you do not track this information. Enter “0” if you track the information, 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) Report figures for “United Kingdom” are based on OFC-designated country fields. The reported total of 71 is comprised of:

- England – 52
- Wales – 16
- Ireland – 3

The figure for United Kingdom excludes Scotland, which is reported on its own.

Applications your organization processed in the past year

e) State the number of applications 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 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	8587	393	1569	1717	0	12266
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	11165	688	2491	3317	0	17661
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	547	462	511	0	1520
Applicants who became members	8949	346	1648	1292	0	12235
Applicants who were authorized to receive an alternative class of licence* but were not issued a licence	n/a	0	0	0	0	0
Applicants who were issued an alternative class of licence*	160	3	1	2	0	166

Enter “n/a” if you do not track this information. Enter “0” if you track the information, 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, from “alternative classes” or otherwise, pay the membership fee at the time of their application. Therefore, an entry of n/a appears in the field for Ontario applicants who were authorized to receive an alternative class of licence but were not issue a licence.

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).

Class of licence	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 a 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.
d) 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.

Reviews and appeals your organization processed in the past year

f) 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 1 st to December 31 st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
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	0	2	3	7	0	12
Appeals heard	1	1	2	8	0	12
Registration decisions changed following an appeal	0	0	0	3	0	3

Enter “n/a” if you do not track this information. Enter “0” if you track the information, but the correct value is zero.

Additional comments:

Please identify and explain the changes in your registration practices relevant to this section that occurred during the reporting year.

In August 2009, the provincial government passed Ontario Regulation 271/09 (Fair Registration Practices) under the *Ontario College of Teachers Act*, making the College the only self-regulating body in Ontario to have its own law affecting fairness in registration practices. The adopted regulation creates guidelines and structures for many College activities already in place or underway.

The regulation ensures that applicants receive clear information about how to apply, what the fees are, what documents are required, how long the process usually takes and how to appeal decisions.

Certification (13/13)

I hereby certify that:

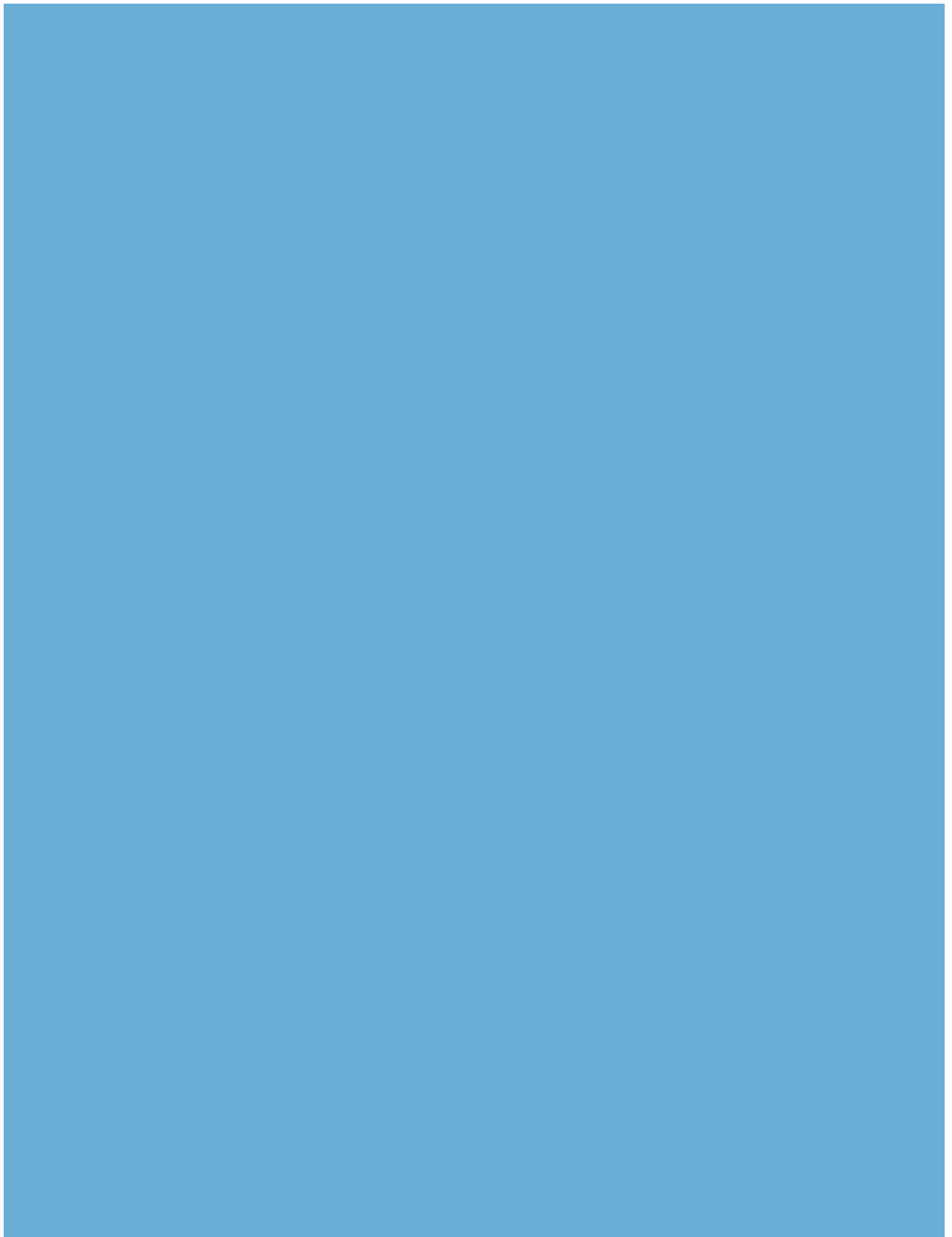
- I have reviewed the information submitted in this Fair Registration Practices Report (the “Report”).
- All information required to be provided in the Report is included.
- The information contained in the Report is accurate.

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

(Ms.) Charlie Morrison

Title: **Manager of Policy and Research**

Date: **March 1, 2010**



By establishing the requirements for a teaching certificate, the College ensures that all teachers meet the same high standards and are fully competent and qualified to work in Ontario's classrooms and deliver the Ontario curriculum.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

Ce document est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables

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