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Ontario
College of
Teachers
Fair
Registration
Practices
Report

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Fair Registration Practices Report

**Ontario College of Teachers
2010**

The answers that you submitted to OFC 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 Ontario College of Teachers provides information about how to register in print, online, in electronic formats, and through information sessions.

The College's web site contains information about how to register, step by step. It also includes information related to the unique circumstances and needs of applicants educated in Ontario, in other Canadian jurisdictions, and applicants educated internationally. The web site contains many helpful resources for applicants, as well as an extensive Frequently Asked Questions (FAQs) section.

The College's registration guides are available electronically as pdfs and can be downloaded from the College's web site for applicants. The guides provide in-depth information that details all stages of the registration process, the documents and fees required, registration and certification criteria, and general information regarding the

teacher qualification system in Ontario. There is a guide for applicants who wish to become general education teachers in Ontario, and guides for applicants who have completed specialized programs of professional education, such as teachers of technological education and teachers of Native language.

Since November 2004, graduates of Ontario faculties of education in general studies have been able to apply to the College electronically through an online application system. In November 2010, the College expanded its online application system availability to include applicants who have completed specialized programs of professional education in Ontario, such as teachers of technological education and teachers of Native as a second language. Now all applicants who have completed a teacher education program in Ontario can apply to the College online. The College will provide print versions of registration guides to applicants who require them for accessibility reasons.

As well, on November 1, 2010, the College enhanced its online application system to enable applicants from all jurisdictions across the world to use the same convenient online system that graduates of Ontario teacher education programs are able to use.

Now, regardless of where applicants complete their teacher education programs, they can complete and submit their applications to become an Ontario Certified Teacher online. Furthermore, applicants can begin the application process to the College even before arriving in Ontario. The College will provide print versions of registration guides to applicants who require them for accessibility reasons.

Applicants can log onto the system 24 hours a day, seven days a week and open an application to the College. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, as well as a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

The College hosts in-person, monthly information sessions to provide internationally educated applicants with information about how to register, how and where to obtain documents, and other information regarding the registration process. Sessions are also offered to provide information about the other stages of the application process.

The College also makes presentations across Ontario at community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2010, 18 presentations were provided to a variety of community groups outside of the Toronto area while several Toronto-based organizations attended sessions hosted at the College. Presentations are also made to teacher candidates at Ontario's faculties of education. In 2010, College staff made 51 faculty presentations.

Applicants can contact the College's Client Services staff by telephone, by e-mail or in person at the College's Welcome Counter. A toll-free number in Ontario is also available. Client Services staff receives ongoing professional training on teacher qualifications and certification requirements to provide current and accurate information to applicants.

Print and electronic materials are reviewed annually or as needed to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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. This information is also communicated at the monthly information sessions. Applicants can make an appointment to attend a session and meet with staff individually for clarification of requirements.

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 that includes a supervised practicum, prior to certification.

The Credential Assessment Brochure and other print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

e) requirements that may be satisfied through acceptable alternatives

The College's web site and registration guides detail how registration requirements for an acceptable practicum may be satisfied through acceptable alternatives. For example, for applicants educated outside Canada where the teacher education program did not include a practicum or did not contain a sufficient number of days to satisfy the practicum requirement, the College looks at a minimum of one year successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

f) the steps in the assessment process

The College describes the credential assessment process in its registration guides, on its web site, and in monthly information sessions and presentations. Applicants can request information on the process by contacting the College's Membership Services staff by phone, e-mail or in person at the Welcome Counter. They may also request a meeting with College staff.

If additional information is required for a credential assessment, the applicant is contacted by the College either by phone, e-mail or letter. Once an assessment has been completed, the applicant receives a letter informing them of the College's decision to certify, or the applicant is 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.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

Information about required documentation to complete 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.

To register, all applicants must provide documentation to the College. Applicants may be asked to provide additional information 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.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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 is outlined in the registration guides and on the College's web site. Applicants can contact the College directly by phone, by e-mail, or in person to discuss their situation and to seek assistance.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

i) how applicants can contact your organization

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

In 2009, the College launched a caller identification system. Applicants enter their registration number at the start of the call which allows the Client Services staff to have application information on hand when the call is transferred.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

As of November 2010, all applicants to the College can log onto the online application system 24 hours a day, seven days a week and open an application to the College. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

In addition, the College initiates approximately 300 telephone calls per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where further information is required.

The College also communicates with applicants by letter or e-mail when additional information is required during the evaluation process. Once a credential assessment is complete, the College writes a letter to applicants about the certification decision and provides a brochure describing the credential assessment.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

The College's translation policy sets out the requirements and processes for the translation of documents. This is described in registration guides, on the College's web site, in correspondence, in presentation materials, 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 were

educated in a language other than English or French or if any of their documents (such as a birth or marriage certificate) are in a language other than English or French.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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 uses third-party organizations to assess applicants' language proficiency. College registration guides and the web site provide extensive information about these providers, including contact information, locations and links to web sites.

The language proficiency test providers supply online extensive information about their tests, such as test dates and locations, test scoring and appeal processes, test preparation materials, online practice tests and sample questions, and alternate arrangements that can be made for persons with disabilities.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

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

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 contacts the applicant and provide three options: (1) close the applicant's file, (2) proceed with an assessment based on the documents on record, or, (3) upon request, extend the time to provide outstanding documents.

Information about the validity period for applications and possible options once this period has passed is communicated in the College registration guides, on the web site, and in presentation materials.

Information about timelines is communicated in all of the College's application materials.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

College registration guides, the web site, and presentation materials outline the timeframes for the registration process once all documents have been submitted.

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

For those educated outside Canada for whom an individual credential evaluation is required, the College makes its best efforts to complete an evaluation within 120 days of receiving all required documentation. This is in accordance with the College's Fair Registration Practices Regulation. The regulation requires that this information be communicated to applicants.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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 in presentation materials.

Fees associated with the registration process are reviewed annually as part of the College's budget process and are approved by Council. Registration guides, presentation materials, and the College's web site are updated accordingly.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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.

The College is committed to providing high quality service to all of its applicants, members and to the public. The College treats every person with courtesy and respect and delivers service in a manner that acknowledges the nature of an individual's disability.

The College will be in full compliance with Regulation 429/07, Accessibility Standards for Customer Service, enacted under the *Accessibility for Ontarians with Disabilities Act* by the January 1, 2012 deadline. Information about the College's accessibility policies, practices and procedures will be made available to members and the public through a variety of ways by the end of 2011. The College will:

- post the College’s accessibility measures on the College’s web site
- make copies of the accessibility policies, practices, procedures available for distribution at the Welcome Counter
- respond to questions about accommodation issues in person, via e-mail, over the phone, or in writing through the Client Services Unit
- include a feature story regarding its compliance measures in the College magazine, *Professionally Speaking/Pour parler profession*.

Print and electronic materials are reviewed annually to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

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

In November 2010, the College enhanced its online application system availability to include applicants who have completed specialized programs of professional education in Ontario, such as teachers of technological education and teachers of Native as a second language. Now all applicants who have completed a teacher education program in Ontario can apply to the College online.

As well, on November 1, 2010, the College enhanced its online application system to enable applicants from all jurisdictions across the world to use the same convenient online system that graduates of Ontario teacher education programs are able to use.

Now, regardless of where applicants complete their teacher education programs, they can complete and submit their applications to become an Ontario Certified Teacher online. Furthermore, applicants can begin the application process to the College before arriving in Ontario.

Applicants to the College can log onto the system 24 hours a day, seven days a week and open an application to the College. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

Within hours of the expanded version of the system going live, the College had prospective members applying from their homes in Saskatchewan and Quebec. The College’s first internationally educated teacher – from Albania – completed an application within the first eight hours.

To assist applicants, the online application system has been updated to include a section entitled “Tips for Completing the Application” and additional information buttons that provide detailed information about each section of the application. This is in addition to the detailed registration information available in the registration guides that can be downloaded and printed from the College’s website.

Amount of Fees (2/13)

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

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

Applicants who have completed or who are enrolled in a teacher education program in Ontario pay a \$140 application fee and a \$120 membership fee.

Applicants who are certified in a Canadian province or territory other than Ontario pay a \$140 application fee. The College does not collect the \$120 membership fee until after these applicants are eligible to be certified in Ontario.

Applicants who complete a teacher education program outside of Ontario and who are not certified elsewhere in Canada pay a \$140 application fee and a \$222 evaluation fee. The College does not collect the \$120 membership fee until the applications are evaluated and the applicants meet the College's certification requirements.

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

On November 1, 2010, the College expanded its web-based application system to enable applicants from all jurisdictions and programs to apply online for certification. This enables applicants from all over the world to begin the registration process before arriving in Ontario. It also enables applicants to pay their registration and evaluation fees online.

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 accredited by the College generally complete the registration process within 10 to 15 days of providing all required documents.

For applicants who have completed an educated program outside Ontario, for whom an individual assessment is required, the College makes its best efforts to complete an evaluation review within 120 days of receiving all required documents.

Applicants who are certified in another Canadian province or territory have an administrative review for the purposes of identifying the qualifications to be recorded on their Certificates of Qualification and Registration.

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 requires that this information be communicated to applicants.

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

Effective November 1, 2010, all applicants to the College complete their application on line. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

In addition, the College initiates approximately 300 telephone calls per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where 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 the following strategies to ensure that decisions are timely:

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 requires that this information be communicated to applicants.

College operations and systems assist in adhering to timelines. These include:

- published service standards for the registration and evaluation processes
- automated task assignment to specific staff
- the grouping of applications from similar jurisdictions to one or more evaluators so that efficiencies are achieved.

Timelines for the Registration Appeals Committee process are set out in the *Ontario College of Teachers Act*. Committee meetings are scheduled monthly to ensure the prompt review of appeals. The timeliness of decisions and other key performance indicators relating to the appeal process are reviewed annually by the Registration Appeals Committee and reported to the College's Council.

The Quality Assurance Committee, a special committee of Council, assesses the performance of the College relative to its Objects as defined in the Act and identifies opportunities to support the achievement of these Objects. Presentations about a

number of activities related to registration, including the timeliness of decisions, are made to this committee at least once per 3-year Council term.

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

On November 1, 2010, the College expanded its web-based application system to enable applicants from all jurisdictions and programs to apply online for certification. Applicants can check the status of their application and any documents received by the College online. The online system also provides applicants with a list of outstanding documents. Individuals who apply online receive immediate acknowledgement of receipt of their application from the College via e-mail.

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 format 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. As well, there are provisions in the *Ontario College of Teachers Act* regarding the treatment of confidential documents/information.

In accordance with section 23.07 of the College's bylaws, an applicant who wishes to have a copy of a document is required to complete a Request for Personal Information form available on the College web site and pay a fee of \$24 up to a maximum of \$72.

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. There is no fee charged for the provision of these documents.

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 outlined in the College's privacy policy.

The College's Fair Registration Practices Regulation states 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* 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 fees 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.

In accordance with section 23.07 of the College's bylaws, 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 of \$24 up to a maximum of \$72. This fee is set out in the request form.

An applicant who requests a review by the Registration Appeals Committee is 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.

An applicant who requests a review by the Registration Appeals Committee is 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.

No changes in 2010.

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, 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.

College web site

Provides in-depth information regarding all aspects of registration, including pdf copies of all registration guides and materials. It contains information pertaining to the unique circumstances and needs of applicants educated in Ontario and elsewhere in Canada, and applicants educated internationally. The web site contains many helpful resources for applicants, as well as an extensive Frequently Asked Questions (FAQs) section.

Call Centre & Welcome Counter services

Provide in-person responses and written resources to inquiries from applicants regarding the registration process and teacher certification in Ontario.

Margaret Wilson Library

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

Applicant Information Sessions

Provide monthly information sessions designed for applicants at different stages in the application process.

Outreach

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

Ontario faculty of education presentations

Provide 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 at 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.

On November 1, 2010, the College expanded its online application system. The system allows applicants to the College from all jurisdictions to use the same convenient online system that graduates of Ontario teacher education programs have used for several years.

To assist applicants, the online application system has been updated to include a section entitled “Tips for Completing the Application” and additional information buttons that provide detailed information about each section of the application. This is in addition to the detailed registration information available in the registration guides that can be downloaded and printed from the College’s website.

In November 2009, Council approved a recommendation that all applicants educated outside Ontario submit an acknowledgement that they have knowledge of matters applicable to the practice of teaching in Ontario. In 2010, the College developed resource materials about the practice of teaching in Ontario to assist and support applicants.

Once certified, new members will be able to access an Additional Qualification course, *Orientation to Teaching in Ontario*, which has been added to Schedule C of the new Teachers’ Qualifications Regulation. Consultations were undertaken pertaining to the development of a course guideline for the new Additional Qualification course. Completion of the guideline is expected by the end of April, 2011.

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 a 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 2010, six appeals exceeded these timelines. Of the six, three appellants requested an extension of the timelines. These requests were granted by the committee. In two

cases, deadlines were surpassed in order to schedule mutually agreeable dates for oral presentations. One case went beyond the usual deadlines as the applicant submitted documents that were translated by an unofficial provider. The documents were translated again by an approved provider.

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

Five.

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

Appellants 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 appellant 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 also 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 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 subsequent 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 is comprised of 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 reviews complex files and cases where staff has made recommendations to the Registrar to deny certification. 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*.

Should the applicant choose to appeal, 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 appellant with copies of all the documents the Registration Appeals Committee will review in making its decision.

The appellant 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.

Appellants 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 at this time.

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

The Registration Appeals Committee is committed to ensuring that its appeals processes are impartial, fair, and easily understood. In 2010, the committee reviewed and provided feedback for revisions to its *Administrative Guidelines for Oral Presentations* and to its *Rules of Procedure for Hearings*. The committee also approved amendments to the *Protocol for Withdrawal of Registration Appeals*.

Committee members participated in training sessions to keep current regarding issues affecting the registration appeals process. For example, the committee was informed about acceptable evidence for credential assessment for academic and professional programs, and how the process of document assessment relates to registration appeals.

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.

Appellants 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 2010, the Registration Appeals Committee reviewed communication materials including letters and web site text to ensure that appellants receive clear and accurate information about the appeal process, in particular oral presentations.

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 four 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 an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will accept the language proficiency standards of that particular Canadian jurisdiction. This is a result of the College's implementation of the *Ontario Labour Mobility Act*.

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 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 work experience in the relevant technological education area, and are competent in the technological education subject they were trained to teach.

Five years of work experience in the trade or a combined total of five years of work experience and formal training in the area is required. This experience can be proven in a number of ways: e.g., letters of reference, statements from accountants and proof of income statements for self-employed individuals.

A change in the College's Teachers' Qualifications Regulation in May 2010 enabled a work placement or coop placement in a postsecondary program to be used towards the work experience requirement if it occurred after the applicant completed at least half of their program. As well, an apprenticeship program can be counted toward work experience.

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 verifies that the postsecondary degree is acceptable in its academic level, duration and the accreditation status of the issuing institution.

To determine if an applicant's credentials satisfy the professional requirement, the College assesses the applicant's teacher education program to determine if it 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 the applicant 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 confirms if the applicant has provided evidence of language proficiency provided in one of four 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.
4. if an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will accept the language proficiency standards of that particular Canadian jurisdiction. This is a result of the College's implementation of the *Ontario Labour Mobility Act*.

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

Work experience is assessed based on documentation submitted to the College in the form of employer letters, College standard forms, or evidence of course completion from a teacher education institution.

Teachers of General Education

There is no 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 one year of successful 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 work experience including business or industrial experience in the area(s) of technological education studied in the teacher education program. Postsecondary education in a trade may be substituted for up to three of the five years. A work placement or coop placement in a postsecondary program can be used towards the work experience requirement if it occurred after the applicant completed at least half of their program. As well, an apprenticeship program can be counted toward work experience.

Internationally Educated Teachers

The College's Teachers' Qualifications Regulation was amended in May 2010 and named Regulation 176/10, Teachers' Qualifications (see question 11 for more detail).

As part of the revisions to the previous Teachers' Qualifications Regulation, the College eliminated the requirement for College members educated outside Ontario to teach successfully for one school year as a condition for obtaining permanent certification. Previously, College members who completed their teacher education outside Ontario received interim certification, **valid for six years**, with a condition requiring them to teach in Ontario schools for 194 days.

Removing the 194-day teaching requirement reduced a significant barrier to permanent certification and also ensured compliance with the *Ontario Labour Mobility Act* for those applicants certified in another Canadian jurisdiction.

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 relies 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*, and the *International Handbook of Indian Universities*.

Some electronic resources include: the *Canadian Information Centre for International Credentials*, the *Electronic Database for Global Education* and the *International Association of Universities*.

College staff routinely requests 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 attends national and international professional development workshops, webinars, 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 bases its 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 central 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 recognizes 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*.

The College is committed to providing high quality service to all of its applicants and members and to the public. The College treats every person with courtesy and respect and delivers service in a manner that acknowledges the nature of an individual's disability.

The College will be in full compliance with Regulation 429/07, Accessibility Standards for Customer Service, enacted under the *Accessibility for Ontarians with Disabilities Act* by the required deadline (January 1, 2012). As the regulation requires, information about the College's accessibility policies, practices and procedures will be made available to

members and the public through a variety of media. The College will:

- post the College’s accessibility measures on the College’s web site
- make copies of the accessibility policies, practices and procedures available for distribution at the Welcome Counter
- respond to questions about accommodation issues in person, via e-mail, over the phone or in writing through the Client Services Unit
- include a feature story regarding its compliance measures in the College magazine, *Professionally Speaking/Pour parler profession.*

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 credentials 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 receiving 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 is 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. content 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 Canada where the teacher education program did not include a practicum or did not contain a sufficient number of days to satisfy the practicum requirement, the College looks at one year of successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

Where an applicant has completed less than one half year of studies in teacher education but has completed a minimum of one year of successful teaching experience in the jurisdiction where original certification took place, the College will also 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 work experience including business or industrial experience in the area(s) of technological education studied in the teacher education program. Postsecondary education in the trade may be substituted for up to three of the five years. A work placement or co-op placement in a postsecondary program can be used toward the work experience requirement if it occurred after the applicant completed at least half of the program. As well, an apprenticeship program can be counted toward work experience.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

Competency assessment only applies to applications for initial certification for a technological education teacher. The assessment is focused specifically on verifying 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. In the absence of this, proof of work experience along with evidence of postsecondary education related to the area of technological education may be used 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 for a technological education teacher. The assessment is focused specifically on verifying 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. In the absence of this, proof of work experience along with evidence of postsecondary education related to the area of technological education may be used 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 for a technological education teacher. The assessment is focused specifically on verifying 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. In the absence of this, proof of work experience along with evidence of postsecondary education related to the area of technological education may be used 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 conduct a prior learning assessment in its registration process for initial certification.

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

The College does not conduct a prior learning assessment in its registration process for initial certification.

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

Where an applicant has completed less than one half year of studies in teacher education, but has completed a minimum of one year of successful teaching experience in the jurisdiction where original certification took place, the College will also consider whether the applicant's professional experience is equivalent to one further course in education.

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.

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

The College's Teachers' Qualifications Regulation was amended in May 2010. The new regulation was revamped significantly and named Regulation 176/10, Teachers' Qualifications (see question 11 for more detail).

As part of the revisions to the Teachers' Qualifications Regulation, the College eliminated the requirement for College members educated outside Ontario to teach successfully for one school year as a condition of obtaining permanent certification. Previously, College members who completed their teacher education outside Ontario received interim certification with a condition requiring them to teach in Ontario schools for 194 days.

Applicants who are applying to teach technological education must have five years of related work experience including 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. A work placement or co-op placement in a postsecondary program can now be used toward the work experience requirement if it occurred after the applicant completed at least half of the program. As well, an apprenticeship program can be counted toward work experience.

Specific provisions are now included in the College's Teachers' Qualifications Regulation for applicants who are certified in another Canadian province or territory as a result of the College's implementation of the *Ontario Labour Mobility Act*. These applicants undergo an administrative review rather than a formal credential assessment to identify the qualifications that will be recorded on their Certificate of Qualification and Registration. As well, if an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will accept the language proficiency standards of that particular Canadian jurisdiction.

The new regulation also requires all applicants educated outside Ontario to complete an acknowledgment that they have knowledge of matters applicable to the practice of teaching in Ontario. The acknowledgement requirement replaces the orientation program included in the former Regulation 184/97.

The College has developed resource materials about the practice of teaching in Ontario to assist applicants in meeting this requirement and an attestation in the electronic application form. Once certified, new members will be able to access an Additional Qualification course, Orientation to Teaching in Ontario, which has been added to Schedule C of the new regulation. Consultations were undertaken pertaining to the development of a course guideline for the new Additional Qualification course. Completion of the guideline is expected by the end of April, 2011.

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).

In the fall of 2008, the College initiated a review of the administration of the language proficiency tests by its approved providers.

To undertake this research, the College hired an external consultant from New Avenues Linguistic Services Inc. The College made the decision to use an external adviser to ensure the unbiased results of any research conducted. The consultant conducted a survey, followed by an interview and a site visit for each of the language proficiency test providers.

The consultant considered issues such as the accessibility of the tests, the availability of information about the test process, the objectivity and fairness of the test design and administration, and the appeal processes. The consultant shared her findings with the

College at the conclusion of her review. A final report was submitted in February 2009. The consultant indicated 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 May 2010, the College's Teachers' Qualifications Regulation was significantly revamped, including the College's language proficiency requirements. In the new regulation, if an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will now accept the language proficiency standards of that particular Canadian jurisdiction. If an applicant is certified in another Canadian jurisdiction where language proficiency is not a certification requirement, the College requires that the applicant provide proof of language proficiency.

The College is a partner in the development of a national language proficiency assessment in French and English specific to the teaching profession that began in the winter of 2010. The Canadian Registrars for Teacher Certification, in partnership with the Council of Ministers of Education, recently received funding from Human Resources and Skills Development Canada (HRSDC) to develop this profession-specific language proficiency assessment, which is one of HRSDC's largest funding projects. The Ontario College of Teachers along with Alberta, New Brunswick and Prince Edward Island are the lead partners in the three-year project.

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 for 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 also 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 credential assessments pertaining to a given country.

College staff routinely attends local, national and international workshops and conferences and webinars for practitioners in the field of credential assessment. Participation in these formal training sessions typically occurs at least once a month. In 2010, training included but was not limited to:

- E-Learning: Introduction to Credential Assessment Practices and Resources
- Educational Credential Evaluators (ECE)
 - India IV: Advanced Credential Evaluation Issues
 - Advanced: India Credential Evaluation
 - Overview of the Commonwealth Caribbean with Accreditation Information and Updates
 - Learning to Read Chinese Educational Credentials
 - China II: Introduction to the Chinese Educational System and its Credentials
 - Advanced: Evaluating Chinese Credentials
 - Spain: The Educational System, its Credentials, and Update on Bologna Reform
 - Ukraine: The Educational System, its Credentials, and Online Verification
 - Credit and Grading Practices Worldwide
- World Education Services (WES)
 - Evaluating Credentials from India for Graduate Admissions
- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
 - Summer Institute
 - Annual Conference
- British Columbia College of Teachers
 - Visit and Informational Meeting
- Canadian Association for Prior Learning Assessment (CAPLA)
 - Conference: Recession, Recognition, Recruitment and Renewal

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.

The current Registrar and CEO, Michael Salvatori, previously held the position of Director of Membership Services with direct responsibility for the oversight of credential assessment and registration decisions. During that time, the Registrar attended and made presentations at conferences for organizations such as:

- the American Association of Collegiate Registrars and Admissions Officers (AACRAO), a group dedicated to advancing education through leadership in academic and enrollment services
- NAFSA: Association of International Teachers, an association focused on advancing international education by establishing principles of good practice, setting standards for credential assessment and documentation, and advocating for international education.

Since becoming the Registrar and CEO, the Registrar is actively involved in the following national groups that focus in part on registration decisions and credential assessment:

- Canadian Registrars for Teacher Certification (CRTC)
- Canadian Network of National of Associations of Regulatory Bodies (CNNAR).

He continues to attend conferences and seminars and frequently confers with colleagues in organizations like the World Education Services to remain current in his knowledge in credential assessment. He recently presented at the CNNAR conference on quality assurance in registration practices and credential assessment.

iii. individuals who make internal review or appeal decisions

The Registration Appeals Committee makes registration appeals decisions. Committee members receive ongoing training about the College's legislative framework and activities, regulations and legislation governing Ontario teachers' qualifications, 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 the College to ensure that 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 panellists for the committee.

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

In 2010, members of the Registration Appeals Committee continued its professional development and participated in training sessions to keep current regarding issues affecting the registration appeals process. For example, the committee was educated about what is acceptable evidence for credential assessment for academic and professional programs in relation to the registration appeals process. As well, the committee was educated about the College's new procedures pertaining to language proficiency requirements for labour mobility applicants.

As part of its development of best practices, the committee reviewed a report containing summary statistics for the 2009 year. The report detailed the number of appeals, the length of time for each appeal, the originating jurisdiction of the appellants, the basis for the appeals and the appeal outcomes. In addition to recounting the Registration Appeals activities, the report tracked whether appellants have completed registration requirements and become certified.

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.

The *Ontario Labour Mobility Act* (OLMA) was passed in December 2009. The Act implements the labour mobility commitments made by the Ontario government as a signatory of the Agreement on Internal Trade.

The purpose of OLMA is to reduce barriers to labour mobility by eliminating or reducing professional requirements that restrict the certification of an individual in another province or territory. OLMA provides that individuals certified in another Canadian jurisdiction will not have to complete any additional material training, experience, examinations or assessments in order to be certified in the same occupation in Ontario.

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

The *Ontario Labour Mobility Act* enables the Ontario College of Teachers to certify teachers from other Canadian jurisdictions under the terms of the revised Agreement on Internal Trade. Such applicants are now granted a Certificate of Qualification and

Registration in Ontario without requirements for additional training, experience or assessments, with a few exceptions.

The exceptions include language proficiency, a criminal record check and evidence of good character. A statement of professional standing is one example of evidence of good character for applicants to the Ontario College of Teachers.

The College continues to conduct an administrative review of the credentials of applicants who are certified to teach in other provinces or territories for the purposes of granting qualifications on the Certificate of Qualification and Registration. However, they are not required to pay a fee for an administrative review.

The College currently certifies about 500 teachers from other Canadian jurisdictions every year.

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

In May 2010, the College's Teachers' Qualifications' Regulation was amended to reflect Canadian labour mobility and be compliant with OLMA.

The *Ontario Labour Mobility Act* enables the Ontario College of Teachers to certify teachers from other Canadian jurisdictions under the terms of the revised Agreement on Internal Trade. Such applicants are now granted a Certificate of Qualification and Registration in Ontario without requirements for additional training, experience or assessments with a few exceptions.

The exceptions include language proficiency, a criminal record check and evidence of good character. A statement of professional standing is one example of evidence of good character for applicants to the Ontario College of Teachers.

The College continues to conduct an administrative review of the credentials of applicants who are certified to teach in other provinces or territories for the purposes of granting qualifications on the Certificate of Qualification and Registration. However, they are not required to pay a fee for an administrative review.

One of the most significant changes in the new regulation is the removal of the requirement for College members educated outside Ontario to teach successfully for one school year as a condition for obtaining permanent certification. This represents the removal of a significant barrier to permanent certification for members educated in other provinces, territories or outside Canada.

In May 2010, 16,274 members of the College were able to have their Interim Certificate of Qualification converted to a permanent Certificate of Qualification and Registration. While some members may still be required to fulfill a professional education condition, the condition to complete the 194-days of successful teaching experience was removed

as a requirement. While this number represented many internationally educated members, it also included many College members who were certified to teach in another province or territory under labour mobility.

Another change to the regulation includes the introduction of a Transitional Certificate of Qualification and Registration. This new certificate type replaces former certificates – such as a Certificate of Qualification (limited) and a Certificate of Qualification (limited, restricted) and is for College members who are enrolled in a College-accredited multi-session program or its equivalent in another Canadian province or territory.

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

Another positive change to the College's Teachers' Qualification Regulation influenced by the introduction of OLMA relates to the College's language proficiency requirement. Applicants who have met language proficiency certification requirements in another Canadian jurisdiction where language proficiency is a requirement for certification do not need to provide the College with any additional evidence of language proficiency. If evidence of language proficiency was not a requirement for certification then the College may require evidence.

As well, the new regulation requires internationally educated and OLMA applicants to complete an acknowledgment that they have knowledge of matters applicable to the practice of teaching in Ontario. The acknowledgement requirement replaces the orientation program included in the former Regulation 184/97.

The College has developed resource materials about the practice of teaching in Ontario to assist applicants in meeting this requirement and an attestation in the electronic application form for certification. Once certified, new members will be able to access an Additional Qualification course, *Orientation to Teaching in Ontario*, which has been added to Schedule C of the new regulation. Consultations were undertaken pertaining to the development of a course guideline for the new Additional Qualification course. Completion of the guideline is expected by the end of April, 2011.

An additional change in the regulation is the recognition of teaching experience in other jurisdictions, including all Canadian jurisdictions, for admission to Specialist or Honour Specialist AQs. Candidates can now obtain their two years of successful teaching experience in other jurisdictions, not just Ontario. Successful teaching experience in other jurisdictions must be confirmed by an appropriate supervisory official who has a comparable role to a supervisory officer and is acceptable to the Registrar.

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	58

Countries where internationally educated applicants* were initially trained

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.

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.

Country of training (Canada excluded)	Number of applicants in the reporting year
United States	1,342
Australia	531
India	382
Philippines	64
New Zealand	63
n/a (England)	59
Scotland	53
Pakistan	48
Jamaica	39
Nigeria	28

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

Select “n/a” from the drop-down list if you do not track this information. Enter “0” in a “Number of applicants” field if you track the information, 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 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 2010, you should report the numbers of members in the different categories on December 31st of 2010.

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	181,344	13,150	20,553	15,075	0	230,122

*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:

12 (b) – Paid staff employed by your organization – Reflects total number of staff members involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

12 (c) – Countries where internationally educated applicants were initially trained – there is no option in the drop down menu for England, therefore we left the country as n/a. Over the last two years, the College reports England independently from the U.K. as it has received a significant number of applications from that jurisdiction.

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	9,466	494	1,342	1,665	0	12,967
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	11,742	807	2,162	3,486	0	18,197
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	1	202	369	421	0	993
Applicants who became members	9,080	441	1,378	1,258	0	12,157
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*	169	0	0	0	0	169

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 applied but have not had contact in the reporting year to be “inactive.”

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

Certificate of Qualification and Registration

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

Transitional Certificate of Qualification and Registration

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

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

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

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 who were subject to an internal review or who 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	1	3	16	0	21
Appeals heard	1	2	5	7	0	15
Registration decisions changed following an appeal	1	0	2	4	0	7

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:

Of the 21 appeal cases received in 2010, one case was cancelled and two cases were withdrawn. Seven cases were held over to 2011 for decision making as the appeals were received late in the year.

Of the 15 appeal cases heard by the Registration Appeals Committee, four cases were held over from 2009.

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

See additional comments regarding types of certificates of qualification and registration granted by the College.

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, 2011**

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

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

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