



Ontario  
College of  
Teachers  
Fair Registration  
Practices Report



# Fair Registration Practices Report Teachers (2013)

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.

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## 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 the registration process to potential applicants in print resources, online through the College website, and through information sessions.

The College's website contains step by step information about how to register. 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 College website contains many helpful resources for applicants including the ability to apply online, to track their application online, 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 website for applicants. The guides provide in-depth information that details each stage 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.

Graduates of Ontario faculties of education in general studies are able to apply to the College electronically through an online application system. The College's online application system has also been made available to 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. Therefore, all applicants who have completed a teacher education program in Ontario can apply to the College online. The College provides print versions of registration guides to applicants who require them for accessibility reasons.

As well, the College's online application system enables 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. This online application system is available in both English and French.

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 email. 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.

The College eliminated the requirement for an applicant to provide employment authorization to work in Canada. As a result, the College can process an application without a social insurance number. The applicant must contact the College's Client Services Unit for assistance. The use of the social insurance number as an identifier for applicant and member records, and the College's reliance on its use for its business practices, is under review to determine its use on an ongoing basis.

The College also 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 2013, two presentations were provided to a variety of community groups in the Toronto area while 10 sessions were held for Toronto-based organizations at the College. Presentations are also made to teacher candidates at Ontario's faculties of education. In 2013, College staff made 33 faculty presentations in Ontario and five presentations to US border Colleges.

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

Print and electronic materials are reviewed regularly 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. 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.

The Credential Assessment Brochure and other print and electronic materials are reviewed regularly to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly. The Credential Assessment Brochure is available on the public website in the Resources section. The URL for this section is as follows:

<http://www.oct.ca/resources/alpha?letter=C>

### **e) requirements that may be satisfied through acceptable alternatives**

The College's website 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 regularly 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 website, in monthly information sessions and presentations, and by contacting the College's Membership Services staff by phone, email, fax or in person at the Welcome Counter. Applicants 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, email or letter. Once an assessment has been completed, the applicant receives a letter informing them of the College's decision to certify. If the applicant is not eligible for registration, the letter includes a detailed individualized Credential Assessment Report (CAR) and a brochure outlining the assessment process and any outstanding requirements for certification. Information about how to appeal the Registrar's decision is also made available. Applicants may also attend an information session at the College about the evaluation process and are provided with additional information about decisions.

Print and electronic materials are reviewed regularly to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly. The registration guides were revised to include sections advising potential applicants about when they may begin the application process and how they should apply. Additional information on the professional suitability of candidates was also added to these guides.

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their

decision to move to Ontario. However, this tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2014.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program will necessitate changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the Teachers' Qualifications Regulation (176/10), are expected to be filed in order to ensure that both Ontario and internationally educated teacher applicants certified after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements.

In developing the necessary regulatory amendments to the Teachers' Qualifications Regulation, the College took into consideration fair registration practices and the need to communicate the changes to affected applicant groups. The College also reviewed the amendments with representatives from the Ontario Fairness Commissioner.

The College anticipates launching a free online self-assessment tool related to the new Enhanced Teacher Education Program certification requirements once the certification regulation amendments have been filed. This tool will be for use by all applicant groups to assess how the new certification requirements will affect them and it will be embedded within the online application. The tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer.

### **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 website 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, email, fax 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 website has a dedicated area for internationally educated teachers. It includes country specific information and details about required documents.

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

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their decision to move to Ontario. However, this tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2014.

### **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 website. Applicants can contact the College directly by phone, by email, fax or in person to discuss their individual situation and to seek assistance.

Print and electronic materials are reviewed regularly 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 email, mail, fax 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 website.

Print and electronic materials are reviewed regularly 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**

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 email. 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.

The College interacts with College members and members of the public by phone, email, social media and in person approximately 700 times each day. In addition, the College initiates approximately 300 telephone calls and emails 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 email 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 regularly 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 website, in correspondence, in presentation materials, and through contact with Client Services by telephone, fax or email.

In 2011, the College reviewed its policy regarding acceptable translation services. 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 regularly 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 website provide extensive information about these providers, including contact information, locations and links to websites.

The language proficiency test providers supply extensive online 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 regularly to assess their currency, accuracy, readability and clarity, and to ensure that they are user-friendly.

The College has signed a Memorandum of Understanding with World Education Services (WES), an international organization that evaluates international credentials for employers, licensing and certificate boards and government agencies in the United States and Canada. WES has well-regarded document authentication and verification procedures that mirror the College's practices. The Memorandum of Understanding permits the College to accept electronic copies of transcripts held by WES through a secure website. Applicants whose documents are held by WES will no longer have to arrange for the College to obtain a separate set of originals directly from the granting institution. However, the College continues to conduct credential assessments based on College policies and does not rely on WES assessments. The 2014 versions of the registration guides will contain information on the College's Memorandum of Understanding with WES.

### **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 certification 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. However, if an applicant requests an evaluation of a file which has outstanding documentation the College

will proceed with an evaluation based on the documentation on file.

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

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

Print and electronic materials are reviewed regularly 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 website, 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.

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. In 2013, certification timelines for this applicant group were approximately 17 days.

In 2013, internationally educated applicants who were eligible for certification were generally certified within 40 days. Where, however, an application requires additional information to determine eligibility for certification, which occurred in approximately 7% of applications, and/or where an application requires additional review in preparation for a denial, the College makes its best efforts to complete a registration decision within 120 days of receiving all required documentation.

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

Print and electronic materials are reviewed regularly 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 website, 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 website are updated accordingly.

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

The online registration guides note that additional costs may be incurred by the applicant for requirements such as document translation and criminal record checks.

### **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 is in full compliance with Regulation 429/07, *Accessibility Standards for Customer Service*, enacted under the *Accessibility for Ontarians with Disabilities Act (AODA)* as of January 1, 2012. By the end of 2011, information about the College's accessibility policies, practices and procedures were made available to members and the public through a variety of ways. The College:

- posted the College's accessibility measures on the College's website
- made copies of the accessibility policies, practices, procedures available for distribution at the Welcome Counter
- responded to questions about accommodation issues in person, via email, over the phone, or in writing through the Client Services Unit
- included a feature story regarding its compliance measures in the College magazine, *Professionally Speaking/Pour parler profession*.

At the end of 2012 the College launched a redesigned website. One of the goals of the redesign was to make the website more accessible, user-friendly and intuitive. The redesign involved usability testing that was conducted using members, applicants and members of the public in focus groups. The usability testing and focus



groups assisted in achieving the goal of greater accessibility. The redesigned website meets AODA standards.

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

In 2011, all College staff received AODA training. Staff with public service responsibilities received an intense half-day training session about AODA legislation and the principles of providing accessible customer service. The remaining staff members were required to complete an online AODA tutorial followed by an online quiz.

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

No changes in 2013.

**Amount of Fees (2 / 13)**

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

In 2013, applicants from any jurisdiction who are admitted to the profession pay a \$138 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 \$138 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 \$138 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 \$138 membership fee until the applications are evaluated and the applicants meet the College's certification requirements.

In November 2011, the College also implemented a new process for Ontario applications whereby the membership fee (AMF) is not required at the time of application and only requires the AMF once the decision to certify has been made. Applicants who are accepted are then notified and requested to pay the AMF.

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

On December 6, 2013 the Council approved a fee increase of \$12 to \$150 for the annual membership fee. The membership fee increased to \$150 as scheduled in 2014. No other fees were raised, and the application fee of \$140 has been the same since September 26, 2008.

**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.

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. In 2013, the average timeline for certification for this applicant group was 17 days.

In 2013, the average certification timeline for internationally educated applicants who are eligible for certification was 40 days. Where, however, an application requires additional information to determine eligibility for certification, which occurred in approximately 7% of applications, and/or where an application requires additional review in preparation for a denial, the College makes its best efforts to complete a registration decision within 120 days of receiving all required documentation.

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

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

All applicants to the College complete their application online. The timeline for responding to applicants in writing is instantaneous as the system sends them a confirmation email once they have submitted their information. 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.

In June 2009, the College initiated a process called Proactive Evaluation Status Update (PESU) as part of the College's commitment to serve applicants and members. The College engages in ongoing proactive communications (email and telephone) with applicants to advise when their registration outcome for initial certification is delayed beyond 6 weeks. The PESU process proactively advises applicants of an anticipated delay in their evaluation/administrative review and provides a status update.

The registration guides and appropriate areas of the College's website detail to applicants the estimated time for each stage of the application process. Providing examples of common deficiencies encountered with processing of applications such as incomplete documentation, incomplete application form, a lack of detail on academic transcripts, and administrative or typing errors in translations may help applicants to contribute to a more timely process and avoid potential delays.

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

A written decision is provided to the applicant within 10 days once a registration decision or registration appeals decision has been reached. If the applicant is denied, the written decision will include a Credential Assessment Report and brochure.

**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
- monitoring and reassigning tasks in order to meet published service standards.

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 three-year Council term.

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

No changes in 2013.

**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 website in pdf and is available from the College in print format. The policy sets out a process for providing College applicants and members with access to their personal information. 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 website and pay a fee of \$24 up to a maximum of \$72 per destination.

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 website, 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 per destination. 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. The Registration Appeals fee has not changed in over seven years.

**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 by the Registrar if it is considered fair and equitable to do so pursuant to section 12(7) of the *Fair Access to Regulated Professions Act*.

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.**

In 2013, the College added the ability for applicants and members to request access to their records online.

**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.**

**Self-Assessment Reporting Tool**

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their decision to move to Ontario. However, this tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2014.

**Registration Guides**

Provide applicant-specific, comprehensive step-by-step information about the registration process, resources, timelines, fees and other relevant information. The registration guides were revised to include sections advising potential applicants about when they may begin the application process and how they should apply. Additional information on the professional suitability of candidates was also added to the guides.

**How to become a Teacher brochure**

Provides general information regarding careers in teaching, Ontario licensing requirements, program availability, and employment. This brochure was updated to reflect all accredited teacher education programs in Ontario.

**Credential Assessment Brochure**

This brochure is provided to applicants who have been denied certification. It provides general information on the assessment and appeal process. The Credential

Assessment Brochure was made available on the public website in the Resources section. The URL for this section is as follows:

<http://www.oct.ca/resources/alpha?letter=C>

#### **College website**

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 website contains many helpful resources for applicants, as well as an extensive Frequently Asked Questions (FAQs) section. In 2012, the website was redesigned to be, among other things, more accessible, easier to navigate and be of greater utility for applicants, members and the general public.

#### **Contact 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. In October of 2012, the College successfully identified applicants who had applied in the first half of the year and had not yet completed their application. The College invited these applicants to the October information session held at the College. In January of 2013, the College invited those applicants who had applied in the last half of 2012 and had not yet completed their applications to a February, 2013 information session. Attendance at these sessions has increased substantially as a result.

#### **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.

#### **Tutorial Video**

In 2011, a detailed online tutorial video was added to the College website to demonstrate how to complete the registration process. In 2012, this tutorial video was reviewed and updated.

### **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, fax or email contact.

The College also provides materials to community agencies, newcomer groups, cultural and ethnic associations, and Global Experience Ontario. The College will be working with many of these groups to provide information on the self-assessment reporting tool, which is currently under development.

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

Pursuant to changes in regulation 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 Regulation 176/10, Teacher's Qualifications. Consultations were undertaken pertaining to the development of a course guideline for the new additional qualification course. A draft of this guideline was placed on the College website in order to obtain feedback from applicants, members and the public. The final version of the guideline is publicly available on the College website.

## **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 2013, 22 registration appeals exceeded these timelines. One appeal was carried over from 2011, 13 appeals were from 2012, and eight appeals were from 2013.

In 14 appeals, deadlines were surpassed in order to schedule a mutually agreeable date for an oral presentation.

In three appeals, deadlines were surpassed because the Committee requested additional information.

In two appeals, deadlines were surpassed because a panel meeting was postponed.

In three appeals, deadlines were surpassed because an appellant requested an extension.

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

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**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 not to certify 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 website 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 website 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.

In 2013, the Registration Appeals Committee reviewed its guidelines for oral presentations in order to ensure that they remained effective and met the needs of appellants and the College. No changes to the guidelines were deemed necessary.

**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 have 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.



An applicant may be denied certification for any number of reasons including: failure to meet academic or professional qualification requirements; failure to meet language or professional suitability requirements; or for making material misrepresentations in their application to the College.

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, four of the five members of the committee are members of the profession and three are also bilingual. The committee membership does not include any individual who has completed a teacher education program internationally.

**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 2013, the committee reviewed the *Administrative Guidelines for Oral Presentations* in order to ensure that they remained effective and met the needs of appellants and the College. No changes to the guidelines were deemed necessary.

In 2013, the College began a process to use best efforts to send an acknowledgement letter to an applicant within two days of receiving a request for a review of a registration decision by the Registration Appeals Committee. The letter indicates that materials the Committee will use to review the decision will be sent to the applicant shortly and provides details on how to contact the College for further information.

**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 website 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.**

No changes in 2013.

**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 an acceptable teacher education program in English or French
  - completion of elementary 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
- 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. The College also does not accept employment-based teacher education programs.

4. Evidence of professional suitability

The applicant must meet professional suitability standards in order to be certified. This requirement comes from the *Ontario College of Teachers Act*, which allows the Registrar to refuse certification to an applicant whose past conduct or actions afford grounds for belief that the applicant will not perform his or her duties as a teacher in accordance with the law. In order to assist the Registrar in making this determination, the applicant must fill out an Applicant Declaration, which contains questions on past conduct, and the applicant must also submit a current criminal record check.

#### Teachers of Technological Education

Technological education teachers are not required to have an academic 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 prepared to teach. They must also meet the language proficiency and professional suitability requirements noted above as well as have an acceptable teacher education program.

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.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program, will necessitate changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the *Teachers' Qualifications Regulation (176/10)*, are expected to be filed in order to ensure that both Ontario and internationally educated teacher applicants certified after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements.

In developing the necessary regulatory amendments to the *Teachers' Qualifications Regulation*, the College took into consideration fair registration practices and the need to communicate the changes to affected applicant groups. The College also reviewed the amendments with representatives from the Ontario Fairness Commissioner.

The College anticipates launching a free online self-assessment tool related to the new Enhanced Teacher Education Program certification requirements once the certification regulation amendments have been filed. This tool will be for use by all applicant groups to assess how the new certification requirements will affect them and it will be embedded within the online application. The tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer.

**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.

In determining a general education teacher applicant's academic credentials, the College verifies that the postsecondary degree is acceptable in its academic level, duration and the accreditation status of the issuing institution. Generally this process does not apply to technical education teacher applicants because their academic qualifications for certification differ from that of a general education teacher.

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
- course work in methodology appropriate for teaching the equivalent of two consecutive divisions of the Ontario school system.

To determine if an applicant satisfies the College's language proficiency requirement, staff confirm if the applicant has provided evidence of language proficiency provided in one of 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 post-secondary 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*.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program will necessitate changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the *Teachers' Qualifications Regulation (176/10)*, are expected to be filed in order to ensure that both Ontario and internationally educated teacher applicants certified after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements.

In developing the necessary regulatory amendments to the *Teachers' Qualifications Regulation*, the College took into consideration fair registration practices and the need to communicate the changes to affected applicant groups. The College also reviewed the amendments with representatives from the Ontario Fairness Commissioner.

The College anticipates launching a free online self-assessment tool related to the new Enhanced Teacher Education Program certification requirements once the certification regulation amendments have been filed. This tool will be for use by all applicant groups to assess how the new certification requirements will affect them and it will be embedded within the online application. The tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer.



**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 teacher qualifications regulation is named Regulation 176/10, Teachers' Qualifications.

The College eliminated a prior 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.

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.

In 2013, the College began working with the Ministry of Education on the introduction of an Enhanced

Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program will necessitate changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the *Teachers' Qualifications Regulation (176/10)*, are expected to be filed in order to ensure that both Ontario and internationally educated teacher applicants certified after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements.

In developing the necessary regulatory amendments to the *Teachers' Qualifications Regulation*, the College took into consideration fair registration practices and the need to communicate the changes to affected applicant groups. The College also reviewed the amendments with representatives from the Ontario Fairness Commissioner.

The College anticipates launching a free online self-assessment tool related to the new Enhanced Teacher Education Program certification requirements once the certification regulation amendments have been filed. This tool will be for use by all applicant groups to assess how the new certification requirements will affect them and it will be embedded within the online application. The tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer.

**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.**

For assessment purposes, College staff rely on current print and electronic credential resources and on archival credential information from various time periods.

Examples of print resources include: The International Handbook of Universities, The Commonwealth Directory, the National Office of Overseas Recognition, the International Handbook of Indian Universities, the New Country Index (International Education Research Foundation), Annuaire national de l'enseignement supérieur, Annuaire national des universités, and the Guide to Higher Education in Africa.

Some electronic resources include: the Canadian Information Centre for International Credentials, the Electronic Database for Global Education (EDGE), the International Association of Universities, and Country Education Profiles Online [published by Australian Education International (AEI)].

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

College staff base their work on a common set of procedural documents that provide guidelines for decision-making to ensure consistency. All registration decisions and supporting information are recorded in a common record-keeping format that is archived in an electronic database for future reference.

**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, 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 is in full compliance with Regulation 429/07, Accessibility Standards for Customer Service, enacted under the Accessibility for Ontarians with Disabilities Act (AODA) as of January 1, 2012. As the regulation requires, information about the College's accessibility policies, practices and procedures are available to members and the public through a variety of mediums. The College:

- posted the College's accessibility measures on the College's website

- provides copies of the accessibility policies, practices, procedures available for distribution at the Welcome Counter
- responds to questions about accommodation issues in person, via email, over the phone, or in writing through the Client Services Unit
- redesigned its website, with one purpose being to increase accessibility. This goal was achieved and the website meets AODA standards.

**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 and deemed acceptable by the College. In 2013, applicants who are already certified in another Canadian province or territory were generally certified within 17 days. In 2013, internationally educated applicants who were eligible for certification were generally certified within 40 days.

As the College accredits professional programs in Ontario, registration for a new graduate of an Ontario teacher education program is normally completed within 10 to 15 days of providing all required documentation.

- i) **State whether the average time differs for internationally trained individuals.**  
See response to (h).
- ii) **If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.**  
See response to (h).

**i) If your organization conducts credential assessments:**

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

A variety of criteria 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 they were originally certified, 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 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.

**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.**

See (i).

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

See (i).

**k) If your organization conducts prior learning assessment:**

**i) Describe the methodology used to evaluate prior learning.**

Prior Learning Assessment Recognition (PLAR) is used in a limited way in Ontario for the purposes of initial certification and the methodology is described below. The methodology used to evaluate prior learning is reviewed and updated on a regular basis.

**Postsecondary degree**

**Coursework:**

Where the transcript shows evidence (e.g., advanced standing, transfer credits, challenge credits) of PLAR applied by a postsecondary institution for the purposes of granting degree credits to an individual in an academic program, the Ontario College of Teachers accepts the PLAR decision of the postsecondary institution.

## Teacher-education program

### Coursework:

In cases where an applicant who completed a teacher-education program outside of Ontario is unable to provide evidence of at least 50% of one year of teacher education (2.5 courses in teacher education), the Ontario College of Teachers will consider certified teaching experience in the jurisdiction as the equivalent of one full course to supplement the applicant's coursework to move beyond the 50% threshold. Applicants with fewer than 2.5 courses need to complete a full program in Ontario, whereas those who have more than the 2.5-course threshold only need to complete 2.5 additional courses to be certified.

### Practicum

In cases where an applicant who completed a teacher-education program outside of Ontario is unable to provide evidence of a minimum of 40 days of practice teaching in the program completed outside of Ontario, the Ontario College of Teachers will consider certified teaching experience in the jurisdiction in lieu of a practicum.

- 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.**

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 they were originally certified, the College will also consider whether the applicant's professional experience is equivalent to one further course in education.

In 2011, a new application guide explaining the use of PLAR for entrance into the Supervisory Officers qualification program was initiated. The guide clearly outlines the requirements the applicant would need to possess to be eligible for the program under labour mobility legislation. Information about eligibility is available on the College's website or by contacting the College by phone, fax or email.

## **l) If your organization administers examinations:**

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

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

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

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.**

All applicants educated outside Ontario are required to complete an acknowledgment that they have knowledge of matters applicable to the practice of teaching in Ontario.

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 a new additional qualification course, *Orientation to Teaching in Ontario*, which has been added to Schedule C of Regulation 176/10, Teacher's Qualifications. Consultations were undertaken pertaining to the development of a course guideline for the new additional qualification course. A draft of this guideline was placed on the College website in order to obtain feedback from applicants, members and the public. The final version of this guideline is publicly available on the College website.

## **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 (TESTCan) (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 advisor 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**

The College is in full compliance with Regulation 429/07, *Accessibility Standards for Customer Service, enacted under the Accessibility for Ontarians with Disabilities Act (AODA)* as of January 1, 2012. By the end of 2011, information about the College's accessibility policies, practices and procedures were made available

to members and the public through a variety of ways. The College:

- posted the College's accessibility measures on the College's website
- made copies of the accessibility policies, practices, and procedures available for distribution at the Welcome Counter
- responded to questions about accommodation issues in person, via email, over the phone, or in writing through the Client Services Unit.

At the end of 2012, the College launched a redesigned website. One of the goals of the redesign was to make the website more accessible, user-friendly and intuitive. The redesign involved usability testing that was conducted using members, applicants and members of the public in focus groups. The usability testing and focus groups assisted in achieving the goal of greater accessibility. The redesigned website meets AODA standards.

**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.**

The Ontario College of Teachers has been a member of the Registrars for Teacher Certification, Canada (RTCC) since 1999 and has worked with other Canadian jurisdictions to discuss questions of common interest, with a particular emphasis on teacher-mobility issues. The group meets at least twice a year and discusses labour mobility issues with the goal to harmonize practices and facilitate mobility.

In August, 2010, RTCC received funding from Employment and Social Development Canada (ESDC), formerly Human Resources and Skills Development, Canada (HRSDC) to develop a language competency assessment tool for the teaching profession. The first phase of the project, development of a language competency assessment tool in French and English to assess language competencies of internationally educated teachers, has been accomplished, including a final report, “Speaking for Excellence: Language Competencies for

the Effective Teaching Practice” (2013). RTCC, having received the support of deputy ministers, is preparing a proposal to take the tool to its next step, reliability and validity testing. The next phase will also address implementation questions. This tool, when adopted, will harmonize assessment of language competency of internationally educated teachers and provide support for labour mobility.

A second project, also funded by ESDC, was carried out in 2013 to examine feasibility for establishing a pan-Canadian centre(s) for the assessment of the credentials of internationally educated teachers. The project collected information on requirements and certification practices in Canadian jurisdictions to determine commonalities, particularly in authentication of documents and credential assessment. The project report, which will include several models for a pan-Canadian centre(s), will be available in March 2014. Once the report has been finalized, the registrars will determine next steps. The establishment of such centre(s) would harmonize aspects of the registration process and facilitate labour mobility.

**Training (10 / 13)**

**a) Describe the training that your organization provides to:**

**i) individuals who assess qualifications**

The College’s Evaluators and Evaluation Assistants assess applicants’ qualifications. Their workplace training program in Evaluation Services reflects an apprenticeship learning model. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided and led primarily by Senior Evaluators. The training focuses on comparative education research and analysis of country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, as well as how College regulations impact on credential assessments pertaining to a given country. The Senior Evaluators also designate experienced Evaluators to provide peer training and ongoing support to new Evaluators.

Evaluation Services staff routinely attend local, national and international workshops, conferences and webinars that are valuable to practitioners in the field of credential assessment. Participation in formal training sessions usually occurs at least once a month. In 2013, Evaluation Services training included, but was not limited to:

## Educational Credential Evaluators (ECE) Webinars

- The Educational System of the Russian Federation
- The Educational System of France
- Introduction to Credential Evaluation II: Accreditation, Transfer Credit, and Resources
- UK I: The Academic System of Education
- The Educational System of Haiti
- India IV: Advanced Evaluation Issues
- The Educational System of Iraq
- Francophone Africa: French-based Systems of Education
- The Educational Systems of Australia and New Zealand

## World Education Services (WES) Webinars

- An Overview of Secondary Education in Hong Kong
- An Overview of Education in Egypt
- An Overview of Education in Brazil
- An Overview of Education in Iran
- An Overview of Education in Mexico
- An Overview of the Education in Vietnam
- Introduction to Education in South Korea
- An Overview of Education in Nigeria
- Iran: An Overview of Education
- Nepal: An Overview of Education
- France: An Overview of Education
- Colombia: An Overview of Education
- Turkey: An Overview of Education
- Chile: An Overview of Education

## University of Toronto, Educational Credential Evaluators

- Foreign Credentials Workshop – Africa

## Canadian Association for Prior Learning Assessment (CAPLA)

- Fall Focus Workshop

## The Association for International Credential Evaluation Professionals (TAICEP)

- Inaugural Symposium

## American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Annual Conference
- Summer Institute for International Admission

## World Education Services (WES)

- Graduate Admissions Lab

## Ontario Regulators for Access Consortium (ORAC)

- Managing Cultural Differences Workshop

In addition, the College is an ongoing partner with the Office of the Fairness Commissioner in the development of an online repository of information about registration practices.

### **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, OCT, PhD, 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.

The Registrar continues to be actively involved in the following provincial and national organizations that focus in part on registration decisions and credential assessment:

- Member of the Registrars for Teacher Certification Canada and Chair of the sub-committee for the development of a pan-Canadian language proficiency assessment for the teaching profession. The Registrar

made a presentation in December 2013 to the assistant deputy ministers of the Council of Ministers of Education Canada on the second phase of this important project, garnering unanimous support for the endeavour.

- 2013 Chair of the Canadian Network of National Associations of Regulators (CNNAR) annual conference and member of the board of Directors of CNNAR.
- Member of the Council on Licensure Enforcement and Regulation's Executive Leadership Program, Membership Onboarding working group and the Board Member Training committee and 2014 conference program planning committee.
- Co-chair of the Ontario Education Research Panel.
- Member of the Ontario Fairness Commission's consultative committee.

In addition to these ongoing committee activities, the Registrar is directly involved in several initiatives related to fair access to the profession.

For example, in 2014 the Registrar will work with the Registrars for Teacher Certification Canada to establish a panCanadian credential assessment agency as a pilot project. The project will explore the possibility of harmonizing credential assessment practices across Canada and reconciling differences in requirements in credential assessment among Canadian jurisdictions.

Following the 2012 establishment of a network of Registrars of non-health regulatory bodies, Dr. Salvatori has chaired several meetings of this group including topics related to credential assessment and access to the profession. Recent agendas have included topics related to the national standards for examinations and the requirement of Canadian work experience.

The Registrar continues to make presentations and to participate in panels related to access to regulated professions. In the fall of 2013 the Registrar attended the annual conference of the Institute for Credentialing Excellence.

The Registrar meets with the Director of Membership Services on a bi-weekly basis to discuss issues related to registration practices among other topics. Both the Registrar and the Director of Membership Services engage in weekly dialogue through a list serve with the

other Registrars for certification in Canada on matters related to registration practices.

Of note in 2013 was the Registrar's work with the Ontario Ministry of Education, and colleagues at the College, on the development of amendments to the teacher qualification regulation with respect to certification following changes made to the Ontario teacher education program.

The Registrar continues to speak directly to registrants during his visits to the Faculties of Education to introduce the College and to explain registration practices. These opportunities frequently include discussions about the requirements for certification, alternatives to evidence of credentials and timelines for 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 that the College ensure training in how to assess applications for a certificate, including training in special considerations that apply in the assessment of such applications and the process for applying those considerations is provided to members of the Registration Appeals Committee and individuals who are on the roster of eligible panellists for the committee.

In 2013, training materials and presentations were revised and enhanced for initial committee member training, including enhanced modules on oral presentations and decision-writing.

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

The Registration Appeals Committee provided 2012 statistical information to the College's Council at its June 6, 2013 meeting. The committee also reviewed its timelines, taking into account the basis of appeals received, and is currently analyzing the reasons for delays in the decision-making process. The greater complexity



in the appeals coming before the committee has been found to be a significant contributing factor to these delays. For example, this factor has caused the committee to permit more extensions so that appellants can gather documentation. Additionally, the committee itself has often requested further documentation.

## **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 College has signed a Memorandum of Understanding with World Education Services (WES), an international organization that evaluates international credentials for employers, licensing and certificate boards and government agencies in the United States and Canada. WES has well-regarded document authentication and verification procedures that mirror the College's practices. The Memorandum of Understanding permits the College to accept electronic copies of transcripts held by WES through a secure website. Applicants whose documents are held by WES will no longer have to arrange for the College to obtain a separate set of originals directly from the granting institution. However, the College continues to conduct credential assessments based on College policies and does not rely on WES assessments. The 2014 versions of the registration guides will contain information on the College's Memorandum of Understanding with WES.

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

See (a.)

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

No change in 2013.

## 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	169
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	560
India	177
Australia	158
England	47
Jamaica	47
Scotland	46
Philippines	40
Pakistan	35
New Zealand	22
Egypt	22

\*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
<b>Members on December 31<sup>st</sup> of the reporting year</b>	<b>187,373</b>	<b>12,517</b>	<b>22,062</b>	<b>16,249</b>	<b>0</b>	<b>238,201</b>

\* 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 involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

## 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)					
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
<b>from January 1<sup>st</sup> to December 31<sup>st</sup> of the reporting year</b>						
<b>New applications received</b>	<b>8,627</b>	<b>413</b>	<b>560</b>	<b>931</b>	<b>0</b>	<b>10,531</b>
<b>Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)</b>	<b>12,565</b>	<b>856</b>	<b>1,077</b>	<b>2,419</b>	<b>0</b>	<b>16,917</b>
<b>Inactive applicants (applicants who had no contact with your organization in the reporting year)</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>0</b>

	<b>Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)</b>					
<b>from January 1<sup>st</sup> to December 31<sup>st</sup> of the reporting year</b>	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
<b>Applicants who met all requirements and were authorized to become members but did not become members</b>	<b>1,025</b>	<b>178</b>	<b>107</b>	<b>158</b>	<b>0</b>	<b>1,468</b>
<b>Applicants who became members</b>	<b>8,585</b>	<b>314</b>	<b>548</b>	<b>683</b>	<b>0</b>	<b>10,130</b>
<b>Applicants who were authorized to receive an alternative class of licence* but were not issued a licence</b>	<b>n/a</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Applicants who were issued an alternative class of licence*</b>	<b>155</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>155</b>

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. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will proceed with an evaluation based on the documentation on file or the applicant may also request an extension.

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

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

#### *Certificate of Qualification and Registration*

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

#### *Transitional Certificate of Qualification and Registration*

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

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

	<b>Class of licence</b>	<b>Description</b>
a)	<b><i>Certificate of Qualification and Registration</i></b>	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.
b)	<b><i>Transitional Certificate of Qualification and Registration</i></b>	<p>A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session.</p> <p>Currently, the College has accredited programs leading to this certificate for:</p> <p>people of native ancestry preparing to teach in the Primary and Junior divisions</p> <p>teacher candidates preparing to teach technological education, a Native language or in the French-language school system</p> <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).**

	<b>Jurisdiction where applicants were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)</b>					
	<b>Ontario</b>	<b>Other Canadian Provinces</b>	<b>USA</b>	<b>Other International</b>	<b>Unknown</b>	<b>Total</b>
<b>from January 1<sup>st</sup> to December 31<sup>st</sup> of the reporting year</b>						
<b>Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee</b>	n/a	n/a	n/a	n/a	n/a	0
<b>Applicants who initiated an appeal of a registration decision</b>	8	0	2	14	0	24
<b>Appeals heard</b>	8	0	3	14	0	25
<b>Registration decisions changed following an appeal</b>	0	0	1	5	0	6

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:

In 2013, 24 applicants initiated an appeal of a registration decision. Of these cases, two cases were withdrawn and 12 cases were carried over to 2014. Of the 12 cases carried over, eight were received in the last quarter of 2013 and will therefore go forward to the Registration Appeals Committee in 2014. This provides the appellant the full 45 days to prepare and submit documentation pertaining to the appeal.

17 of the 25 appeal cases heard in 2013 had oral presentations.

Eight of the 25 appeal cases heard in 2013 had French panels.

Of the 25 appeal cases heard by the Registration Appeals Committee, one was from 2011, 14 were from 2012 and 10 were from 2013.

Note: Statistics for “Registration decisions changed following an appeal” reflect any decisions being overturned or modified.

The Registration Appeals Committee prepares an annual statistical report that tracks outcomes of appeals and timelines. This report is shared with the College Council.

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

No change in 2013.

**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: February 27, 2014





Ontario  
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