



Accreditation Committee Decision

The University of Western Ontario (Western University) Faculty of Education

Application for Review of a Program Change

Consecutive program of professional education with areas of study in the Primary/Junior, including the Primary/Junior divisions with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
September 17, 2019**

Table of Contents

Introduction	3
Accreditation Requirement Findings and Reasons	4
Unchanged Requirements	4
Changed Requirements	4
Requirement 2	4
Requirement 3	4
Requirement 6	5
Requirement 7	5
Requirement 12	5
Requirement 14	6
Decision of the Accreditation Committee at its Meeting of September 17, 2019	7

Accreditation Committee Decision Regarding the Program Change Application Submitted by the Faculty of Education, Western University

Introduction

The Faculty of Education at the University of Western Ontario (Western University), the “Faculty”, submitted a program change application on May 13, 2019 to change the assessment practices including a shift in the process of documenting achievement from numerical grading to a pass/fail system, in the following accredited program of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior, including the Primary/Junior divisions with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

The Accreditation Committee, by virtue of the authority granted under the Ontario College of Teachers Act, 1996, and Regulation 347/02, Accreditation of Teacher Education Programs, and, being informed by an accreditation substantial change panel composed of one appointed and one elected member of the Accreditation Committee, that there was reason to believe that the provider substantially changed the character, duration or components of the program of professional education, reviewed the program to determine if it continues to qualify for accreditation. In accordance with the regulation, the two members of the review panel were excluded from the Committee’s deliberations.

In making its decision, the Accreditation Committee considered the following:

- the application for the review of the program change submitted May 13, 2019
- the Accreditation Committee decision dated March 21, 2017 related to the program
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs

Review Process

Pursuant to the substantial change provisions in section 21 of Regulation 347/02, the Accreditation Committee conducted a modified review of the program rather than direct an accreditation panel to conduct the review to determine if the program continues to qualify for accreditation. The committee based its review on the materials submitted by the provider as there was sufficient information for the committee to determine whether the program, as modified, continues to qualify for accreditation.

Accreditation Requirement Findings and Reasons

The findings and reasons for the committee's decision on whether the program continues to qualify for accreditation and the facts on which this decision is based follow herein:

Unchanged Requirements

The committee accepts the attestation made by the Associate Dean of the Faculty of Education, Western University that there are no changes regarding the factual findings for requirements 1, 1.1, 3.1, 4, 5, 8, 9, 10, 11, 13 and 15. These eleven accreditation requirements remain fully satisfied.

Changed Requirements

Based on the information reviewed, the Accreditation Committee finds that the program changes, as proposed, fully satisfy the remaining accreditation requirements 2, 3, 6, 7, 12 and 14 as they read on September 1, 2015, as follows:

Requirement 2

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 2.

The program continues to have a clearly delineated conceptual framework which has been expanded to include Schriener's (2010) model of thriving and Priestley's et al.'s model of ecological teacher agency (2013, 2015). Research in teacher education, assessment and higher education has informed the existing conceptual framework to extend the way the provider plans for, works with and assesses their teacher candidates with more attention to how they will take their learning into their future professional practice.

Requirement 3

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 3.

The shift from traditional grading practices in the program of professional education is based on current research in teacher education, higher education and professional programs including the following research themes: (1) capability approach, (2) key changes on cohesive, integrated programs and (3) assessment within professional practice and higher education.

Research literature has informed the ways the Faculty will support their instructors, so that they in turn can support the teacher candidates in developing meaningful self-assessment and peer assessment skills.

The provider seeks to better align the program assessment practices with the processes used to assess teachers in the profession. Notably, the inclusion of the Professional Practice Record (PPR) provides an opportunity for teacher candidates to synthesize their evolving understanding, reflect upon and document their growth and with the support of peers, Master mentors, instructors and leaders in the field, identify their own individualized plan to bring theory into practice.

Requirement 6

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 6.

The program's format and structure continue to be appropriate for the course content. Revisions to the Research and Assessment course have resulted from the inclusion of the Professional Practice Record (PPR) and Master Teacher Mentor meetings; however, the course credit hours remain the same. As a course component, teacher candidates will complete an electronic PPR where they learn to document their learning, reflect upon their individual strengths and weakness, and learn how to set practice-oriented goals for improvement.

In this program change process, the Faculty has taken the opportunity to submit revisions for two foundation courses and one mathematics method course for the Primary/Junior/Intermediate divisions.

Requirement 7

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 7.

The changes proposed in moving to a pass/fail professional program continue to enable teacher candidates to be assessed and informed of their progress on an ongoing basis throughout the program. Assessment becomes a scholarly activity where candidates learn to identify and set individual goals based on the course assessments, practicum experiences and feedback. It is designed to prepare teacher candidates to move into the New Teacher Induction Program seamlessly.

In the pass/fail assessment system, teacher candidates will be required to **pass all courses** in order to successfully pass the program and be recommended to the OCT for accreditation. A 'pass' will be the equivalent of 76%.

Course requirements, assessments and success criteria will continue to be articulated in all course syllabi. Individual course instructors will continue to use whatever tools are best suited for assessment, but overall success in the course will shift from a numerical grade, to relevant success criteria defined by the course instructor in consultation with the Teacher Education office.

Opportunities for ongoing feedback concerning individual candidate progress will be fostered through the Master Teacher Mentor (MTM) small group meetings that are a feature of the changes to the format and structure of the Research and Assessment course. In particular, teacher candidates will maintain a Professional Practice Record (PPR) which is an electronic documentation record to capture and document their learning. The electronic format of the PPR will allow multiple instructors to be able to access the PPR and provide feedback in a central location. Mentors can work with candidates to then identify and develop areas of growth.

Requirement 12

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 12.

There are no factual changes to the combination of faculty members teaching the program. Two new program roles have been added that were not included in the 2017 accreditation review:

1. Master Teacher Mentor (MTM)
2. School leaders from partner boards as external Professional Practice Record (PPR) reviewers

The Master Teacher Mentor role is a new position for which the Faculty is advertising. The job cites minimum educational requirements as a Bachelor of Education and Ontario Teachers' certification with a preference for a Masters in Education. Experience requirements include demonstrated successful mentoring, a minimum of 5 years teaching experience with a preference for experience as an associate teacher and/or instructor in Western's BEd program.

Teams of principals, superintendents and learning supervisors from local board partners will conduct annual in-person reviews of each candidate's Professional Practice Record (PPR) at the end of Year 1 and Year 2.

Requirement 14

Based on the information reviewed, the Accreditation Committee finds that the program, as modified, fully satisfies accreditation requirement 14.

Candidates, faculty and sessional instructors have participated in the design process of the shift to a pass/fail assessment system. The Faculty have held collaborative planning sessions and focus groups with students, have established two new teams with local board partners, and included representation from stakeholders on the design team. Consultations occurred with TEAC January 15, 2019, and with TELC on January 29, 2019.

Precedence exists for the proposed changes to assessment practices in post-degree professional programs at Western University. Already, the program standard for progression at Schulich's School of Medicine and Dentistry is a pass/fail grade for each course.

A formal motion for the proposed program change officially passed all three levels of Western University internal approvals Academic Research Clusters, Executive Committee and Faculty Council prior to moving to Senate. [Senate approval was granted on October 18, 2019].

The provider's goal is to implement the pass/fail assessment system in September 2020. The program, as modified, will be promoted to applicants of the 2020 intake.

Decision of the Accreditation Committee at its Meeting of September 17, 2019

For the reasons set out in the Requirement Findings and Reasons above, the Accreditation Committee confirms that the following program, as modified, qualifies for general accreditation without conditions until the existing expiry date of March 21, 2024 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior, including the Primary/Junior divisions with a focus on teaching French as a Second Language, Junior/Intermediate and Intermediate/Senior divisions, leading to a Bachelor of Education degree

**Accreditation Committee
Ontario College of Teachers
September 17, 2019**