



Accreditation Decision

Faculty of Education Queen's University

Pertaining to:

Initial Accreditation of:

Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree

Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree [Remote and Northern Community focus]

General Accreditation of:

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

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

Multi-session consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree [Community-Based ITEP]

Consecutive and multi-session consecutive programs of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a Bachelor of Education degree or a Diploma in Education

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Introduction

The Faculty of Education at Queen's University submitted an application on June 14, 2021 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree
- Consecutive and multi-session consecutive programs of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a Bachelor of Education degree or a Diploma in Education

And the addition of the following new programs of professional education:

- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree [Remote and Northern Community focus]

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

1. conduct a review of the aforementioned programs of professional education; and
2. act in an advisory role to the decision rendering body by reporting on its findings and making recommendations with respect to the programs reviewed.

The four-person accreditation panel was comprised as follows:

- a roster member from the public with specialized expertise in Indigenous education who is an educator in an accredited program of professional education
- a roster member from the profession with specialized expertise in French as a second language
- a roster member from the profession

- a person nominated by the Faculty of Education, Queen's University with specialized expertise in technological education.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education at Queen's University. The accreditation panel conducted virtual site visits on September 11, 13, 14, 15 and 18, 2021. On September 11, the Faculty's Elder-in-Residence opened the site visit in ceremony and the panel participated in conversation circles with representatives of the community-based Indigenous teacher education programs offered in Lambton-Kent, Manitoulin North Shore and Mushkegowuk Territory. From September 13 to September 15, 2021, the panel conducted interviews with teacher candidates, alumni, faculty members and associate teachers involved with the main campus concurrent and consecutive programs. The panel viewed images of the technological education lab space and they heard program resource presentations from the Education Library and Information Technology personnel. The site visit concluded on September 18, 2021, when the panel engaged in virtual discussions with faculty members and candidates involved in the multi-session technological education (TEMS) program.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. The College notified the public of the opportunity to make a submission to the panel by e-mails distributed by the Faculty to various stakeholders, notices on the Queen's website and through social media. The panel considered the 6 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education at Queen's University. The final panel report considers the comments provided by the Dean in response to the draft report.

In rendering this decision, the Accreditation Panel Final Report dated November 15, 2021 and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs were considered.

Requirements and Findings

The reasons for the decision and the facts upon which it is based follow herein:

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence confirms that the Faculty of Education at the Queen's University is a permitted institution as defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs. A permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly.

Queen's University is authorized to offer degrees by Royal Charter issued in 1841.

An agreement between the Ontario Minister of Education and Queen's University (1965) set out the terms upon which a professional school, then known as McArthur College of Education, was established. In 1971, the McArthur College of Education became the Queen's University, Faculty of Education.

Conclusion

Based on the information provided, Requirement 1 is found to be fully satisfied.

Requirement 1.1

The program is four academic semesters, including the days of practical experience required under subparagraph 2 v of subsection 1 (2).

Findings

The evidence indicates that the programs offered by the Faculty of Education at the Queen's University are four academic semesters, including the minimum of 80 days of practical experience required.

The Faculty of Education at Queen's University offers three different types of programs: consecutive, concurrent and multi-session consecutive.

The consecutive programs are delivered over four consecutive semesters. The programs run from May through to August of the following year. Teacher candidates complete four practicum block placements, one in each of the four semesters of the consecutive programs.

The concurrent program is nine semesters in length. Semesters 1 to 6 are taken concurrently in the first three years of the undergraduate degree program. Before the end of the third year of their undergraduate program, teacher candidates complete 15 days of an evaluated practicum. In year 4, candidates complete undergraduate courses only. In year 5, teacher candidates join the consecutive cohort and complete three practicum block placements, one in each of the final three semesters of the initial teacher education program.

The multi-session consecutive programs are offered over six semesters. In each of these programs, the first semester accounts for the first session of the program. This initial session includes six credits in methodology courses and six credits in foundation courses as well as 15 days of practicum. The remainder of the multi-session program is delivered over five subsequent semesters.

For all multi-session programs, teacher candidates are eligible to apply for a Transitional Certificate of Qualification and Registration (TCQR) upon successful completion of course work and a 15-day practicum block in the first session. Candidates without a Transitional Certificate and/or those certified with a TCQR who are not employed, then complete an additional 70-75 practicum days in the remaining semesters of the program. These practicum days can be accumulated while candidates are employed on their TCQR, provided they are supervised by an Ontario certified teacher or principal.

Teacher candidates in all programs complete more than 80 days of practical experience over four blocks of time. This amounts to approximately 86 days of practicum, with the number varying slightly depending on the number of holidays that fall within the practicum blocks.

Conclusion

Based on the information provided, Requirement 1.1 is found to be fully satisfied.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework.

The Faculty's conceptual framework provides the rationale and organizing principles for the development of their pre-service teacher education programs. The conceptual framework is based on the Ontario Ministry of Education's *School Effectiveness Framework* (SEF K-12). The SEF K-12 is a tool for reflective and informed pedagogy and school improvement planning within a safe, accepting and inclusive learning environment. This framework includes six elements:

1. School and Classroom Leadership
2. Assessment for, as and of Learning
3. Curriculum, Teaching and Learning
4. Pathways Planning and Programming
5. Home, School and Community Partnerships
6. Student Engagement

The *School Effectiveness Framework* outlines interdependent relationships that need to be considered if improvement for students is to happen in and through schools. It brings coherence – consistency of practice and common understandings – to the work of all educators.¹ Using the SEF K-12 allows for the programs of professional education offered at Queen's to align with Ontario policy. This in turn facilitates translating the conceptual framework into a practical plan of action for the teacher candidates.

The foundational principles of the conceptual framework are evident in the programs' course work, assignments, and assessments. Specific SEF K-12 elements are addressed explicitly in certain foundation and method courses. For example, *The School and Classroom Leadership: In Pursuit of School Effectiveness* course acts as a catalyst for shared instructional leadership in collaborative and collegial awareness about high levels of student achievement; builds school and professional capacity in identifying strengths, areas which require attention, and next steps; and encourages teacher candidates to integrate monitoring and feedback for continuous professional improvement and accountability. Additionally, the third element, Curriculum, Teaching and Learning is a focus for the curriculum courses in all programs.

¹ [2013 School Effectiveness Framework: A support for school improvement and student success K-12 \(gov.on.ca\)](http://2013.SchoolEffectivenessFramework:AsupportforschoolimprovementandstudentsuccessK-12.gov.on.ca) p. 4

The conceptual framework provides direction for other program components including the practicum summative assessment form. This assessment tool is intended to assist both the teacher candidate and the associate teacher in making judgements about demonstrated levels of teaching proficiency. The assessment rubric is divided into five sections: professionalism, supporting a community of learners, planning and preparing, lesson presentation, and assessment. The rubric aligns with three elements of the SEF K-12: (1) School and Classroom Leadership, (3) Curriculum, Teaching and Learning and (6) Student Engagement.

In addition to the SEF K-12, the conceptual framework is also informed by the goals established as part of the Faculty's mission to make equity, diversity, indigeneity, inclusivity and anti-oppressive education ubiquitous through all courses. These critical themes form the foundation of the professional series courses (*Self as Teacher*, *Self as Learner* and *Self as Professional*) and are explored in course work, discussions and assignments. The core principles of the SEF K -12: personalization, precision and professional learning are addressed in these three courses.

Finally, the conceptual framework informs the Faculty's Academic Plan. As part of this Plan, the Faculty has set out to build community. To do so, initiatives such as including more service learning and at-risk practicum projects have been prioritized. This section of the Academic Plan addresses the fifth element of the SEF K-12 Home, School and Community Partnerships.

Conclusion

Based on the information provided, Requirement 2 is found to be fully satisfied.

Requirement 3

The design of the program is consistent with and reflects the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

The evidence indicates that the design of the programs reviewed is consistent with and reflects the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*, current research in teacher education, and the integration of theory and practice in teacher education.

Standards of Practice and Ethical Standards for the Teaching Profession

The Faculty of Education's conceptual framework is informed by the Ministry of Education's School Effectiveness Framework (SEF). The College's *Standards of Practice* and the SEF are in alignment and permeate both coursework and practicum. The Faculty makes links between the conceptual framework and both the ethical and professional standards.

Course outlines include both academic and professional expectations with specific references to the College's *Standards of Practice for the Teaching Profession* and relevant legislation. Course developers must demonstrate that they align the overall expectations for a course with the Standards and list course assignments that are congruent with those expectations. This alignment of the course syllabus template with the Standards of Practice allows candidates to acquire knowledge, skills and values that correspond with the principles of Professional Knowledge, Professional Practice, Commitment to Students and Student Learning, Leadership in Learning Communities and Ongoing Professional Learning.

Learning outcomes in method courses and the mandatory *Theory and Professional Practice* course link to Professional Knowledge, Professional Practice and Commitment to Students and Student Learning. Teacher candidates must demonstrate the ability to create learning environments conducive to the intellectual, social, and emotional growth of students and an awareness of equity, social justice and other concerns when planning and implementing lessons and units.

With respect to Leadership in Learning Communities and Ongoing Professional Learning, the Faculty's programs view a teacher as a critically reflective practitioner who is an active agent in the development of a just and inclusive pedagogy. Teacher candidates' skills and positive attitudes for ongoing inquiry, dialogue, and reflection are fostered through the emphasis on reflective practice, action research, participation in a professional learning community and a professional portfolio requirement.

The Faculty of Education maintains a Professional Conduct Policy which is intended to alert teacher candidates to the importance placed on professional standards and conduct. The policy is included in the Faculty of Education Calendar and in the Practicum Handbook provided to all teacher candidates. The Practicum Handbook contains specific information and guidelines as to how to behave professionally in the workplace.

In their practicum, candidates are assessed on criteria that relate to the *Standards of Practice and the Ethical Standards* including: Professionalism; Supporting a Community of Learners; Planning and Preparing (Use of Curriculum Documents, Lesson Sequencing, Differentiation, Resources); and Lesson Presentation (Instructional Strategies, Lesson Management, Classroom Dynamics, and Learner Engagement).

Current Research in Teacher Education

The Faculty's conceptual framework reflects the Ontario Ministry of Education's School Effectiveness Framework, which is supported in research to enhance student achievement and well-being. The conceptual framework is also informed by the research of Brown-Jeffy and Cooper (2012) *Toward a Conceptual Framework of Culturally Relevant Pedagogy*, Fullan (2013) *Deep Learning: Engage the World Change the World* and Hattie (2012) *Visible Learning*.

Other principles of effective teacher education underpin program design. The general design of the programs follows a novice to expert model (Dreyfus, Benner). The early courses in the program (*Self as Learner*, *Self as Teacher*, and *Self as Professional*) are general and provide an overview of foundational concepts in education such as differentiation, universal design for learning, equity, assessment, and the history of public education in Canada. Then, the curriculum courses that are more specific to the candidates' practice are introduced. At the same time, candidates move to increased teaching responsibility within their practicum placements. The Faculty maintains that this design best allows the knowledge transfer between coursework and practicum to occur. Coursework becomes further specialized towards the end of the program when candidates have had the prior learning and experiences that allow them to benefit from a deeper investigation into selected topics in education.

Other design principles which inform the conceptual framework are reflective practice and action research. References for the conceptual framework include several researchers whose research focus is action research (e.g., Atweh, Elliott); teacher education (e.g., Darling-Hammond, Hammerness); systemic professional learning through collaborative inquiry (DeLuca & Bolden); reflective practice (Dewey, Schön) and differentiated instruction (Tomlinson).

Indigenous researchers such as Battiste and Smith inform the programs' design pertaining to Indigenous knowledge and decolonization of research methodology. Research further supports the importance of Indigenous educators' involvement in Indigenous education. For instance, Morcom and Freeman's (2018) work on building non-Indigenous allies in education informs the inclusion of Indigenous content in courses and programs.

Educational researchers in French language development (e.g., White, Bourgoigne, Swain, Manek) influence the course design for the French as a second language focus program. Courses reflect current research pertaining to the Common European Framework of Reference for Languages and second language acquisition.

Research design principles are integrated into coursework and practicum experiences. A key assignment in the *Theory and Professional Practice* courses is for teacher candidates to design and conduct a professional inquiry on their own practice as the year unfolds. While on practicum, the teacher candidates within an associate school form a professional learning community to discuss relevant topics including classroom management, lesson planning, assessment for learning, and community. This reflects Darling-Hammond's research on effective practices in teacher education.

Integration of Theory and Practice in Teacher Education

The integration of theoretical, practical and experiential knowledge is a key concept in the design of the programs. The programs are structured to assist candidates in making connections between the various courses and to integrate theoretical learning with school-based learning.

The inclusion of a research-based Professional Learning Community (PLC) during the practicum experience is an integral program feature for the application of theory in practice. Conversations address authentic issues of practice experienced by the teacher candidates. These PLC opportunities for peer-to-peer interaction allow teacher candidates to express their thoughts and learning related to their practicum experiences and to share strategies for improving each other's practice with the oversight of the faculty liaison.

The integration of theory and practice is fostered in the intentional design of elective tracks and concentrations. Specialized program tracks and concentrations which combine education studies and focus courses and an alternative practicum fosters links between theory to practice which directly relates to a candidate's area of interest. The focus courses operationalize the theoretical orientation of the educational studies course through the practical application of theory, knowledge, and skills. It connects teacher candidates directly to the field through an alternative practicum.

The design of the specialized programs is also consistent with the integration of theory and practice in teacher education. In the fall semester, teacher candidates in both the Primary/Junior FSL cohort and the Technological Education program take their first subject-specific curriculum courses. This is the same semester in which those in the Intermediate/Senior cohort take their first curriculum courses specific to their teachable subject areas. As such, it is a program feature that the curriculum-specific courses are introduced in this term when the longest block of practicum occurs.

The multi-session Technological Education (MS TECH ED) program is designed so that there is a cyclical connection between theory and practice that supports real-time connections. As such, theories and policies examined during weekend classes are put into practice the following week in the practicum or employment situation.

Teacher candidates in the multi-session Indigenous Teacher Education Program (ITEP) explore theories in class, apply these theories on practicum, and return to class sessions to reflect on their practice with their professors and peers, thus grounding theory in practice. The scheduling of classes and practicum and/or an alternative practicum in each term allows faculty to emphasize experiential learning through learning activities and assignments.

Conclusion

Based on the information provided, Requirement 3 is found to be fully satisfied.

Requirement 3.1

The program enables students of a program of professional education to acquire knowledge and skills in all of the elements set out in Schedule 1.

Findings

The evidence indicates that the programs enable teacher candidates to acquire all the knowledge and skills in all of the elements set out in Schedule 1.

Certain elements overlap with other accreditation requirements, and, in order to avoid repetition, are dealt with in the findings specific to these requirements. In particular, Requirement 10, which requires that the teaching method courses in the programs are appropriate in relation to the divisions to which they relate, includes Element 9 of Pedagogical and Instructional Strategies Knowledge, namely, Pedagogy and the Assessment and Evaluation of Learning in the relevant areas of study in relation to specific curriculum subjects.

Element 6 of Pedagogical and Instructional Strategies Knowledge, which deals with Child and Adolescent Development, and Element 5 of Teaching Context Knowledge pertaining to education law are both addressed in Requirement 11. Element 2 of Teaching Context Knowledge pertaining to the *College's Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession* is addressed in Requirement 3i.

With the exception of the information overlapping with Requirements 3i, 10 and 11, the paragraphs below address each of the Schedule 1 elements and demonstrate how they are satisfied in the programs reviewed.

Curriculum Knowledge

Element 1 - Current Ontario Curriculum and Policy Documents

The programs provide teacher candidates with knowledge and understanding of the current Ontario Curriculum and provincial policy documents that are relevant to the candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Primary/Junior Divisions including ITEP

Teacher candidates in the Primary/Junior (P/J) cohorts acquire the knowledge and understanding of the Ontario Curriculum in their method courses in the following six core content areas for grades 1 to 6: Language, Mathematics, Social Studies, Science and Technology, Health and Physical Education and the Arts. Candidates use the Ontario Curriculum and policy documents to inform subject specific and cross-curricular lesson design, assessment planning including evidence-based strategies and differentiated instruction. With respect to the integration of learning relevant to the early years, P/J candidates benefit from the instructors' own lived experience and knowledge of teaching Kindergarten in the courses they teach.

Intermediate/Senior Divisions

Teacher candidates in the Intermediate/Senior (I/S) cohort acquire knowledge and understanding of the Ontario Curriculum in their respective areas of study in their teaching option method courses. I/S teacher candidates create lesson plans and learning activities informed by their understanding of the Ontario Curriculum, content knowledge and pedagogy. Current Ontario Curriculum and relevant policy documents such as *Growing Success, Learning for All, Supporting Minds: An Educators Guide to Supporting Students' Mental Health and Well-being, Ontario First Nation Metis and Inuit Education Policy Framework* are included in multiple subject area method courses.

In the *Teaching Grade 7 and 8* course, I/S candidates develop a deeper understanding of the characteristics and needs of adolescent learners. They conduct a critical review of lesson, unit and assessment plans and use a range of teaching methods to address the diverse learning needs of students in grades 7 and 8 classrooms. Teacher candidates examine curriculum and assessment policies and resources that form the basis of classroom practice.

In the *First Nations, Métis, and Inuit Studies* course, teacher candidates explore the front matter of *The Ontario Curriculum, Grades 9 to 12: First Nations, Métis, and Inuit Studies (2019)*. A course assignment requires candidates to provide an analysis of components of the document and address how it will inform their teaching practice.

Technological Education

In the Technological Education programs, teacher candidates acquire knowledge and understanding of the Ontario Curriculum in their respective areas of study in their method courses. Teacher candidates examine and practice strategies for teaching and learning that enable them to develop capability in the different Broad-Based Technologies (BBTs) that comprise technological education in Ontario. Assignments include a lesson planning package outlining overall and specific learning expectations, prior learning, resources and assessment practices needed to successfully support the teaching of an activity in a specific BBT area.

In a *Curriculum Development in Technological Education* course, teacher candidates deepen their understanding of the Ontario Curriculum and explore how it translates into curricular possibilities for students in grades 9 to 12. Teacher candidates analyse the front matter, overall expectations and specific expectations to determine how they would develop a lesson/unit to achieve the articulated expectations. Teacher candidates develop lesson plans with corresponding assessment tools, such as rubrics.

Element 2 - Current Research in Teaching and Learning

The programs of professional education offer several opportunities to prepare teacher candidates to acquire knowledge and skills in using current research in teaching and learning. In the *Theory and Professional Practice* course, teacher candidates connect their practicum experiences with research in teaching and learning that is presented in

coursework. Candidates are introduced to the process of constructing and documenting professional knowledge through action research and inquiry. Teacher candidates' analysis of philosophical theories also serves to inform and guide their practice.

Pedagogical and Instructional Strategies Knowledge

Element 1 - Educational Research and Data Analysis

Teacher candidates acquire knowledge and skills in using educational research and data analysis in both method and foundation courses. In a *Language and Literacy* method course, teacher candidates explore empirical and practical literacy resources to inform how to design, implement and assess literacy. Teacher candidates create a unit plan that includes literacy experiences and highlights literacy components that are essential teaching and learning in reading and writing. In a foundation course, an inquiry project requires P/J teacher candidates to research how technology could be used to address a problem of practice and share their most promising solution with others.

Element 2 – Technology as a Teaching Tool

The programs enable teacher candidates to acquire knowledge and skills in using technology as a teaching and learning tool through a dedicated foundation course taken by all teacher candidates. They work with applications that support teaching, learning, assessment and evaluation. Focus is placed on the integration of technology as well as on issues related to digital literacy and how these issues are currently being addressed in classroom practice. Assistive technology and its use in supporting students with special education needs is also addressed.

In an inquiry project in the Indigenous Teacher Education Program (ITEP), teacher candidates research how educational technology could be used to address a problem of practice. Alternatively, they may demonstrate how to implement and assess a technological tool that supports virtual teaching and learning.

Element 3 - Informed Selection and Use of Instructional Strategies to Address Student Learning

Teacher candidates in all programs complete inquiry or action research projects where they identify an essential question or problem of practice. In the *Theory and Professional Practice* courses teacher candidates conduct research related to a challenge in their practice and implement strategies to improve outcomes. Data collection includes observation of students during teaching and an analysis of student work. Teacher candidates document the results through written reflections.

Ongoing inquiry of practice, critical reflection and dialogue are also features of the *Self as Teacher*, *Self as Learner*, and *Self as Professional* courses. Candidates develop the practice of directing their own professional learning needs by identifying an inquiry question that addresses an area for professional growth and developing a professional growth plan.

In practicum, teacher candidates observe instructional strategies modelled by their associate teachers. They have opportunities to discuss the choice of strategies with associate teachers and faculty liaisons.

Element 4 - Learning and Teaching Methods and Differentiated Instruction

The programs enable teacher candidates to acquire knowledge and skills in using learning and teaching theories and methods and differentiated instruction in both coursework and Professional Learning Community (PLC) opportunities. Relevant PLC discussion topics, based on the candidates' practicum experiences, allow them to demonstrate their understanding of differentiated instruction (DI) and Universal Design for Learning (UDL).

In the foundation course, *Self as Learner*, teacher candidates learn to support students with diverse learning needs to help them meet curricular expectations in a way that is individualized. In assignments, teacher candidates make connections to the Ontario Curriculum, instructional strategies and UDL principles in a way that allows students to express their learning in multiple ways. Differentiated Instruction (DI) and Universal Design for Learning (UDL) are also addressed in method courses. One assignment requires teacher candidates to rewrite a lesson plan which considers planning and assessing students with different learning need.

Primary/Junior, Intermediate/Senior and ITEP candidates deepen their understanding of UDL, DI and other instructional approaches in the *Meeting the Needs of All Learners* course. Through lesson plan analysis, teacher candidates incorporate techniques and approaches to respond to the needs of all learners, including the integration of diversity, equity, and inclusion principles.

Element 5 - Classroom Management and Organization Skills

The programs enable teacher candidates to acquire knowledge and skills in the development of classroom management and organization skills in coursework, practicum and through Professional Learning Communities (PLCs).

Classroom management and organization skills are developed in a mandatory course that connects practicum experiences with coursework. Required readings include topics related to classroom organization, building inclusive classrooms, and classroom management strategies to meet the needs of diverse learners.

Candidates also participate in a workshop that focuses on effective strategies for creating safe, equitable learning environments and connects *Learning for All: A Guide for Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013) to classroom management. It also addresses creating safe environments through the development of a student profile.

Subject-specific instruction on classroom management and safety are addressed in courses where explicit instruction on classroom management is especially critical because of safety issues such as Health and Physical Education, the Intermediate/Senior Science curriculum courses in Chemistry, Biology and Physics and Technological Education.

Teacher candidates participate in relevant discussions on the topic of classroom management in the PLCs in their associate schools. Candidates are encouraged to consider classroom arrangements and layout, instructional strategies and the importance of establishing routines. Teacher candidates are specifically assessed on their classroom management skills during their practicum.

Element 6 – Student Transitions

The programs enable teacher candidates to acquire knowledge and skills in child and adolescent development and student transitions to age 21 and through Kindergarten to Grade 12. Child and adolescent development are addressed in Requirement 11.

In Primary/Junior ITEP, teacher candidates address student transitions prior to practicum and learn to scaffold learning and address transitions in lesson plans. Teacher candidates also have an opportunity to debrief their practicum experiences and engage in conversations pertaining to transitions, ways in which they impact each student differently and how to best prepare students for the moments of change they will face.

For the Primary/Junior cohort, student transitions are further covered in the divisional method courses. As an example, the *Literacy* course includes content about how reading and literacy should develop as students transition from Kindergarten to Grade 1 and then from childhood into adolescence. Instructors also model transitions from one activity to another in the courses they teach to facilitate candidates' understanding of how small transitions can be critical to individual learners.

In the dedicated *Transitions* course, teacher candidates in the Intermediate/Senior cohorts explore the student transitions from grade 8 to grade 9, through secondary school and into the variety of available postsecondary options. Candidates investigate factors that facilitate and hinder successful transitions and the importance of students, educators, parents/guardians and the broader community working together to support students in successful career and life planning. Teacher candidates have an opportunity to use relevant resources and learning from the course to develop either a comprehensive transition program into grade 9 or a post-secondary pathway for students completing high school.

Element 7 - Student Observation, Assessment and Evaluation

The programs enable teacher candidates to acquire knowledge and skills in using current strategies relating to student observation, assessment and evaluation in both foundation and method courses, as well as through practicum experiences. All teacher candidates take a mandatory course dedicated to the foundations of classroom assessment and evaluation. In this course, teacher candidates examine assessment theory, policy and practice in

relation to the current context of K-12 schooling. The course content and assignments require teacher candidates to access professional literature to inform their own assessment practices and demonstrate their understanding of assessment policy. Required reading for this course is *Growing Success - Assessment, Evaluation, and Reporting in Ontario schools* (Ministry of Education of Ontario, 2010). Candidates design assessment tasks using tools that are equitable, valid, reliable, personalized and support assessment *for, as and of* learning.

Subject area method courses incorporate strategies in assessment and evaluation. Teacher candidates apply their learning about assessment theory and policy in a Unit Plan Outline assignment where they develop an assessment plan that describes the type and timing of each planned assessment activity, how the curriculum expectations and assessment activities are linked, and how the results of each assessment activity will be used.

In Primary/Junior ITEP, the principles of assessment, evaluation and reporting addressed in Ontario Curriculum documents are modeled by faculty and instructors in the assessment and grading processes of their courses. ITEP instructors engage teacher candidates in discussion on the purpose of a given assessment, and of assessment in general, as well as the impact of assessment on individual learning.

In practicum, teacher candidates are assessed on their abilities to address student observation, assessment and evaluation; incorporate opportunities for assessment in learning activities; and provide timely feedback to students. Teacher candidates plan assessment *for, as and of* learning opportunities within each unit and use assessments *for* learning to help with diagnostic skills.

Element 8 – Supporting English Language Learners

In coursework and through practical experiences, teacher candidates acquire knowledge and skills to teach students whose first language is not the language of instruction. For the Primary/Junior cohort, the learning needs of English language learners are incorporated in both foundation and method courses. Teacher candidates review pedagogical practices for inclusion and are introduced to using the Steps to English Proficiency (STEP) program to assess and differentiate instruction for English Language Learners.

Teacher candidates in the Intermediate/Senior divisions explore Ontario policies, curriculum, resources and relevant issues related to teaching English Language Learners (ELL) in the mandatory *English Language Learners* course. Teacher candidates demonstrate their ability to develop relevant teaching strategies and adapt content to support the learning needs of English language learners. References to readings pertaining to the needs of ELLs are cited in specific foundation and method courses that require candidates to consider the learning needs and provide adaptations for the English language learner.

Element 9 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Element 10 – Supporting Students with Special Education Needs

The programs enable teacher candidates to acquire knowledge and skills in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports through coursework, assignments, practicum and the Professional Learning Community.

Content pertaining to supporting students identified as requiring special education support is addressed in a number of foundation courses. The trio of foundation courses, *Self as Teacher*, *Self as Learner* and *Self as Professional* provide foundational concepts related to equity, diversity, and inclusion. In the *Self as Learner* course, teacher candidates create a profile for a student with an exceptionality, adapt a lesson plan and explore elements of an Individual Education Plan (IEP), selecting relevant accommodations to support their student profile.

Content pertaining to supporting students identified as requiring special education support is addressed in a number of foundation courses, most notably in the *Meeting the Needs of Learners* course, taken in the last term of the program. In this course, teacher candidates incorporate prior learning, review the concept of “need” and address inclusion, accessibility, communication with families and community resources. Course assignments build on the knowledge gained from previous assignments and prepare candidates to develop lesson plans and unit plans to meet the needs of all learners. Through the examination of current media issues, curriculum documents and other Ministry resources, teacher candidates develop an approach to respond to the needs of learners.

In all programs, required course reading related to students with special education needs includes: *Learning For All: A Guide To Effective Assessment and Instruction For All Students, Kindergarten To Grade 12* (Ontario Ministry of Education, 2013); *Education for All: The Report of the Expert Panel On Literacy and Numeracy Instruction for Students with Special Education Needs, Kindergarten To Grade 6* (Ontario Ministry of Education, 2005); *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy* (Ontario Ministry of Education, 2009); *Ontario’s Education Equity Action Plan* (Ontario Ministry of Education, 2017); and *The Individual Education Plan (IEP): A Resource Guide* (2004).

The weekly Professional Learning Community (PLC) meetings in the fall and winter practicum blocks include discussions related to students requiring special education support. In their associate school cohorts, candidates discuss ways in which lessons and assessments are adapted for students with diverse learning needs and learners with exceptionalities.

Practicum assessments provide teacher candidates with feedback on how they support students with special education needs. Practicums provide multiple opportunities for teacher candidates to accommodate for IEPs or behavioral plans, to engage learners as a group and to provide one-to-one instruction. Teacher candidates are prepared to manage issues of modifying instructional strategies and activities based on IEPs, specifically targeting the Zone of Proximal Development (Vygotsky, 1978) for every student.

The Teaching Context Knowledge

Teacher candidates in the programs are provided with knowledge of the Ontario context in which schools operate in both coursework and practicum experiences.

Element 1 – Mental Health and Well-Being

The programs enable teacher candidates to acquire knowledge and understanding in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario. Teacher candidates learn about mental health issues relevant to elementary and secondary schools in mandatory foundation courses where the Ministry's *Supporting Minds* (2013) document is required reading.

Student wellness, mental health literacy, social-emotional learning and bullying are addressed in a number of courses and teacher candidates participate in mental health workshops. Teacher candidates become familiar with school board information and policies on mental health and well-being. The *Meeting the Needs of Learners* course brings together concepts, ideas and understanding introduced in the practicum and classroom learning through course discussions and assignments. *Ontario's Well-being Strategy for Educators* (2016) is a required course reading and teacher candidates reflect on a variety of topics, including wellness, identity and culture, and ways to create positive classroom learning communities.

In the Primary/Junior division method courses, review of the *Kindergarten Program* sparks discussions on well-being since two of the frames, *Self-Regulation & Well-Being* and *Belonging & Contributing*, relate directly to the *Health and Physical Education* curriculum.

Teacher candidates in all programs can access support for their own mental health and well-being. This access models good practices for them as teachers. Candidates can contact faculty members before, during and after their placements to quell anxiety. Similarly, teacher candidates in the ITEP program can access Elders and instructors throughout their program for counselling and support.

Element 2 - Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3 – Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 – Ontario Context

The programs enable teacher candidates to acquire knowledge and skills pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate.

Knowledge of the Ontario context is addressed in foundation courses where educational ideas, concepts and issues are reviewed in a historical, philosophical, sociological and cultural context and include the evolution of instruction and assessment in Ontario. The relationship between schooling and society and implications for understanding the contemporary Ontario/Canadian educational system are emphasized.

Teacher candidates examine the historical experiences and contemporary perspectives on education of First Nations, Inuit and Métis people in several courses including the mandatory foundation course *Introduction to Aboriginal Studies for Teachers*. This includes an exploration of First Nations, Inuit and Métis perspectives on the role of education in language preservation, worldviews, traditions cultural renewal and the achievement of self-government.

In the Self as Teacher course, teacher candidates in the ITEP are encouraged to bring an Indigenous lens to creating lessons that are based on the geographical area in which teacher candidates live and teach. By taking a more land-based approach, students in their own classrooms are better able to connect positively with the lesson and feel engaged. Teacher candidates are encouraged to integrate local resources, knowledge and involve community members as role models in the classroom and to remember their roots, remember their teachings and walk softly on mother earth. Teacher candidates teach from an Indigenous perspective and infuse Indigenous ways of knowing and being into instruction to meet curriculum expectations.

Social justice and equity issues are woven into the content and messaging of the entire program and specifically in the trio of *Self As...* courses where candidates examine implicit bias, privilege and anti-oppressive education. It is in these courses that teacher candidates critically analyze a curriculum resource using it as a mirror to reflect their own social position (e.g., gender identity, gender expression, sexual orientation, race or ethnicity, faith, language, socio-economic status). They describe how the resource relates to their social position considering what it oversimplifies, distorts or leaves out and provide recommendations for teachers when implementing this resource in order to emphasize its strengths and compensate for its weaknesses. The Ministry's guidelines and policy documents including *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy* (2009) and *Learning for All: A Guide to Effective Assessment and Instruction for All Student Kindergarten to Grade 12* (2013) are referenced and serve as required reading in a number of courses in all programs. Topics related to equity are also addressed in the curriculum method courses. In the I/S Physics course, teacher candidates are required to complete an assignment related to gender and science education, and the relationship between privilege and voice.

The Faculty acknowledges the complexity and diversity of the Ontario context in terms of marginalized and under-served communities, and they have a range of initiatives to address diverse contexts. While the foundational courses offer general information and content related to different marginalized communities such as students with disabilities, ELL, BIPOC students, and students living in poverty, there are a number of other initiatives that

are not course based, such as the ITEP offerings, the low socio-economic status (SES) practicum project, the Social Justice concentration, and the use of self-declarations in admissions processes to enhance equity for traditionally disadvantaged groups.

Element 5 - Education Law and Legislation

Information pertaining this element is addressed in Requirement 11.

Element 6 – Professional Relationships

The programs enable teacher candidates to acquire knowledge and skills in creating and maintaining the various types of professional relationships between and among members of the College, students, parents, the community, school staff and members of other professions.

During practicum, teacher candidates demonstrate acquired knowledge and skills about creating professional relationships. They have the opportunity to foster mutually respectful professional relationships with the staff at the host school and to demonstrate sound judgement in dealing with parents, peers, and colleagues.

Teacher candidates from each associate school work collaboratively in their PLCs to address issues arising in the practicum. They share ideas, observations and understandings of their own practice as well as the teaching, routines and practice of their associate teachers. The PLC notes submitted by the teacher candidates allow the instructors to model responsive teaching as they respond and address issues as they arise.

Teacher candidates deepen their understanding of communicating and developing relationships with parents and guardians as they prepare for and participate in practice teaching. Teacher candidates have mandatory readings such as *The Heart and Art of Teaching and Learning* (ETFO, 2011).

Program structures, specifically for the Technological Education and Technological Education Multi-Session (TEMS) programs, employ community-based connections to engage and provide educational opportunities for all teacher candidates. Method courses in Technological Education are grounded in the professionalism and collegial relationships between the instructors at the faculty, teachers in the field and professionals in the trades sectors.

Conclusion

Based on the information provided, Requirement 3.1 is found to be fully satisfied.

Requirement 4

The program curriculum is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program.

Findings

The evidence indicates that the programs reviewed are current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the programs.

Findings related to this requirement are reported in Requirement 3.1.

Conclusion

Based on the information provided, Requirement 4 is found to be fully satisfied.

Requirement 5

The course content of the program includes theory, method and foundation courses and makes appropriate provision for the application of theory in practice.

Findings

The evidence indicates that the course content of the programs reviewed includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice. The programs include methods, foundations, practicums and research courses. Theory is integrated into the methods and foundation courses.

Theory, Method and Foundation Courses

All programs are a combination of courses that are foundational, professional, educational studies, focus, curriculum/method and practicum. Theory is embedded in both the method and foundation courses that are required to be taken by all teacher candidates in the Faculty of Education, Queen's University.

All programs at Queen's are a mix of mandatory courses and courses that are either subject-specific or optional. The mandatory courses common to all programs and taken by all teacher candidates are as follows: *Psychological Foundations of Education, Foundations of Assessment, Historical and Philosophical Foundations of Education, Self as Teacher, School and Classroom Leadership: In Pursuit of School Effectiveness, School Law and Policy, Self as Learner, Self as Professional, Theory and Professional Practice, Supporting Learning Skills, Building a Professional Career as a Teacher, Introduction to Aboriginal Studies for Teachers, Integrating Environmental Education Into the Classroom, Educational Technology as a Teaching and Learning Tool, Meeting the Needs of Learners, Practicum and Alternative Practicum.*

Additional courses common to all Intermediate/Senior and Technological Education candidates are *Teaching Grades 7 and 8, English Language Learners and Transitions.*

Off-campus, multi-session programs include the same courses as on-campus programs. Foundation courses that are unique to Technological Education (*Exceptional Children and Adolescents, Broad-based Technological Education*) are taken by both on-campus and multi-session teacher candidates.

Theory of Indigenous Education and Indigenous Teacher Education are the specialized courses required of candidates in the Indigenous Teacher Education program as well as those in the multi-session Remote and Northern Community focus program.

Method courses common to all Primary/Junior candidates, including those in the FSL focus cohort, the Remote and Northern community-based program and the ITEP are: *Language and Literacy: Development and Practice, Mathematics, Literacy, Social Studies, Numeracy, Science and Technology, Art, Dance, Drama, Music, Health and Physical Education.* Candidates in the multi-session Primary/Junior (P/J) FSL program and candidates in the on-

campus P/J FSL as a Focus cohort are required to take two additional mandatory courses: *Understanding French as a Second Language in Elementary Schools* and *Teaching French Immersion*.

Intermediate/Senior teacher candidates take teaching method courses related to two teachable subjects.

Teacher candidates in the Technological Education program, take the following teaching method courses: *Teaching Technological Education Parts 1&2* and *Curriculum Development in Technological Education Parts 1&2*. These are the same four courses taken by the multi-session Technological Education candidates.

The teaching method courses are described by division and area of study in Requirement 10.

Application of Theory in Practice

The course *Theory and Professional Practice*, mandatory in all programs, requires teacher candidates to form and participate in a Professional Learning Community (PLC) in their associate schools. The PLC meets weekly to discuss relevant classroom topics and make links between theory and practice. Candidates reflect on their practice teaching experiences to determine what constitutes effective teaching. PLC discussion topics include: Observing School and Classroom Contexts; Observing Classroom Management; Lesson Planning; Assessment; Teaching and Instructional Strategies. The PLC discussions and notes often serve as starting points for assignments that explicitly ask candidates to link their practicum experiences to their theoretical learning.

Other *Theory and Professional Practice* course assignments provide for linking of theory to practice. An action research assignment asks teacher candidates to think of an aspect of their practice they would like to further investigate. In-class instruction includes a review of the ethics requirements for conducting action research in schools and types of evidence that may be collected. Candidates conduct the research during the *Theory and Professional Practice* placement block and alternative practicum. In another assignment, teacher candidates reflect upon an event that occurred during the practicum that made them rethink their beliefs about teaching and learning. Teacher candidates then analyze the curriculum, pedagogy, emotions or resources that guided their actions. Additionally, teacher candidates collect evidence and documents for their learning portfolio. While teacher candidates may personalize the content and format of the portfolio, required elements must include: a Professional Learning Plan; a statement of beliefs about learning and teaching; teaching appraisals; and at least five documents that serve as evidence of the candidate's teaching practice. These documents must be linked to the Ontario College of Teachers' *Standards of Practice*.

Teacher candidates acquire theoretical knowledge through foundation and method courses. Then, they use these theories through guided practice in course assignments and to apply their knowledge through their practicums. Other courses in addition to the practicum-related course, link theory to practice. In the *Meeting the Needs of Learners* course,

candidates analyze a lesson or unit plan from a previous practicum to verify that it reflects their awareness of the needs of all learners with a focus on academic support and success.

There is provision for the application of theory in practice in the program concentrations or tracks that teacher candidates may select as elective pathways in the on-campus consecutive and concurrent programs. In the Educational Technology concentration, teacher candidates examine substantive teaching and learning problems that emerge from the practicum, research the context of the problems, identify the goals of the teaching and propose possible technological solutions. Iterations of designs are developed and tested throughout the course with the final pilot testing of a solution to be carried out in an actual school setting.

Teacher candidates in all programs are able to connect theory introduced in coursework to practice in classroom settings during their practicum blocks.

Indigenous Teacher Education Program (ITEP) and Remote and Northern Learning Community-Based Programs

In the Indigenous community-based programs, theory and practice are connected using both Western and Indigenous ways of knowing. Teacher candidates are introduced to Indigenous identities and approaches to education from the pre-contact period into the present to serve as background. The *Theory of Indigenous Education* course begins with Critical Race Theory as a way of examining Western approaches to education. The course moves to Indigenous educational theory, including such topics as Indigenous concepts of the person and the learner; teaching as ceremony; Indigenous differentiated instruction; holistic learning; global aboriginal identities; language and education; and education for decolonization. Candidates put these theories into practice through a variety of community and land-based activities that invite Elder involvement.

Teacher candidates examine topics of interest in the area of Indigenous education or Indigenous studies and connect them to classroom practice. They prepare learning bundle boxes that reflect themselves as a teacher. These include a teaching portfolio that reflects their personal beliefs and learning progression throughout the year as well as statements of personal beliefs on Indigenous education.

In the focus course, *Indigenous Teacher Education*, mandatory readings include all Ontario Ministry of Education Indigenous policy documents and certain chapters of academic texts from Indigenous researchers such as Archibald (2008) *Indigenous Storywork: Educating the heart, mind, body and spirit*; Bartlett, Marshall & Marshall (2012) *Two-eyed seeing and other lessons learned within a co-learning journey of bringing together indigenous and mainstream knowledges and ways of knowing*; Kanu (2011) *Integrating Aboriginal Perspectives into the School Curriculum: Purposes, possibilities, and challenges*, and Morcom, Freeman & Davis (2017) *Rising Like the Thunderbird*. Candidates develop classroom activities that incorporate Indigenous knowledge and skills and connect to three primary/junior subject areas. Teacher candidates also develop integrated lesson plans that meets the intellectual, emotional,

physical and spiritual learning needs of their students and that include a land-based component.

Teacher candidates learn that the application of theory into practice is a process of determining what is relevant in the community and the environment. The process of connecting educational theories and approaches to practice involves looking at the curriculum and how it connects to identity and culture.

Focus on Teaching French as a Second Language

In the mandatory *Understanding French as a Second Language in Elementary School* course, teacher candidates in the P/J divisions with a focus on teaching French as a Second Language, connect theory and practice in specific assignments. They develop a three-part lesson plan based on a culturally rich resource to improve oral interaction skills in a Core French classroom. They use the Intercultural Awareness module available on the Modern Languages Council's website that includes research focused on practical applications of theory in the classroom. The *Teaching French Immersion* course offers readings from a variety of academic texts including Lyster's (2016) *Vers une approche intégrée en immersion [Towards an Integrated Approach in Immersion]*. In a practical application of that research, teacher candidates develop a lesson plan integrating FSL expectations with one other grade-specific subject area for implementation in the practicum block.

Technological Education

Teacher candidates in the Technological Education program connect theory in practice through their discipline-specific method courses. Readings, discussions, and activities blend research and teacher candidates' experience in order for them to develop as curriculum planners in broad-based technology. Course instructors leverage practical strategies such as creating student learning profiles and reviewing case studies in promoting the use of policy documents such as *Learning for All*, and concepts such as Universal Design for Learning (UDL). Candidates access relevant journals including the *Journal of Vocational and Technical Education*, the *Journal of Technology Education* and resources from the *International Technology and Engineering Educators Association*. They combine this knowledge with their professional and school experiences to articulate curriculum expectations and assessment practices that will guide their instruction. Teacher candidates articulate a professional learning goal and use that goal to identify the gaps in their knowledge and skills. They develop an action plan to address the gaps and seek out a mentor to supervise their action steps.

Conclusion

Based on the information provided, Requirement 5 is found to be fully satisfied.

Requirement 6

The program's format and structure are appropriate for the course content.

Findings

The evidence indicates that the format and structure of the programs are appropriate for the course content.

The concurrent, consecutive, and multi-session consecutive programs offered at Queen's University are organized and described as follows:

Cohorts in the Concurrent Program

- Primary/Junior (CON PJ)
- Primary/Junior with a focus on teaching French as a Second Language (CON PJ FSL)
- Intermediate/Senior (CON IS)

Cohorts in the Consecutive Programs

- Primary/Junior (CONSEC PJ)
- Primary/Junior with a focus on teaching French as a Second Language (CONSEC PJ FSL)
- Intermediate/Senior (CONSEC IS)
- Technological Education (TECH ED)

Multi-Session Consecutive Programs

- Primary/Junior Community-Based Indigenous Teacher Education Program (MS PJ ITEP)
- Technological Education (MS TECH ED)
- Primary/Junior French as a Second Language (MS PJ FSL) - NEW
- Primary/Junior Community-Based Remote and Northern focus (MS PJ RN) - NEW

Format – Concurrent and Consecutive Programs

Concurrent Program

Teacher candidates in the concurrent program complete a four-year honours degree followed by a fifth year to complete the Bachelor of Education degree. In the first three years of their undergraduate program, teacher candidates complete three foundational education courses and participate in several weeks of experience in schools. In year 4, teacher candidates focus exclusively on their undergraduate courses and thesis requirements with no dedicated education coursework or practicum expectations. In year 5, candidates join the consecutive cohort to complete their coursework and practicum requirements in the fall, winter and summer semesters of the teacher education program.

Consecutive Programs

The consecutive programs begin in May and run continuously through the end of July of the following year. Candidates in all consecutive cohorts - Primary/Junior (CONSEC PJ), Primary/Junior with French as a Second Language focus (CONSEC PJ FSL), Intermediate/Senior (CONSEC IS) and Technological Education (TECH ED) complete four consecutive semesters: summer 1, fall, winter, summer 2.

Concurrent and Consecutive Programs

The general program design is that courses with broad topics and a wide range of applicability are placed early in the program, with more specialized courses scheduled later. The first practicum experience occurs very early in the program so that all teacher candidates have an experience in an Ontario K-12 school from which to draw and inform their coursework and theoretical learning.

The programs include blocks of practicum as opposed to weekly placements. Practicum placements are not limited to Kingston such that teacher candidates may complete practical experiences in geographically diverse locations within Ontario.

In the consecutive programs, foundation courses, such as *Self as a Teacher*, *Self as a Learner*, and *Self as a Professional* are offered immediately following the first practicum block. In the concurrent program, these courses are completed during the candidates' first three undergraduate years respectively and before their first evaluated practicum. Course content such as equitable assessment, differentiated instruction and Individualized Education Plans provides foundational knowledge for teacher candidates in support of future coursework and upcoming practicum experiences. Other courses offered early in the program such as *Supporting Learning Skills* and *Educational Technology* are also broadly applicable across grade levels and subjects.

Once candidates have established a foundational understanding through these early courses, more specific coursework begins related to curriculum-specific teaching methods, assessment, education law and human development. Teacher candidates also begin their program concentration which is focused on their personal educational interests. These courses are interspersed with practicum blocks to allow candidates to make connections between the theory and practical experiences.

Format - Multi-Session Programs

Multi-session programs are offered over a period of six terms. The first three terms are consecutive (summer 1, fall 1, winter 1) followed by a break in coursework in May and June. The final three terms resume in one of two ways:

- fall 2, winter 2 and summer 3 - for the MS PJ ITEP, MS PJ RN and MS PJ FSL programs (summer 2 off)
- summer 2, fall 2 and winter 2 - for the MS TECH ED program

Given the nature of multi-session programs and the possibility that candidates in these programs could have a paid teaching assignment as early as fall 1, course load is reduced during the fall and winter terms, extending the duration of these programs.

During the first summer term (May to August) teacher candidates complete 12 credits of coursework and 15 days of practicum to be eligible to be reported for the Ontario College of Teachers' Transitional Certificate of Qualification and Registration.

In the first session of the MS PJ ITEP and MS PJ Remote and Northern Community program, teacher candidates complete six credits in method courses, and six credits in foundation courses, as well as the 15-day practicum.

In the first session of the MS PJ FSL program, teacher candidates complete six credits in method courses, including a mandatory *French as a Second Language* curriculum course, and six credits in foundation courses, as well as the 15-day practicum.

In the first session of the MS TECH ED program, teacher candidates complete six credits in method courses, of which two courses are in technological education, and six credits in foundation courses, as well as the 15-day practicum.

All multi-session programs require a minimum of 70 days of practical teaching experience after candidates have completed their 15 days of practicum in the first summer term. These practicum days can be accumulated while candidates are employed on their Transitional Certificate of Qualification and Registration, provided they are supervised by an experienced teacher or principal. The first term (summer 1) for all multi-session programs is held on campus with face-to-face instruction. Being on-site at Queen's allows for the opportunity to learn in specialized teaching rooms that support specific curriculum areas (e.g., Technological Education and Science and Technology). Having all candidates on campus allows for an opportunity for the introduction to the learning and personal supports that are available. Coursework in subsequent semesters is offered off-campus or virtually.

The faculty offers a two-year rotating cycle of course work for the MS PJ ITEP, MS PJ RN and MS PJ FSL programs after the first summer. Due to the small numbers of candidates in these programs, the two-year rotating cycle allows for cohorts to double up in course offerings. The educational benefits of having a larger number of peers in a class promotes discussion and inclusion of broader points of view. In all cases, candidates complete the same courses, even if the sequencing of said courses is not identical.

Small cohort numbers are accommodated in the summer terms as the candidates in the multi-session programs attend classes with candidates in the on-campus programs. As such, course offerings for all community-based and multi-session programs are identical to the on-campus programs.

For all multi-session programs, site locations are selected to best match the needs of the teacher candidates. The criteria for the selection of a location includes geographic location (to minimize travel time and costs), suitable teaching spaces, and Internet access.

The multi-session Primary/Junior Indigenous Teacher Education Program (MS PJ ITEP) and the Primary/Junior Remote and Northern Community focus program (MS PJ RN) are offered at three community sites. The three sites are in three different geographical regions and contexts: (1) Manitoulin Island North Shore, (2) Mushkegowuk Territory in Lower James Bay, and (3) Lambton-Kent. Non-Indigenous individuals require Elder or Band approval as an admission requirement into the MS PJ RN program.

Mandatory Content Common to All Programs

Foundation courses are common to all programs of professional education offered at Queen's University. There are a total of 15 foundation courses that all teacher candidates are required to complete by the end of their program.

All teacher candidates with areas of study in the Primary/Junior divisions take the same core method/curriculum courses. These mandatory method courses address the six core content areas of the Ontario Curriculum for which they are being prepared to teach: the arts, health and physical education, language, mathematics, science and technology, and social studies.

All teacher candidates with areas of study in the Intermediate/Senior divisions and those in the Technological Education programs take mandatory curriculum-based courses pertaining to *English Language Learners*, *Transitions*, and *Teaching Grades 7 and 8*.

All teacher candidates complete at least four practicum blocks in their professional years. Teacher candidates in the concurrent program complete three practicum courses in the first three years of their undergraduate programs. Only the practical experience in the third year is evaluated and counted as part of the minimum required 80 days of practicum.

All programs also include an alternative practicum which is not counted as practicum experiences for certification purposes. Alternative practicum experiences can occur locally, provincially, nationally, or internationally. Typically, the alternative practicum is scheduled in the winter semester of the concurrent and consecutive programs.

A unique feature of the multi-session programs is that the alternative practicum is scheduled as early as the first semester. MS ITEP candidates participate in "passport" opportunities that infuse cultural learning including cultural, artistic, or linguistic activities. The passport must contain a minimum of 90 hours of activity related to the cultural competence of their community. Each MS ITEP community site (and each nation within a site) works with the Faculty of Education to determine the content of the passport. Indigenous partners confirmed that this allows the content of the passport to be tailored in a manner that best addresses the needs of the local community. Candidates in the MS RN program will complete an identical passport. Candidates in the MS PJ FSL program will engage in cultural or linguistic activities related to the French language.

Course Credits

Teacher candidates in all programs complete at least 60 credits, where each credit corresponds to 12 instructional hours:

Divisions	Total number of credits		
	Concurrent	Consecutive	Multi-Session
P/J	66 credits*	63 credits	
P/J FSL	66 credits*	63 credits	63 Credits
P/J ITEP			63 Credits
P/J RN			63 Credits
I/S	63 credits*	60 credits	
Tech ED		60 credits	60 credits

*of which 13.5 credits are accumulated during the undergraduate years

Primary/Junior candidates in the consecutive and multi-session programs complete three additional credits due to the number of method courses related to the six core content areas of the Ontario curriculum for which they are being prepared to teach. Concurrent teacher candidates complete three additional credits in connection with the practicum courses taken during the undergraduate portion of their program.

Program Tracks and Program Concentrations

Teacher candidates broaden their program experience by choosing electives grouped as program tracks or concentrations. Program tracks are offered only in on-campus programs and are only available to teacher candidates in consecutive programs and to those in the final year of their concurrent program. Teacher candidates can focus their experience by selecting one of the following program tracks: Indigenous Teacher Education; Artists in Community Education; Outdoor and Experiential Education. Multi-session programs do not have program tracks because these programs are already focused on Indigenous teacher education, technological education, or French as a second language.

Teacher candidates who are not in a program track select a concentration. Concentration choices vary across a wide spectrum of educational topics including, but not limited to: assessment, at-risk youth, leadership, early primary education, educational technology, and exceptional learners.

A concentration comprises two complementary courses: (1) an *Educational Studies* course that addresses the breadth of the area of interest and (2) a *Focus* course that operationalizes the theoretical orientation of the *Educational Studies* course. The alternative practicum is an experience that is directly related to the concentration and is approved by the *Focus* course instructor.

French Proficiency

Specific admission criteria must be met in order to be accepted into any of the three Primary/Junior with a focus on teaching French as a Second Language programs (CON PJ

FSL, CONSEC PJ FSL, MS PJ FSL) or into the Intermediate/Senior divisions where FSL is the teachable subject area. Teacher candidates must have completed courses in grammar, writing, literature, and oral communication to meet admission requirements. These admission standards are in place so that teacher candidates enter the FSL programs with the requisite subject area knowledge to be effective in the classroom.

Self-identified French as a first language speakers must also provide evidence of their proficiency in the same way as other applicants to the program. Evidence of French language proficiency is demonstrated either through coursework or through performance on validated French language proficiency tests such as the DELF or CANTest.

Degrees and Diplomas

Entry into the multi-session programs is selective. For the MS ITEP program, a prior degree is preferred, but not mandatory. Individuals of First Nations, Métis, or Inuit ancestry admitted to the community-based multi-session ITEP are not required to have a previous undergraduate degree. For the MS RN program, a prior degree is required for admission.

Teacher candidates in the MS ITEP earn a Bachelor of Education degree, as will candidates in the MS RN and MS FSL PJ programs. Teacher candidates in either the MS TECH ED or TECH ED programs may meet the requirements for a B.Ed. or a Diploma of Education (Dip. Ed.) depending on their prior qualifications. If a candidate has a prior college certificate or diploma and work experience, they are eligible for a B.Ed. degree, provided the years of College education plus the years of work experience are equal to or greater than five. Candidates who do not have a College certificate or diploma, or are in an unregulated trade, are eligible for a Diploma in Education (Dip. Ed.). In all cases, candidates must meet the minimum requirements for entry into the program. All MS TECH ED and TECH ED candidates complete the same courses that meet the requirements set within the consecutive program. Technological Education program graduates from either the on-campus four-term program or the multi-session program who receive a Dip. Ed., may in the future earn a Bachelor's degree (e.g., B.A. or B.Sc.) and apply to have their Diploma in Education converted to a Bachelor of Education degree. Once the Faculty of Education is notified that a prior Dip. Ed. graduate has met the requirements to be upgraded to a B.Ed. the Faculty notifies the Ontario College of Teachers, allowing the teacher's qualifications to be upgraded.

Remote and On-Site Learning

Consecutive and Concurrent Programs

The mode of delivery of the programs has been predominantly face-to-face instruction. The Faculty is considering including an online component, not to exceed 50%, in some courses to allow candidates greater flexibility and autonomy in their learning.

All teaching spaces are inspected by the faculty before courses start so that they meet the requirements of the course and the cohort. Courses that require specialized rooms and lab space are delivered on campus in the summer terms when teacher candidates are on site to make use of these facilities. The Faculty of Education has a large technological education space which includes a traditional classroom and other learning spaces such as a wood

shop, auto mechanics shop, and design lab. These spaces are maintained by an expert in the field who maintains the safety and working order of the equipment.

Multi-Session Programs

For all multi-session programs, courses include both in-person and online instruction. In the MS PJ ITEP and the MS PJ RN programs, the in-person instruction takes place at one of the three community sites (Manitoulin Island North Shore, Mushkegowuk Territory in Lower James Bay, and Lambton-Kent). At each of the MS PJ ITEP and MS PJ RN sites, land-based education is prioritized and all sites have outdoor education spaces available to candidates. The Faculty has been using the same teaching space in the Kenjgewin Teg Educational Institute (Manitoulin Island) for several years. As such, the room has been equipped with computers and networking/conferencing software that allows connection to the main campus. The rooms used in the Lambton/Kent District School Board are regular teaching spaces that are equipped with facilities and resources including wireless Internet access, whiteboards, projectors and screens.

The off-campus, in-person sessions for the MS TECH ED and MS PJ FSL programs take place at a location that is best suited to each cohort. Only courses that do not need specialized equipment are delivered off-campus. Courses requiring access to equipment specific to the Broad-Based Technologies are delivered on campus during the summer term. As such, candidates in the multi-session programs have access to the same facilities as those in the on-campus program.

Resources and supports provided to candidates on the main campus are also available to individuals off-site in the community-based and multi-session specialized programs. Specifically, resources have been provided in digital formats, including online bookstore purchases, library materials, student intranet and the learning management system for all courses. Additionally, in extreme situations (including the Covid-19 pandemic) Wi-Fi support has been provided to rural northern venues to accommodate remote learning needs.

Conclusion

Based on the information provided, Requirement 6 is found to be fully satisfied.

Requirement 7

Students are assessed and informed of their progress on an ongoing basis throughout the program.

Findings

The evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout all programs reviewed.

Grading policies and regulations are posted on the faculty's website and are included in the Practicum Handbook. Instructors must conform to the grading policy and provide teacher candidates with a written description of course requirements and the means of evaluation at the beginning of each course.

In addition to providing a definition for each letter grade (A being 4.0 or 80-100%), the grading policy provides detailed procedures for submitting late grades or for appealing a grade. It also sets out the eligibility requirements for graduation in that the teacher candidate must have passing grades in all the required courses or components of the program, and a minimum cumulative grade point average (GPA) of 2.0 (letter grade C or 60-69%).

Assessment in each program is focused on developing teacher candidates' abilities, knowledge and skills. The programs' structure opportunities for formal and informal feedback in every course and in every practicum experience.

Coursework

Instructors communicate course expectations, assignment descriptions, and assessment rubrics in the course outlines that are distributed to teacher candidates.

Teacher candidates receive feedback on their submitted assignments and on their progress through the faculty's online learning platform (OnQ), in written feedback, through peer assessment, or by way of informal feedback provided in class. Instructors use a variety of tools and strategies to provide teacher candidates with feedback, including highlighted rubrics indicating performance, margin notes, letter grades, prompts for further reflection and written commentary of strengths and next steps.

Practicum

Teacher candidates in all programs are assessed and informed of their progress in practicum settings through feedback from associate teachers, faculty liaisons and their peers. Associate teachers provide written assessments both at the mid-point and at the end of the practicum block, as well as informal feedback throughout the practicum experience. Faculty liaisons provide both written and oral feedback to the teacher candidates after every observation. Peer feedback from other candidates placed in the same professional learning community and self-assessment are also important elements of the assessment process during the practicum experience.

As part of the ongoing assessment of teacher candidates, associate teachers must submit an online formative report at the mid-point of the practicum block. If a candidate receives a rating of “Inadequate progress” or “Demonstrating Limited Growth”, procedures are initiated by the associate teacher and the faculty liaison to support the candidate and assist them in achieving a passing grade.

Candidates are evaluated on the following five elements of practice: professionalism, supporting a community of learners, planning and preparation, lesson presentation, and assessment. Candidates are assessed on a five-point rating system: (1) No opportunity to demonstrate; (2) Does not meet expectations; (3) Progressing towards expectations; (4) Meets expectations; (5) Exceeds expectations.

The final grade for the practicum is assigned by the practicum manager based upon the assessments completed by the associate teacher, with input from the faculty liaison. All practicum experiences are graded on a Pass/Fail basis.

Conclusion

Based on the information provided, Requirement 7 is found to be fully satisfied.

Requirement 8

The program includes a practicum that satisfies the requirements set out in subparagraph 2v of subsection 1(2) and subsection (2).

Subparagraph 2v of subsection 1(2) sets out that the program includes a minimum of 80 days of practical experience, appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

Subsection 9. (2) sets out that the requirements for the practicum portion of the program are as follows:

- 1. The practicum must include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College.*
- 2. Revoked.*
- 3. The practicum enables every student to participate in settings related to each division and at least one of the subject areas of the program that are relevant to the student.*
- 4. An experienced teacher supervises the students and assesses their practicum.*
- 5. A faculty member is appointed as an advisor for each student.*

Findings

The evidence indicates that all required components for the practicum are addressed in programs reviewed.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

All programs reviewed include a practicum that consists of a minimum of 80 days of practical experience appropriate to the format and structure of the program, in schools or in other situations approved by the College for observation and practice teaching.

The structure of the practicum varies according to the concurrent or consecutive program. In the concurrent program, teacher candidates complete a 15-day practicum placement in the third year of their undergraduate studies. For the consecutive candidates, the first 15-day practicum is completed in May at the beginning of their program. Then, for all concurrent and consecutive candidates, there are three additional practicum blocks. The second placement experience is a continuous block in October and November (approximately 30 days). The third practicum begins in early February (approximately 20 days) and the fourth practicum block occurs in the final spring semester (approximately 20 days).

In the multi-session programs, candidates complete 15 days of practicum in the first summer term of the program, allowing them to apply to the Ontario College of Teachers for a Transitional Certificate of Qualification and Registration (TCQR). Candidates without a Transitional Certificate and/or those certified with a TCQR who are not employed, then

complete the remaining 70-75 practicum days in the remaining semesters of the program. These practicum days can be accumulated while candidates are employed on their TCQR, provided they are supervised by an Ontario certified teacher or principal.

While the number of placement days may vary slightly from year to year due to statutory holidays, teacher candidates in all programs complete approximately 86 days of practicum.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

The programs include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum.

The majority of practicum placements occur in Ontario publicly-funded schools. However, teacher candidates may complete one placement in an independent school, provided the school follows the Ontario curriculum and candidates are placed with Ontario certified teachers.

Practicum placements for those based on campus, are arranged exclusively by the Practicum Office in associate schools within the Faculty's designated catchment area. Catchment areas are essentially informal agreements among the Ontario faculties of education for placement purposes. Schools are selected based on their ability to provide suitable practicum experiences and their geographic location to make travel time reasonable for the candidates and the Faculty Liaisons.

The faculty creates unique practicum experiences for its special program tracks. Teacher candidates in the Outdoor and Experiential Education (OEE) track complete the winter practicum with Ontario certified teachers in good standing, in an outdoor or experiential education setting that follows the Ontario curriculum.

Candidates in the Indigenous Teacher Education program (ITEP) and the Remote and Northern Community focus program complete practicum in a First Nations school or school with a large Indigenous population. Federally funded or First Nation schools are prioritized for ITEP practicum placements. For non-Indigenous schools (e.g., Ontario public or Catholic schools), the Faculty relies on the school district to inform them which schools have high Indigenous populations and placements are correspondingly targeted in those schools.

Candidates in the ITEP program who are placed in a school with a large Indigenous student population in the fall term may elect to stay at that school for all practicum components (fall, winter and summer 2). In situations where candidates are placed in federally funded or band schools, the Program Coordinator will consult the Ontario College of Teachers for guidance and/or permission to conduct the practicum at the school.

Primary/Junior Division Cohorts

Primary/Junior (P/J) candidates in all programs are provided opportunities for observation and practice teaching in settings that use the Ontario curriculum. In the first practicum, candidates focus on observing the associate teacher teaching in the classroom; recording and discussing observations and reflections with them; and assisting the classroom teacher with a variety of classroom duties and responsibilities. In the second and third practicums, teacher candidates take on increasing responsibility for teaching as the practicum progresses. The teaching load starts at approximately 25% and gradually increases up to 75% by the fifth week. While the third practicum begins with observation, some teaching is expected in the first week, increasing to 75% of a full load in week 3. The fourth and final practicum block begins with observation, but teacher candidates are expected to assume 80% of a full instructional load, and where possible, assume responsibility for some full days. While these percentages represent an ideal increase in responsibility, flexibility is built into this model. The increase in the assumption of teaching responsibility is managed in a manner that works best for the needs of the teacher candidate, the associate teacher and the students in the classroom.

Intermediate/Senior Division Cohorts and Technological Education Program

Intermediate/Senior and Technological Education teacher candidates have the opportunity to observe and gradually assume increasing responsibility for the teaching during their practicum placements. The focus of the first practicum for is the observation of an associate teacher. Observations focus on teaching strategies, classroom routines, classroom organization and student learning. In the second practicum teacher candidates are expected to lead a class for short segments within a period, with the expectation of teaching one instructional period per day no later than week 2. In the third practicum, teacher candidates teach two instructional periods of three each day. By the fourth practicum, teacher candidates spend some time teaching by the second week and up to a full teaching load over consecutive days.

Each Division and One Subject Area

In all programs, teacher candidates participate in a practicum related to each division appropriate to their program and at least one of the subject areas relevant to them.

Practicum placements match the division and subject area(s) for which each teacher candidate is qualifying. Practicum placements are coordinated by the Practicum Office so that teacher candidates have the correct combination of divisions and subjects for certification purposes. The Practicum Office also tracks all assessments that are submitted and keeps records of the practicum experiences of all teacher candidates. The Practicum Office works with board placement officers to acquire placements, and the faculty liaisons verify that placements are appropriate.

Primary/Junior candidates complete one practicum block in a JK-grade 3 classroom and one block in a grade 4-6 classroom. Since the implementation of full-day Kindergarten in Ontario, there has been a marked increase in the number of Kindergarten placements offered to Queen's teacher candidates. French Immersion classrooms are a priority placement for those in the Primary/Junior FSL Focus program, although some may have practicum experiences in Core French situations.

Intermediate/Senior candidates usually complete one practicum block in one of their teachable subject areas and the second block in their other specified subject area. All Intermediate/Senior candidates have a dedicated practicum experience in a grade 7 or 8 classroom during their first placement. Successive practicums take place in grades 9 to 12.

Technological Education candidates have placements, in both grades 9/10 and grades 11/12, in the technological subject area for which they are qualifying. Candidates complete their first practicum in a grade 9 and/or grade 10 classroom in their broad-based technological subject area. The Faculty monitors that the teacher candidate's practicum experience focuses on the same broad-based technology as their area of expertise.

Practicum placements also reflect programs or program tracks. For instance, candidates in the outdoor education track have their winter practicum placement in an outdoor education setting in Ontario.

Multi-Session Programs

For multi-session Technological Education teacher candidates, their first (15 day) practicum is unpaid and organized by the Faculty of Education. All Technological Education teacher candidates have practicum placements that match their Broad-Based Technologies (BBTs). This is not only for pedagogical purposes, but also for safety reasons. Completion of this practicum is reviewed by the multi-session coordinator. The practicum assessment includes the number of days of practicum completed, the courses taught, and the grade achieved. Assessments are reviewed and tracked to verify that teaching has occurred both at the grade 9/10 and grade 11/12 levels, and the candidate has received a passing grade for the practicum placement.

A similar practicum monitoring process will be used for candidates in the multi-session P/J FSL program. The Faculty of Education will monitor that these candidates have teaching experience in both the primary and junior divisions in the initial 15 days of practicum experience. This practicum will be unpaid and arranged by the Faculty. Successful completion of this practicum will mean the candidate is eligible to be reported for a Transitional Certificate of Qualification and Registration. Future practicum experiences will most likely take place in the candidate's own classroom where they are employed. If the candidate does not have a teaching position, or their teaching load is unsuitable for practicum purposes, the Faculty will arrange unpaid practicum experiences for the candidate.

Candidates in the multi-session P/J FSL as a focus program will have at least one evaluated FSL practicum placement, but the Faculty does not guarantee that this placement occurs in

the first session. Since this program prepares candidates to teach in English language schools, their instruction and practicum placements are geared to general Primary/Junior education as well as FSL education.

For the community-based Indigenous and Remote and Northern programs, the first term is on-campus and includes 15 days of practicum experience to meet requirements for candidates' Transitional Certificate of Qualification and Registration. The remaining days of practicum are completed in a community school, often near where the candidates reside. The Faculty works with the host schools to arrange practicum experiences for teacher candidates to include both the primary and junior divisions.

For practicum days completed during paid employment, the faculty tracks the number of teaching days using reports submitted by the teacher candidate's principal. If the practicum is unpaid, the number of practicum days completed is documented and recorded by the faculty liaison assigned to that candidate.

Experienced Teacher Supervises and Assesses

In accordance with policies and practices established by the Faculty of Education, an experienced associate teacher supervises the teacher candidates and assesses their in-school practicum in all programs. Only teachers who are certified by the College of Teachers and have two or more years of experience may be associate teachers. Each associate teacher is recommended by their principal as being qualified to take on the duties of supervising and assessing a teacher candidate.

For practicum placements in independent schools, faculty liaisons visit the schools to determine the suitability of the placement site, that the Ontario curriculum is used, and that potential associate teachers are Ontario College of Teachers certified.

A practicum handbook is shared with associate teachers which describes their roles and responsibilities in three categories: Orientation, Teaching and Curriculum, and Daily Feedback. Associate teachers are expected to provide daily constructive feedback both orally and in written form to the teacher candidate as though mentoring a beginning teacher. Associate teachers complete one formative and one summative assessment for every practicum block. The formative assessment is typically submitted after the second week of practicum and the summative assessment is submitted at the end of practicum. Teacher candidates and associate teachers are expected to debrief each assessment so that additional feedback and detail may be given to the teacher candidate.

In the case of candidates who obtain a Transitional Certificate and are subsequently employed, the supervising teacher is often the principal, who is responsible for the practicum assessment. If candidates are employed in their own classroom, their attendance, teaching load, and performance during the practicum blocks are submitted by the school administrator to the faculty. Queen's accepts either the Faculty's practicum assessment form or the observation/evaluation form used in the district where the candidate is employed. In either case, the associate teacher is expected to provide descriptive commentary on the teacher candidate's teaching.

Faculty advisor

Faculty advisors, known as faculty liaisons, are faculty members or term adjuncts with teaching experience appointed to each teacher candidate in all programs. Faculty liaisons are usually assigned 15-20 teacher candidates. Typically, these candidates are placed at three or four different associate schools. The faculty liaison visits each associate school, observes teacher candidates, and supports associate teachers and teacher candidates. The faculty liaison makes a minimum of two visits to the schools. During each visit, the faculty liaison consults with the principal and/or vice-principal, the associate teacher(s) with whom the teacher candidate is working, and the teacher candidate. The faculty liaison will also observe the teacher candidate in a classroom setting for all or a portion of a lesson.

Faculty liaisons instruct their assigned teacher candidates in the *Theory and Professional Practice* course. While at the associate school, the teacher candidates are expected to meet weekly in a Professional Learning Community (PLC) to discuss questions provided in advance by the *Theory and Professional Practice* instructors. The notes from these meetings are reviewed by the faculty liaison who responds to the teacher candidates with feedback about their professional learning. The minimum mandated contact is once per week through the PLCs, but faculty liaisons typically contact teacher candidates more often than that.

The role of the faculty liaison differs for multi-session programs. Because multi-session programs do not follow an associate school model, the duties of the faculty liaison change. In multi-session programs, faculty liaisons are in frequent contact with the teacher candidate through phone and email, but school visits may happen either in person or through remote tools. In cases where the multi-session teacher candidate is completing their practicum as part of paid work in a school, the faculty liaison communicates with the teacher candidate and their supervising teacher (usually the school principal) to verify that the teaching load is suitable and that the teacher candidate is progressing well in their teaching. In cases where the teacher candidate does not have paid employment, the faculty liaison will secure suitable practicum experiences in partnership with the practicum office. Where feasible, faculty liaisons in multi-session programs make in-person observations of the teacher candidate's teaching. In some cases, the expense or logistics of observing the teacher candidate necessitates a remote observation through Zoom or Teams. When no observation occurs, due to distance and/or connectivity issues, the faculty liaison is in regular contact with the supervising teacher to monitor the candidate's progress during practicum.

Faculty liaisons track and monitor candidates who are employed on a Transitional Certificate with the supervisory school administrator. Depending on the context, they may arrange either in-person or virtual visits to support the candidate.

Conclusion

Based on the information provided, Requirement 8 is found to be fully satisfied.

Requirement 9

Successful completion of the practicum is a requirement for successful completion of the program.

Findings

The evidence indicates that successful completion of the practicum is required for successful completion of the programs reviewed.

To be recommended for graduation and degree conferral, teacher candidates must have passing grades in all the required courses or components of the program, including the mandatory practicum courses. Teacher candidates must successfully complete all components to pass the practicum.

Practicum requirements are communicated to teacher candidates in the Practicum Handbook which explains that each practicum component is a pre-requisite for each subsequent component and must be successfully completed before the candidate is allowed to continue to the next practicum. Candidates who are assigned a failing grade in two practicum components (or the same practicum twice) will be deemed to have failed the practicum requirement of their program and will not be permitted to take any more practicum courses.

Conclusion

Based on the information provided, Requirement 9 is found to be fully satisfied.

Requirement 10

The teaching method courses in the program are appropriate in relation to the divisions to which they relate.

Findings

The evidence indicates that the teaching method courses in all programs reviewed are appropriate in relation to the divisions to which they relate.

Primary/Junior

Teacher candidates in the Primary/Junior (P/J) cohorts undertake division-specific method courses reflecting the six core content areas of The Ontario Curriculum: language, mathematics, science and technology, health and physical education, social studies and the arts. A feature of the programs with areas of study in the P/J divisions is that each of the four strands of the arts, dance, drama, music and visual arts, are offered as discrete courses. In addition to math and language curriculum courses, separate literacy and numeracy method courses are taken by teacher candidates.

Primary/Junior method courses reference the corresponding elementary Ontario Curriculum documents and relevant resources. Course assignments are practical and specific to teaching in the primary and junior divisions. Teacher candidates create resource packages and lesson plans supporting the expectations of a specific primary or junior grade and curriculum strand. They also develop cross-curricular unit plans that integrate curriculum expectations from multiple subject areas. These include evidence-based instructional strategies as well as plans for differentiated instruction and assessment.

Theoretical and practical issues for teaching and learning in early years' classrooms are addressed in method courses. Kindergarten-specific resources including *The Kindergarten Program* and the *Guides to Effective Instruction K- Grade 3* are referenced in certain courses including those pertaining to mathematics, science and technology, and the arts. Specific course content and assignments focus on play-based learning and cross-curricular planning in Kindergarten.

Primary/Junior - Indigenous Teacher Education Program (ITEP) and Remote and Northern Community-Based Program

Teacher candidates in the Indigenous and Remote and Northern community-based programs, take a course load similar to those in the Primary/Junior cohorts of the consecutive/concurrent programs. They take the same Primary/Junior method courses related to the six core content areas with the addition of the following courses: *Theory of Indigenous Education* and *Indigenous Teacher Education*.

In the *Indigenous Teacher Education* course, an experiential learning approach is applied to the teacher candidates' practice teaching experience. Course topics focus on community-based curriculum development and integrating Indigenous curriculum into classroom practice. Assignments include developing a cross-curricular classroom activity that incorporates Indigenous knowledge and skills and a reflection on the purposes, possibilities and challenges of integrating Indigenous content into the classroom. Teacher candidates also develop a holistic lesson plan that incorporates curriculum expectations from at least three primary/junior subject areas and includes a land-based component.

Method courses offered to ITEP teacher candidates promote Indigenous ways of knowing and perspectives. Teacher candidates examine instructional principles pertaining to mainstream and Anishinabek literacy including the importance of oral language development and storytelling. Course instructors differentiate the curriculum courses offered to the ITEP candidates in terms of readings, reference materials and assignments. *Natural Curiosity: A Resource for Educators: The Importance of Indigenous Perspectives in Children's Environmental Inquiry* (2017) is used to promote ways to study communities and heritage.

The community-based ITEP take place in cultural spaces with the support of an Elder who is available for opening/closing ceremonies and land-based learning, including the harvesting of traditional medicines that are grown locally. Elders and community members are involved in the program and are available in a supportive way to these programs.

Primary/Junior - French as a Second Language Focus

Two dedicated method courses are mandatory for teacher candidates enrolled in the Primary/Junior French as a Second Language focus component of the program: *Understanding French as a Second Language in Elementary Schools* and *Teaching French Immersion*. French is the language of instruction, discussion, assignments and assessment in these courses. In-class group discussions that facilitate language fluency are modelled for the teacher candidates.

Teacher candidates analyze the Ontario Curriculum for teaching Core French, Extended French and French Immersion with an emphasis on examining the similarities and differences between elementary Core French and elementary French Immersion. The *Understanding FSL* course provides for the development of strategies for second language teaching and learning including the language proficiency levels of the Common European Framework Reference (CEFR). Required readings include provincial, federal and modern language association resources. Course topics include lesson planning with a focus on Universal Design for Learning (UDL) in all elementary FSL programs; exploring CEFR-inspired classrooms; motivation and engagement in the French classroom; experiential learning; exchanges; oral and written interactions; intercultural communication, diversity, inclusion; and familiarization with Francophone cultures. Assignments reflect the importance of speaking French in the FSL classroom. Teacher candidates develop a lesson plan to improve oral interaction skills as well as preparing a learning centre for Core French students to practice speaking or listening skills.

The focus of the second mandatory FSL method course is the development of language in a French Immersion program through an integrated approach. Course topics include exploring CEFR links to the curriculum; integrated lesson planning; balanced literacy in French Immersion; embedding Intercultural understanding in French Immersion; and assessment planning. Assignments include preparing a lesson plan integrating FSL expectations with one other subject area for a specific grade in the primary/junior divisions; delivering a guided reading lesson based on a specific reading need; and integrating assessment, differentiation and UDL strategies into a unit plan for primary or junior immersion classes.

Teacher candidates in the FSL Focus cohort complete an alternative practicum as part of the *Teaching French Immersion* course. The placement setting offers opportunities for working with FSL learners with the goal of gaining experience in an alternative to a regular classroom setting. Teacher candidates are encouraged to participate in community agencies and organizations, preschools, daycares, youth centres, group homes, provincial schools, literacy centres, museums, hospitals or any other setting in which they may learn about French language instruction.

Intermediate/Senior

Intermediate/Senior teacher candidates take six credits in each of two teaching subject areas for a total of twelve credits of coursework in subject-specific method courses.

The Faculty offers the following teaching methodology courses in the Intermediate/Senior divisions: Biology, Chemistry, Dramatic Arts, English, French as a Second Language, Geography, History, Mathematics, Music (Vocal), First Nations, Métis and Inuit Studies, Physics, Music (Instrumental) and Visual Arts.

The Intermediate/Senior method courses reference the relevant Ontario Curriculum documents and resources for the divisions. The use of subject-specific curriculum documents and overarching documents such as *Growing Success* are emphasized. In all method courses, teacher candidates are required to develop curriculum-based lesson and unit plans that promote cross-curricular integration and differentiated assessment strategies. Skills and knowledge commonly used as curriculum anchors in grades 9 to 12 are reviewed. Teacher candidates demonstrate familiarity with the curriculum documents for their subject areas as they begin their practicum placements.

All teacher candidates in the Intermediate/Senior divisional cohorts take a mandatory *Teaching Grades 7 and 8* course and have their first practicum placement in either a grade 7 or 8 classroom. Teacher candidates review the front matter of the subject-specific curriculum documents given their Intermediate division qualification and identify priority planning preparations for teaching students in grades 7 and 8. Content specific to grades 7 and 8 is also addressed in the subject-specific courses. Courses explain concepts across the grades, making connections to curriculum so that teacher candidates understand the scope and sequence of curriculum.

Technological Education

In the Technological Education program, the Faculty offers the following Broad-Based Technology (BBT) subject areas: Communications Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, and Transportation Technology.

Teacher candidates take four mandatory method courses offered as *Teaching Technological Education, Parts 1 and 2* and *Curriculum Development in Technological Education, Parts 1 and 2*.

The *Teaching Technological Education* courses have a focus on planning and safety. Assignments range from lesson planning and peer teaching to creating a classroom and workshop safety action plan for a future classroom. Assessment and project-based learning is more of the focus in the *Curriculum Development in Technological Education* courses. Teacher candidates design project-based assignments aligned with the design process that underpins all technological education in the Ontario Curriculum. In addition to developing an activity plan, teacher candidates include relevant assessment rubrics. In all four courses, teacher candidates customize the assignments to match their respective BBT subject area.

In addition to the twelve credits in Technological Education curriculum courses, all candidates in this cohort take the *Broad-Based Technological Education* course. In this course, teacher candidates demonstrate technological competence by completing an individualized, project-based program. A Technical Skills Profile is used to track the level and development of the teacher candidates' professional skills and competencies in their own individual BBT area.

Program focus workshops are another component of the *Broad-Based Technological Education* course. Here candidates engage in peer teaching and resource development, curation, and sharing from each of their respective BBT subject areas. The aim of this assignment is to prepare Technological Education teacher candidates to teach all the broad-based technologies at the Intermediate level as may be required in the grade 9 course *Exploring Technology*.

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

For all programs, the element from Schedule 1 - Pedagogy, Assessment, and Evaluation for Specific Curriculum Areas is addressed in all method courses. The teaching method courses are specifically designed to meet the needs of students in each of the certification divisions: Primary/Junior and Intermediate/Senior.

All method courses examine the curriculum knowledge, policies and practices specific to teaching and learning in the appropriate grades in both content and assignments. The Primary/Junior method courses feature the Kindergarten Program and content-specific curriculum documents for grades 1 to 6 as well as relevant provincial policy documents. Intermediate/Senior method courses reference subject-specific curriculum for grades 9-12.

Some I/S method courses also reference the relevant Ontario Curriculum for grades 1-8 documents.

Content and assignments relating to teaching strategies, lesson and unit planning, instructional approaches, curriculum delivery, assessment and evaluation are evident in the method courses. Teacher candidates have opportunities to include inquiry questions and make curriculum connections to a number of subjects. Learning goals, success criteria, and strategies to support assessment *for* and *as* learning are evident in unit planning assignments.

In the Indigenous Teacher Education Program, all curriculum documents are of importance and are explored through an Indigenous lens. The Language Curriculum, *Growing Success* and the *First Nations, Métis, and Inuit Framework* documents are viewed to have universal relevance.

Principles of instruction and assessment are modelled in coursework and reflected in the practicum assessment. Candidates practise providing oral feedback with peers and co-construct success criteria to track their progress. They develop and implement differentiated lessons using a Universal Design for Learning-based plan, referring to curriculum documents to anchor lessons with grade appropriate content and expectations. Their practicum evaluations reflect their abilities to put these pedagogical strategies into practice.

Conclusion

Based on the information provided, Requirement 10 is found to be fully satisfied.

Requirement 11

The teaching theory and foundation courses in the program include courses on human development and learning and on legislation and government policies relating to education.

Findings

The evidence indicates that the teaching theory and foundation courses in all programs reviewed include human development and learning and legislation and government policies relating to education.

Human Development and Learning

Concepts pertaining to human development and learning are included in two mandatory foundation courses taken by all candidates: *Psychological Foundations of Education* and *Meeting the Needs of All Learners*. Additional content pertaining to adolescent development and learning is addressed in the *Teaching Grades 7 and 8* course for Intermediate/Senior and Technological Education candidates only.

The *Psychological Foundations* course starts with Piaget's developmental stages and Vygotsky's Zone of Proximal Development and moves to modern topics such as metacognition, self-regulation, and motivation. The course addresses topics pertaining to teaching and learning, educational psychology and incorporating psychology in the classroom. Teacher candidates connect theories on human development with practical applications such as creating engaging lesson plans based on the principles of Universal Design for Learning. The course includes content pertaining to how children learn and the social and emotional stages of each age group.

In the Indigenous Teacher Education Program (ITEP), readings for the *Psychological Foundations of Education* course focus on learning and development incorporating an Indigenous perspective. Issues relevant to Indigenous communities, such as seeking *minopimatasiwin* (the good life), resilience and mental health are explored. Teacher candidates are encouraged to think of human development and learning from an Indigenous perspective as a lifelong process that is grounded in the needs of the individual.

In the *Meeting the Needs of All Learners* course, teacher candidates focus on brain and cognitive development as well as differentiated learning (DI) skills. Ministry policy documents such as *Learning for All*, the *School Effectiveness Framework*, *Growing Success*, and the *First Nation, Metis and Inuit Education Policy Framework* are used as a foundation for the course.

Additionally, Intermediate/Senior and Technological Education teacher candidates benefit from instruction specific to the physical and cognitive development of adolescents in the *Teaching Grades 7 and 8* course. Teacher candidates learn strategies to adjust for intermediate grade level learners to optimize engagement and comprehension. Strategies for assessing in a developmentally appropriate way for students in grades 7 and 8 are discussed.

Legislation and Government Policies

The evidence indicates that the programs include Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College.

There are two mandatory foundation courses in which legislation and government policies relating to education are included: *School Law and Policy* and *School and Classroom Leadership: In Pursuit of School Effectiveness*. A number of course topics are addressed in *School Law and Policy* including but not limited to: Charter Rights and the Education Act; the constitutional context for education including the educational rights of Indigenous people; professional conduct and misconduct; the Safe Schools Act; assault and sexual offences; negligence; technology and social media issues. The course uses *A Guide to Ontario School Law* as its text.

In the *School and Classroom Leadership* course, teacher candidates review the School Effectiveness Framework and investigate topics raised within it such as safe schools, professional boundaries, bullying, at-risk youth, sexual violence, and the Ontario College of Teachers' *Standards of Practice and Ethical Standards for the Teaching Profession*.

Accessibility and discrimination form part of the equity and inclusivity themes of the professional series courses. Specifically, the *Self as Teacher* course addresses the *Ontario Human Rights Code*, with readings on ableism and discrimination-based-disability.

In the Technological Education programs, foundation courses emphasize safety procedures including designing lesson plans for a specific BBT area with the appropriate safety protocols for implementing the lesson. There is also a focus on safety and professionalism in the curriculum courses. Safety protocols and planning are modelled through the program's Workshop Safety Policy which is provided to all Technological Education candidates. Teacher candidates must demonstrate a professional level of technical skills during practical work as well as demonstrating knowledge of safe work practices. Candidates are expected to develop a leadership orientation to safety in Technological Education classrooms. They develop a Classroom and Workshop Safety Action Plan that serves as the foundation for the formal development of a Safety Action Resource in their BBT education area.

Finally, safety is a priority in the specialized method courses. Personal safety and injury prevention is a focus in the *Health and Physical Education (P/J, ITP)* course. The Ontario Physical Activity Safety Standards are addressed at the beginning of the course and teacher candidates are required to reflect on their learning related to the Ontario Physical and Health Education Association (OPHEA) Safety Guidelines. In the Intermediate/Senior Physics method course, teacher candidates focus on lab safety and create a set of lab safety rules.

Conclusion

Based on the information provided, Requirement 11 is found to be fully satisfied.

Requirement 12

The faculty members teaching the program are an appropriate combination of, persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the program.

Findings

The evidence indicates that the faculty members teaching in the programs are an appropriate combination of persons with appropriate academic qualifications, practitioners with appropriate experience in the field of education, and persons with appropriate expertise in the divisions and components of the programs.

Academic Qualifications

Instruction in the program is delivered by tenured/tenured-track professors and other teaching faculty, specifically adjunct professors, cross-appointments, and graduate teaching fellows. Since no tenure-track faculty are strictly research or instructors at the graduate level, all tenure-track faculty teach in the B.Ed. program.

The majority of teaching faculty hold doctoral degrees, with others in possession of a master's or bachelor's degrees. Instructors who do not hold a PhD are selected either because a suitable candidate with a PhD could not be found for a specialized content area or because an applicant's professional experience makes them highly suited to a particular course.

Experience in the Field of Education

A large proportion of faculty members have extensive teaching experience in Ontario elementary and secondary schools. The mandatory *Theory and Professional Practice* course, which links practicum experience with in-class learning, is taught primarily by former principals and vice-principals. These professionals with a record of excellence in the school system, bring currency and extensive experience in conflict resolution as well as observing and mentoring teachers.

Faculty members bring together diverse perspectives on education. The Faculty of Education fosters multidisciplinary expertise in areas such as, but not limited to assessment and evaluation, curriculum studies, early childhood education, history and philosophy of education, language and literacy, leadership and policy studies, learning exceptionalities, social justice and inclusion, and special education.

A minimum of five years of successful teaching experience, thorough knowledge of Ontario curriculum, schools and policies and proof that the candidate is a member in good standing with the Ontario College of Teachers are requirements that are considered when hiring course instructors. In considering which instructor will teach a course, the three main criteria considered are the academic qualifications, the teaching experience, and research experience or other expertise.

Expertise in the Divisions and Components of the Programs

Faculty members have expertise in the divisions and subject areas of the program in which they teach. Faculty members have qualifications in the primary, junior, intermediate and senior divisions as well as numerous additional qualifications. In addition to subject area expertise, instructors share relevant primary/junior and/or intermediate/senior experiences from the K-12 sector as part of their course instruction.

Each of the specialized programs, namely, French as a Second Language, Indigenous Education and Technological Education have faculty that have experience in the specific area of study as follows:

Faculty members in the Primary/Junior French as a Second Language cohort are fluent speakers with a combination of academic credentials, divisional classroom experience and expertise in teaching the French language. Faculty members teaching in the FSL cohort bring experience as former school board consultants and expertise in applied linguistics.

Faculty members in the Indigenous Teacher Education Program (ITEP) have both a depth and breadth of classroom expertise and in the understanding of Indigenous ways of knowing. They have made significant contributions to Indigenous education and often come from the partner community in which they teach. The content of the program is tailored to match the needs of the specific partner community such that there is a focus on honouring local expertise. Course instructors regularly invite Elders, knowledge keepers and community members to share their lived experience with teacher candidates and lead learning experiences such as harvesting medicines.

Faculty members teaching in the Technological Education program are drawn from a variety of fields and disciplines that represent the various broad-based technologies. They bring a combination of relevant academic, classroom and trade expertise. Instructors include Ontario certified teachers with specialized experience in specific areas connected to the program.

In summary, faculty and staff bring appropriate academic qualifications and appropriate experience in the field of education across divisions (P/J and I/S) and in the components (Indigenous education, FSL, and technological education) of the programs.

Conclusion

Based on the information provided, Requirement 12 is found to be fully satisfied.

Requirement 13

The permitted institution maintains adequate internal controls to preserve the integrity of student records relating to the program.

Findings

The evidence indicates that there are adequate internal controls to preserve the integrity of teacher candidate records relating to the programs reviewed.

The Student Record Policy states the general principles for preserving the integrity of student records. The policy outlines the information contained in the student record, the policies for storage and retention and how access to the records is controlled, in accordance with the Record Management Policy and the Student Records Retention and Disposition Schedules.

Queen's University collects, maintains, uses, and discloses teacher candidate personal information in accordance with the *Ontario Freedom of Information and Protection of Privacy Act*. As secondary custodians of candidate personal information, the Faculty of Education is guided by the Office of the University Registrar's Student and Applicant Record Policy. This policy articulates the scope of public, student, faculty and legally mandated access. The Office of the University Registrar acts as the official custodian of candidate information and provides appropriate access to information while protecting the confidentiality of records, for both on-campus and multi-session programs.

The Faculty of Education Registrar's Office maintains paper or electronic files on pre-service teacher candidates for four years following program completion. The Office of the University Registrar administers systems security for the Student Information System and provides training and authorized access to update electronic student records. Records for all teacher candidates, including those in off campus or community sites, are maintained centrally.

All grades for all teacher candidates are submitted by instructors directly to the Registrar's Office through secure password protected software interfaces, where their unique identification and password opens access to their specific grade sheets.

Conclusion

Based on the information provided, Requirement 13 is found to be fully satisfied.

Requirement 14

The permitted institution is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

Findings

The evidence indicates that the Faculty of Education at Queen's University is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The Faculty of Education leverages several formal and informal processes to assure program quality. Data from a variety of sources is gathered and triangulated to inform their improvement efforts. Formal and systemic quality assurance processes include Queen's Quality Assurance Process (QUQAP), committee oversight, faculty retreats, and the Queen's Survey of Student Experience of Teaching (QSSET).

Queen's Quality Assurance Process (QUQAP) is the institution's cyclical program review that is typically conducted every eight years. The QUQAP focusses on the alignment of learning outcomes, curriculum mapping and degree-level expectations to the University's mission and goals, and to the standards of the Ontario College of Teachers.

Committees involving faculty, teacher candidates and stakeholders contribute to the quality assurance of the programs. The Faculty Board is a general committee responsible for decisions pertaining to recommendations to Senate and program logistics such as timetables and oversees three standing committees including the Strategic Planning Committee. The Teacher Education Liaison Committee (TELC) meets monthly to discuss issues specific to the Bachelor of Education programs.

Faculty retreats are annual sessions used to explore program strengths and weaknesses and to suggest areas for improvement. Results from retreats are analyzed to inform future initiatives. Retreats, coupled with teacher candidate and stakeholder feedback, have informed the development of the Faculty's academic plan whose themes support future growth and strategic planning, and are built upon seven key themes:

1. Foster Excellence
2. Support Sustainability
3. Embrace Internationalization
4. Celebrate and Champion Indigenous and Decolonizing Education
5. Enhance Inclusion, Equity, and Diversity
6. Build Community
7. Enrich Well-Being

Teacher candidates complete individual course evaluations using a formal QSSET survey instrument as well as a comprehensive exit survey about their overall program experience. Instructors also engage candidates more informally to gather information on their learning needs and experiences to adjust programming. Town hall meetings are used with community based ITEP teacher candidates to inform program improvements.

As part of its commitment to ongoing improvement, the Faculty has responded to teacher candidate survey data and input from the education sector to initiate operational and program improvements, such as the restructuring of course offerings during the summer term, the hiring of an Elder-In-Residence, and improvements designed to address equity, social justice and mental health issues, as well as the creation of flexible pathways to teaching certification in areas of the sector experiencing teacher shortages. In terms of procedures and mechanisms to maintain program coherence, the Faculty employs a common template for instructors to develop course outlines. Communication across departments within the faculty regarding the importance of this common template strives to align learning outcomes, develop a shared vision for programs, and articulate program goals. Instructors collaborate on the creation of course outlines for consistency across sections of their courses and are made aware of the most current curriculum and policy documents during this process. While instructors select their own teaching resources and bring their own subject matter expertise to their courses, they must address the aims of the course as outlined in the course description.

Conclusion

Based on the information provided, Requirement 14 is found to be fully satisfied.

Requirement 15

The program has a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the program.

Findings

The evidence indicates that the programs have Teacher Education Advisory Committee that functions in an advisory and liaison capacity in relation to the programs.

The Teacher Education Advisory Committee (TEAC) serves as a link between the Queen's Faculty of Education and educational stakeholders including the federations, the Ministry of Education, and local school districts.

The TEAC is chaired by the Dean of the Faculty of Education with meetings being held three times per year. Committee members include representatives from faculty, federation affiliates, local school boards, student associations and different branches of the Ministry of Education including the Indigenous Education Office.

Input from the TEAC has informed decisions pertaining to the design and delivery of the programs as well as program improvement. The committee has consulted on such topics as the development of further sites for the community-based Indigenous education program and the creation of pathways for program admission for Indigenous students.

Conclusion

Based on the information provided, Requirement 15 is found to be fully satisfied.

Accreditation Decision

Initial Accreditation

For the aforementioned reasons set out by requirement, the following programs offered by the Faculty of Education, Queen's University are found to fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree [Remote and Northern Community focus]

Initial accreditation is granted to these programs for a period of two years until December 14, 2023 or the period of time ending on the graduation of the second class of candidates enrolled in the program, whichever is the longer period of time but must not exceed three years from the date of this decision (December 14, 2024).

General Accreditation

For the aforementioned reasons set out by requirement, the following programs offered by the Faculty of Education, Queen's University are found to fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree
- Multi-session consecutive program of professional education for persons of First Nation, Métis or Inuit ancestry with an area of study in the Primary/Junior divisions, leading to a Bachelor of Education degree [Community-Based ITEP]
- Consecutive and multi-session consecutive programs of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a Bachelor of Education degree or a Diploma in Education

General accreditation is granted to these programs for a period of seven years until December 14, 2028 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Ontario College of Teachers
December 14, 2021**