



# Memo

---

**Date:** August 30, 2012

**To:** Supervisory Officer Organizations  
Supervisory Officers of School Authorities  
Deans of Faculties of Education  
Registrars, Faculties of Education  
Providers of Additional Qualification Programs  
General Secretaries, Ontario Teachers' Federation and  
Affiliates

**From:** Michael Salvatori, OCT  
Registrar and Chief Executive Officer

**Subject:** **Successful Teaching Experience for Additional  
Qualifications**

---

This supersedes the Ontario College of Teachers July 14<sup>th</sup>, 2004 memo.

The Teachers' Qualifications Regulation includes Additional Qualification (AQ) programs that require specific successful classroom teaching experience prior to reporting a qualification to the College. I would like to outline the College's expectations and share guidelines for administering this activity.

## **Where Successful Teaching Experience is Required**

Additional Qualifications can be entered on a member's certificate after their successful completion of an accredited program and its prerequisites. Candidates are required to complete specific teaching experience for some AQ programs, including the second and third parts of a three-part Specialist Additional Qualification program, and Honour Specialist Qualifications.

Principal's Qualifications and the Supervisory Officer's Qualifications require experience and other prerequisites for entry to the program.

## **Roles in Collecting Teaching Experience**

The second and third parts of three-part Specialist Qualifications, Honour Specialist Qualifications, Principals' Qualifications and the Supervisory Officers' Qualification require specific experience prior to completion of the program.

Supervisory officers or appropriate supervisory officials are required to verify successful classroom teaching experience in accordance with their roles and responsibilities outlined in the *Education Act* and the Teachers' Qualifications

Regulation. In most cases, the nature or the duration of a teacher's experience will be clear and the verification straightforward. Situations can occur, however, where the circumstances fall outside of these written guidelines. The College views the role of supervisory officer as the authority in determining the successful classroom teaching experience of a teacher within the general guidelines provided, and relies on supervisory officers to exercise professional judgment as the case warrants.

Course providers are required to ensure that their accredited programs satisfy the admission, prerequisite, entry and reporting requirements before reporting a qualification for a candidate to the College. Providers, as part of their responsibilities in administering the course and admitting students, are responsible for collecting, recording and retaining evidence of this prerequisite requirement. This may include the development of required forms to meet their own institutional requirements, as well as any further admissions requirements.

The College accredits programs, and from time to time, may issue guidelines and clarifications respecting regulatory requirements and administration. The College does not, however, collect information regarding teaching experience from teachers, individual supervisory officers, or program providers directly<sup>1</sup>.

### **When Experience Can be Gained – Prerequisite Requirements**

Successful classroom teaching experience requirements for Additional Qualifications can be obtained while a candidate holds either a Certificate of Qualification and Registration or a Transitional Certificate. Teaching experience should be completed prior to a candidate's admission to the program. While this expectation is explicit in some sections of the Teachers' Qualifications Regulation, it is less clear in others. This interpretation reflects the belief that specialist professional learning programs build on a foundation of theory and practice. Experience requirements identified in regulation should be viewed as program prerequisites and not co-requisites or exit/reporting requirements.

Candidates who hold a Transitional Certificate of Qualification can accrue successful teaching experience while holding that certificate, even though they cannot take AQs until they have received a Certificate of Qualification and Registration.

### **Sequence of Experience for the Specialist Qualification in a Three-Part Schedule D Qualification**

The regulation sets out that a candidate must complete two years of successful classroom teaching experience, including one school year teaching in the subject, in order to enter the Specialist Qualification from Schedule D. This experience

---

<sup>1</sup> With the exception of the Specialist Qualification for Teaching Students who are Deaf or Hard of Hearing, Part 2 AQ equivalency requests and Supervisory Officer Qualification Program.

can be gained at any time prior to entry to this qualification, and does not necessarily have to be obtained between the second part and the third part of the program.

### **Experience of Less Than One Year Across Different Settings**

Teachers may use teaching experience accumulated from two or more settings – including different schools or boards – to meet AQ prerequisite requirements.

To meet the experience requirement in regulation, accumulated experience that totals one or two years is acceptable even if gained in different settings. Supervisory officers may, therefore, be asked on occasion to verify periods of successful teaching totaling less than one year, and providers may be required to ensure that a candidate's experience gained in multiple settings satisfies the duration requirements set out in regulation.

This approach acknowledges that candidates increasingly experience short-term assignments and may accumulate experience in various classes, outside a single school.

### **One Year in the Subject – Integrated Format**

The College recognizes that a teacher may have limited opportunities to accumulate one school year of teaching experience in some subjects for entry to the respective Additional Qualification courses when the subject is integrated within another curriculum area being taught.

In such cases where a teacher is teaching the subject in an integrated format, supervisory officers may consider experience where a teacher can demonstrate that he or she has planned and implemented instruction, and evaluated students using approved curriculum policy documents related to the subject.

Examples:

- For a teacher working toward obtaining Specialist Qualifications in Religious Education, a supervisory officer may consider experience as described above, if the candidate taught in an Ontario Catholic school.
- For a teacher in the primary and junior divisions who is working toward obtaining Specialist Qualifications in Guidance, a supervisory officer may consider experience gained through participation on the school's Guidance Program Advisory Team, acting as a teacher advisor or teaching the Guidance and Career Education program as a guidance counselor.
- Where opportunities are not available for the candidate to teach students in a setting for which a Special Education qualification is required, a supervisory officer may consider experience where a candidate can

demonstrate that significant program and instructional modifications were explicitly planned, implemented and evaluated in the teachers' class. For example, the supervisory officer may verify that the teacher has developed and implemented individual education plans for Special Education students.

If you have any questions about these guidelines, please do not hesitate to contact David Tallo, Manager of Teacher Education Regulation Implementation, at 416-961-8800, extension 609 (or toll-free in Ontario at 1-888-534-2222), or by email at [dtallo@oct.ca](mailto:dtallo@oct.ca).

Sincerely,

Michael Salvatori, OCT  
Registrar and Chief Executive Officer

Copy: Michelle Longlade, OCT  
Linda Zaks-Walker, OCT  
Janis Leonard, OCT