

Accreditation Committee Decision

**Department of Education
Tyndale University College**

Application for Renewal of Accreditation

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

**Accreditation Committee
Ontario College of Teachers
September 18, 2018**

**Ontario
College of
Teachers
Ordre des
enseignantes et
des enseignants
de l'Ontario**

Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Department of Education, Tyndale University College

Introduction

The Department of Education at the Tyndale University College submitted an application on March 7, 2018 for renewal of accreditation of the following program of professional education:

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

In accordance with Regulation 347/02, Accreditation of Teacher Education programs, the Accreditation Committee established an accreditation panel to:

1. conduct a review of the aforementioned program of professional education on the direction of the Accreditation Committee; and
2. act in an advisory role to the Accreditation Committee by reporting to the Committee on its findings and making recommendations to the Committee with respect to the program reviewed.

The four-person accreditation panel met the requirements set out in Section 6 of the Accreditation Regulation and was comprised as follows:

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with expertise in teacher education program evaluation
- a person who was nominated by the Department of Education, Tyndale University College

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Department of Education, Tyndale University College. The accreditation panel conducted a site visit between June 4, 2018 and June 12, 2018. The tour of the facilities and the interviews at the Department of Education at Tyndale University College took place on Tuesday, June 5, 2018. During the site visit, the accreditation panel conducted interviews and toured the facilities where the program is offered. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

The College provided an opportunity for members of the public to comment on the quality of the program under review. The College notified the public of the opportunity to make a submission to the panel by advertisements posted on-campus, e-mails sent by the faculty to various stakeholders, and notices on the College's

website and through social media. The panel considered the public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by the Department of Education, Tyndale University College. The final panel report submitted to the Accreditation Committee considers the comments provided by the Director in response to the draft report.

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, considered whether the program of professional education in the application submitted by the Department of Education of the Tyndale University College qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated September 10, 2018, a response from the Department's Director to the panel's draft report dated August 30, 2018, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of September 18, 2018

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

Evidence indicates that the Department of Education at Tyndale University College is a permitted institution as defined in subsection 1. (1) of Regulation 347/02, Accreditation of Teacher Education Programs.

Regulation 347/02, Accreditation of Teacher Education Programs, states a permitted institution includes a college, faculty or school of education in Ontario that is part of or affiliated with a university that may offer and confer degrees.

The Department of Education is part of Tyndale University College & Seminary. Tyndale University College & Seminary was established as a degree granting institution by an Act of the Ontario Legislature, Bill Pr 12, which received Royal Assent on June 13, 2005. The most recent Ministerial Letter of Consent from the Ontario Minister of Training, Colleges and Universities (MTCU), dated June 6, 2014, provided consent to Tyndale University College University College & Seminary to offer a Bachelor of Education degree under the *Post-secondary Education Choice and Excellence Act*, 2000, for a period of five years or until June, 2019.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1 is 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

Evidence indicates that the program at the Department of Education, Tyndale University College is four academic semesters, including the days of practical experience. Teacher candidates in all divisions meet the number of required 80 days of practical experience.

The program is a full-time four-semester program, offered in 16 consecutive months, beginning in August and finishing in November of the following year. For any given cohort, the total number of practicum days may vary between 107 and 110 days.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1.1 is fully satisfied.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

Evidence indicates that the program has a clearly delineated conceptual framework.

Tyndale University College's Bachelor of Education Mission statement is: to educate and equip graduates to teach with the utmost commitment to professionalism, excellence, collegiality, equity and service.

In its Mission statement, the Department of Education has identified and defined five domains: Professionalism, Excellence, Equity, Collegiality and Service that serve as the organizing framework for each cohort's collective commitment. The Hume model of Differentiated Instruction, which frames the methodology of all courses, identifies eight aspects of the teaching/learning process. Four aspects represent conditions of effectiveness that are preconditions for good instruction: Essential Understandings, Learning Community, Teacher Beliefs and Knowledge, and Appropriate Challenge. Three aspects offer the specifics about how to differentiate instruction: Knowledge of Students, Powerful Instruction and Evidence Base. The final aspect is Student Achievement. The five domains and Hume's Model of differentiated instruction form the conceptual framework. All course outlines include Hume's model of Differentiated Instruction and the program outcomes of Professionalism, Excellence, Collegiality, Equity and Service.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 2 is fully satisfied.

Requirement 3

The design of the program is consistent with and reflects

- i) the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession",*
- ii) current research in teacher education, and*
- iii) the integration of theory and practice in teacher education.*

Findings

Evidence indicates that the design of the program 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 the Ethical Standards for the Teaching Profession

The design of Tyndale University College's program is aligned with the *College's Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession*. The Standards inform the Mission statement's domain of professionalism. Knowledge of the College's Standards is named as one of the goals of the program.

Current Research in Teacher Education

The design of the program is consistent with and reflects current research in teacher education. Faculty members of foundation courses integrate their research and that of current theorists into coursework. The program has adopted Karen Hume's model of differentiated instruction which includes "Teacher Beliefs and Knowledge" as a foundational anchor on which the teaching/learning process rests. The teacher preparation program is consistent with and reflects Darling-Hammond's key features of exemplary programs and Beck and Kosnik's success criteria. The social constructivist approach, that knowledge is based on experience, that learning is social, and that all aspects of the person are involved in learning, is incorporated in the program. Additionally, the program design includes the development of a cohort community as described by Koeppen, Huey, Connor.

Integration of Theory and Practice

Tyndale University College's program requires reflective practice based on Brookfield's four interrelated lenses (autobiographical, learner, peer/colleague, and research). The instructors of the course *Reflective Practice* propose six lenses through which educational events can be considered: the philosophical, political, pedagogical, professional, parental and personal lenses.

Tyndale University College refers to its program as an immersion into the teaching profession. In addition to attempting to form habits of mind and practice, the program emphasizes that being a professional teacher requires the ability to articulate the theoretical and foundational justification of an instructional approach.

The program includes a cross-strand expectation of professional participation according to each cohort's Collective Commitments. This facilitates inter-connections between courses and practicum experiences. It allows for practicum components in schools to be interspersed with course work components.

Conclusion

Based on the information provided, Accreditation Committee finds that Requirement 3 is 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

Evidence indicates that the program enables teacher candidates to acquire knowledge and skills in most of the elements set out in Schedule 1 (described as essential core content in the *Accreditation Resource Guide*). The core elements are embedded in method and foundation courses, course assignments and practicum placements.

However, the program does not enable teacher candidates enrolled in the Primary/Junior divisions with a focus on teaching French as a Second Language cohort to acquire knowledge and skills in some of the elements set out in Schedule 1. Areas of concern are addressed in the relevant elements below.

Curriculum Knowledge

Elements 1 and 2

All course outlines for the Primary/Junior divisions method courses in the six core content areas (The Arts, Health and Physical Education, Language, Mathematics, Social Studies and Science and Technology) reference the Ontario curriculum grades 1-8 in the corresponding subject matter. The Kindergarten program is also addressed in the course EDUP 5083 *Early Years* for teacher candidates in the Primary/Junior divisions program. The Junior/Intermediate divisions method courses reference both the elementary curriculum grades 1-8 and the secondary curriculum grades 9 and 10.

The program offers a number of opportunities to prepare teacher candidates to use current and seminal research in teaching and learning. Researchers referenced include Vygotsky (the zone of proximal development), Mandler and Sarason (anxiety) and Beck (Cognitive Behaviour Therapy).

However, for the focus on French as a Second Language (FSL) in the Primary/Junior divisions, evidence indicates that the program does not provide all Primary/Junior FSL teacher candidates with sufficient knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's areas of study. The Accreditation Committee accepts the panel's finding that teacher candidates are prepared to teach only in the single program to which they are assigned or choose. Yet, there are three French as a Second Language programs in the Ontario curriculum document, namely Core French, Extended French and French Immersion, as prescribed.

Moreover, the body of research that informs *The Ontario Curriculum: French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8*, 2013, (e.g. Section 4 - A Review of the Research in the *Framework for*

French as a Second Language in Ontario Schools – Kindergarten to Grade 12, 2013) is not referenced in the *French as a Second Language PJ* course outline nor do all teacher candidates have the opportunity to review research specific to each of Core French, Extended French and French Immersion. The focus of the research that is provided relates primarily to the Core French programs.

Teacher candidates in the FSL program are streamed into one of three cohorts (Core French, Extended French or French Immersion) based on their level of French language proficiency. In each cohort, teacher candidates' learning outcomes are focused principally on method and curriculum content relevant to their particular cohort but not all three French as a Second Language programs prescribed in the Ontario Curriculum and policy.

Tyndale University College has submitted a course outline for a 6-credit method course that they intend to offer to supplement the French as a Second Language Primary/Junior course. The course outline describes current Ministry approaches to the three French as a Second Language programs (Core French, Extended French and French Immersion). However, as of the date of this decision, the supplementary course has not yet been offered.

Pedagogical and Instructional Strategies Knowledge

Element 1

Teacher candidates are encouraged to develop a learning stance towards their practice. Learning outcomes include collaboration with colleagues, using an asset-based approach and discerning relevant elements of research and theory when addressing problems of practice. Teacher candidates develop a reflective habit of mind when thinking through and making decisions in regards to educational dilemmas that is a learning outcome of the course *Reflective Practice*.

Element 2

Teacher candidates learn how to use technology as a teaching tool in the dedicated course *Education Technology*. This course is designed to equip teacher candidates with the understanding and skills necessary to utilize educational technology and cloud-based computing for teaching and learning. Activities in this course include communicating with students, parents and colleagues; differentiating content, process and product; providing accessibility to learning materials for learners of different abilities; assessing and providing descriptive feedback; integrating interactive whiteboard technology into lessons; and, developing ongoing organizational strategies.

Element 3

The program integrates inquiry-based learning in various courses. Teacher candidates are oriented to learner profiles by completing their own learning profile according to the following four categories: readiness, strengths, learning

preferences and interests. Using the individual profile sample as a guide in *Learning for All*, teacher candidates create an individual profile for their students.

Element 4

There is an emphasis on Theories of Learning and Teaching and Differentiated Instruction throughout Tyndale University College's program. Three particular courses are designed to offer teacher candidates the opportunity to acquire skills and knowledge regarding this element: *The Developing Learner* and two courses on *Differentiated Instruction for Diverse Learners*.

Element 5

Teacher candidates learn about Classroom Management and Organization Skills in the course *Creating Safe, Engaging and Inclusive Learning Environments*. Teacher candidates develop the knowledge, skills and pedagogical practices that allow each student to feel respected, confident and safe so that they can learn to their highest potential. Teacher candidates learn research-based practices, equitable and inclusive policies, as well as effective strategies for establishing safe, engaging and inclusive learning environments in their classrooms and school communities.

Element 6

Information about child and adolescent development (one of 2 strands in this element) is found in Requirement 11: Human Development and Learning. With regard to student transitions, teacher candidates acquire skills and knowledge by focusing on particular transitions: organizational skills from activity to activity or class to class and grade-specific transitions such as from home or day care or nursery school to Kindergarten, Kindergarten to Grade 1, and Grade 8 to Grade 9.

Element 7

Evidence indicates that Student Observation, Assessment and Evaluation are addressed in all of the courses in the Content (method) strand. *Growing Success* (2010) is used and teacher candidates consider "conversation, observation and product" (Anne Davies' COP assessment) in the various curricular areas.

Element 8

Evidence of Supporting English Language Learners (ELLs) is found in the two courses *Differentiated Instruction for Diverse Learners, Parts 1 and 2*. An ELL specialist facilitates exposure to Steps to English Proficiency (STEP), the use of digital resources, and communication with parents, family members and other professionals.

Element 9

Information about Pedagogy, Assessment and Evaluation in Relation to Specific Curriculum Areas is found in Requirement 10.

Element 10

Tyndale University College's teacher candidates learn to support students with special education needs mainly in three courses: Parts 1 and 2 of *Differentiated Instruction for Diverse Learners* and *The Developing Learner*. A Special Education Specialist facilitates learning with respect to this element. Required texts and materials include Ministry of Education policy documents.

Teaching Context Knowledge

Teacher candidates gain knowledge of the Ontario context in which elementary or secondary schools operate, both through course work and through their practicum placements.

Element 1

Topics related to Mental Health, Addictions and Well-being are addressed in *The Developing Learner* and *Health and Physical Education* courses. Ministry of Education resources such as *Supporting Minds – An Educators Guide to Promoting Students' Mental Health and Well-being, Grades K-12* and *Foundations for a Healthy School* are included in these courses.

Element 2

Information about the College's *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* is found in Requirement 11 (ii).

Element 3

Tyndale University College offers teacher preparation for Primary/Junior and Junior/Intermediate divisions and offers a focus on transitions from elementary to high school. As to other references to transitions, refer to Pedagogical and Instructional Strategies Knowledge Element 6 in the previous section.

Element 4

The program includes coursework and practicums that allow teacher candidates to experience the Ontario school context. Two courses in the program, *Creating Safe, Engaging and Inclusive Learning Environments* and *Differentiated Instruction for Diverse Learners*, introduce the teacher candidates to the Ontario context. Current resources used in these courses include Ontario Ministry of Education documents such as *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*, *Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy*, *Equity Quick Facts*, *Capacity Building Series* and *Safe and Accepting Schools*.

Element 5

Information about 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 is found in Requirement 11 (ii).

Element 6

One domain of Tyndale University College's Mission Statement is Collegiality. The program emphasizes creating and maintaining various types of professional relationships. Professional relationships are considered in the courses *Reflective Practice* and *Professional Seminar*. Parent engagement is addressed in the course *Creating Safe, Engaging and Inclusive Learning Environments*.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is substantially but not fully satisfied.

Reasons for Conclusion

The reasons for the Accreditation Committee's conclusion are set out under Elements 1 and 2 of Curriculum Knowledge above.

Fully satisfying Requirement 3.1 for the program's focus on teaching French as a Second Language is contingent upon the Director of the Department of Education submitting evidence acceptable to the Accreditation Committee that the method courses in the program are implemented such that all teacher candidates are prepared to teach all three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8* and to use current research in teaching and learning.

For example, the Director could provide:

- differentiated course outlines that demonstrate the appropriateness of the teaching method courses to address the three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013,*
- method course outlines with explicit reference to content that includes division-appropriate pedagogy, resources and instruction for all three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013,*
- differentiated course outlines that demonstrate the appropriateness of the teaching method courses to address the three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013,*

- method course outlines with explicit reference to content that includes division-appropriate pedagogy, resources and instruction for all three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*,
- artifact evidence, for example, assignments or portfolios from a sample of individual teacher candidates to verify that method courses have been implemented such that each candidate has acquired the knowledge and skills to teach the curriculum content related to all three programs of the French as a Second Language curriculum – Core French, Extended French and French Immersion (and not just one program),
- artifact evidence, for example, assignments or portfolios from a sample of individual teacher candidates to verify that each candidate in the sample has acquired the knowledge and skills to use current research in teaching and learning appropriate to all three programs of the French as a Second Language curriculum – Core French, Extended French and French Immersion.

In order to be of benefit to the cohort of teacher candidates admitted in August 2018, the enhancements to the methods courses would need to be implemented within 12 months.

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

Evidence reported in Requirement 3.1 indicates that the program curriculum – with the exception of the program’s focus on the teaching of French as a Second Language in the Primary/Junior divisions – 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 program.

Current

Currency in the program curriculum is confirmed in the alignment of specific courses to the elements of the enhanced teacher education program as reflected in the *Accreditation Resource Guide* (ARG) and reported in requirement 3.1.

Ontario Curriculum

Confirmation that the program curriculum references the Ontario curriculum is reported in the category of Curriculum Knowledge in requirement 3.1.

Current Research

Confirmation that the program curriculum includes the application of current research in teacher education is reported in requirement 3.1, specifically within the category of Pedagogical and Instructional Strategies Knowledge.

Wide Knowledge Base

Confirmation that the program curriculum represents a wide knowledge base in the divisions and components of the program is reported in requirements 3.1 and 10.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is substantially but not fully satisfied for the program.

Reasons for Conclusion

The Committee relies on the Facts and Reasons discussed in Requirement 3.1 to support its decision that Requirement 4 is substantially, but not 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

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

Theory, Method and Foundation Courses

Theory is embedded in the method and foundation courses that are required to be taken by all teacher candidates in the Department of Education at Tyndale University College. These foundation courses, which Tyndale University College refers to as concept and context courses, are intended to help teacher candidates develop a broad understanding of foundational, theoretical, psychological, philosophical and historical aspects of education. Concepts such as curriculum, assessment, and evaluation are examined from various theoretical and metaphorical perspectives. Foundational questions such as the goal of education and the ideal classroom are considered.

Teacher candidates take general method courses referred to as content courses that focus on specific subject areas within their selected division. All teacher candidates in the cohort, both in the Primary/Junior and the Junior/Intermediate divisions, take Language and Literacy, Mathematics, Science and Technology; Health and Physical Education; Social Studies; History and Geography and the Arts. In addition, Primary/Junior teacher candidates also register in one focus course – either *Early Years* or *French as a Second Language*. (The Department of Education may divide the latter course, which comprise 6 credits, into two 3-credit courses). Topics include constructivist, cognitive, behavioural, and social theories and examination of teaching strategies and resources.

Application of Theory in Practice

The program coursework reflects a socio-constructivist approach to learning that gives preference to experiential approaches. The course content includes practical applications such as planning and developing achievement charts for improved classroom management and teaching. Courses provide opportunities for modeling strategies, simulation activities and microteaching exercises. Some course assignments emphasize practical application of theory such as model-building and lab work in science courses. Teacher candidates prepare lesson plans, reflections, and inquiries in courses and then have the opportunity to practice these during practicums.

During the practicum, teacher candidates prepare a professional portfolio that includes detailed lesson plans and reflective summaries highlighting links between theory and practice. The practicum integration seminars enable teacher candidates to

explicitly reflect on the connection between the theories learned in courses and their practical experience in the field.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 5 is fully satisfied.

Requirement 6

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

Findings

Evidence indicates that the program's format and structure are appropriate for the course content.

The Department of Education at Tyndale University College offers its Bachelor of Education program over 16 consecutive months divided in four (4) semesters, beginning in August and ending in November of the following year. The courses and practicum components of the program are organized into one of four strands: Concept, Content, Context and Practica.

Tyndale University College's method courses (in which Ontario curriculum documents are featured), are referred to as the Content Strand. Content Strand courses focus on pedagogical concepts and assessment and evaluation strategies essential to schooling and to instructional content. Theory and Foundation courses make up the Concept and Context Strands. They intend to help teacher candidates develop a broad understanding of foundational, theoretical, psychological, philosophical and historical aspects of education. The Practica Strand is intended to provide a bridge between theory and practice. The *Professional Seminar* course is the framework in which this integration of theory in practice is facilitated. All eight aspects of Karen Hume's model of differentiated instruction are central to Tyndale University College's format and structure.

All courses are offered in a synchronous on-campus format; this allows teacher candidates to solidify their learning community to gain orientation to the teaching profession through scheduled coursework during the month of August and for the program to maximize the available in-school practicum experiences during the September to June school year. Some courses are cross-semester courses while others are offered in a focused, modular format to invite, during the summer, part-time instructors who have recent experience in the classroom.

The practicum is appropriate to the format and structure of the program and is echoed in the overall goal of the program's structure that is to offer teacher candidates an immersion into the teaching profession. Many of the aspects of the program are planned in order to foster the growth of the professional expectations of certified teachers. For example, teacher candidates take courses during the summer months; assist associate teachers in the days leading up to the September start-up; begin the school year with the associate teacher; must meet attendance expectations; learn and complete assignments patterned on teacher planning and preparation and often use them immediately in practicum classrooms; are assessed and evaluated in the practicum based on the expectations of the *New Teacher Induction Program*.

Some courses are cross-semester courses while others are offered in a focused, modular format to invite, during the summer, part-time instructors who have recent experience in the classroom.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 is fully satisfied.

Requirement 7

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

Findings

Evidence indicates that teacher candidates are assessed and informed of their progress on an ongoing basis throughout the program reviewed.

Teacher candidates are assessed in a variety of ways using a number of assessment tools and strategies including: rubrics, observation of learning outcomes, formative feedback, and summative evaluations. Teacher candidates are involved in the assessment and evaluation practices with opportunities for reflection, self-assessment, peer assessment, rubric development, co-construction of success criteria, and input into assignment content.

Teacher candidates are provided with formative feedback from instructors on their assignments to allow them to either improve or resubmit their work for final evaluation. Faculty instructors often reference *Growing Success* and cite “assessment as, for and of learning”. Teacher candidates confirm the use and application of these types of assessments in their courses.

Associate teachers conduct frequent and ongoing assessment of teacher candidates’ teaching during the practicums. Assessment during practicums is based on *The Standards of Practice for the Teaching Profession*. These Standards are clearly communicated to teacher candidates in their practicum guides and form the basis for feedback, formative assessment and self-assessment. In addition to the ongoing formative assessment that occurs between the associate teacher and the teacher candidates, faculty advisors observe and assess candidates three times during each practicum placement. These visits involve observation of teaching, assessment of written materials for example daybook, journal, lesson and unit plans, conferences and suggestions for revision and improvement.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 7 is 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 - see subparagraph 2v of subsection 1(2)*
- 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

Evidence indicates that all requirements for the practicum requirement are addressed in the program reviewed.

Teacher candidates complete three practicum placements which are a combination of observation and practice teaching in public school boards in the Greater Toronto Area. A minimum of 80 days of practical experience is ensured with candidates accepting gradual responsibility for independent planning and teaching in a combination of weekly days in placement and consolidated teaching blocks in their practicum schools.

Days of Practical Experience Appropriate to the Format and Structure

Evidence indicates that teacher candidates have three practicum experiences. The first practicum in Semester 1 is 30 days. The second in Semester 2 is up to 41 days. The third in Semester 4 is up to 39 days. In total, teacher candidates complete between 107 to 110 days of practical experience, depending on the calendar year, organized into three practicum components.

Observation and Practice Teaching in an Instructional Setting-Ontario

Each practicum session has two phases: an observation/participation phase and a practice teaching phase. Both phases take place in the same school setting with the same associate teacher, providing teacher candidates with an extended focus on the same students.

Divisions and Subject Areas

The practicum enables every student to participate in settings related to the divisions in which they will be certified, and where applicable, in their teachable subject. Evidence gathered confirms that teacher candidates in the Primary/Junior divisions program have at least one practicum in a primary setting and at least in a junior setting, while teacher candidates in the Junior/Intermediate divisions program have at least one practicum in a junior setting and at least one in an intermediate setting.

In the three-practicum structure, the first two practicums provide general classroom experience. The third practicum targets the teachable subject area of the teacher candidate. This practicum coincides with the teachable instructional course at Tyndale University College so that there is a weaving of theory and practice. For teacher candidates in the P/J French as a Focus cohort, placements in either a Core French or French Immersion classroom occur in the third and final practicum of the program.

Experienced Associate Teachers

Evidence confirms that a qualified, experienced teacher supervises and assesses the teacher candidate during the practicums. Associate teachers must be members in good standing of the Ontario College of Teachers and have sufficient teaching experience.

Faculty Advisor

The Department of Education appoints a faculty advisor for each teacher candidate for the practicum experiences. Faculty advisors are full-time or part-time faculty whose role is to support, supervise and evaluate teacher candidates during their placements. All faculty advisors are teachers and/or school administrators in publicly funded school systems in Ontario.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 8 is fully satisfied for the program.

Requirement 9

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

Findings

Evidence indicates successful completion of the practicum is a requirement for successful completion of the program.

All teacher candidates must successfully complete the minimum 80-day practicum in order to meet the requirements for a Bachelor of Education degree. Tyndale University College has a protocol for at-risk teacher candidates. The faculty advisors have scheduled meeting times with their cadre of teacher candidates to ensure their success.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 9 is fully satisfied.

Requirement 10

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

Findings

With the exception of the EDUP 5093 *French as a Second Language PJ* course (taken by teacher candidates enrolled in the Primary/Junior divisions focus on teaching French as a Second Language), evidence indicates that the program has method courses that are appropriate in relation to the divisions to which they relate.

Teacher candidates in the Primary/Junior and Junior/Intermediate divisions take method courses in the six areas of the elementary curriculum: The Arts (Music, Drama, Dance and Visual Arts), Health and Physical Education, Language, Mathematics, Science and Technology and Social Studies. Teacher candidates take two courses in Language and Mathematics (*Language and Literacy, Parts 1 and 2* and *Mathematics, Parts 1 and 2*). They take one course in each of the remaining areas of study. Junior/Intermediate teacher candidates take a method course in their teaching subject for Grades 7-10. Teachable subjects offered to teacher candidates in the Intermediate division are: English, French as a Second Language, Geography, History, Mathematics, Music (vocal and instrumental) and Science – General. Method courses in the Primary/Junior divisions embed appropriate Ministry policy documents for both divisions and include the curriculum for Grades 1 to 10. The Kindergarten program is addressed in the *Early Years* course.

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 divisions for certification: Primary/Junior and Junior/Intermediate. All method courses, in both content and assignments, address such topics as teaching strategies and theory, lesson and unit planning, assessment and evaluation, and related subject curriculum issues appropriate for particular divisions, grades and specific subject areas.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 10 is substantially but not fully satisfied.

Reasons for Conclusion

The method course EDUP 5093 *French as a Second Language PJ* does not specifically address pedagogy and the assessment and evaluation of learning that candidates should know for teaching French as a Second Language in the Primary/Junior divisions. Teacher candidates in the French as a Second Language cohort are not provided with sufficient content and assignments relating to theories, research, lesson and unit planning, and assessment and evaluation appropriate to prepare teacher candidates to teach all three programs of the French as a Second Language curriculum, namely Core French, Extended French and French Immersion.

The decision is based on the representation by the Department of Education that the 6-credit course EDUP 5093 *French as a Second Language PJ* has been implemented or will be implemented as designed.

There are several reasons for this conclusion. The first is that some teacher candidates may lack the linguistic proficiency required to teach all three programs of the French as a Second Language curriculum. Teacher candidates who are unable to teach the Extended French or French Immersion programs are streamed into a Core French program. The second is the limited way in which the courses address the pedagogy and assessment and evaluation appropriate to the teaching of Core French, Extended French and French Immersion programs. The third is that the Department of Education has failed to implement elements of the program designed to enhance the linguistic proficiency of candidates.

Fully satisfying Requirement 10 for the program's focus on teaching French as a Second Language is contingent upon the Director of the Department of Education submitting evidence acceptable to the Accreditation Committee that the method courses in the program are implemented such that all teacher candidates in the French as a Second Language cohort are prepared to teach Core French, Extended French and the French Immersion curriculum.

For example, the Director could provide:

- reports about measures of program quality assurance ensuring that all candidates enrolled in the program's focus on teaching French as a Second Language demonstrate French language proficiency adequate for them to be able to teach all three programs of the French as a Second Language curriculum: Core French, Extended French and French Immersion,
- differentiated course outlines that demonstrate the appropriateness of the teaching method courses to address the three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013,*
- method course outlines with explicit reference to content that includes division-appropriate pedagogy, resources and instruction for all three programs in the Ontario Curriculum: *French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013,*
- method course outlines referencing current research and differentiated instructional practices as articulated in Ministry resources relevant to teaching all candidates how to teach Core French as distinguished from Extended French and in turn from French Immersion,
- artifact evidence, for example, assignments or portfolios from a sample of individual teacher candidates to verify that method courses have been implemented such that each candidate has acquired the knowledge and skills to teach the curriculum content related to all three programs of the French as a Second Language curriculum – Core French, Extended French and French Immersion (and not just one program),

- artifact evidence, for example, assignments or portfolios from a sample of individual teacher candidates to verify that each candidate in the sample has acquired the knowledge and skills to use current research in teaching and learning appropriate to all three programs of the French as a Second Language curriculum – Core French, Extended French and French Immersion.

In order to be of benefit to the cohort of teacher candidates admitted in August 2018, the changes to the method course would need to be implemented within twelve months.

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

Evidence indicates that the teaching theory and foundation courses in the program reviewed include courses on human development and learning, and on legislation and government policies relating to education.

The program includes a mandatory course *The Developing Learner* that specifically addresses child growth and development, the learning process, and their implications for teaching. Teacher candidates explore the development of the learners' cognitive, social, emotional, physical and social characteristics from infancy through adolescence.

The program includes a mandatory course on legislation and government policies relating to education, entitled *The Education Act and the Ethical Standards for the Teaching Profession PJ and JI*. The course outline includes selected parts of the provincial and federal regulations along with teacher's responsibilities under these regulations.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 11 is fully satisfied.

Requirement 12

The faculty members teaching the program are an appropriate combination of,

- i) persons with appropriate academic qualifications,*
- ii) practitioners with appropriate experience in the field of education, and*
- iii) persons with appropriate expertise in the divisions and components of the program.*

Findings

Evidence indicates that the faculty members teaching the program reviewed 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.

The faculty includes tenured, tenure-track and sessional staff. Several are textbook authors, concrete material designers, holders of OCT specialist designations, workshop and conference presenters, participants in designing and responding to Ministry of Education initiatives, and Additional Qualification course instructors. Most of the sessional instructors have recent experience as, or are currently, classroom teachers bringing practical expertise to the program.

Faculty instructors have practical teaching experience in the fields and divisions in which they teach or advise. Their areas of expertise include Education Philosophy, Teacher Formation, Mathematics Pedagogy, Teaching Materials, Education Technologies, Learning Strategies, Education Ethics, Science Pedagogy, Environmental Science, Indigenous Perspectives on Theology, Kindergarten Pedagogy, English Pedagogy, Equity in Schools, Catholic Education, Health and Physical Education, Special Needs, Differentiated Instruction, History Pedagogy, Differentiated Instruction Learning Styles, Disabilities and Geography Pedagogy.

The department benefits from the expertise of many educators currently involved in the field in school boards, the Ministry of Education and other educational institutions.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 is fully satisfied.

Requirement 13

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

Findings

Evidence indicates that the Department of Education at Tyndale University College maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the program reviewed.

There have been no substantive changes to the findings from the October 25, 2011 Accreditation Committee Decision that stated that the Department of Education at Tyndale University College maintains adequate internal controls to preserve the integrity of teacher candidate records relating to its program.

Tyndale University College adheres to a formal Privacy Policy based on ten principles of the Canadian Federal Personal Information Protection and Electronics Documents Act. The Privacy Policy's principles include a commitment to the protection of personal information for candidates, and alumni, accountability for the personal information which it collects, uses, discloses and retains, limiting the use of the disclosure of personal information, and the protection of personal information by security safeguards. The Tyndale University College & Seminary and the Tyndale Foundation Privacy Policy states that Tyndale takes the security and integrity of student files very seriously.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 13 is 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 Department of Education at Tyndale University College is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

Tyndale University College demonstrates commitment to continuous improvement and quality assurance through a number of formal means. The institution has a Program Review Policy which utilizes the following: course and instructor evaluation, surveys program surveys, curriculum mapping, final conversations, faculty advisor feedback and partner surveys, BEd team meetings, employment surveys and academic program reviews.

The program demonstrates commitment to quality assurance and continuous improvement through the work of various committees that are required to meet annually or twice a year including a Teacher Education Advisory Committee (TEAC), a faculty committee (known as B.Ed. Core Faculty Committee), an IT committee (known as the Education and Technology Committee), a library committee and other subject-specific committees. For example, the IT committee has a mandate to work for continued improvement and resource renewal. Moreover, the Academic Planning Committee (APC) made up of the Dean, the program Director and faculty members, has the responsibility to ensure that course outlines reflect current Ministry of Education curriculum policy documents and initiatives.

Faculty retreats are another opportunity to ensure commitment to program quality assurance. Specifically, at a 2017 faculty retreat, the faculty affirmed its conceptual framework.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 14 is 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

Evidence indicates that the program reviewed has a Teacher Education Advisory Committee (TEAC) that functions in an advisory capacity in relation to the program.

External committee membership consists of representatives from the wider education community including senior leaders from Toronto Catholic District School Board, Toronto District School Board, Peel District School Board, York Region District School Board, and York Catholic District School Board, and representatives from the Ministries of Education and Advanced Education and Skills Development, and federation representation through the Teacher Education Liaison Committee (TELC).

The TEAC liaises with the Department of Education for discussions on a variety of topics including collaborative professionalism and teacher education, the Indigenous Teacher Education Initiative, technological education and working with mentor teachers.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 15 is fully satisfied.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee concludes that the program offered at Tyndale University College fully satisfies Requirements 1, 1.1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 14 and 15 and, substantially, but does not fully satisfy Requirements 3.1, 4 and 10 of Regulation 347/02, Accreditation of Teacher Education Programs for accreditation of the following program:

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

The Accreditation Committee therefore grants general accreditation to the program with the following conditions as noted below:

Requirement 3.1

The Director shall submit evidence acceptable to the Accreditation Committee that the program enables students of this program of professional education with a focus on teaching French as a Second Language to acquire knowledge and skills in elements 1 and 2 of Curriculum Knowledge, set out in Schedule 1.

Requirement 4

The Director shall submit evidence acceptable to the Accreditation Committee that the Ontario Curriculum (*The Ontario Curriculum: French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013*) is used in the program's focus on teaching French as a Second Language for all teacher candidates.

Requirement 10

The Director shall submit evidence acceptable to the Accreditation Committee that the method courses are appropriate in relation to the subject matter to which they relate specific to its program's focus on teaching French as a Second Language.

Summary

The Director shall submit this evidence to the College within 12 months of receipt of the Accreditation Committee's decision. Once the Director provides information that the Accreditation Committee finds to be acceptable evidence, Requirements 3.1, 4 and 10 respectively will be fully satisfied for the program.

The Accreditation Committee accepts that the Department of Education intends to fully satisfy the conditions within the specified time period of 12 months.

Initial Plan

Notwithstanding the 12-month timeline indicated above, as required in Section 16. (1) of Regulation 347/02, Accreditation of Teacher Education Programs, the Director of the Department of Education, Tyndale University College shall submit to the

Accreditation Committee, within six months after receiving the decision, a plan outlining the method and estimated time for satisfying the aforementioned conditions of accreditation, and report annually to the committee on the progress in satisfying the conditions.

The Accreditation Committee grants general accreditation to this program for a period of seven years until September 18, 2025 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Accreditation Committee
Ontario College of Teachers
September 18, 2018**