

2014 Fair Registration Practices Report



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

Fair Registration Practices Report Teachers (2014)

The answers that you submitted to OFC can be seen below.

- This Fair Registration Practices Report was produced as required by: the Fair Access to Regulated Professions Act (FARPA) s. 20 and 23(1), for regulated professions named in Schedule 1 of FARPA
- the Health Professions Procedural Code set out in Schedule 2 of the Regulated Health Professions Act (RHPA) s. 22.7 (1) and 22.9(1), for health colleges.

Index

1	Provision of Information About Registration Practices
6	Amount of Fees
6	Provision of Timely Decisions, Responses and Reasons
7	Access to Records
8	Resources for Applicants
9	Internal Review or Appeal Processes
11	Information on Appeal Rights
11	Assessment of Qualifications
16	Third-Party Organizations
18	Training
21	Agreements on the Recognition of Qualifications
21	Data Collection
26	Certification

Provision of Information About Registration Practices (1 / 13)

Describe how you make information about registration practices available to individuals applying or intending to apply for registration. Specify the tools used to provide information, and the manner in which you make that information available, current, accurate, and user friendly in each of these subcategories:

a) steps to initiate the registration process

The Ontario College of Teachers provides information about the registration process to potential applicants in print resources, online through the College web site, and through information sessions.

The College's web site contains step by step information about how to register. It also includes information related to the unique circumstances and needs of applicants educated in Ontario, in other Canadian jurisdictions, and applicants educated internationally. The College web site contains many helpful resources for applicants including the ability to apply online, to track their application online, as well as an extensive Frequently Asked Questions (FAQs) section.

The College's registration guides are available electronically as pdfs and can be downloaded from the College's web site for applicants. The guides provide in-depth information that details each stage of the registration process, the documents and fees required, registration and certification criteria, and general information regarding the teacher qualification system in Ontario. There is a guide for applicants who wish to become general education teachers in Ontario, and guides for applicants who have completed specialized programs of professional education such as teachers of technological education and teachers of Native language.

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

As well, the College's online application system enables applicants from all jurisdictions across the world to use the same convenient online system that graduates of Ontario teacher education programs are able to use. This online application system is available in both English and French.

Now, regardless of where applicants complete their teacher education programs, they can complete and submit their applications to become an Ontario Certified Teacher online.

Furthermore, applicants can begin the application process to the College even before arriving in Ontario. The College will provide print versions of registration guides to applicants who require them for accessibility reasons.

Applicants can log onto the system 24 hours a day, seven days a week and open an application to the College. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

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

The College also hosts in-person, monthly information sessions to provide internationally educated applicants with information about how to register, how and where to obtain documents, and other information regarding the registration process. Sessions are also offered to provide information about the other stages of the application process.

The College has begun development of a free online self-assessment tool related to certification requirements. The self-assessment tool has gone through user testing and will be launched in late 2015. The tool is designed to help internationally educated teachers make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer.

The College also makes presentations across Ontario at community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2014, two presentations were provided to a variety of community groups in the Toronto area while 10 sessions were held for applicants at the College. Presentations are also made to teacher candidates at Ontario's faculties of education. In 2014, College staff made 30 faculty presentations in Ontario and three presentations to US border Colleges.

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

The College continues to update its materials and practices in order to be in full compliance with Regulation 429/07, Accessibility Standards for Customer Service, enacted

under the *Accessibility for Ontarians with Disabilities Act* (AODA).

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

b) requirements for registration

See response to (a)

c) explanation of how the requirements for registration are to be met, such as the number of years of schooling required for a degree to be deemed equivalent to an Ontario undergraduate degree, length and type of work experience, credit hours or program content

See response to (a)

d) any education or practical experience required for registration that must be completed in Ontario or practice that must be supervised by a member of the profession who is registered in Ontario

If an applicant's credentials and qualifications do not meet the College's basic registration requirements, the College provides detailed individualized information describing any outstanding registration requirements or courses that must be completed to be certified.

This information is communicated to the applicant in writing, and is accompanied by a standardized Credential Assessment Report that describes the College's assessment, along with a Credential Assessment Brochure which provides additional information. This information is also communicated at the monthly information sessions. Applicants can make an appointment to attend a session and meet with staff individually for clarification of requirements.

The College does not require applicants to complete education or practical experience in Ontario beyond the requirements to complete a postsecondary degree and teacher education program that includes a supervised practicum, prior to certification. For those educated outside Ontario, the College will consider one year of successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

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

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

In 2014, for the first time, the College began recognizing international initial teacher education programs completed entirely via distance education. These programs must include a face-to-face practicum or one year of teaching experience subsequent to the program while the applicant was

certified in the jurisdiction. To be eligible for certification, an applicant will still have to meet the academic, language proficiency and professional suitability requirements for certification.

e) requirements that may be satisfied through acceptable alternatives

The College's web site and registration guides detail how registration requirements for an acceptable practicum may be satisfied through acceptable alternatives. For example, for applicants educated outside Canada where the teacher education program did not include a practicum or did not contain a sufficient number of days to satisfy the practicum requirement, the College looks at a minimum of one year successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

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

f) the steps in the assessment process

The College describes the credential assessment process in its registration guides, on its web site, in monthly information sessions and presentations, and by contacting the College's Membership Services staff by phone, e-mail, social media, fax or in person at the Welcome Counter. Applicants may also request a meeting with College staff.

If additional information is required for a credential assessment, the applicant is contacted by the College either by phone, e-mail or letter. Once an assessment has been completed, the applicant receives a letter informing them of the College's decision to certify. If the applicant is not eligible for registration, the letter includes a detailed individualized Credential Assessment Report (CAR) and a brochure outlining the assessment process and any outstanding requirements for certification. Information about how to appeal the Registrar's decision is also made available. Applicants may also attend an information session at the College about the evaluation process and are provided with additional information about decisions.

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

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their decision to move to Ontario. However, this tool is only designed to help the user make an informed

decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2015.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program necessitates changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the Teachers' Qualifications Regulation (176/10), were filed in order to ensure that both Ontario and internationally educated teacher applicants certified on or after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements. The College has also communicated the upcoming impact of the new certification changes to those who may be affected, including applicants, and potential applicants, to the College. One way these changes have been communicated is through the College's Registration Guides, which now contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

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

The College has launched a tool that allows applicants to determine how the new Enhanced Teacher Education Program certification requirements may apply to them. This tool is available for use by all applicant groups and it is embedded within the online application.

g) the documentation of qualifications that must accompany each application; indicate which documents, if any, are required only from internationally trained applicants

Information about required documentation to complete the application process is provided in the College's registration guides, on the College's web site and in the online application area. This information is also available through information sessions or by contacting the College's Client Services Unit by phone, e-mail, social media, fax or in person.

To register, all applicants must provide documentation to the College. Applicants may be asked to provide additional information pertaining to course hours or content at the time of application or in the course of a credential assessment.

The College's web site has a dedicated area for internationally educated teachers. It includes country specific information and details about required documents.

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

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their decision to move to Ontario. However, this tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2015.

h) acceptable alternatives to the documentation if applicants cannot obtain the required documentation for reasons beyond their control

For applicants who are unable to obtain required documentation, information about alternatives to documents is outlined in the registration guides and on the College's web site. Applicants can contact the College directly by phone, by e-mail, social media, fax or in person to discuss their individual situation and to seek assistance.

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

i) how applicants can contact your organization

Applicants can contact the College by telephone (including a toll-free number for those calling within Ontario), by e-mail, mail, social media, fax and in person at the College's Welcome Counter during regular business hours. Contact information is printed on all College publications and is available on the College's web site.

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

j) how, why and how often your organization initiates communication with applicants about their applications

All applicants to the College can log onto the online application system 24 hours a day, seven days a week and open an application to the College. Once they have submitted their information, the system sends them a confirmation e-mail. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

The College interacts with College members and members of the public by phone, email, social media and in person approximately 675 times each day. In addition, the College initiates approximately 600 telephone calls and e-mails per month to applicants who have submitted outstanding

documents that are deemed unacceptable, or where further information is required.

The College also communicates with applicants by letter or e-mail when additional information is required during the evaluation process. Once a credential assessment is complete, the College writes a letter to applicants about the certification decision and provides a brochure describing the credential assessment.

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

In November 2014, the College implemented a communications program designed to remind applicants with outstanding documents to complete their application. This program consists of emails, sent automatically to applicants if their application documents remain outstanding after three months, six months, 12 months and/or 18 months. The emails remind applicants to check the status of their outstanding documents by accessing their application online, they provide information about information sessions that take place monthly at the College and advise applicants to request assistance if they are having trouble obtaining documents.

k) the process for dealing with documents provided in languages other than English or French

The College's translation policy sets out the requirements and processes for the translation of documents. This is described in registration guides, on the College's web site, in correspondence, in presentation materials, and through contact with Client Services by telephone, social media, fax or e-mail.

In 2014, the College reviewed its policy regarding acceptable translation services, specifically focusing on the acceptance of translators certified by a professional association of translators in Canada, as listed on the website of the Canadian Translators, Terminologists and Interpreters Council ("CTTIC"). Based on this review, the College amended this requirement to allow for translations from a translator accredited by the Order of Certified Translators, Terminologists and Interpreters of Quebec, despite this organization not being listed on the website of the CTTIC.

The translation policy includes details about acceptable translation services and provides contact information for these services. Translation services and providers are also reviewed annually. Under the policy, applicants need to have documents translated if they were educated in a language other than English or French or if any of their documents (such as a birth or marriage certificate) are in a language other than English or French.

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

l) the role of third-party organizations, such as qualification assessment agencies, organizations that conduct examinations or institutions that provide bridging programs, that applicants may come into contact with during the registration process

The College uses third-party organizations to assess applicants' language proficiency. College registration guides and the web site provide extensive information about these providers, including contact information, locations and links to web sites.

The language proficiency test providers supply extensive online information about their tests, such as test dates and locations, test scoring and appeal processes, test preparation materials, online practice tests and sample questions, and alternate arrangements that can be made for persons with disabilities.

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

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

m) any timelines, deadlines or time limits that applicants will be subject to during the registration process

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

Applications for College registration are valid for two years. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will proceed with an evaluation based on the documentation on file.

As a result of the introduction of the Enhanced Teacher Education Program, for all those who apply to the College from September 1, 2014 to August 31, 2015, the annual membership fee required prior to initial registration shall be paid at the commencement of the application. For those

applicants who have applied prior to September 1, 2014, and have met all certification requirements, the annual membership fee must be paid by August 1, 2015 in order to become certified otherwise they will be subject to the new Enhanced Teacher Education Program requirements. As of September 1, 2015, all applicants will have 90 days to pay the annual membership fee and become certified following the College's evaluation that they meet all certification requirements. All of these aforementioned changes were made in order to decrease application processing times.

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

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

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

n) the amount of time that the registration process usually takes

College registration guides, the web site, and presentation materials outline the timeframes for the registration process once all documents have been submitted.

Applicants who have completed a College-accredited teacher education program in Ontario typically complete the registration process within 10 to 15 days of providing all required documents.

Applicants who are certified in another Canadian province or territory have an administrative review for the purposes of identifying the qualifications to be recorded on their Certificates of Qualification and Registration. In 2014, certification timelines for this applicant group were approximately 22 days.

In 2014, internationally educated applicants who were eligible for certification were generally certified within 53 days. Where, however, an application requires additional information to determine eligibility for certification and/or where an application requires additional review in preparation for a denial, the College makes its best efforts to complete a registration decision within 120 days of receiving all required documentation.

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

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

o) information about all fees associated with registration, such as fees for initial application, exams and exam rewrites, course enrolment or issuance of licence

Fees for registration are detailed in College registration guides, on the web site, and in presentation materials.

Fees associated with the registration process are reviewed annually as part of the College's budget process and are approved by Council. Registration guides, presentation materials, and the College's web site are updated accordingly.

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

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

p) accommodation of applicants with special needs, such as visual impairment

The College accommodates individuals' special needs according to the requirements of the Ontario Human Rights Code.

The College is committed to providing high quality service to all of its applicants, members and to the public. The College treats every person with courtesy and respect and delivers service in a manner that acknowledges the nature of an individual's disability.

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

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

In order to be in full compliance with AODA requirements, the College has also made PDF documents screen readable. All third party language testing providers engaged by the College are also required to be AODA compliant.

The College's website is accessible, user-friendly and intuitive. Usability testing on the website has been conducted

using members, applicants and members of the public in focus groups. The College continues to update its website in order to be in full compliance with AODA standards.

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

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

In 2014, all College staff received in-class or e-learning training sessions on AODA legislation and the Ontario Human Rights Code as it relates to disabilities. Staff members who were not present for the 2011 training on AODA legislation and the principles of providing accessible customer service received this training in 2014.

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

No change in 2014.

Amount of Fees (2 / 13)

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

In 2014, applicants from any jurisdiction who are admitted to the profession pay a \$150 annual membership fee.

Applicants who have completed or who are enrolled in a teacher education program in Ontario pay a \$140 application fee and a \$150 membership fee.

Applicants who are certified in a Canadian province or territory other than Ontario pay a \$140 application fee.

As a result of the introduction of the Enhanced Teacher Education Program, for all those who apply to the College from September 1, 2014 to August 31, 2015, the annual membership fee required prior to initial registration shall be paid at the commencement of the application. For those applicants who have applied prior to September 1, 2014, and have met all certification requirements, the annual membership fee must be paid by August 1, 2015 in order to become certified otherwise they will be subject to the new Enhanced Teacher Education Program requirements. As of September 1, 2015, all applicants will have 90 days to pay the annual membership fee and become certified following the College's evaluation that they meet all certification requirements. All of these aforementioned changes were made in order to decrease application processing times.

Applicants who complete a teacher education program outside of Ontario and who are not certified elsewhere in Canada pay a \$140 application fee and a \$222 evaluation fee.

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

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

Provision of Timely Decisions, Responses and Reasons (3 / 13)

a) What are your timelines for making registration decisions?

Applicants who have completed a teacher education program accredited by the College generally complete the registration process within 10 to 15 days of providing all required documents.

Applicants who are certified in another Canadian province or territory have an administrative review for the purposes of identifying the qualifications to be recorded on their Certificates of Qualification and Registration. In 2014, the average timeline for certification for this applicant group was 22 days.

In 2014, the average certification timeline for internationally educated applicants who are eligible for certification was 53 days. Where, however, an application requires additional information to determine eligibility for certification and/or where an application requires additional review in preparation for a denial, the College makes its best efforts to complete a registration decision within 120 days of receiving all required documentation.

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

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

All applicants to the College complete their application online. The timeline for responding to applicants in writing is instantaneous as the system sends them a confirmation e-mail once they have submitted their information. Applicants can view the progress of their application online, and view a complete list of all the documents that have been received by the College and a list of those that are still outstanding.

In addition, the College initiates approximately 450 telephone calls per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where further information is required.

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

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

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

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

d) Explain how your organization ensures that it adheres to these timelines.

The College uses the following strategies to ensure that decisions are timely:

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

College operations and systems assist in adhering to timelines. These include:

- published service standards for the registration and evaluation processes;
- automated task assignment to specific staff;
- the grouping of applications from similar jurisdictions to one or more evaluators so that efficiencies are achieved; and
- monitoring and reassigning tasks in order to meet published service standards

Timelines for the Registration Appeals Committee process are set out in the *Ontario College of Teachers Act*.

Committee meetings are scheduled monthly to ensure the prompt review of appeals. The timeliness of decisions and other key performance indicators relating to the appeal process are reviewed annually by the Registration Appeals Committee and reported to the College's Council.

The Quality Assurance Committee, a special committee of Council, assesses the performance of the College relative to its Objects as defined in the Act and identifies opportunities to support the achievement of these Objects. Presentations about a number of activities related to registration, including the timeliness of decisions, are made to this committee at least once per 3-year Council term.

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

No changes in 2014.

Access to Records (4 / 13)

a) Describe how you give applicants access to their own records related to their applications for registration.

The College's privacy policy can be found on the College's web site in pdf and is available from the College in print format. The policy sets out a process for providing College applicants and members with access to their personal information. As well, there are provisions in the Ontario College of Teachers Act regarding the treatment of confidential documents/information.

In accordance with section 23.07 of the College's bylaws, an applicant who wishes to have a copy of a document is required to complete a Request for Personal Information form available on the College web site and pay a fee of \$24 up to a maximum of \$72 per destination.

In the event an applicant requests a review by the Registration Appeals Committee, the Ontario College of Teachers Act requires the College to provide the applicant with a copy of each document the College has that is relevant to the application and was used to make a decision, and which the College's Registration Appeals Committee will review as part of the appeal. There is no fee charged for the provision of these documents.

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

b) Explain why access to applicants' own records would be limited or refused.

Under the College's Act, the Registrar may refuse to give an applicant anything that may, in his or her opinion, jeopardize the safety of any person. Specific examples are outlined in the College's privacy policy.

The College's Fair Registration Practices Regulation states that the College can refuse to disclose a document if the Registrar is of the view that providing the document to the applicant may jeopardize the safety of another person. To the extent that it is possible to sever the portion of a document that leads to a concern about safety, the Registrar is required to disclose to the applicant the other parts of the document.

The *Fair Access to Regulated Professions Act* provides further grounds that can be relied upon for refusing access to a record including where a legal privilege attaches to a record or where the granting of access could negatively affect public safety or could undermine the integrity of the registration process.

c) State how and when you give applicants estimates of the fees for making records available.

Information about fees is available on the College web site, on the form used to request records, and in College bylaw. A specific estimate can be provided by contacting the College and requesting this information.

d) List the fees for making records available.

In accordance with section 23.07 of the College's bylaws, an applicant who wishes to have a copy of a document is required to complete a request for personal information form and pay a fee of \$24 up to a maximum of \$72 per destination. This fee is set out in the request form.

An applicant who requests a review by the Registration Appeals Committee is provided with the documents relevant to their application. A request for an appeal costs \$99, but there is no additional fee for providing records as part of the registration appeals process. The Registration Appeals fee has not changed in over eight years.

e) Describe the circumstances under which payment of the fees for making records available would be waived or would have been waived.

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

An applicant who requests a review by the Registration Appeals Committee is provided with the documents relevant to their application. A request for an appeal costs \$99, but there is no additional fee for providing records as part of the registration appeals process.

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

No changes in 2014.

Resources for Applicants (5 / 13)

a) List and describe any resources that are available to applicants, such as application guides, exam blueprints or programs for orientation to the profession.

Self-Assessment Tool

In 2013, the College began development of a free online self-assessment tool to allow internationally educated teachers to better determine how their credentials compare to College certification requirements. The tool can provide greater certification information to internationally educated teachers that may inform their decision to move to Ontario. However, this tool is only designed to help the user make an informed decision on applying for licensure in Ontario and does not provide a certification decision, which is made clear in a disclaimer. The College anticipates launching its free online self-assessment tool in 2015.

Registration Guides

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

The new Enhanced Teacher Education Program will be introduced on September 1, 2015 and associated changes to the College's certification requirements will take effect on the same date. The 2014 College Registration Guides contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

The 2014 Registration Guides also contain information on the College's revision to its distance education policy. This revision is that in 2014, for the first time, the College began recognizing international initial teacher education programs completed entirely via distance education. These programs must include a face-to-face practicum or one year of teaching experience subsequent to the program while the applicant was certified in the jurisdiction. To be eligible for certification, an applicant will still have to meet the academic, language proficiency, and professional suitability requirements for certification.

How to become a Teacher brochure

Provides general information regarding careers in teaching, Ontario licensing requirements, program availability, and employment. This brochure was updated to reflect all accredited teacher education programs in Ontario. This brochure will be updated in 2015.

Credential Assessment Brochure

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

in 2014 and includes information on the College's revised distance education policy and the Enhanced Teacher Education Program. The Credential Assessment Brochure was made available on the public website in the Resources section. The URL for this section is as follows:

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

College web site

Provides in-depth information regarding all aspects of registration, including PDF copies of all registration guides and materials. It contains information pertaining to the unique circumstances and needs of applicants educated in Ontario and elsewhere in Canada, and applicants educated internationally. The web site contains many helpful resources for applicants, as well as an extensive Frequently Asked Questions (FAQs) section. The website was designed to be, among other things, accessible, easy to navigate and be of great utility for applicants, members and the general public.

Contact Centre & Welcome Counter Services

Provide in-person responses and written resources to inquiries from applicants regarding the registration process and teacher certification in Ontario.

Margaret Wilson Library

Provides resources on education in Ontario, publications, electronic and print periodicals. The College has also launched a mobile application that allows members to access library services, including browsing the library catalogue, requesting and renewing materials and downloading e-books.

Applicant Information Sessions

Provide monthly information sessions designed for applicants at different stages in the application process.

Outreach

Provide presentations across Ontario, including presentations to community agencies, newcomer groups, cultural or ethnic associations and other interested audiences.

Ontario Faculty of Education Presentations

Provide College presentations to teacher candidates at Ontario's faculties of education.

Tutorial Video

A detailed online tutorial video that demonstrates how to complete the registration process can be found on the College website.

b) Describe how your organization provides information to applicants about these resources.

The College makes information about the registration process and resources available in print, online and in electronic formats. Information about access to the available resources is also provided at presentations and information

sessions, and through the College's Client Services either by phone, in person, social media, fax or e-mail contact.

The College also provides materials to community agencies, newcomer groups, cultural and ethnic associations, and Global Experience Ontario ("GEO"). In 2014, the College presented an overview of its role and functions to GEO staff and assisted GEO in revising its Career Map for teachers.

The College will be working with many of these groups to provide information on a self-assessment tool, which is currently under development.

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

No changes in 2014.

Internal Review or Appeal Processes (6 / 13)

In this section, describe your internal review or appeal process. Some regulatory bodies use these two terms (internal review and appeal) for two different processes, some use only one of these terms, and some use them interchangeably. Please use the term that applies to your profession. If you use both terms (for two different processes), please address both.

a) List your timelines for completing internal reviews or appeals of registration decisions.

The College makes its best efforts in each case to ensure a review by the Registration Appeals Committee and the release of committee's decision within 120 days of the receipt of the request for the review. This timeline is outlined in the College's Fair Registration Practices Regulation.

i. State the number of internal reviews or appeals of registration decisions that exceeded your timelines.

- In 2014, 17 registration appeals exceeded these timelines. Nine appeals were from 2013, and 8 appeals were from 2014.
- In 15 appeals, deadlines were surpassed in order to schedule a mutually agreeable date for an oral presentation.
- In 2 appeals, deadlines were surpassed because the Committee requested additional information.

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

14

b) Specify the opportunities you provide for applicants to make submissions regarding internal reviews or appeals.

Appellants who request a review by the Registration Appeals Committee may make written submissions as part of the process for the consideration of the Registration Appeals Committee.

In addition, an appellant may request an oral presentation or hearing before the committee. This is enabled in the College's Fair Registration Practices Regulation.

c) Explain how you inform applicants about the form in which they must make their submissions (i.e., orally, in writing or by electronic means) for internal reviews or appeals.

When a registration decision not to certify is made by the Registrar, the applicant receives a letter and credential assessment report from the Registrar outlining the reason for the decision and what requirements must be completed for certification. In this letter, the applicant is also informed about how to request a review by the Registration Appeals Committee and where to obtain further information about this process. Additional information regarding the appeal process is provided in a booklet titled "The Credential Assessment Process" that is sent to the applicant along with the Registrar's letter.

The College's web site provides general plain language information describing how an applicant can request a review by the Registration Appeals Committee, and includes an appeal request form. The web site includes information about how to request an oral presentation or a hearing, and provides links to detailed rules of procedure and administrative guidelines for such presentations.

d) State how you ensure that no one who acted as a decision-maker in a registration decision acts as a decision-maker in an internal review or appeal of the same registration decision.

The College has independent processes that separate registration decisions and the subsequent reviews of these decisions by the Registration Appeals Committee.

The College's Evaluation Services Unit, part of the Membership Services Department, conducts assessments and makes registration recommendations to the Registrar.

To facilitate independent decision-making, reviews by the Registration Appeals Committee are administered by the Deputy Registrar and the Policy and Research Unit, which is part of the Corporate and Council Services Department.

Reviews of a registration decision of the Registrar are conducted and decided upon by the Registration Appeals Committee, which is comprised of elected and appointed Council members. These members play no role in the administration of an applicant's evaluation when the decision is made by the Registrar.

e) Describe your internal review or appeal process.

An Evaluation Unit Review Team comprised of credential evaluators reviews complex files and cases where staff have made recommendations to the Registrar to deny certification. The Unit Manager or Manager's designate may conduct an additional review prior to a final recommendation to the Registrar to deny certification.

If the Registrar denies certification, the applicant is informed of the decision and process for appealing to the College's Registration Appeals Committee.

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

The functions of the Registration Appeals Committee are outlined in the *Ontario College of Teachers Act*.

Should the applicant choose to appeal, the College's Policy and Research Unit communicates with the appellant in writing at every stage of the review process, including acknowledging the review request, confirmation of materials, and the committee's decision and reasons.

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

Within 15 days of receiving a request for a review by the committee, the College provides the appellant with copies of all the documents the Registration Appeals Committee will review in making its decision.

The appellant has 45 days to provide any additional information to the committee that the applicant wishes it to consider in reaching its decision. The committee receives all materials at least 10 days in advance of meeting and then meets to make a decision. A written decision is provided to the applicant.

Appellants may request the opportunity to make an oral presentation to the committee.

f) State the composition of the committee that makes decisions about registration, which may be called a Registration Committee or Appeals Committee: how many members does the committee have; how many committee members are members of the profession in Ontario; and how many committee members are internationally trained members of the profession in Ontario.

The College's Registration Appeals Committee is a statutory committee established under the Ontario College of Teachers Act. There are five Council members on the committee. Three of these committee members are Council members elected to the College's Council by members of the profession. Two members of the committee are Council members appointed to Council by the government.

Currently, four of the five members of the committee are members of the profession and four are also bilingual. The

committee membership does not include any individual who has completed a teacher education program internationally.

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

The Registration Appeals Committee is committed to ensuring that its appeals processes are impartial, fair, and easily understood. In 2014, the committee reviewed the Administrative Guidelines for Oral Presentations in order to ensure that they remained effective and met the needs of appellants and the College. No changes to the guidelines were deemed necessary.

Information on Appeal Rights (7 / 13)

This section refers to reviews or appeals that are available after an internal review or appeal. Describe how you inform applicants of any rights they have to request a further review of or appeal from a decision.

Appellants are informed of their right to request a further review of the registration decision of the Registration Appeals Committee through Ontario's Divisional Court in the letter that accompanies the committee's decision and reasons. This includes necessary telephone and web contact information for the Ministry of the Attorney General.

General information about appeals to Divisional Court is also available through the appeals section of College's web site and in online and print versions of the *Ontario College of Teachers Act*. The College's Fair Registration Practices Regulation also requires the College to inform appellants about appeals to Divisional Court.

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

No changes in 2014.

Assessment of Qualifications (8 / 13)

This category covers your processes for assessing all qualifications, such as academic credentials, competencies, language ability or practical experience.

a) List the criteria that must be met in order for an applicant's qualifications to satisfy the entry-to-practice requirements for your profession.

Teachers of General Education

1. An acceptable postsecondary degree or the equivalent as determined by the College.

2. Evidence of language proficiency

This requirement can be satisfied in one of four ways:

- completion of an acceptable teacher education program in English or French
- completion of elementary or secondary education, and postsecondary education in English or French,
- obtaining acceptable scores on an approved test of English or French language proficiency, or
- if an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will accept the language proficiency standards of that particular Canadian jurisdiction. This is a result of the College's implementation of the *Ontario Labour Mobility Act*.

3. An acceptable teacher education program.

The applicant's education as a teacher must have been completed at the postsecondary level. The program must certify/authorize applicants to teach in schools operated for the public in the country, province or state where applicants completed it. The year of study must contain:

- course work in education foundations, as well as electives
- a minimum of 40 days of supervised practice teaching, and
- course work in methodology appropriate for teaching the equivalent of two consecutive divisions of the Ontario school system.

In 2014, for the first time, the College began recognizing international initial teacher education programs completed entirely via distance education. These programs must include a face-to-face practicum or one year of teaching experience subsequent to the program while the applicant was certified in the jurisdiction. To be eligible for certification, an applicant will still have to meet the academic, language proficiency and professional suitability requirements for certification.

The College also does not accept employment-based teacher education programs.

4. Evidence of professional suitability

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

Teachers of Technological Education

Technological education teachers are not required to have an academic degree. Applicants need to provide evidence they completed secondary school, have the required work

experience in the relevant technological education area, and are competent in the technological education subject they were prepared to teach. They must also meet the academic, language proficiency and professional suitability requirements noted above as well as have an acceptable teacher education program.

Five years of work experience in the trade or a combined total of five years of work experience and formal training in the area is required. This experience can be proven in a number of ways: e.g., letters of reference, statements from accountants and proof of income statements for self-employed individuals.

In 2014, the College amended its certification regulation, Regulation 176/10 – Teachers’ Qualifications, to include a clarification that for the purposes of the work experience requirement for teachers of technological education, 1,700 hours of work experience shall be counted as equal to one year of work experience.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program, necessitates changes to the College’s certification requirements. In 2014, regulatory amendments to the College’s certification regulation, the *Teachers’ Qualifications Regulation* (176/10), were filed in order to ensure that both Ontario and internationally educated teacher applicants certified on or after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements. The College has also communicated the upcoming impact of the new certification changes to those who may be affected, including applicants, and potential applicants, to the College. One way these changes have been communicated is through the College’s Registration Guides, which now contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

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

The College has launched a tool that allows applicants to determine how the new Enhanced Teacher Education Program certification requirements may apply to them. This tool is available for use by all applicant groups and it is embedded within the online application.

b) Describe the methodology used to determine whether a program completed outside of Canada satisfies the requirements for registration.

In keeping with the College’s Act and regulations, the College assesses an applicant’s academic and professional credentials, language proficiency and professional suitability requirements for certification.

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

To determine if an applicant’s credentials satisfy the professional requirement, the College assesses the applicant’s teacher education program to determine if it is acceptable in terms of its accreditation status, duration, composition, and course content. The applicant’s education as a teacher must have been completed at the postsecondary level. The program must certify/authorize applicants to teach in schools operated for the public in the country, province or state where the applicant completed it. The year of study must contain:

- course work in education foundations, as well as electives
- a minimum of 40 days of supervised practice teaching, and
- course work in methodology appropriate for teaching the equivalent of two consecutive divisions of the Ontario school system.

To determine if an applicant satisfies the College’s language proficiency requirement, staff confirm if the applicant has provided evidence of language proficiency provided in one of four ways:

1. completion of an acceptable teacher education program in which English or French is the language of instruction
2. completion of elementary or secondary and postsecondary education in which English or French is the language of instruction
3. submission of language proficiency test scores acceptable to the College.
4. if an applicant is certified in another Canadian jurisdiction where language proficiency is a requirement, the College will accept the language proficiency standards of that particular Canadian jurisdiction. This is a result of the College’s implementation of the *Ontario Labour Mobility Act*.

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program necessitates changes to the College’s certification requirements. In 2014, regulatory amendments to the

College's certification regulation, the *Teachers' Qualifications Regulation* (176/10), were filed in order to ensure that both Ontario and internationally educated teacher applicants certified on or after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements. The College has also communicated the upcoming impact of the new certification changes to those who may be affected, including applicants, and potential applicants, to the College. One way these changes have been communicated is through the College's Registration Guides, which now contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

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

The College has launched a tool that allows applicants to determine how the new Enhanced Teacher Education Program certification requirements may apply to them. This tool is available for use by all applicant groups and it is embedded within the online application.

c) Explain how work experience in the profession is assessed.

Work experience is assessed based on documentation submitted to the College in the form of employer letters, College standard forms, or evidence of course completion from a teacher education institution.

Teachers of General Education

There is no work experience requirement for registration. However, for a teacher education program to be considered acceptable it must include a minimum of 40 days of supervised practice teaching. For those educated outside Ontario, the College will consider one year of successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

Teachers of Technological Education

Applicants who are applying to teach technological education must have five years of related work experience including business or industrial experience in the area(s) of technological education studied in the teacher education program. Postsecondary education in a trade may be substituted for up to three of the five years. A work placement or coop placement in a postsecondary program can be used towards the work experience requirement if it occurred after the applicant completed at least half of their program. As well, an apprenticeship program can be counted toward work experience.

Internationally Educated Teachers

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

The College eliminated a prior requirement for College members educated outside Ontario to teach successfully for one school year as a condition for obtaining permanent certification. Previously, College members who completed their teacher education outside Ontario received interim certification, **valid for six years**, with a condition requiring them to teach in Ontario schools for 194 days.

Removing the 194-day teaching requirement reduced a significant barrier to permanent certification and also ensured compliance with the *Ontario Labour Mobility Act* for those applicants certified in another Canadian jurisdiction.

For those educated outside Ontario, the College will consider one year of successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

In 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program will necessitate changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the *Teachers' Qualifications Regulation* (176/10), were filed in order to ensure that both Ontario and internationally educated teacher applicants certified on or after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements. The College has also communicated the upcoming impact of the new certification changes to those who may be affected, including applicants, and potential applicants, to the College. One way these changes have been communicated is through the College's Registration Guides, which now contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

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

The College has launched a tool that allows applicants to determine how the new Enhanced Teacher Education Program certification requirements may apply to them. This tool is available for use by all applicant groups and it is embedded within the online application.

d) Describe how your organization ensures that information used in the assessment about educational systems and credentials of applicants from outside Canada is current and accurate.

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

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

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

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

e) Describe how previous assessment decisions are used to assist in maintaining consistency when assessing credentials of applicants from the same jurisdictions or institutions.

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

f) Explain how the status of an institution in its home country affects recognition of the credentials of applicants by your organization.

In keeping with College legislation, the College recognizes a postsecondary degree or teacher education program from an institution if it is recognized or accredited by education authorities in its own jurisdiction.

g) Describe how your organization accommodates applicants with special needs, such as visual impairment.

The College accommodates individuals' special needs according to the requirements and enumerated grounds outlined in the Ontario Human Rights Code.

The College is committed to providing high quality service to all of its applicants, members and to the public. The College treats every person with courtesy and respect and delivers service in a manner that acknowledges the nature of an individual's disability.

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

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

In order to be in full compliance with AODA requirements, the College has also made PDF documents screen readable. All third party language testing providers engaged by the College are also required to be AODA compliant.

h) State the average length of time required to complete the entire registration process, from when the process is initiated to when a registration decision is issued.

The College makes its best efforts to complete an individualized evaluation of an applicant's credentials within 120 days from when all required documents are received and deemed acceptable by the College. In 2014, applicants who are already certified in another Canadian province or territory were generally certified within 22 days. In 2014, internationally educated applicants who were eligible for certification were generally certified within 53 days.

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

i. State whether the average time differs for internationally trained individuals.

See response to h).

ii. If the average time differs for internationally trained individuals, state whether it is greater or less than the average for all applicants, and the reasons for the difference.

See response to h).

i) If your organization conducts credential assessments:

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

A variety of criteria is applied to determine the level and type of educational programs, including:

- a. entrance requirements (For example, what are the normal admission requirements for entrance to the program? What is the level of studies in the home country?)
- b. full-time duration of study program (For example, what is the normal full-time duration of the program?)
- c. structure of program (For example, how is the program structured? What type of program is it, such as vocational, academic, etc.?)
- d. content of the program (For example, in what discipline of studies? What courses? How many hours of studies?)
- e. purpose of degree (For example, for what purpose was the program completed? Was it for a professional qualification or prerequisites to further studies?)
- f. bridges to traditional degree (For example, what access does the program give to other programs in the home country?)

ii. Describe the criteria that are applied to determine equivalency.

See response to i.

iii. Explain how work experience is taken into account.

Teachers of General Education

For those educated outside Canada where the teacher education program did not include a practicum or did not contain a sufficient number of days to satisfy the practicum requirement, the College looks at one year of successful teaching experience after certification in a jurisdiction in lieu of supervised practice teaching.

Where an applicant has completed less than one half year of studies in teacher education, but has completed a minimum of one year of successful teaching experience in the jurisdiction where they were originally certified, the College will also consider whether the applicant's professional experience is equivalent to one further course in education.

Teachers of Technological Education

Applicants who are applying to teach technological education must have five years of related work experience including business or industrial experience in the area(s) of technological education studied in the teacher education program. Postsecondary education in the trade may be substituted for up to three of the five years. A work placement or coop placement in a postsecondary program can be used towards the work experience requirement if it occurred after the applicant completed at least half of their program. As well, an apprenticeship program can be counted toward work experience.

In 2014, the College amended its certification regulation, Regulation 176/10 – Teachers' Qualifications, to include a clarification that for the purposes of the work experience requirement for teachers of technological education, 1,700

hours of work experience shall be counted as equal to one year of work experience.

j) If your organization conducts competency assessment:

i. Describe the methodology used to evaluate competency.

Competency assessment only applies to applications for initial certification for a technological education teacher. The assessment is focused specifically on verifying professional competency in a trade. No other competency assessment, either upon application or on an ongoing basis, is used by the College.

For technological education applicants educated in Ontario or within Canada, the College may use evidence of certification in the relevant trade. In the absence of this, proof of work experience along with evidence of postsecondary education related to the area of technological education may be used to satisfy proof of competence. This proof is provided to the College through documentation from the applicant or an institution, and is assessed against criteria established in regulation.

In 2014, the College amended its certification regulation, Regulation 176/10 – Teachers' Qualifications, to include a clarification that for the purposes of the work experience requirement for teachers of technological education, 1,700 hours of work experience shall be counted as equal to one year of work experience.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

See i.

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

See i.

k) If your organization conducts prior learning assessment:

i. Describe the methodology used to evaluate prior learning.

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

Postsecondary degree

Coursework:

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

Teacher-education program

Coursework:

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

Practicum:

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

In addition, in 2013, the College began working with the Ministry of Education on the introduction of an Enhanced Teacher Education Program. This new program will begin on September 1, 2015 and will consist of four academic semesters, a minimum of 80 days of practicum and mandatory core content (e.g. diversity and special education). The introduction of this new program necessitates changes to the College's certification requirements. In 2014, regulatory amendments to the College's certification regulation, the *Teachers' Qualifications Regulation* (176/10), were filed in order to ensure that both Ontario and internationally educated teacher applicants certified on or after September 1, 2015 have programs that meet the Enhanced Teacher Education Program requirements. The College has also communicated the upcoming impact of the new certification changes to those who may be affected, including applicants, and potential applicants, to the College. One way these changes have been communicated is through the College's Registration Guides, which now contain information on the Enhanced Teacher Education Program and the associated changes to College certification requirements.

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

The College has launched a free online self-assessment tool related to the new Enhanced Teacher Education Program certification requirements. This tool is available for use by all applicant groups and it is embedded within the online application.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

See i.

iii. Explain how work experience is used in the assessment of prior learning.

Where an applicant has completed less than one half year of studies in teacher education, but has completed a minimum of one year of successful teaching experience in the jurisdiction where they were originally certified, the College will also consider whether the applicant's professional experience is equivalent to one further course in education.

The College has developed an application guide explaining the use of PLAR for entrance into the Supervisory Officers qualification program. The guide clearly outlines the requirements the applicant would need to possess to be eligible for the program under labour mobility legislation. Information about eligibility is available on the College's web site or by contacting the College by phone, social media, fax or email.

I) If your organization administers examinations:

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

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

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

See i.

iii. State how often exam questions are updated and the process for doing so.

See i.

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

No change in 2014.

Third-Party Organizations (9 / 13)

a) List any third-party organizations (such as language testers, credential assessors or examiners) relied upon by your organization to make assessment decisions.

- International English Language Testing System IELTS (Cambridge International Examinations)
- Test of English as a Foreign Language / Test of Spoken English (Education Testing Service)
- Test pour étudiants et stagiaires au Canada (TESTCan) (University of Ottawa)

b) Explain what measures your organization takes to ensure that any third-party organization that it relies upon to make an assessment:

i. provides information about assessment practices to applicants

The College accepts language proficiency tests from the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), and Test pour étudiants et stagiaires au Canada (TESTCan).

In the fall of 2008, the College initiated a review of the administration of the language proficiency tests by its approved providers.

To undertake this research, the College hired an external consultant from New Avenues Linguistic Services Inc. The College made the decision to use an external advisor to ensure the unbiased results of any research conducted. The consultant conducted a survey, followed by an interview and a site visit for each of the language proficiency test providers.

The consultant considered issues such as the accessibility of the tests, the availability of information about the test process, the objectivity and fairness of the test design and administration, and the appeal processes. The consultant shared her findings with the College at the conclusion of her review. A final report was submitted in February 2009. The consultant indicated that the providers' processes were fair, transparent and clear.

ii. utilizes current and accurate information about qualifications from outside Canada

See i.

iii. provides timely decisions, responses and reasons to applicants

See i.

iv. provides training to individuals assessing qualifications

See i.

v. provides access to records related to the assessment to applicants

See i.

vi. accommodates applicants with special needs, such as visual impairment

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

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

In order to be in full compliance with AODA requirements, the College has also made PDF documents screen readable. All third party language testing providers engaged by the College are also required to be AODA compliant.

The College's website is accessible, user-friendly and intuitive. Usability testing on the website has been conducted using members, applicants and members of the public in focus groups. The College continues to update its website in order to be in full compliance with AODA standards.

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

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

In 2014, all College staff received in-class or e-learning training sessions on AODA legislation and the Ontario Human Rights Code as it relates to disabilities. Staff members who were not present for the 2011 training on AODA legislation and the principles of providing accessible customer service received this training in 2014.

c) If your organization relies on a third party to conduct credential assessments:

i. Explain how the third party determines the level (e.g., baccalaureate, master's, Ph.D.) of the credential presented for assessment.

The College does not rely on third parties to conduct credential assessments.

ii. Describe the criteria that are applied to determine equivalency.

See i.

iii. Explain how work experience is taken into account.

See i.

d) If your organization relies on a third party to conduct competency assessments:

i. Describe the methodology used to evaluate competency.

The College does not rely on third parties to conduct competency assessments.

ii. Explain how the methodology used to evaluate competency is validated, and how often it is validated.

See i.

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

See i.

e) If your organization relies on a third party to conduct prior learning assessments:

i. Describe the methodology used to evaluate prior learning.

The College does not rely on third parties to conduct prior learning assessments.

ii. Explain how the methodology used to evaluate prior learning is validated, and how often it is validated.

See i.

iii. Explain how work experience is used in the assessment of prior learning.

See i.

f) If your organization relies on a third party to administer examinations:

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

The College does not rely on third parties to administer examinations.

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

See i.

iii. State how often exam questions are updated and the process for doing so.

See i.

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

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

In August, 2010, RTCC received funding from Employment

and Social Development Canada (ESDC), formerly Human Resources and Skills Development, Canada (HRSDC) to develop a language competency assessment tool for the teaching profession. The first phase of the project, development of a language competency assessment tool in French and English to assess language competencies of internationally educated teachers, has been accomplished, including a final report, “Speaking for Excellence: Language Competencies for the Effective Teaching Practice” (2013). RTCC, having received the support of deputy ministers, has submitted a proposal to take the tool to its next step, reliability and validity testing. This next phase will also develop an implementation process. This tool, when adopted, will harmonize the assessment of language competency of internationally educated teachers and provide support for labour mobility.

A second project, also funded by ESDC, was carried out in 2013 to examine feasibility for establishing a pan-Canadian centre(s) for the assessment of the credentials of internationally educated teachers. The project collected information on requirements and certification practices in Canadian jurisdictions to determine commonalities, particularly in authentication of documents and credential assessment. The project report, which includes several models for a pan-Canadian centre(s), was made available in 2014. The establishment of such centre(s) would harmonize aspects of the registration process and facilitate labour mobility. RTCC is pursuing support of deputy ministers to prepare a proposal to develop the comprehensive Internationally Educated Teachers document processing and credential assessment centre which would perform three steps in the credential recognition process before providing applications to individual jurisdictions to complete the process.

Training (10 / 13)

a) Describe the training that your organization provides to:

i. individuals who assess qualifications

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

Evaluation Services staff routinely attend local, national, and international workshops, conferences, and webinars that are

valuable to practitioners in the field of credential assessment. Participation in formal training sessions usually occurs at least once a month. In 2014, Evaluation Services training included, but was not limited to:

Educational Credential Evaluators (ECE) Webinars

- India IV: Advanced Evaluation Issues
- China III: Advanced Evaluation Issues
- The Education System of South Africa

University of Toronto, Educational Credential Evaluators (ECE)

- Annual Workshop on International Credentials - China

World Education Services (WES) Webinars

- Emerging Markets: Evaluating Credentials from Saudi Arabia, Kuwait and the U.A.E
- Education in Turkey: Exploring a Top Emerging Market
- Countries in Turmoil: Thailand
- Emerging Markets: Evaluating Academic Credentials from Indonesia and Vietnam
- The 3-year Degree Conundrum: India and Select Countries Participating in the Bologna Process
- Evaluating Credentials from Ghana, Nigeria and Kenya
- Emerging Market: An Overview of Education in Brazil
- Evaluating Credentials from the Philippines
- Evaluating Indian Credentials for Graduate Admissions
- Pakistan: An Overview of Education

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Annual Meeting
- Summer Institute

Ontario Regulators for Access Consortium (ORAC)

- Learning Day 2014

NAFSA: Association of International Educators

- Annual Conference and Expo

Council on Licensure, Enforcement & Regulation (CLEAR)

- Annual Conference

Canadian Association for Prior Learning Assessment (CAPLA)

- 2014 Recognizing Learning Conference

Canadian Network of National Association of Regulators (CNAR)

- Symposium on Advances in Credentialing
- Annual Conference

Skills for Change

- Valuing Diversity: Challenges, Opportunities, and Next Steps

In addition, the College is an ongoing partner with the Office of the Fairness Commissioner in the development of an

online repository of information about registration practices.

ii. individuals who make registration decisions

Under legislation, the Registrar of the College has the sole responsibility for making final registration decisions. As Chief Executive Officer of the College, he/she undergoes continuous training and his/her currency of knowledge is commensurate with the responsibilities of the role.

The current Registrar and CEO, Dr. Michael Salvatori, OCT, previously held the position of Director of Membership Services with direct responsibility for the oversight of credential assessment and registration decisions. During that time, the Registrar attended and made presentations at conferences for organizations such as:

- the American Association of Collegiate Registrars and Admissions Officers (AACRAO), a group dedicated to advancing education through leadership in academic and enrollment services
- NAFSA: Association of International Teachers, an association focused on advancing international education by establishing principles of good practice, setting standards for credential assessment and documentation, and advocating for international education.

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

- Member of the Registrars for Teacher Certification Canada and Chair of the subcommittee for the development of a panCanadian language proficiency assessment for the teaching profession. The Registrar made two presentations in 2014 to representatives of Employment and Social Development Canada regarding the second phase of this important project to support a funding request.
- Member of the board of Directors of Canadian Network of Associations of Regulators (CNAR)
- Member of the board of Directors of the Council on Licensure Enforcement and Regulation (CLEAR) as well as committee member of its Executive Leadership Program, Membership Onboarding working group and the Board Member Training committee.
- The Registrar has also qualified as a faculty member for CLEAR's Executive Leadership Program and has begun to teach the program. In this capacity, he contributes to building capacity among senior leaders in regulatory bodies in both Canada and the United States.
- As the recipient of the 2014 Council for Licensure Enforcement and Regulations' Regulatory Excellence Award, Dr. Salvatori was recognized for his leadership and commitment to the principles of transparency and fairness in regulating the teaching profession.
- Member of the Ontario Fairness Commission's consultative committee.
- Attended the OFC's Fair Access Forum in November

2014: the forum explored controversies in immigration policy, human rights and licensing practice, in the context of national and international developments in professional regulation.

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

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

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

The Registrar continues to make presentations and to participate in panels related to access to regulated professions. In the fall of 2014 the Registrar attended the CNAR symposium on credential assessment practices, a joint symposium by CNAR and the Canadian Information Centre for International Credentials.

In November 2014 the Registrar organized and hosted an international forum of teaching councils: the International Forum of Teacher Regulatory Authorities (IFTRA) conference in Toronto was attended by teaching councils from Europe, Africa, Australia New Zealand and the US. Members shared information of common interest - including respective teaching council responsibilities, research relevant to teaching, and issues of mutual recognition.

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

Of note in 2014 was the Registrar's continued work with the Ontario Ministry of Education, and colleagues at the College, on the development of amendments to the teacher qualification regulation with respect to certification following changes made to the Ontario teacher education program including credential assessment for applicants from outside Ontario.

The Registrar continues to speak directly to registrants during his visits to the Faculties of Education to introduce the College and to explain registration practices. These

opportunities frequently include discussions about the requirements for certification, alternatives to evidence of credentials and timelines for assessment.

iii. individuals who make internal review or appeal decisions

The Registration Appeals Committee makes registration appeals decisions. Committee members receive ongoing training about the College's legislative framework and activities, regulations and legislation governing Ontario teachers' qualifications, international education systems, methodology of credential assessment, and writing decisions and reasons. Instruction models include workshops, hands-on exercises, and presentations from staff with subject matter expertise.

The College's Fair Registration Practices Regulation requires that the College ensure training in how to assess applications for a certificate, including training in special considerations that apply in the assessment of such applications and the process for applying those considerations is provided to members of the Registration Appeals Committee and individuals who are on the roster of eligible panellists for the committee.

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

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

The Registration Appeals Committee provided 2013 statistical information to the College's Council at its June 12, 2014 meeting. The committee also reviewed its timelines, taking into account the basis of appeals received, and is currently analyzing the reasons for delays in the decision-making process. The greater complexity in the appeals coming before the committee has been found to be a significant contributing factor to these delays. For example, this factor has caused the committee to permit more extensions so that appellants can gather documentation. Additionally, the committee itself has often requested further documentation.

Agreements on the Recognition of Qualifications (11 / 13)

Examples of agreements on the recognition of professional qualifications include mutual recognition, reciprocity and labour mobility agreements. Such agreements may be national or international, between regulatory bodies, associations or jurisdictions.

a) List any agreements on the recognition of qualifications that were in place during the reporting period.

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

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

See a)

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

No change in 2014.

Data Collection (12 / 13)

Languages in which application information materials are available

a) Indicate the languages in which application information materials were available in the reporting year.

Language	Yes/No
English	Yes
French	Yes
Other (please specify)	

Paid staff employed by your organization

b) In the table below, enter the number of paid staff employed by your organization in the categories shown, on December 31 of the reporting year.

When providing information for each of the categories in this section, you may want to use decimals if you count your staff using half units. For example, 1 full-time employee and 1 part-time employee might be equivalent to 1.5 employees.

You can enter decimals to the tenths position only. For example, you can enter 1.5 or 7.5 but not 1.55 or 7.52.

Category	Staff
Total staff employed by the regulatory body	173.5
Staff involved in appeals process	5
Staff involved in registration process	56

Countries where internationally educated applicants were initially trained

c) In the following table, enter the top source countries where your applicants* were originally trained in the profession (excluding Canada), along with the number of applicants from each of these source countries.

Enter the country names in descending order. (That is, enter the source country for the greatest number of your applicants in the top row, the source country for the second greatest number in the second row, etc.)

Use the dropdown menu provided in each row to select the country.

Note that only one country can be reported in each row. If two or more countries are tied, enter the information for these tied countries in separate rows.

Country of training (Canada excluded)	Number of applicants in the reporting year
United States	451
India	226
Australia	154
Pakistan	42
Jamaica	42
Scotland	36
New Zealand	34
England	32
Philippines	28
Romania	16

*Persons who have applied to start the process for entry to the profession.

Select "n/a" from the drop-down list if you do not track this information. Enter "0" in a "Number of applicants" field if you track the information, but the correct value is zero.

Jurisdiction where members were initially trained

d) Indicate where your members* were initially trained in the profession
(use only whole numbers; do not enter commas or decimals).

The numbers to be reported in the Members row are the numbers on December 31st of the reporting year. For example, if you are reporting registration practices for the calendar year 2010, you should report the numbers of members in the different categories on December 31st of 2010.

Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)						
	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Members on December 31 st of the reporting year	188,510	12,287	22,208	16,351	0	239,356

* Persons who are currently able to use the protected title or professional designation of the profession.

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

12 (b) - Paid staff employed by your organization - Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

Applications your organization processed in the past year

e) State the number of applications your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)						
from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	9,225	385	451	874	0	10,935
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	13,010	806	864	2,234	0	16,914
Inactive applicants (applicants who had no contact with your organization in the reporting year)	n/a	n/a	n/a	n/a	n/a	0
Applicants who met all requirements and were authorized to become members but did not become members	999	123	95	177	0	1,394
Applicants who became members	8,319	341	471	625	0	9,756
Applicants who were authorized to receive an alternative class of licence* but were not issued a licence	n/a	0	0	0	0	0
Applicants who were issued an alternative class of licence*	116	0	0	0	0	116

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

“Actively Pursuing Licensing” reflects those applicants who applied within the last two years. The College has an administrative practice designed for applicants who make initial application with the College, but do not provide all required documents within two years. After two years, where an application file still has outstanding documents, the College will contact the applicant. The applicant will be advised that he/she has 60 days to submit the outstanding documents or the file will be closed. However, if an applicant requests an evaluation of a file which has outstanding documentation the College will proceed with an evaluation based on the documentation on file or the applicant may also request an extension.

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

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

Certificate of Qualification and Registration

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

Transitional Certificate of Qualification and Registration

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

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

	Class of licence	Description
a)	<i>Certificate of Qualification and Registration</i>	A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.
b)	<i>Transitional Certificate of Qualification and Registration</i>	A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session. Currently, the College has accredited programs leading to this certificate for: • people of native ancestry preparing to teach in the Primary and Junior divisions • teacher candidates preparing to teach technological education, a Native language or in the French-language school system The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.

Reviews and appeals your organization processed in the past year

f) State the number of reviews and appeals your organization processed in the reporting year (use only whole numbers; do not enter commas or decimals).

Jurisdiction where members were initially trained in the profession (before they were granted use of the protected title or professional designation in Ontario)						
from January 1st to December 31st of the reporting year	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applications that were subject to an internal review or that were referred to a statutory committee of your governing council, such as a Registration Committee	n/a	n/a	n/a	n/a	n/a	0
Applicants who initiated an appeal of a registration decision	1	0	2	21	0	24
Appeals heard	3	0	0	15	0	18
Registration decisions changed following an appeal	1	0	0	4	0	5

Enter "n/a" if you do not track this information. Enter "0" if you track the information, but the correct value is zero.

Additional comments:

In 2014, 24 applicants initiated an appeal of a registration decision. Of these cases, two cases were withdrawn and 14 cases were carried over to 2015. Of the 14 cases carried over, five were received in the last quarter of 2014 and will therefore go forward to the Registration Appeals Committee in 2015. This provides the appellant the full 45 days to prepare and submit documentation pertaining to the appeal.

10 of the 18 appeal cases heard in 2014 had oral presentations.

Four of the 18 appeal cases heard in 2014 had French panels.

Of the 18 appeal cases heard by the Registration Appeals Committee, 10 were from 2013 and 8 were from 2014.

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

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

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

No change in 2014.

Certification (13 / 13)

I hereby certify that:

- I have reviewed the information submitted in this Fair Registration Practices Report (the “Report”).
- All information required to be provided in the Report is included.
- The information contained in the Report is accurate.

Name of individual with authority to sign on behalf of the organization:
(Ms.) Charlie Morrison

Title: Manager of Policy and Research

Date: February 27, 2015



Ontario
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Setting the Standard
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