2016
Fair Registration Practices Report

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

Index

1. Qualitative Information

A. Requirements for registration, including acceptable alternatives

i.   Describe any improvements / changes implemented in the last year.

Applicant Eligibility Assessment Tool

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online assessment tool based on the College's certification requirements and takes approximately 30 minutes to complete. The tool has gone through user testing and 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. Internationally educated teachers are able to input their own credential information to receive information that is tailored to their own circumstances. The tool provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers/aea

In 2016, based on user feedback, improvements were made to the assessment tool to add additional questions about methodology coursework. Improvements were made to the final assessment page for those who receive an outcome that indicates they would be unlikely to meet certification requirements. A feedback mechanism will be added into the tool in 2017 and the College will use this mechanism to assess user feedback.

Registration Videos

In late 2015, two videos were added to the College website. These videos provide useful information to internationally educated applicants, who cannot attend the monthly information sessions held at the College.

The number of times these videos were viewed between January 1, 2016 and December 31, 2016 is indicated in brackets after the name of each video. The first video, "Applying to the College / Comment présenter

une demande d'inscription à l'Ordre (820)", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application.

The second video, "Evaluating your Application / Évaluation de votre demande (2,518)", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application.

The videos can be found on the College website landing page for internationally educated teachers:

http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2016, two presentations on registration requirements were provided to the Philippine Teachers' Association of Canada while seven sessions were held at the College to provide information to internationally educated teachers.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2016, College staff made 32 faculty presentations in Ontario and one presentation to a US border College.

Inactive Application Closure

In 2015, in order to better engage the applicant in the registration process, the College launched a series of emails to remind applicants to go back to their status page and submit outstanding documents if their application is not complete. This has helped to support applicants in the completion of their applications.

In 2015, the Membership Records Unit implemented a new incomplete applications process designed to close applications that remain with outstanding documentation for more than two years. This initiative was part of a continuous improvement assessment and also a recommendation from the Ontario Fairness Commissioner.

The process allows the College to close incomplete application files without a credential assessment decision provided that obligations of procedural fairness are met by clearly communicating with an applicant when his or her application may be closed and providing the opportunity to complete their application or obtain a determination of eligibility for certification without completion of documentation, should they request one.

In implementing the process in 2015 for current applications not yet at the two-year mark, the Membership Records Unit also identified a pilot group of applications (1100) that had been open for over two years (between 1997 and 2006) to initiate the closure process for these files.

In 2016, the College continued the implementation plan to work to complete or close applications that remained open since before 2013. This is the last phase of the inactive application closure process. The College will no longer have any outstanding files to close after November 2017 and from then on applications will be closed following two years of inactivity.

In 2016, the College communicated with 1397 applicants who had applied between 2011 and 2013. Of these, 1109 files (87%) were closed automatically on the final date of response. Of the remaining 288, 116 requested a six-month extension and 172 completed the documentation process or requested a closure of file. In 2017, the College will be communicating with a final wave of 1635 applicants who applied more than 2 years ago.

Enhanced Teacher Education Program

In 2016, the College continued the implementation of the certification changes related to the Enhanced Teacher Education Program, which began on September 1, 2015. As part of the implementation process, the College focused on improved communication with applicants who are certified with Terms, Conditions and Limitations (TCLs). College members certified with TCLs now receive more detailed information about why conditions are listed on their certificate when they are certified.

From September 1, 2015 to December 31, 2016, the College certified 771 Ontario and internationally educated teacher (IET) applicants with conditions, including: 356 Ontario applicants and 415 IET applicants. The Ontario applicants have been certified with conditions related to ETEP, insufficient duration of the program of professional education and length of the practicum as required by regulation because they were not certified prior to September 1, 2015. The IET total includes those certified with conditions specifically due to ETEP, increased duration of the professional education program and length of practicum as well as reasons unrelated to ETEP, insufficient methodology for two consecutive divisions/subjects.

The College conducted focus groups to review the documentation that is sent to College members who have been certified with conditions. The aim of the review was to ensure that the information provided to these new College members was clear. Feedback from the focus groups was incorporated into the final revised communication documents.

The College also enhanced its communication materials to include more information about the changes in certification requirements related to the Enhanced Teacher Education Program. For example, in 2016, the College's Registration Guides were revised to include a chart that sets out the new certification requirements and the College's certification procedures.

A link to one of the College's Registration Guides is provided below:

http://www.oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

ii. Describe the impact of the improvements / changes on applicants.

The Applicant Eligibility Assessment tool was launched in late 2015. From the launch of the tool in December 2015 until the end of December 2016, the tool was viewed by 38,000 visitors and 10,867 visitors have actually completed the assessment. A feedback mechanism will be added into the tool in 2017 and the College will use this mechanism to assess user feedback.

The new registration videos on the College website provide for greater accessibility for applicants and potential applicants that cannot visit the College to attend an information session. The number of views in the first month of the availability of the videos

is described in the response to the question above [see Question 1 a) i.].

The College's faculty presentations help clarify the certification requirements for students and provide information on completing the application process.

In light of the introduction of the Enhanced Program, to ensure that applicants were aware of the changes and potential impact on a registration decision, over the last year and a half, staff engaged in extensive communications activities that included information on the website, work with faculties of education to contact students who had completed a teacher education program but had not applied to the College, and ongoing communication with applicants advising them of the importance of completing their application as soon as possible.   In 2016, the College received 4,345 total applications and certified 3,600 applicants. The College's application and certification numbers were down from previous years. The decrease is largely due to the enhanced teacher education program. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most will start the application process in the second year of the program. The College has also noted an ongoing trend in declining applications from internationally educated teachers. Finally, the 2015 numbers were higher than expected related to the College's concerted efforts to process as many applications as possible before the certification requirements changed on September 1, 2015.

The assessment tool embedded in the online application to make applicants aware of the impact of the Enhanced Program helped clarified the new certification requirements. It has also allowed for greater clarity on what the impact of the new requirements will be in the unique case of each applicant.

To implement the new Inactive Application Closure process, the College designed a communications plan aimed at keeping applicants informed and engaged throughout their two-year application cycle. Applicants now receive regular emails, throughout their application period to remind them of outstanding documentation requirements. These emails are sent to applicants after the application has been open and remains incomplete after 3 months, 6 months, 12 months and 18-months. These emails, introduced in 2015, also contain messaging about the new Enhanced Teacher Education Program. In addition to providing a reminder to submit documentation, the emails also advise the applicants of the ways in which the College may be able to assist them if they are having difficulty in obtaining documentation.

As a result of the changes resulting from the Inactive Application Closure process, the College closed 1039 applcations, granted six-month extensions to 31 applcants and worked with applicants to complete 30 applications and submit them for evaluation. Twelve of these applicants were offered certification.

In 2016, the College communicated with 1397 applicants who had applied between 2011 and 2013. Of these, 1109 files (87%) were closed automatically on the final date of response. Of the remaining 288, 116 requested a six-month extension and 172 completed the documentation process or requested a closure of file.

In 2017, the College will be communicating with a final wave of 1635 applicants in 2017 who applied more than 2 years ago.

iii.   Describe the impact of the improvements / changes on your organization.

As more applicants are becoming certified with ETEP conditions, the College is monitoring how these conditions are satisfied. As will be described below, College members with coursework conditions may satisfy them using Schedule C coursework. The College has established a process to determine if a member would like a Schedule Course to be listed on their certificate and recognized as an additional qualification or if they would like to use the Schedule C course to satisfy a condition related to their initial certification requirement.

B.   Assessment of qualifications

i.   Describe any improvements / changes implemented in the last year.

Enhanced Teacher Education Program

The implementation of the new program continued in 2016. All processes in place to facilitate the transition in 2015 were utilized in 2016.

Language Proficiency

The College will be undertaking a comprehensive review of its Language Proficiency requirements. This review is scheduled to begin in late 2017.

ii.   Describe the impact of the improvements / changes on applicants.

The introduction of the Enhanced Program necessitated changes to the College's certification requirements as only those applicants who met the new Enhanced Program requirements would be eligible for certification without conditions. Those applicants who did not meet the new requirements, but completed a one year teacher education program, may be eligible for certification with conditions. These conditions are "complementary course conditions" and allow the applicant to make up the duration gap with the new program. The College has made amendments to its Teachers' Qualification Regulation in order to allow for complementary course conditions to be satisfied by courses listed in Schedule C of the regulation. This amendment will provide for increased availability of the courses necessary to satisfy conditions on a certificate. In 2016, the College continued to monitor the completion of coursework conditions using Schedule C coursework. Members certified with conditions have five years to complete their conditions (with a possible one year extension).

iii. Describe the impact of the improvements / changes on your organization.

In 2016, the College continued the implementation of the certification requirements related to the Enhanced Teacher Education Program. As applicants are certified with conditions, monitoring and support for the fulfillment of these conditions is ongoing.

C.   Provision of timely decisions, responses, and reasons

i.   Describe any improvements / changes implemented in the last year.

Appeals on Terms, Conditions and Limitations

As a consequence of the new ETEP implemented on September 1, 2015, the Registration Appeals Committee experienced a significant increase in the volume of appeals received in 2016. The majority of the 60 appeals received in 2016 were from College members certified with Terms, Conditions or Limitations (TCLs). College members may appeal to the Registration Appeal Committee for a variance on the TCLs imposed by the College (Registrar). The Registration Appeals Committee received 47 appeals in 2016 that pertained to TCLs imposed on certificates (78% of all appeals) compared to 0 in 2015.

These variance appeals for the committee are submitted by College members instead of denied applicants. Appeals submitted by applicants who were denied certification remained consistent as the committee received 13 appeals in 2016 as compared to 19 in 2015.

Appellants jurisdiction in 2016: Ontario (48%), other Canadian provinces/territories (2%) and outside of Canada (50%).

In order to address the significant increase in appeals, the College's Policy and Research Unit tracked and monitored each step of the appeal process to minimize the impact on the committee's timelines. All administrative steps within the unit and with the College Membership Services department were reviewed for timeline and efficiency improvements.

Membership Services

In 2016, the College interacted with College members and members of the public by phone, email and social media and in person approximately 525 times each day. In addition, the College initiated approximately 650 telephone calls and emails per month to applicants who have submitted outstanding documents that are deemed unacceptable, or where further information is required.

In 2016, the average number of days for an internationally educated teacher (IET) to be certified was 88 days and the average number of days for a labour mobility applicant to be certified was 42 days.

The average number of days to become certified for both categories of applicants has risen from previous years. In 2014 and 2015, the College focused on the implementation of the Enhanced Teacher Education program and certifying as many applicants as possible prior to the regulation change which resulted in lower average timelines and fewer applicants were certified with conditions. The increased timelines for assessment may be attributed in part to the fact that the College is receiving more applications from applicants in international jurisdictions that have significantly different requirements than Ontario and fewer applications from jurisdictions with similar requirements, the United States. Finally, IETs are being certified with the additional conditions to meet the change in certification requirements as a result of the enhanced teacher education program, increasing the assessment needed on a file. Prior to ETEP, insufficient duration of a teacher education program would lead to denial of certification. As part of ETEP, the change to allow for insufficient duration of the teacher education program to be addressed with conditions was done, in part, to ensure minimal effect on IETs who would have been denied otherwise.

With respect to labour mobility applicants, there was an increase in labour mobility files completed and reviewed in comparison to previous years. The increase may have been in part that there were fewer files in

process at the end of 2016 when compared to 2015. Although there was no change in the composition of jurisdictions represented in the applications processed, we will continue to monitor this trend.

Regardless of the increase, both timelines are well within the 120 days or best efforts outlined in the Fair Registration Practices Regulation.

ii.   Describe the impact of the improvements / changes on applicants.

The College improved communication with applicants who are certified with Terms, Conditions and Limitations (TCLs). Those members certified with TCLs now receive more detailed information about why conditions are listed on their certificate when they are certified.

iii.   Describe the impact of the improvements / changes on your organization.

In 2016, the College received 4,345 total applications and certified 3,600 applicants. The College's application and certification numbers were down from previous years. The decrease is largely due to the enhanced teacher education program. In 2016, many students in the new two-year teacher education programs in Ontario had not yet applied as most will start the application process in the second year of the program. The College has also noted an ongoing trend in declining applications from internationally educated teachers. Finally, the 2015 numbers were higher than expected related to the College's concerted efforts to process as many applications as possible before the certification requirements changed on September 1, 2015.

D.   Fees

i.   Describe any improvements / changes implemented in the last year.

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.

In 2016, there were no changes in application fees or annual membership fees.

In 2016, the College made a process change for the first Annual Membership Fee to be paid at the time of application instead of just prior to the granting of the certificate. This change allows for a more timely granting of the certificate to an individual that meets certification requirements. There will no longer be a delay following an evaluation until the Annual Membership Fee is paid for certificate to be granted. This process change was supported by a regulatory amendment made to the College's Teachers' Qualifications Regulation (Regulation 176/10). An amendment to the College's bylaws was also made to reflect this new direction. If an individual is not granted certification, they are reimbursed the Annual Membership Fee.

ii.   Describe the impact of the improvements / changes on applicants.

The number of applicants who meet certification requirements, but are not granted certification immediately has declined due to the new process to require payment of the first Annual Membership Fee at the time of application.

iii. **Describe the impact of the improvements / changes on your organization.**

The process change with regards to the payment of the first Annual Membership Fee at the time of application has allowed for a more timely granting of certification by the College.

E.   Timelines

i. **Describe any improvements / changes implemented in the last year.**

In 2016, the average number of days for an internationally educated teacher (IET) to be certified was 88 days and the average number of days for a labour mobility applicant to be certified was 42 days.

The average number of days to become certified for both categories of applicants has risen from previous years. In 2014 and 2015, the College focused on the implementation of the Enhanced Teacher Education program and certifying as many applicants as possible prior to the regulation change which resulted in lower average timelines and fewer applicants were certified with conditions. The increased timelines for assessment may be attributed in part to the fact that the College is receiving more applications from applicants in international jurisdictions that have significantly different requirements than Ontario and fewer applications from jurisdictions with similar requirements, the United States. Finally, IETs are being certified with the additional conditions to meet the change in certification requirements as a result of the enhanced teacher education program, increasing the assessment needed on a file. Prior to ETEP, insufficient duration of a teacher education program would lead

to denial of certification. As part of ETEP, the change to allow for insufficient duration of the teacher education program to be addressed with conditions was done, in part, to ensure minimal effect on IETs who would have been denied otherwise.

ii. **Describe the impact of the improvements / changes on applicants.**

Please see response to Question 1. e) i above.

iii. **Describe the impact of the improvements / changes on your organization.**

Please see response to Question 1. e) i above.

F. Policies, procedures and/or processes, including by-laws

i. **Describe any improvements / changes implemented in the last year.**

In 2016, the College made a process change for the first Annual Membership Fee to be paid at the time of application instead of just prior to the granting of the certificate. This change allows for a more timely granting of the certificate to an individual that meets certification requirements. There will no longer be a delay following an evaluation until the Annual Membership Fee is paid for certificate to be granted. This process change was supported by a regulatory amendment made to the College's Teachers' Qualifications Regulation (Regulation 176/10). An amendment to the College's bylaws was also made to reflect this new direction. If an individual is not granted certification, they are reimbursed the Annual Membership Fee.

ii. Describe the impact of the improvements / changes on applicants.

The number of applicants who meet certification requirements, but are not granted certification have declined due to the new process to require payment of the first Annual Membership Fee at the time of application.

iii. Describe the impact of the improvements / changes on your organization.

The process change with regards to the payment of the first Annual Membership Fee at the time of application has allowed for a more timely granting of certification by the College.

G. Resources for applicants

i. Describe any improvements / changes implemented in the last year.

Applicant Eligibility Assessment Tool

In late 2015, the College launched the Applicant Eligibility Assessment tool, which is a free online assessment tool related to certification requirements. The tool has gone through user testing and 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. Internationally educated teachers are able to input their own credential information into the tool to receive information that is tailored to their circumstances. The tool also provides background information on the certification process and directs the user to contact the College should they have any questions.

The tool was announced with a posting on the home page of the College's website and can be found here:

http://www.oct.ca/becoming-a-teacher/internationally-educated-teachers/aea

In 2016, based on user feedback, improvements were made to the assessment tool to add additional questions about methodology coursework. Improvements were made to the final assessment page for those who receive an outcome that indicates they would be unlikely to meet certification requirements. A feedback mechanism will be added into the tool in 2017 and the College will use this mechanism to assess user feedback.

Registration Videos

In late 2015, two videos were added to the College website. These videos provide useful information to internationally educated applicants, who cannot attend the monthly information sessions held at the College.

The number of times these videos were viewed between January 1, 2016 and December 31, 2016 is indicated in brackets after the name of each video. The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre (820)", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application.

The second video, "Evaluating your Application / Évaluation de votre demande (2,518)", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application.

The videos can be found on the College website landing page for internationally educated teachers:

http://www.oct.ca/becoming-a-teacher/ internationally-educated-teachers

Enhanced Teacher Education Program

As a result of the introduction of the Enhanced Teacher Education Program (Enhanced Program), the College updated information about the registration process to potential applicants, namely print resources, online through the College web site, and through information sessions. The particulars of the updates are provided below:

Registration Guides

In 2016, the College's Registration Guides were revised to include a chart that sets out the new certification requirements alongside the different ways that applicants can satisfy these requirements.

http://www.oct.ca/-/media/PDF/ Requirements%20General%20Education%20 Teacher/EN/general_education_teacher_e.pdf

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 2016 to include a chart that sets out the new certification requirements and the College's certification procedures.

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

Documentation for Members Certified with Terms, Conditions or Limitations

In 2016, the College continued the implementation of the certification changes related to the Enhanced Teacher Education Program, which began on September 1, 2015. As part of the implementation process, the College focused on improved communication with applicants who are certified with Terms, Conditions and Limitations (TCLs). College members certified with TCLs now receive more detailed information about why conditions are listed on their certificate when they are certified.

The College conducted focus groups to review the documentation that is sent to College members who have been certified with conditions. The aim of the review was to ensure that the information provided to these new College members was clear. Feedback from the focus groups was incorporated into the final revised communication documents.

Applicant Information Sessions

During monthly, on-site information sessions, potential applicants and applicants to the College were advised of the impact of the Enhanced Program.

These information sessions are available to Ontario applicants and internationally educated teachers. In 2016, the College began sending communications to Ontario applicants to advise them of these sessions. This change in process resulted from the increased number of Ontario applicants who are certified with conditions due to ETEP.

This communications protocol mirrors how internationally educated teachers have been advised of these sessions.

Outreach

The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to explain registration requirements. In 2016, two presentations on registration requirements were provided to the Philippine Teachers' Association of Canada while seven sessions were held at the College to provide information to internationally educated teachers.

Faculty Tours

Presentations are also made to teacher candidates at Ontario's faculties of education. In 2016, College staff made 32 faculty presentations in Ontario and one presentation to a US border College.

ii.   Describe the impact of the improvements / changes on applicants.

The Applicant Eligibility Assessment tool was launched in late 2015. From the launch of the tool in December 2015 until the end of December 2016, the tool was viewed by 38,000 visitors and 10,867 visitors have actually completed the assessment. A feedback mechanism will be added in 2017 and the College will use this mechanism to assess user feedback on the tool.

iii.   Describe the impact of the improvements / changes on your organization.

N/A

H.   Review or appeal processes

i.   Describe any improvements / changes implemented in the last year.

The College makes its best efforts in each case to ensure a review by the Registration Appeals Committee and the release of the 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.

Several factors can contribute to circumstances where it is not possible to achieve the 120 day guideline set out in regulation, such as:

- increase in the volume of appeals – when a significant increase occurs, the committee faces several challenges in all steps of the Appeal process namely, preparing and distributing the appeals documents and writing decisions within the targeted timelines, as well as scheduling additional meetings
- requests for extensions by the appellants, changes in regulation or legislation; extension of the timelines when the committee requests more detail or additional documents
- administrative delays are encountered when new supporting documentation or additional information are received (review of the original credential assessment by the College, time to respond and update the appeal packages), or
- administrative delays with oral presentations which increased since 2013 (scheduling mutually agreeable dates for both panels and appellants, more support for unrepresented appellants).

As a consequence of the new ETEP implemented on September 1, 2015, the Registration Appeals Committee experienced a significant increase in the volume of appeals received in 2016. The majority of the 60 appeals received in 2016 were from College members certified with Terms, Conditions or Limitations (TCLs). College members may appeal to the Registration Appeal Committee for a variance on the TCLs imposed by the College (Registrar). The Registration Appeals Committee received 47 appeals in 2016 that pertained to TCLs imposed on certificates (78% of all appeals) compared to 0 in 2015. In order to address the significant increase in appeals, the College's Policy and Research Unit tracked and monitored each step of the appeal process to minimize the impact on the timelines. All administrative steps within the unit and with the College Membership Services department were reviewed for timeline and efficiency improvements.

Of the 35 cases in which the Committee rendered a decision in 2016, 30 of these appeals exceeded the best efforts of 120 day timeline.

Despite this significant increase in the number of appeals received in 2016 (60 compare to 19 in 2015), the timelines were still improved in comparison with 2015. In 2015, all decisions were rendered in more than 140 days. In 2016, half of the decisions were rendered in more than 140 days and the other half of the decisions were rendered within 101 and 140 days.

In 2015, improvements to internal processes that had a direct impact in reducing timelines (i.e. decision writer and editor, shorter administrative timelines to prepare the appeal packages, enhanced internal tracking processes to ensure that deadlines are respected).

In addition to the improvements to the internal processes implemented in 2015, the following changes were implemented in the fall of 2016:

- the increased volume of appeals coincided with an increase volume of appeal withdrawals (16 in 2016 compare to 4 in 2015). Appellants usually choose to withdraw their appeal request following a College reassessment of their credentials and a decision to certify them or remove TCL. As additional information comes in with an appeal as a matter of course, the College's Membership Services Department reaches out to applicants to get new information that can be applied to file and a reassessment can occur to see if the outcome would change before it would be sent to appeal review by the committee. Refunds continue to be provided for withdrawals and re-assessments. The existing process was reviewed with the College's Membership Services Department to improve efficiency and reduce timelines
- internal meetings were held with the College's Membership Services Department to identify the appeal process steps where improvements could be made to assist the committee in meeting the 120-day timeline in legislation
- in the fall of 2016, the College's Policy and Research started implementing a paperless process, mainly realized by distributing materials electronically. This change allowed to streamline the handling of each appeal file, to reduce paper volume significantly and improve human resource efficiency
- in 2016, the committee considered reducing administrative timelines in the appeal process, mainly the number of days in which to provide the submission (currently 45 days). The analysis will continue in 2017 and will focus on assisting the committee in meeting the 120-day timeline while

applying the principles of fairness and natural justice and providing reasonable timelines for individuals to prepare their appeal

- additional meetings were scheduled to address the increased number of cases received in 2016 (May, July, November).

ii.   Describe the impact of the improvements / changes on applicants.

The College anticipates that these changes will lead to improvements and reduce time-lines in 2017.

iii.   Describe the impact of the improvements / changes on your organization.

N/A

I.   Access to applicant records

i.   Describe any improvements / changes implemented in the last year.

No changes this year

ii.   Describe the impact of the improvements / changes on applicants.

No changes this year

iii.   Describe the impact of the improvements / changes on your organization.

No changes this year

J.   Training and resources for registration staff, Council, and committee members

i. Describe any improvements / changes implemented in the last year.

Registrar

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, continues to be actively involved in provincial and national organizations that focus in part on registration decisions and credential assessment.

Over the course of the past year, the College Registrar has identified for the College's Council changes to be made to both by-laws and regulations to reflect the current practices in credential assessment for international educated teachers. These amendments were successfully reflected in the relevant by-law or legislation and included information included on the public register (university degrees) and prior certification for previously certified teachers in other jurisdictions.

On February 23, 2016, the Registrar was part of a panel presentation along with staff from the Office of the Fairness Commissioner at a symposium for Touchstone Institute. The panel discussed challenges and opportunities arising from different initiates and experiences with occupation-specific language assessment projects.

On March 3-6, 2016 the Registrar attended the 18th National Metropolis Conference. This year the conference covered some of the challenges that result from having to settle and integrate thousands of refugees within a very short time span. The Registrar was part of a panel presentation regarding immigrant and refugee teachers and students. His presentation covered the College's online application, online self-assessment tool, online versions of information sessions related to the application process and policies and procedures for assessment and evaluation of applicants. The conference and the presentation in particular offered an opportunity for the Registrar to hear firsthand about ongoing challenges and to consider how the College may address them.

At the annual Infonex Professional Regulation & Discipline conference on April 19, 2016, the Registrar co-presented with the College's Director of Membership Services on credential evaluation for internationally educated professionals, covering items such as:

- Assessing Qualifications for Internationally Educated Professionals
- Credential evaluation for internationally educated professionals
- Assessing "good character" of internationally educated professionals
- Frameworks, opportunities, and areas of improvements
- Key cases

The Registrar continues to be part of the international forum of teaching councils. The bi-annual IFTRA (International Forum of Teacher Regulatory Authorities) conference was held in Dublin, Ireland in June 2016 and the Registrar was on the committee for the planning of the conference. During the conference, the Registrar presented on the enhanced teacher education program alluding to changes in credential and registration practises to assist internationally educated teachers.

In October 2016, the Registrar recorded an address to the Philippines Teachers Association of Canada to celebrate its 10th anniversary. The Registrar and the college continue to maintain and develop relationships with various agencies serving internationally educated teachers.

The Registrar continues to speak directly to registrants during his visits to the Ontario 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.

In late 2016, the Registrar worked with the Registrars for Teacher Certification Canada and representatives from the Council of Ministers of Education Canada to further advance a project to establish a pan-Canadian credential assessment agency as well as the language competency assessment project. A combined project proposal is under development and will be submitted to Employment and Social Development Canada to advance these two projects. The Registrar will continue to chair the language competency assessment component of the project.

Registration Appeals Committee

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 panelists for the committee.

As a result of the departure of one committee member, a new committee member was appointed to the Registration Appeals Committee in September 2016. In the fall of 2016, the new Committee member received ongoing training about the Committee's processes, the College's legislative frame-work, regulations and legislation governing Ontario teachers' qualifications, international education systems, methodology of credential assessment, the suitability registration requirement and the guiding principles for deliberations and decisions writing.

In February 2016, as a result of the new ETEP and the volume of appeals pertaining to TCL, the committee members received training on "Appeals on terms, conditions and limitations". This training mainly covered the amendments to the Teachers' Qualification Regulation, the distinctions between the "old" and "new" teacher education program, the new certification requirements, who would be affected by the changes, the certification outcomes under the new rules, the exemptions and when and why TCL are imposed by the Registrar. The committee also learned about their jurisdiction and discrtion regarding appeals on TCL

Membership Services

The College's Membership Service Department staff have expertise in the field of alternative documentation and fraudulent documents. In 2016, as a result of the increased use and awareness of alternative documentation and fraudulent document processes, College staff have presented nationally and internationally on these topics.

The College's Evaluators and Evaluation Assistants assess international and labour mobility 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 consid-erations, 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.

Membership 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 2015, Membership Services training included, but was not limited to:

World Education Services (WES)

- Webinar – Education in Nigeria
- Webinar – Education in Bangladesh and Pakistan
- Webinar – Education in the United Kingdom
- Webinar – Education in Myanmar
- Webinar – Higher Education in India
- Webinar – Education in Russia
- Webinar – Education in South Korea
- Webinar – Education in Spain
- Webinar – Countries in Turmoil: Part 1 – Refugee Access to Higher Education and Documentation

- Webinar – Safeguarding Again Fraud in the Admissions Process
- International Credential Evaluation Workshop

Education Credential Evaluators (ECE)

- Webinar – Education System of France and Francophone Africa

American Association of Collegiate Registrars and Admissions Officers (AACRAO)

- Webinar – Emergency Support for Syrian Students and Scholars: Holistic Programming to Address a Higher Education Emergency
- Webinar – Supporting Syrian Refugee Access to Higher Education Part II: Practical Models for Admission & Documentation

University of Toronto School of Graduate Studies

- 17th Annual Workshop on International Credentials (Russia, Ukraine, Poland, Hungary, Romania, Czech Republic, Slovakia)

The Association for International Credential Evaluation Professionals (TAICEP)

- Annual Conference

Canadian Association for Prior Learning Assessment (CAPLA)

- Recognition of Prior Learning Boot Camp
- Annual Conference

Office of the Fairness Commissioner (OFC)

- Module 1 – Understanding Fair-Access Law
- Module 2 – Applying Fair-Access Law

Ontario Regulators for Access Consortium (ORAC)

- Workshop – Building on Inclusive Regulatory Environment

ii.   Describe the impact of the improvements / changes on applicants.

Registrar

In the OFC's specific report to the College, the College was cited as having several commendable practices in the area of transparency, the work to make information openly available. Specific examples included the redesigned website; information provided to applicants who have been denied certification through the monthly information sessions held by staff; and the updating of the tutorial video that explains the registration process

The ongoing training provided to the College staff and Committee members ensures impartial and fair processes and contributes to continuous improvement, efficiency, transparency and accountability.

iii.   Describe the impact of the improvements / changes on your organization.

Registrar

In the OFC's specific report to the College, the College was cited as having several commendable practices in the area of transparency, the work to make information openly available. Specific examples included the redesigned website; information provided to applicants who have been denied certification through the monthly information sessions held by

staff; and the updating of the tutorial video that explains the registration process

The ongoing training provided to the College staff and Committee members ensures impartial and fair processes and contributes to continuous improvement, efficiency, transparency and accountability.

K. Mutual recognition agreements

i.   Describe any improvements / changes implemented in the last year.

No changes this year

ii.   Describe the impact of the improvements / changes on applicants.

No changes this year

iii.   Describe the impact of the improvements / changes on your organization.

No changes this year

L. Other (include as many items as applicable)

i.   Describe any improvements / changes implemented in the last year.

No changes this year

ii.   Describe the impact of the improvements / changes on applicants.

No changes this year

iii.   Describe the impact of the improvements / changes on your organization.

No changes this year

Describe any registration-related improvements/changes to your enabling legislation and/or regulations in the last year

The Teachers Qualification Regulation was amended to allow for applications from internationally educated teachers (IETs) who no longer hold certification in their original jurisdiction. The College's practice for a number of years has been to allow for the application and certification of IETs even where they have lost certification in their original jurisdiction. This practice was based on fair registration practice principles that reflected the difficulty many applicants had in retaining their previous certification, as residency is often a requirement for continued certification. The regulation used to only permit applications from IETs who held current certification in their original jurisdiction, but a change was made in 2016 to align the regulation with the College's practice. The regulation now allows IETs to apply for certification where they "hold, or previously held," certification in another jurisdiction.

In 2016, the College made a process change for the first Annual Membership Fee to be paid at the time of application instead of just prior to the granting of the certificate. This change allows for a more timely granting of the certificate to an individual that meets certification requirements. There will no longer be a delay following an evaluation until the Annual Membership Fee is paid for certificate to be granted. This process change was supported by a regulatory amendment made to the College's Teachers' Qualifications Regulation (Regulation 176/10).

An amendment to the College's bylaws was also made to reflect this new direction. If an individual is not granted certification, they are reimbursed the Annual Membership Fee.

2. Quantitative Information

A.   Languages

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

Language	Yes/No
English	Yes
French	Yes
Other (please specify)	-
Additional comments:	-

B.   Gender of applicants

Indicate the number of applicants in each category as applicable.

Gender	Number of Applicants
Male	960
Female	3385
None of the above	0
Additional comments:	-

C.   Gender of members

Indicate the number of members in each category as applicable. Select the option that best corresponds to the terminology used by your organization.

Gender	Number of Members
Male	61797
Female	176346
None of the above	0
Additional comments:	-

D.   Jurisdiction where applicants obtained their initial education

Indicate the number of applicants by the jurisdiction where they obtained their initial education[1] in the profession or trade.

Ontario	Other Provinces	USA	Other International	Unknown	Total
3037	433	209	Australia - 44	0	4345
			Afghanistan - 1		
			Albania - 6		
			Algeria - 4		
			Armenia - 2		
			Bahamas - 1		
			Bangladesh 4		
			Barbados - 1		
			Belarus - 3		
			Belgium - 2		
			Benin - 1		
			Bhutan - 1		
			Brazil - 3		
			Bulgaria - 3		
			Burkina Faso - 1		
			Cameroon - 14		
			Chile - 1		
			China - 5		
			Colombia - 4		
			Congo, The Democratic Republic Of The - 2		
			Costa Rica - 1		
			Côte d'Ivoire - 15		
			Cuba - 3		
			Djibouti - 1		
			Egypt - 9		
			El Salvador - 1		
			Ethiopia - 1		
			Finland - 1		
			France - 8		
			Ghana - 3		
			Greece - 4		

	Guadeloupe - 1
	Guinea - 2
	Haiti - 1
	Hong Kong - 9
	Hungary - 1
	India - 191
	Indonesia - 1
	Iran - 1
	Iraq - 3
	Ireland - 5
	Israel - 4
	Italy - 2
	Jamaica - 37
	Kenya - 1
	Korea, Republic Of - 3
	Kuwait - 1
	Lebanon - 14
	Mauritius - 5
	Moldova, Republic Of - 1
	Morocco - 1
	Nepal - 1
	New Zealand - 29
	Nigeria - 14
	Pakistan - 26
	Philippines - 21
	Poland - 5
	Portugal - 1
	Romania - 8
	Russia - 3
	Rwanda - 1
	Saint Lucia - 2
	S Arabia - 1
	Scotland - 18
	Senegal - 1
	Serbia - 1
	Singapore - 4
	Slovakia - 1

S. Africa - 7	
Spain - 1	
Sri Lanka - 5	
Sweden - 1	
Syrian Arab Republic - 1	
Taiwan, Province Of China - 1	
Trinidad - 3	
Turkey - 2	
Ukraine - 7	
United Arab Emirates - 4	
U.K. - 57	
Uruguay - 1	
Uzbekistan - 1	
Venezuela - 1	
Yemen - 1	
Zimbabwe - 1	
TOTAL - 666	

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments: N/A

E.   Jurisdiction where applicants who became registered members obtained their initial education

Indicate the number of applicants who became registered members in the reporting year by the jurisdiction where they obtained their initial education1 in the profession or trade.

Ontario	Other Provinces	USA	Other International	Unknown	Total
2597	375	195	Australia - 35	0	3600
			Afghanistan - 1		
			Albania - 5		
			Algeria - 1		
			Bangladesh - 2		
			Barbados - 1		
			Belarus - 1		
			Belgium - 3		
			Burkina Faso - 1		
			Cameroon - 4		
			China - 3		
			Colombia - 1		
			Côte d'Ivoire - 2		
			Croatia - 1		
			Egypt - 9		
			Ethiopia - 3		
			Finland - 2		
			France - 7		
			Ghana - 2		
			Greece - 1		
			Guyana - 1		
			Hong Kong - 4		
			India - 142		
			Iran - 4		
			Ireland - 2		
			Israel - 4		
			Jamaica - 25		
			Japan - 2		
			Jordan - 1		
			Korea, Republic Of - 1		
			Lebanon - 1		

Mauritius - 4	
Moldova, Republic Of - 1	
Nepal - 3	
New Zealand - 10	
Nigeria - 5	
Pakistan - 18	
Peru - 1	
Philippines - 20	
Poland - 3	
Portugal - 2	
Romania - 10	
Russia - 1	
Saint Lucia - 1	
Saint Vincent And The Grenadines - 1	
Scotland - 20	
Senegal - 1	
Serbia - 1	
S. Africa - 6	
Spain - 1	
Sri Lanka - 2	
Thailand - 1	
Trinidad - 1	
Tunisia - 1	
Turkey - 1	
Ukraine - 4	
U.K. - 38	
Viet Nam - 1	
TOTAL - 433	

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments: N/A

F.   Jurisdiction where members were initially trained

Indicate the total number of registered members by jurisdiction where they obtained their initial education1 in the profession or trade.

Ontario	Other Provinces	USA	Other International	Unknown	Total
127644	11858	22097	Australia - 5086	0	238143
			Afghanistan - 5		
			Albania - 141		
			Algeria - 13		
			Antigua And Barbuda - 1		
			Argentina - 35		
			Armenia - 14		
			Austria - 2		
			Azerbaijan - 6		
			Bahamas - 3		
			Bangladesh - 31		
			Barbados - 8		
			Belarus - 35		
			Belgium - 17		
			Belize - 1		
			Bolivia - 1		
			Bosnia And Herzegovina - 3		
			Botswana - 2		
			Brazil - 23		
			Bulgaria - 53		
			Burkina Faso - 4		
			Burundi - 18		
			Cameroon - 18		
			Chile - 18		
			China - 54		
			Colombia - 21		
			Congo - 2		
			Congo, The Democratic Republic Of The - 14		
			Costa Rica - 1		
			Côte d'Ivoire - 9		
			Croatia - 21		
			Cuba - 13		

Czech Republic - 32
Djibouti - 1
Dominica - 6
Dominican Republic - 1
Ecuador - 2
Egypt - 97
El Salvador - 6
Eritrea - 1
Estonia - 3
Ethiopia - 14
Fiji - 1
Finland - 6
France - 63
Georgia - 1
Germany - 18
Ghana - 51
Greece - 15
Grenada - 11
Guatemala - 4
Guyana - 135
Haiti - 13
Hong Kong - 162
Hungary - 70
India - 3481
Indonesia - 1
Iran - 50
Iraq - 9
Ireland - 86
Israel - 58
Italy - 13
Jamaica - 577
Japan - 8
Jordan - 12
Kazakhstan - 7
Kenya - 29
Korea - 1
Korea, Republic Of - 16

Kuwait - 2

Lao People's Democratic Republic - 1

Latvia - 7

Lebanon - 107

Liberia - 1

Libyan Arab Jamahiriya - 1

Lithuania - 10

Macedonia, The Former Yugoslav Republic Of - 16

Malaysia - 3

Mali - 2

Malta - 13

Mauritius - 70

Moldova, Republic Of - 10

Morocco - 23

Myanmar - 1

Namibia - 1

Nepal - 9

Netherlands - 23

New Zealand - 534

Nicaragua - 5

Nigeria - 190

Pakistan - 336

Philippines - 21

Palestinian Territory, Occupied - 3

Panama - 1

Peru - 15

Philippines - 368

Poland - 403

Portugal - 14

Romania - 228

Russia - 116

Rwanda - 3

Saint Kitts And Nevis - 1

Saint Lucia - 10

Saint Vincent And The Grenadines - 7

Sao Tome And Principe - 1

Scotland - 1073	
Senegal - 4	
Serbia - 6	
Sierra Leone - 6	
Singapore - 21	
Slovakia - 25	
Slovenia - 1	
S. Africa - 184	
Spain - 12	
Sri Lanka - 40	
Sudan - 2	
Swaziland - 3	
Sweden - 7	
Syrian Arab Republic - 2	
Taiwan, Province Of China - 20	
Tanzania, United Republic Of - 1	
Thiland - 4	
Trinidad - 134	
Tunisia - 4	
Turkey - 20	
Uganda - 7	
Ukraine - 174	
U.K. - 1317	
Uruguay - 2	
Uzbekistan - 5	
Venezuela - 6	
Viet Nam - 5	
Zaire - 11	
Zambia - 1	
Zimbabwe - 18	
Other - 129	
TOTAL - 16544	

[1] Recognizing that applicants may receive their education in multiple jurisdictions, for the purpose of this question, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.

Additional comments:

G.   Applications processed

Indicate the number of applications your organization processed in the reporting year:

Jurisdiction where applicants 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 Provinces	USA	Other Int.	Unknown	Total
New applications received	3037	433	209	666	0	4345
Applicants actively pursuing licensing (applicants who had some contact with your organization in the reporting year)	4277	744	416	1608	0	7045
Inactive applicants (applicants who had no contact with your organization in the reporting year)	0	0	0	0	0	0
Applicants who met all requirements and were authorized to become members but did not become members	51	39	10	56	0	156
Applicants who became FULLY registered members	2597	375	195	433	0	3600
Applicants who were authorized to receive an alternative class of licence[3] but were not issued a licence	0	0	0	0	0	0

Applicants who were issued an alternative class of licence[3]	23	0	0	0	0	23

[1] An alternative class of licence enables its holder to practice with limitations, but additional requirements must be met in order for the member to be fully licensed.

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.

H.   Classes of certificate/license

Inidcate and provide a description of the classes of certificate/license offered by your organization.

You must specify and describe at least one class of certificate/license (on line a) in order for this step to be complete.

#	Certification	Description
a)	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.
b)	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. 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.

Additional comments: N/A

I.   Reviews and appeals processed

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 applicants 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 Provinces	USA	Other Int.	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	0	0	e0	0	0	0
Applicants who initiated an appeal of a registration decision	29	1	2	28	0	60
Appeals heard	15	1	2	17	0	35
Registration decisions changed following an appeal	1	0	0	3	0	4

Additional comments:

In 2016, 60 applicants initiated an appeal of a registration decision and 5 cases were held over from 2014 & 2015. Of these 65 cases, 35 decisions were rendered, 16 cases were withdrawn, 3 were non-jurisdiction and 11 cases were carried over to 2017.

- 12 of the 35 appeal cases heard in 2016 had oral presentations.
- 3 of the 35 appeal cases heard in 2016 had French panels.
- Of the 35 appeal cases heard by the Registration Appeals Committee in 2016, 1 was from 2014, 3 from 2015 and 31 from 2016.

Note: Statistics for "Registration decisions changed following an appeal" reflect any decisions being overturned. The Registration Appeals Committee prepares an annual statistical report

that tracks outcomes of appeals and timelines. This report is shared with the College Council.

J.   Paid Staff

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, one full-time employee and one 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	55

Additional comments:

"Staff involved in appeals process" and "Staff involved in registration process" - Reflects total number of staff involved in any way with noted activities. Not intended to reflect FTE staff devoted in entirety to noted activities.

3. Submission

I hereby certify that:

Name of individual with authority to sign on behalf of the organization:
Charlie Morrison

Title:
Manager - Policy and Research Unit

Date:
2017/02/28

Telephone: 416-961-8800
Toll-free in Ontario: 1-888-534-2222
Email: info@oct.ca
www.oct.ca

For additional information:
Ontario College of Teachers
101 Bloor Street West
Toronto ON M5S 0A1

Telephone: 416-961-8800
Toll-free in Ontario: 1-888-534-2222
Email: info@oct.ca
www.oct.ca

Ontario College of Teachers

Setting the Standard
for Great Teaching

Cette publication est également disponible en français sous le titre
Rapport sur les pratiques d'inscription équitables