



Accreditation Committee Decision

Faculty of Education Lakehead University

Application for Renewal of Accreditation

Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree

Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree

Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Indigenous Teacher Education)

Consecutive and multi-session consecutive programs of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education

**Accreditation Committee
Ontario College of Teachers
December 3, 2019**

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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by the Faculty of Education, Lakehead University

Introduction

The Faculty of Education at Lakehead University submitted an application on June 17, 2019 for renewal of accreditation of the following programs of professional education:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Indigenous Teacher Education)
- Consecutive and multi-session consecutive programs of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education

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

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

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

- two members of Council, two of whom were members of the Accreditation Committee, and at least one appointed member of Council
- a roster member with experience in accreditation of teacher education programs
- a roster member with expertise in Indigenous language teacher education
- a person who was nominated by the Faculty of Education, Lakehead University.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education, Lakehead

University. The accreditation panel conducted site visits at the faculty's campus located in Thunder Bay, Ontario between July 14 and 16, 2019 and between October 6 and 10, 2019. The accreditation panel also conducted a site visit at the faculty's campus located in Orillia, Ontario between October 2 and 4, 2019. During the site visit, the accreditation panel toured the facilities where the programs are offered. The panel examined the work of teacher candidates, and conducted interviews with faculty, alumni, teacher candidates and stakeholders.

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

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

The Accreditation Committee, by virtue of the authority granted under the *Ontario College of Teachers Act, 1996*, and Regulation 347/02, Accreditation of Teacher Education Programs, set out to determine if the programs of professional education in the application submitted by the Faculty of Education, Lakehead University qualified for accreditation.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated November 14, 2019, a response from the faculty Dean to the panel's draft report dated October 23, 2019, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Decision of the Accreditation Committee at its Meeting of December 3, 2019

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the Faculty of Education at Lakehead University is a permitted institution.

As defined in subsection 1.(1) of Regulation 347/02, Accreditation of Teacher Education Programs, a permitted institution means a college, faculty or school of education in Ontario that is part of or affiliated with a university that is authorized to offer degrees under an Act of the Assembly.

Lakehead University is established as a university under the Lakehead University Act, 1965. Under sections 4 and 5 of the Act, the University may establish faculties and schools. It may grant in all branches of learning, any and all university degrees, diplomas and certificates.

The Faculty of Education, created on May 15, 1969, assumed the function of the previously established Lakehead Teachers' College and thereby the operation of that College was discontinued.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 1 is fully satisfied.

Requirement 1.1

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

Findings

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

The programs leading to a Bachelor of Education are as follows:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - This program consists of four semesters delivered over a two-year period.
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
 - This program consists of introductory Education courses completed at the same time as a 3- or 4-year undergraduate degree, followed by four semesters of professional education. The professional education semesters are identical to the four semesters of the consecutive program.
- Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Indigenous Teacher Education)
 - This program consists of ten semesters delivered over a five-year period. Semesters seven through ten are dedicated to professional education, and are identical to semesters the four semesters of the consecutive program.

For each of the above-mentioned programs, teacher candidates complete 25 practicum days during the first semester and 30 practicum days during the second semester of professional education. They complete 25 practicum days in both semesters three and four of professional education. Placement days total 105 over two years.

The programs leading to a Diploma in Education are as follows:

- Consecutive and multi-session consecutive programs of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education (known as the Indigenous Language Teachers' Diploma program).
 - The consecutive program consists of four semesters offered over 16 months.
 - The multi-session program consists of four semesters offered over 4 years.

Practicum days are distributed as follows:

- Part 1 (semester 1 consecutive/year 1 multi-session): 10 day minimum
- Part 2 (semester 2 consecutive/year 2 multi-session): 20 day minimum
- Part 3 (semester 3 consecutive/year 3 multi-session): 50 day minimum

The minimum number of practicum days in the Indigenous Language Teachers' Diploma program is 80.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework. The conceptual framework consists of the following six key foci:

- A Deep Knowledge of Content and the Ontario Curriculum
- Skills and Attitudes of a Reflective Practitioner
- Ability to Integrate Theory and Practice
- Being a Professional and Acting Ethically
- Commitment to Bringing Aboriginal Perspectives into Classrooms
- Commitment to Social Justice, Celebrating Difference, and Environmental Responsibility.

The conceptual framework informs course design, the development of course outline templates, faculty application of current research to inform program review, resource procurement and overall program design.

Content knowledge, specifically Ontario curriculum knowledge, is a particular emphasis of method courses. Reflective practice is a component of most course work and a highlight of practicum-related assignments and assessment practices. Integration of theory and practice informs the sequencing of program components, as well as faculty members' application of recent research to inform program innovation. *Standards of Practice for the Teaching Profession* and the *Ethical Standards for the Teaching Profession* are referenced in the course outlines and embedded in the learning expectations for all courses. The faculty's commitment to bringing Indigenous perspective into classrooms is prominent in the library collections, resource website, and campus décor. It is underscored by the faculty's leadership as the first in Canada to establish a department of Aboriginal Education, and the first academic unit in the university to commit all candidates to registering in a course that promotes an understanding of the educational needs of Aboriginal candidates. The faculty's commitment to social justice is reinforced by the mandating of coursework in areas such as Inclusive Education and Environmental Education for all teacher candidates.

Conclusion

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

Requirement 3

The design of the program is consistent with and reflects

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

Findings

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

The College's Standards

All programs provide multiple opportunities for teacher candidates to learn about and apply the *Standards of Practice for the Teaching Profession* and the *Ethical Standards of Practice for the Teaching Profession*. All course outlines begin with a statement that the principles of the Standards are embedded within the learning expectations for the course. The College Standards are referenced in the descriptions of each of the six foci of the Conceptual Framework.

Current Research in Teacher Education

The design of all programs of professional education at Lakehead is consistent with and reflects current research in teacher education. Pertinent educational research is referenced in the description of four of the six foci of the Conceptual Framework that is the foundation of all programs of professional education at Lakehead. Scholars cited in the elaboration of the Conceptual Framework include Darling-Hammond, Guerriero, Schön.

Current research is also being directly applied to the renewal of programs leading to a Bachelor of Education through the introduction of High Leverage Practices, developed by Deborah Ball and TeachingWorks team at the University of Michigan.

For the Indigenous Language Teachers' Diploma (ILTD) program, a combination of Indigenous knowledges, cultural teachings and western research informs course design. Indigenous scholars referenced include Pamela Toulouse, Gregory Cajete and Marie Battiste.

The Integration of Theory and Practice

Evidence indicates that the design of all programs is consistent with, and reflects the integration of theory and practice in teacher education. In all programs, the sequencing of practicum placements is designed to provide teacher candidates with opportunities to gain

foundational knowledge prior to entering the practicum and to build upon and implement learning gained through both coursework and practica in an iterative manner.

In the programs leading to a Bachelor of Education, a targeted journaling assignment is a program requirement. The assignment provides a framework within which to question and explore theory based on needs identified during teacher candidates' work with their associate teacher in the practicum setting. Candidates subsequently use the same framework to observe their own application of theory and establish next steps for the development of their teaching practice. This tool is integral to the design and implementation of the practicum at Lakehead.

Course outlines for all courses in the ILTD program position it as an integrated program of foundational and methodological studies enhanced through periods of intense practical application. Land-based pedagogy is used in the ILTD program, presenting language learning and literacy education through activities such as hunting, basket making, and gathering plants and medicines.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3 is fully satisfied.

Requirement 3.1

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

Findings

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

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

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

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

Curriculum Knowledge

Element 1. Current Ontario Curriculum and Provincial Policy Documents

Teacher candidates in the programs leading to a Bachelor of Education take a range of foundation and method courses in which they learn about the Ontario curriculum documents and associated policies such as *Growing Success* and *The Kindergarten Program*. Teacher candidates in the Primary/Junior (P/J) divisions specifically address the Ontario Curriculum (Grades 1-6) and associated policies in method courses dedicated to each of the following core subject areas: Mathematics, Language, Science and Technology, Social Studies, The Arts (Dance, Drama, Music, Visual Arts), and Health and Physical Education. Teacher candidates in the Intermediate/Senior (I/S) divisions acquire knowledge and understanding of the Ontario Curriculum appropriate to their two teachable subjects through method courses. A required foundation course provides teacher candidates in all divisions with the opportunity to learn about instructional planning, techniques for measuring and evaluating student achievement and strategies for effective classroom management.

In the Indigenous Language Teachers' Diploma (ILTD) program, the Ontario curriculum documents for *Native as a Second Language* (NASL) are embedded in each of the four NASL method courses. An introductory method course provides teacher candidates with the opportunity to become familiar with literature and provincial policy documents such as *Achieving Indigenous Student Success*, *Growing Success*, and *Community-Connected Experiential Learning: A Policy Framework for Ontario Schools, K-12 (Draft 2016)*.

Element 2. Current Research in Teaching and Learning

The programs leading to a Bachelor of Education offer multiple opportunities for the application of research to practice, through written assignments, readings, analysis of case studies, and critical analysis of policy and practice. For example, in a compulsory Indigenous Education course, the work of Marie Battiste, Roger Spielmann and Deb St. Amant is used to inspire teacher candidates to think about cultural difference, conflict and decolonization and consider questions about Truth and Reconciliation and the selection of culturally appropriate teaching resources.

In the ILTD program, current approaches to Indigenous Language Education are applied. The program curriculum takes into account the socio-historical context and addresses language and culture revitalization.

Pedagogical and Instructional Strategies Knowledge

Element 1. Educational Research and Data Analysis

Courses include content about Educational Research and Data Analysis. Teacher candidates learn to interpret and use research to support learning and to make informed decisions about their educational interventions.

A compulsory foundation course in all programs leading to a Bachelor of Education engages teacher candidates in a variety of research-based assignments through which they demonstrate learning outcomes such as the ability to critically analyze social systems of which they are part; to take action for improvement; and design effective instruction for students from different cultures.

In the Indigenous Language Teachers' Diploma (ILTD) program, all teacher candidates take a foundation course dedicated to educational research and data analysis.

Element 2. Technology as a Teaching Tool

All teacher candidates in all programs have access to common work spaces equipped with resources such as computers loaded with MSOffice, Adobe Creative Suite CS, Audacity, Camtasia and SMART Notebook; SMART Board; and flatbed scanner.

The use of technology as a teaching tool is addressed in several method and foundation courses, library workshops and weekly seminars in the programs leading to a Bachelor of Education.

In the Indigenous Language Teachers' Diploma (ILTD) program, use of technology as a teaching tool is explicitly addressed in a stand-alone course. Teacher candidates also required to take part in a series of workshops the week prior to the beginning of classes. The technology-embedded workshops include Library and Research Skills, Basic Computer Skills, and a technical introduction to using SMART Boards in the classroom.

Element 3. Research, Data and Assessment

Several courses in the programs leading to a Bachelor of Education provide teacher candidates with opportunities to use inquiry-based research data and assessment to address student learning. A major course assignment in a required foundation course is the completion of an Action Research project, requiring the development of a rationale and reflection based on a post-placement plan, a literature review and a research plan.

The evaluation framework for the Indigenous Language Teachers' Diploma (ILTD) program contains a performance criterion that requires teacher candidates to utilize a variety of evidence-based assessment and evaluation strategies. Coursework in the program supports the attainment of this performance outcome.

Element 4. Learning and Teaching Theories and Methods and Differentiated Instruction

The use of learning and teaching theories, methods and differentiated instruction are addressed in several courses in programs leading to a Bachelor of Education. Work in this area includes lesson and unit planning, case studies and literature reviews. Teacher candidates deepen their understanding of teaching theories and methods and differentiated instruction strategies through applying them during practicum placements.

In the Indigenous Language Teachers' Diploma (ILTD) program, particular focus is placed on theories and methods related to language revitalization, maintenance and immersion. Culturally responsive pedagogy is a workshop topic and teacher candidates' ability to differentiate instructional and assessment strategies according to student needs is assessed.

Element 5. Development of Classroom Management and Organization Skills

Classroom management and organizational skills are explicitly addressed in dedicated foundation courses in the programs leading to a Bachelor of Education. In the Indigenous Language Teachers' Diploma (ILTD) program, these skills are addressed within the context of a foundation course and an introductory workshop. All teacher candidates in all programs develop classroom management and organizational skills in all of their courses and gain opportunities to apply and extend this learning during practicum placements.

Element 6. Child and adolescent development and student transitions to age 21 and through kindergarten to grade 12

Child and adolescent development is addressed in Requirement 11.

The programs leading to a Bachelor of Education address transitions in several required courses. Teacher candidates in the Primary/Junior divisions take a course on teaching Kindergarten, which includes discussion of the transition from home to school within the context of self-regulation and the stressors that young children face as they move from the familiarity of home life to formal schooling. In the I/S divisions, courses on Inclusive Education and Intermediate Teaching respectively enable teacher candidates to gain deeper understanding of transitions that occur as students move from elementary to secondary school settings and focus on the learning characteristics of adolescent learners.

One of the stated learning outcomes of the Indigenous Language Teachers' diploma program is knowledge of how to prepare students for learning in a variety of settings and transitions to high school, post-secondary education, apprenticeship and the workforce. The Faculty identifies community partnerships as an important means of integrating preparation for transitions into the program.

Element 7. Use of current strategies relating to student observation, assessment and evaluation

A required foundation course in the programs leading to a Bachelor of Education addresses assessment and evaluation and student observation. Course assignments require teacher candidates to apply the concepts of assessment FOR, AS and OF learning.

In the Indigenous Language Teachers' Diploma (ILTD) program, teacher candidates are introduced to student observation through a dedicated week of classroom observation prior to the first practicum teaching block. Student observation is later applied within the context of assessment in course work and subsequent practicum settings.

Element 8. Teaching students whose first language is not the language of instruction

Method courses related to language instruction and foundation courses related to inclusive education in the programs leading to a Bachelor of Education address the teaching of students who are English Language Learners (ELLs). In the Indigenous Language Teachers' Diploma (ILTD) program teacher candidates develop and implement visual resources and gestures to language acquisition.

Element 9. Pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects

Information about pedagogy, assessment and evaluation for specific curriculum areas is addressed in Requirement 10

Element 10. The policies, assessments and practices involved in responding to the needs and strengths of all students

For this element, see Requirement 3.1 in the following sections:

- Curriculum Knowledge – Elements 1 and 2;

- Pedagogical and Instructional Strategies Knowledge– Elements 3 and 4; and
- The Teaching Context Knowledge – Element 1

The Teaching Context Knowledge

Element 1. Awareness of Mental Health Issues

Several required foundation courses provide teacher candidates in the programs leading to a Bachelor of Education with opportunities to acquire knowledge and skills in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario. A required text in one of these foundation courses is *The Third Path: A Relationship-Based Approach to Student Well-Being and Achievement*, which was developed by Lakehead faculty. This book and its related resources and website are widely used by faculties of education and school boards to support student well-being. A foundation course in the Indigenous Language Teachers' Diploma (ILTD) program, is dedicated to mental health in the context of Indigenous education.

In all programs, emphasis is placed on familiarizing teacher candidates with available resources to support both students and teachers.

Element 2. Standards of Practice and Ethical Standards

For this element, see Requirement 3i and 11ii.

Element 3. Preparation Students for Transitions in a Variety of Settings

For this element, see Requirement 3.1 in the following section:

- Pedagogical and Instructional Strategies Knowledge– Element 6

Element 4. The Ontario Context

In addition to a compulsory foundation course dedicated to Aboriginal Education, opportunities to develop greater understanding of Indigenous perspectives and knowledges are infused throughout the programs leading to a Bachelor of Education. Method courses, such as a P/J Visual Arts course and a Social Studies incorporate Indigenous history, knowledges and ways of knowing. A required foundation course for all teacher candidates addresses issues of power, privilege, oppression, and how social differences such as race, ethnicity, class, gender, sexuality, size, and ability make a difference in how education occurs in schools. The entire Indigenous Language Teachers' Diploma program is framed by Indigenous perspectives on culture, history, and ways of knowing.

The Education Library supports all programs in this respect by maintaining a website designed to help teacher candidates and instructors to access material specific to Indigenous education K-12. This site includes links to Ministry of Education resources, curriculum materials, and a range of protocols for culturally appropriate education. The following Ministry documents are required reading and/or reference documents in several method and foundation courses in all programs: *Ontario First Nation, Métis, and Inuit*

Education Policy Framework, Ontario's Equity and Inclusive Education Strategy, Safe and Accepting Schools Policy.

Element 5. Ontario Education Law and Related Legislation

This element is covered under Requirement 11.

Element 6. Professional Relationships

Teacher candidates learn to create and maintain professional relationships with colleagues in coursework and practicum experiences. A required foundation course in the programs leading to a Bachelor of Education focusses on the development of skills necessary to successfully collaborate with the students, their families, consultants, teachers and other professionals. Several courses foster community engagement by including community members as guest speakers. In the Indigenous Language Teachers' Diploma program, a professional learning community model provides teacher candidates with a forum in which to co-construct knowledge as it relates to course readings.

Teacher candidates in all programs are encouraged to become involved in multiple aspects of the life of their placement schools, including staff meetings, assemblies, professional learning opportunities, extra-curricular activities and open houses.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 3.1 is fully satisfied.

Requirement 4

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

Findings

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

Current

This element is covered in Requirement 3.1.

Ontario Curriculum

This element is covered in in Requirement 3.1.

Current Research

This element is covered as follows:

- Requirement 3.1
Curriculum Knowledge, element 2
Pedagogical and Instructional Strategies Knowledge, elements 1 and 3
- Requirement 11

Wide Knowledge Base

This element is covered in Requirement 3.1 and in Requirement 10.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 4 is fully satisfied.

Requirement 5

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

Findings

Theory, method and foundation courses

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

In the programs leading to a Bachelor of Education, eight foundations courses are common to all divisions. The common foundation courses address Planning and Evaluation, Classroom Management, Educational Psychology, Inclusive Education, Environmental Education, and Indigenous Education. Additional division-specific foundation courses address Literacy in the Intermediate/Senior curriculum, Intermediate Pedagogy, and Inclusive Education in the Primary/Junior and Intermediate/Senior divisions respectively.

Teacher candidates in the Primary/Junior divisions take method courses in each of the six core content areas (Language, Mathematics, Science and Technology, Social Studies, Health and Physical Education, and The Arts). Method courses in the Primary/Junior Division also include a course on teaching the Kindergarten Program. Teacher Candidates in the Intermediate/Senior divisions take one method course per year in each of their teachable subjects. The teachable subjects offered at Lakehead are Biology; Chemistry; English; Environmental Science; French as a Second Language; Geography; Health and Physical Education; History; Mathematics; Music; Native Languages; First Nations, Metis and Inuit Studies; Physics; Science - General; Social Sciences - General; and Visual Arts.

There are twelve foundation and five method courses in the Indigenous Language Teachers' Diploma program. Four of the foundation courses focus on the oral structure of Algonquian languages. The four method courses focus on teaching Indigenous languages as a second language.

Theory into Practice

The ability to connect theory to practice is one of the six foci of the Conceptual Framework of programs of professional education at Lakehead. A variety of program structures, teaching strategies and assignments are designed to connect theory and practice in classroom settings and conversely connect teacher candidates' practical experiences to coursework.

In the programs leading to a Bachelor of Education some method faculty members interviewed affirm that course work is practice based. The majority of foundation and

method courses within the programs leading to a Bachelor of Education provide for the application of theory in practice, with some courses allotting up to 80 percent of the final grade to assignments that highlight the theory-to-practice connection. A program feature of the Indigenous Language Teachers' Diploma program provides teacher candidates with the opportunity to experience teaching in a scaffolded setting prior to entering the practicum, within the context of three dedicated courses. Each course culminates in a series of assessed teaching turns, during which teacher candidates engage in pre- and post-conferences with an associate teacher or principal. Conferences focus on the teacher candidates' application of course content such as lesson planning, research skills, classroom management, and assessment and evaluation.

Conclusion

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

Requirement 6

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

Findings

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

All programs leading to a Bachelor of Education at Lakehead University culminate in a common 4-semester program. This four-semester program is delivered over two years, following a fall/winter, fall/winter format. Each semester includes a 9-week instructional block followed by a placement block, ranging from five to six weeks, for a total of 105 days of practice teaching. Eight common core foundation courses, augmented by three Intermediate/Senior (I/S) or one Primary/Junior (P/J) division-specific foundation courses, are distributed over two years to provide grounding on which to build professional practice. Instructional blocks are designed such that discipline- and division-specific method courses prepare teacher candidates to teach the array of subjects in the Ontario elementary curriculum, or meet the requirements for their two teachable I/S subject areas. In addition to method and foundation courses and practicum, teacher candidates also participate in a series of compulsory professional seminars to provide them with essential information associated with a range of topics including the Ontario College of Teachers, Ontario Ministry of Education initiatives, inclusive education, mental health, and career opportunities.

Successful completion of a mathematics competency exam is a program requirement for teacher candidates in the Primary/Junior (P/J) divisions. They must achieve a minimum 75% level of competence or take a course 0.5 FCE course entitled *Mathematics Curriculum for Primary/Junior Teaching* prior to re-attempting the exam. This program feature may contribute to Lakehead's ability to prepare graduates to respond to current certification requirements.

For teacher candidates at the Thunder Bay campus, the Professional Program Onsite Delivery (PPOD) schedule combines coursework with practical teaching experiences on-site in cooperating schools. This program structure is analogous to the Professional Development School model, which has been identified as highly effective in teacher education literature.

The Honours Bachelor of Education– Indigenous Teacher Education (P/J) pathway is a program designed to prepare people of Indigenous ancestry to become qualified teachers, specially qualified to meet the needs of Aboriginal learners. The program is designed and delivered primarily by Aboriginal faculty from the Faculty of Education. For the final two years of the program, teacher candidates complete the program leading to a Bachelor of Education (P/J), as outlined above.

The Indigenous Language Teachers' Diploma (ILTD) program is designed to prepare teacher candidates to teach Algonquian languages (Ojibwe, Oji-Cree and Cree) from Kindergarten to

Grade 12. In light of the fact that candidates may not be fluent speakers of the Algonquian languages, four courses in Oral Algonquian structure are presented as foundation courses.

The ILTD program in Thunder Bay is a consecutive multi-session program in which teacher candidates become eligible to be reported to the Ontario College of Teachers for a Transitional Certificate, after successfully completing all required year one courses and practicum (minimum 10-day placement). The program consists of four summers of face-to-face course work, three of which are followed by practicum placements that occur between September and June. Placement days are distributed as follows: 10-day minimum Year One, 20-day minimum in Year Two, and 50-day minimum in Year Three. During the first three years of the program, teacher candidates also take an online foundation course between January and April.

From September 2020 to December 2021, the ILTD program will be offered in Barrie, Ontario in collaboration with Georgian College. The single cohort offering was developed by the Faculty in response to interest expressed by a number of qualified, fluent language speakers in the Georgian College area who are keen to become qualified Indigenous Language teachers. The Georgian offering will be a 16-month consecutive program, delivered in four continuous semesters, (Fall, Winter, Summer and Fall). The Georgian offering will include a combination of method and foundation courses in each semester. Similar to the Thunder Bay offering, teacher candidates complete courses in a face-to-face format, with the exception of one online foundation course in semesters 1, 2, and 3. Teacher candidates in the Georgian offering will complete a 10-day practicum in semester 1, a 20-day practicum in semester 2 and a 50-day practicum in semester 4. This program is not a multi-session program, and thus candidates in the Georgian offering will not be eligible to be reported to the Ontario College of Teachers for certification prior to successful completion of all program components.

The format and structure of the ILTD program links knowledge and skills developed during coursework with the application of knowledge and skills in the teacher candidates' home communities. Sequencing of courses allows teacher candidates to build on previously-presented content throughout the program.

Programs leading to a Bachelor of Education are comprised of 10 Full Course Equivalents (FCEs) and programs leading to a Diploma in Education are comprised of 10.25 FCEs.

Conclusion

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

Requirement 7

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

Findings

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

Formative and summative assessment occurs in both courses and in practica, addressing both academic ability and professional competence. In all programs, teacher candidates' performance is assessed using the Faculty of Education Grading Policy and Assessment Rubric that is referenced in all course outlines. The Lakehead University grading policy states that at least 25% (for one-term courses) and 30% (for two-term courses) of the final grade shall be provided to students prior to the last day to withdraw from the course without academic penalty. The Faculty's implementation of the University's Grading Policy and Assessment Rubric has resulted in teacher candidates having a favourable perception of assessment. In particular, evidence seen in the *Student Feedback on Teaching* report 2017-2018 shows that 76.5% of respondents felt that feedback on graded materials was timely and 75.5% felt that feedback on graded materials was valuable.

In the programs leading to a Bachelor of Education, a custom web portal serves as the primary point of collection for self, formative and summative assessment. The portal provides teacher candidates with consistent, comprehensive access to all their assessment data. Numerous assignments throughout the program are designed to allow for the receipt and implementation of formative feedback prior to submission for assessment. Faculty Advisors promote and support the provision of early and regular assessment throughout the practicum. All teacher candidates create a Post-placement Learning Plan (PPLP), used by teacher candidates and practicum course instructors to reflect on strengths and needs, and to develop future learning goals. Teacher candidates' self-identified learning goals recorded on the PPLP provide a springboard for discussion between the teacher candidate and subsequent associate teachers. This process fosters personalized focused assessment and evaluation of the practicum.

In addition to written descriptive feedback on assignments, teacher candidates in the Indigenous Language Teachers' Diploma (ILTD) program, note that they receive ongoing feedback from faculty both verbally and through email. Teacher candidates report that instructors are consistently accessible and available for dialogue and feedback. The ILTD Practicum Guide stipulates that associate teachers provide teacher candidates with written practicum assessments prior to the end of placement, to allow time for discussion.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 7 is fully satisfied.

Requirement 8

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

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

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

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

Findings

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

A minimum of eighty days appropriate to the format and structure of the program

The programs leading to a Bachelor of Education include 105 practicum days, completed over four practicum blocks. Upon successful completion of 80 days of practicum in schools or in other situations approved by the College for observation and practice teaching, teacher candidates may apply for an alternative placement setting for their final 25-day placement.

The Indigenous Language Teachers' Diploma program includes 80 days of practicum completed over three blocks.

Observation and practice teaching in settings that use the Ontario curriculum

In the programs leading to a Bachelor of Education, the practicum design provides for both observation and practice teaching. The clearly established ratio of observation to teaching expectations, require teacher candidates to assume greater responsibility for planning and teaching as they progress in the program. During the first practicum placement, teacher candidate responsibility for planning and teaching increases gradually from between 10-15% during the first placement week up to 75 -100% in the final week. In the second placement, teaching responsibility expectations increase gradually from 20 – 25% in the

first week to 80 – 100% in the final week. During Year Two of the program, teaching responsibility expectations increase gradually from approximately 25% in the first week to approximately 100% in the final two weeks.

Thunder Bay teacher candidates complete their placements in either Thunder Bay Catholic District School Board or Lakehead Public Schools. Teacher candidates in Orillia complete their first-year placements in either Simcoe Muskoka Catholic District School Board or Simcoe County District School Board, or in adjacent school boards including Peel, York and Durham.

Practicum in the Indigenous Language Teachers' Diploma (ILTD) program includes both observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum or in situations approved by the College. ILTD teacher candidates generally complete practicum in their home communities.

Each division and one subject

In the programs leading to a Bachelor of Education, teacher candidates in the Primary/Junior (P/J) divisions complete practica in at least one primary classroom and in at least one junior classroom. Some P/J teacher candidates also complete one practicum in a Kindergarten classroom. Teacher candidates in the Intermediate/Senior (I/S) divisions complete practica in the divisions and teachable subject areas for which they are qualifying. I/S teacher candidates have at least one placement in a grade 7/8 classroom.

In the Indigenous Language Teachers' Diploma program, teacher candidates observe or teach in one grade from each division: Primary (K-3), Junior (4-6), Intermediate (7-10), and Senior (11-12). Securing practicum placements in the Senior division can be challenging, as many remote communities do not have secondary schools. In situations where teacher candidates cannot complete a placement in a Senior division, there is the provision to complete a video observation and reflective debrief in its place.

An experienced teacher supervises and assesses

Practicum placements in the programs leading to a Bachelor of Education occur in classrooms with qualified associate teachers with a minimum of two years of successful teaching experience, who have been recommended by their principals and/or superintendents. All associate teachers are Ontario Certified Teachers (OCT) in good standing.

In the Indigenous Language Teachers' Diploma program, associate teachers are Ontario Certified Teachers (OCT) in good standing, who have been recommended by their principals. Principals must ensure that associate teachers have at least two years full time teaching experience or have at least three years long term occasional teaching experience.

Faculty advisor

Teacher candidates in the programs leading to a Bachelor of Education receive support from both a Faculty Advisor and a Faculty Liaison. In year one, the Faculty Advisor instructs the *Planning, Evaluation and Classroom Management* foundation course, supervises the placement, and visits teacher candidates during local placements. The Faculty Liaison does not instruct candidates. Faculty Liaisons are assigned to families/regions of schools and visit the same associate teachers and teacher candidates on a weekly basis.

In the Indigenous Language Teachers' Diploma (ILTD) program, the Indigenous Education Programs Coordinator acts in the role of Faculty Advisor to all teacher candidates in the ILTD program for both the Thunder Bay and the Georgian offering. The Coordinator works closely with teacher candidates and associate teachers and Principals to monitor teacher candidate progress, track practicum days and resolve difficulties or concerns should they arise during a practicum placement.

Conclusion

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

Requirement 9

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

Findings

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

In order to be recommended for graduation and degree conferral, teacher candidates in all programs must successfully complete all program components including practicum.

In the programs leading to a Bachelor of Education, teacher candidates may not proceed to practicum if they fail one or more full-course equivalents or if they attain a cumulative average of less than 65% in a given year. Teacher candidates who fail a practicum in Year 1 are placed on review and are required to register in a course entitled *Enhancing the Practicum*. Teacher candidates who fail a practicum in Year 2 are required to register in *Enhancing the Practicum* and are required to complete an additional placement if the failed placement is the fourth practicum. Failure of *Enhancing the Practicum* constitutes program failure.

Teacher candidates who withdraw from, or who are suspended or terminated in two practicum sessions receive an “F” for the practicum component. An additional practicum will become necessary if two of the regular placements are unsuccessful.

Conclusion

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

Requirement 10

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

Findings

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

In the programs leading to a Bachelor of Education, the teaching method courses in the Primary/Junior divisions emphasize fundamental topics specific to the Ontario curriculum Kindergarten to Grade 6. The method courses pertinent to these divisions, concentrate on teacher candidates' understandings of key curriculum areas, including Mathematics, Language, Science and Technology, Social Studies, The Arts (Dance, Drama, Music, Visual Arts), and Health and Physical Education. Teacher candidates in these divisions are also required to take two additional method courses; one focused on teaching Kindergarten and the other focused on Aboriginal Education.

Teacher candidates in the Intermediate/Senior (I/S) divisions undertake method courses in each of the two teaching subject areas for which they are qualifying to teach. They take Part 1 of their first and second teachable subject in Semesters 1 and 2 and they take Part 2 of their first and second teachable subject in Semesters 3 and 4. The teaching subject method courses for the I/S divisions is as follows:

- *Biology Parts 1&2*
- *Chemistry Parts 1&2*
- *English Parts 1&2*
- *Environmental Science: Outdoor Ecological and Experiential Education Parts 1&2*
- *French as a Second Language Parts 1&2*
- *General Science Parts 1&2*
- *Geography Parts 1&2*
- *Health and Physical Education Parts 1&2*
- *History Parts 1&2*
- *Mathematics Parts 1&2*
- *Music (Vocal or Instrumental) Parts 1&2*
- *Native Languages Parts 1&2*
- *First Nations, Metis and Inuit Studies Parts 1&2*
- *Physics Parts 1&2*

- *Social Sciences* Parts 1&2
- *Visual Arts* Parts 1&2

In addition to the two teaching subject areas, all I/S teacher candidates are required to take an *Aboriginal Education* method course. Teacher candidates are expected to become familiar with the Ontario curriculum documents for Grades 7 and 8 in their specific teaching subject areas. Knowledge and understanding of Grades 7 and 8 curriculum is also specifically addressed in two courses: one addresses Grade 7 and 8 curriculum and instruction and the other is a Mathematics method course that addresses Grades 7 to 12.

Requirement 3.1 Pedagogical and Instructional Strategies Knowledge (PISK) 9 mapped to Requirement 10

The element from Schedule 1 - Pedagogy, Assessment, and Evaluation for Specific Curriculum Areas is addressed in all method courses. All method courses in the Primary/Junior and Intermediate/Senior divisions of the initial teacher education programs include topics of pedagogy, assessment and evaluation of learning. Overall, teacher candidates acquire knowledge and skills for specific curriculum areas. All method courses examine the theories, philosophies, knowledge, policies and practices specific to teaching and learning in the appropriate grades in both content and assignments.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 10 is fully satisfied.

Requirement 11

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

Findings

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

Human Development and Learning

All teacher candidates in all programs are required to take a course that addresses human development and learning. In the programs leading to a Bachelor of Education, the course addresses educational and cognitive theory, development of student critical cognitive skills, the effects of socio-cultural and socio-emotional factors on cognition and student well-being as well as contemporary issues in special education and educational psychology. In the Indigenous Language Teachers' Diploma program, the human development and learning course examines the physical, mental, emotional, and spiritual characteristics of children and youth through elementary and secondary school years, with emphasis on the implications in language teacher interaction. The course addresses the theoretical and historical perspectives on child development from the perspective of Piaget and from Indigenous perspectives.

Legislation and Government Policies

All teacher candidates take courses about legislation and government policies relating to education. In the the programs leading to a Bachelor of Education, topics such as the constitutional framework for the provision of public education in Ontario, application of the Canadian Charter of Rights and Freedoms to school contexts, teacher conduct and professional boundaries, and cyber law. In the Indigenous Language Teachers' Diploma program, legislation and government policy is addressed in two courses. The first course introduces teacher candidates to the legislation and government policies that govern education. The second course surveys the policies of educational agencies, professional organizations, and the Ontario Ministry of Education, enabling teacher candidates to identify common issues facing language teachers and identify appropriate solutions to these issues.

Conclusion

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

Requirement 12

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

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

Findings

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

In the programs leading to a Bachelor of Education, teaching faculty is comprised of 28 full-time faculty members and 61 contract lecturers. All full-time faculty members hold Doctoral degrees, and the vast majority of contract lecturers hold graduate degrees. Over 75 percent of all faculty have extensive classroom teaching experience. Faculty members who do not have classroom teaching experience have other school-related experience, such as conducting research in school settings and/or working in education-related fields such as educational psychology and educational testing.

All faculty members working in the Indigenous Language Teachers' Diploma program, at the time of the review are employed as contract lecturers. Thirteen of fourteen are certified with the Ontario College of Teachers in good standing. Of the thirteen, nine have Masters Degrees. The one faculty member who is not OCT certified holds a PhD in Applied Linguistics.

Overall, full-time faculty members and contract lecturers working on in all programs have appropriate expertise in the divisions and components of the programs.

Conclusion

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

Requirement 13

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

Findings

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

In 2012, the Accreditation Committee found that the Faculty of Education at Lakehead University maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the programs of professional education.

There are no substantive changes to the Accreditation Committee's October 2, 2019 decision. The Faculty of Education at Lakehead University continues to maintain adequate internal controls to preserve the integrity of student records relating to all programs reviewed on both the Thunder Bay and Orillia campuses.

Lakehead University adheres to a formal privacy policy that pertains to the collection, retention, use, disclosure and disposal of personal information contained in university records. Collection of student information complies with the statutes of the Federal Personal Information Protection and Electronic Documents Act, the Personal Health Information Protection Act and the Freedom of Information and Protection of Privacy Act. The Freedom of Information and Protection of Privacy Act (FIPPA) ensures the privacy of all formal documentation and communication related to a student's application, student record and academic history.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 13 is fully satisfied.

Requirement 14

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

Findings

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

Lakehead University employs several mechanisms to assure the quality and ongoing improvement of the programs of professional education it offers. These mechanisms include surveys, designated committees, internal program review, faculty research and professional learning projects.

The Faculty conducts frequent assessments related to the utilization of technology and adapts purchases and support levels accordingly to ensure that the needs of instructors and teacher candidates are met. The Technology Committee surveyed the Bachelor of Education graduates to determine which technologies they were using during practicum placements, to determine if they had been adequately exposed to these technologies in the program. Other committee work that supports continuous improvement includes the Aboriginal Education Committee receiving and responding to feedback from the Ogimaawin Governance Committee.

In 2017, at the end of a full cycle of implementation of the four-semester program of professional education, Lakehead Faculty of Education commenced an internal program review designed to garner feedback from teacher candidates about the design, structure and content of the program.

Through consultation with instructors, a committee has refined a list of program learning outcomes. Professional learning activities for faculty have been planned to improve understanding and application of the revised list. Additional professional learning for faculty members is achieved through the *Teaching Shapes, Shaping Teaching* initiative, in which faculty members observe one another teach, exchange feedback and refine their teaching practice. Faculty members regularly integrate teacher candidate feedback into course design and the revision of teaching practice.

Conclusion

Based on the information provided for the Accreditation Committee to consider, it finds that Requirement 14 is fully satisfied.

Requirement 15

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

Findings

The evidence indicates that all programs have a Teacher Education Advisory Committee or similar body that functions in an advisory or liaison capacity in relation to the programs.

The Faculty of Education has an active TEAC group operating in both Thunder Bay and Orillia. For both groups, the Terms of Reference and Membership are codified in the Bylaws of the Faculty Council. The Indigenous Language Teachers' Diploma program is represented on TEAC as part of the Thunder Bay programs at large.

The design and delivery of programs of professional education offered at Lakehead University are informed by regular and pertinent input from the Faculty's Teacher Education Advisory Committees. Examples from 2017 include: a) contribution to the development of the program review survey, designed to garner feedback from teacher candidates about the design, structure and content of the four-semester Professional Program and b) feedback on the development of alternative placements, including placements in northern communities. In March 2018, the committee was engaged in deliberations related to the Faculty Strategic Plan (2018-2023).

Conclusion

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

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee finds that the following programs of professional offered by the Faculty of Education, Lakehead University fully satisfy the requirements of Regulation 347/02, Accreditation of Teacher Education Programs:

- Consecutive program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education with areas of study in the Primary/Junior and Intermediate/Senior divisions, leading to a Bachelor of Education degree
- Concurrent program of professional education that combines studies in Indigenous education with areas of study in the Primary/Junior divisions, leading to a Bachelor of Education degree (Indigenous Teacher Education)
- Consecutive and multi-session consecutive programs of professional education with an area of study in teaching Native Languages, leading to a Diploma in Education

The Accreditation Committee grants general accreditation to this program for a period of seven years until December 3, 2026 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
December 3, 2019