Accreditation Committee Decision

Faculty of Education
Lakehead University

Pertaining to the Accreditation of:

Multi-session consecutive program of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a diploma or a degree

Accreditation Committee
Ontario College of Teachers
June 7, 2023

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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 the Lakehead University submitted an application on September 20, 2022 for accreditation of the addition of:

- Multi-session consecutive program of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a diploma or a degree

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to:

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

The four-person accreditation panel was comprised as follows:

- a member of the College on the Accreditation Committee roster
- a member of the public on the Accreditation Committee roster
- a roster member from the profession with experience as an educator in a faculty of education
- a person nominated by the Faculty of Education, Lakehead University with specialized expertise in technological education

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education at the Lakehead University. The accreditation panel conducted a virtual site visit on November 30, and December 13, 2022. During the virtual site visit, the accreditation panel held interviews with the Dean of Education, the Chair of Undergraduate Studies, regional school board partners, Practicum and Program Coordinators, and the program panel which included course developers as well as method and foundation instructors. The panel engaged in a virtual video presentation of the Faculty of Education's teaching and learning spaces for the technological education program including both campuses, and the host secondary school sites in Thunder Bay and Orillia.

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

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated February 16, 2023, a response from the faculty Dean to the panel's draft report dated February 3, 2023, the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirements for Accreditation: Findings, Facts and Reasons

In 2019, the Accreditation Committee granted general accreditation to the consecutive and concurrent programs of professional education offered by the Faculty of Education at Lakehead University until December 3, 2026. In accordance with Section 19 (1) (c) of O.Reg 347/02 Accreditation of Teacher Education Programs, the proposed addition of the technological education program constitutes the addition of a new component to prepare persons to be teachers described in subsection 1 (3) (a). Notably, to teach grades 9 and 10 in one technological education subject listed in Schedule B to the teachers' qualifications regulation and grades 11 and 12 in the same subject.

Findings – Requirements Not Impacted Given Alignment to Accredited Programs

Based on Accreditation Panel Final Report dated February 16, 2023, the Accreditation Committee finds that Requirements 1, 3i and ii, 3.1 (specific elements), 7 and 13 are fully satisfied for the technological education program given their alignment with the existing accredited programs. For Requirement 3.1, the Pedagogical and Instructional Strategies Knowledge (PISK) elements 1-4, and 10 as well as Teaching Context Knowledge elements 1-6 are either unaffected or are considered in other elements or requirements.

The Accreditation Committee accepts that there are no changes regarding the factual findings for the aforementioned requirements from the 2019 decision and that these apply to the multi-session technological education program.

Findings – Impacted Requirements

Based on the Accreditation Panel Final Report, the Accreditation Committee finds that there are changes to Requirements 1.1, 2, 3iii, 3.1 (Curriculum Knowledge elements 1 and 2, and PISK elements 5-7), (4), 5, 6, 8, 9, 10 (including PISK element 9), 11, 12 ,14 and 15 for the technological education program as reported in the findings below.

Requirements and Findings

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

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 technological education program offered by the Faculty of Education at the Lakehead University is four academic semesters, including the 80 days practical experience required.

The multi-session technological education program is a consecutive five semester program organized as four academic semesters, followed by a fifth semester where candidates complete their final practicum block.

Teacher candidates complete a minimum of 80 days of practicum in two teaching blocks. The first practicum block begins in the second semester and a minimum of 40 days of practicum are completed by the end of the third semester. Candidates complete at least another 40 days of practicum in their fifth and final semester of the program.

The program satisfies the eligibility requirements pertaining to the first session of a multi-session program as defined in Ontario Regulation 176/10 Teachers' Qualifications. The first session of the multi-session program consists of the equivalent of six credits in method courses, nine credits in foundation courses, and a minimum of 10 practicum days. Teacher candidates become eligible to be reported to the Ontario College of Teachers for a Transitional Certificate of Qualification and Registration (TCQR) upon the successful completion of the first semester's method and foundation courses and in semester two, the successful completion of a minimum of 10 days of practicum.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the program of professional education reviewed has a clearly delineated conceptual framework.

The conceptual framework consists of six key foci which are foundational in the design of all the programs of professional education at Lakehead University. The technological education program is supported by the same conceptual framework.

The six foci of the conceptual framework are delineated in the common foundation courses taken by both Intermediate/Senior (I/S) and technological education candidates and newly developed method and foundation courses for the technological education program as follows:

Focus 1: A deep knowledge of content and the Ontario curriculum

In the mandatory method courses for technological education studies, candidates have opportunities through coursework and assignments to develop knowledge of technological subject content and the Ontario curriculum as it pertains to the broad-based technology area for which they are qualifying to teach. The method courses introduce candidates to current research in pedagogy and instruction as well as assessment practices. In coursework and assignments candidates explore relevant Ontario curriculum and policy documents and engage in directed readings to inform inquiry. Portfolio assignments, as well as lesson and unit planning further develop this curricular knowledge.

Focus 2: Skills and attitudes for a reflective practitioner

Through coursework and practicum experiences, candidates are provided opportunities to develop skills and attitudes of a reflective practitioner. Learning outcomes described in the *Curriculum and Instruction for Technological Studies* course specify that teacher candidates will establish a professional identity and reflect critically on their beliefs and understandings as a foundation in developing career-long professional learning communities. During the practicum, teacher candidates complete self-assessments to document their reflexive thinking that is shared with both their associate teacher and faculty advisor.

Focus 3: Ability to integrate theory and practice

The technological education program is grounded in integrating theory and practice.

Courses build on teacher candidates' expertise and provide for the development and application of instructional and assessment skills informed by current research and practices relating to technological education. In *Curriculum and Instruction Technological Studies* method courses and in foundation courses such as *Assessment and Planning*, candidates have opportunities to conduct inquiries into instruction and assessment, develop lesson and unit plans, use design thinking to frame teaching and learning experiences, and consider culturally responsive and relevant pedagogy and equitable grading practices. In the *Classroom Management for Technological Education* course, candidates make connections between establishing a positive classroom environment with authentic learning experiences and successful learning and behavioural outcomes.

Focus 4: Being a professional and acting ethically

Being a professional and acting ethically is delineated throughout the technological education program in foundation courses that are analogous with the Intermediate/Senior (I/S) divisions and with the courses designed specifically for the technological education program. The *Standards of Practice for the Teaching Profession* and *the Ethical Standards for the Teaching Profession* are embedded in the program learning outcome that states that teacher candidates will apply and uphold both standards of the Ontario College of Teachers. The courses developed specifically for the technological education program (*Curriculum and Instruction for Technological Studies*; *Classroom Management for Technological Education*; and *Assessment and Planning*) all incorporate this program learning outcome into their course learning expectations.

Focus 5: Commitment to bringing Indigenous perspectives into classrooms

The *Gakinoomagewin in Education* course is a required course for all technological education teacher candidates. This course addresses the theories, policies, practices, narratives, and current trends in Indigenous education in Canada. Teacher candidates are introduced to Indigenous ways of teaching, learning, and knowing, and explore ways of integrating Indigenous knowledge systems to the teaching and learning environment within their broad-based technology area. In coursework, candidates have opportunities to plan lessons that incorporate Indigenous strategies and epistemologies, demonstrate an understanding of racism and stereotypes, and develop skills to find culturally respectful print and media resources. Teacher candidates incorporate research on a Treaty in their geographic area into a lesson or unit plan.

Focus 6: Commitment to social justice, celebrating difference and environmental responsibility

Four foundation courses common to both the I/S divisions and the technological education program address this focus: *Social Difference*, *Inclusive Education*, *Democracy in Education*, and *Environmental Education*. Relevant program learning outcomes are also delineated in the *Curriculum and Instruction for Technological Education* method courses such that teacher candidates create learning environments that are safe, equitable and inclusive. In the *Assessment and Planning* course, candidates explore topics including Equity Based

Assessment, Culturally Responsive and Relevant Instruction and Assessment as Learning. They also read Grading for Equity (Feldman, 2018) which informs a Grading for Equity Project.

The program learning outcomes are derived from the six foci of the conceptual framework. These outcomes guide course design, teaching, and ensure continuity among the courses, programs, and divisions. Opportunities through course work, assignments, and practicum enable teacher candidates in the technological education program to enact the program learning outcomes.

Conclusion

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

Requirement 3

The design of the program is consistent with and reflects, the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession", current research in teacher education, and the integration of theory and practice in teacher education.

Findings

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

Integration of Theory and Practice in Teacher Education

One of the key foci of the Faculty of Education's Conceptual Framework is the *Ability to Integrate Theory and Practice*. Courses in the technological education program build on teacher candidates' expertise and support their ability to integrate and apply theoretical learning to their instructional practice in classroom settings.

The iterative process of reflecting on the theory into practice is embedded in the foundation and method courses, and practicum experiences for this program. Technological education teacher candidates begin their program with curriculum instruction courses. In these courses, candidates learn how to integrate practical knowledge with theoretical learning as it pertains to the teaching and learning context. After developing some theoretical knowledge, teacher candidates learn to apply this knowledge to the technological education classroom setting. In semester two, teacher candidates begin their initial teaching placement where they have opportunities to apply theory, engage critically in reflective practice and implement lesson plans and assessment.

Opportunities to apply theory to practice in coursework are foundational to the program. Candidates learn theories pertaining to knowledge acquisition and pedagogy (constructivism, etc.), stages of development and growth (emotional, psychological, and cognitive), and theories of justice and democratic education. In the *Curriculum and Instruction for Technological Education* course, teacher candidates examine their personal identity, and the impact bias, beliefs and privilege might have on teaching and learning in technological education. The course enables candidates to reflect on topics related to Equity, Diversity and Inclusion (EDI) and they are expected to integrate this learning into course assignments, lesson and unit planning.

Another program design feature is the portfolio that candidates share with their instructors and faculty advisors. Candidates complete portfolio assignments that encourage inquiry into practice and ongoing reflection; maintain regular contact with their faculty advisor to discuss issues of preparation and practice while on practicums; and complete course tasks with feedback from instructors and their peers to deepen their skills in lesson and unit planning.

The program takes into consideration that the candidates entering the program come with considerable experiences in the trades, industry or on letters of permission. As such, the design of courses respects the lived experiences teacher candidates bring to coursework and supports their connections to the Ontario curriculum and development of instructional practices and pedagogy. Moreover, the design of the program is such that opportunities to do coursework prior to and during a block of practicum is to support the theory to practice connection.

Conclusion

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

Requirement 3.1

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

Findings

The evidence indicates that the technological education program enables students to acquire the knowledge and skills in all of the elements set out in Schedule 1.

Many of the mandatory foundation courses offered in the technological education program align with the courses taken by candidates in the existing accredited programs for the Intermediate/Senior divisions. The eight common foundation courses are:

- *Democracy and Education*
- *Educational Psychology and Inclusive Education*
- *Environmental Education*
- *Inclusive Education*
- *Learning with Technologies*
- *Literacy and Learning in the Intermediate/Senior Curriculum*
- *Professional Practice*
- *Social Difference in Education*

All candidates are also required to take the method course *Gakinoomagewin in Education*.

Given this alignment between the technological education program and the existing accredited programs, only specific elements of Requirement 3.1 are impacted:

- Curriculum Knowledge – Elements 1 and 2
- Pedagogical and Instructional Strategies Knowledge – Elements 5, 6, 7 and 9 (reported in Requirement 10).

The following the courses developed specifically for the technological education program address the elements set out in Schedule 1 that differ from the accredited programs:

Method Courses

- *Curriculum and Instruction for Technological Studies, Part 1*
- *Curriculum and Instruction for Technological Studies, Part 2*

Foundation Courses

- *Assessment and Planning*

- *Classroom Management for Technological Studies, Part 1*

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

The program provides teacher candidates with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation.

Teacher candidates in the technological education program acquire knowledge and understanding of the Ontario Curriculum in their respective areas of study in two method courses for technological education. In the first course, teacher candidates focus on pedagogical content knowledge and curriculum planning for teaching in their broad-based technology (BBT) areas for both grades 9 and10, and grades 11 and 12. Candidates are guided by the Ontario Ministry of Education's Technological Education curriculum and relevant policy documents when developing their unit and lesson planning assignments. In class and via portfolio tasks and discussion boards, candidates are introduced to and reflect on a variety of topics related to instruction and assessment. Topics include, but are not limited to: Equity, Diversity, Inclusion (EDI), Differentiated Instruction (DI), Universal Design for Learning (UDL), integrating Indigenous perspectives, and design thinking.

In the second method course for technological education, teacher candidates deepen their understanding of the Ontario Curriculum and explore current research and pedagogy as it relates to their broad-based technological area. In course assignments candidates continue to implement their understanding of *the Ontario Curriculum Grades 9 and 10 and Grades 11 and 12 Technological Education* (2009), as well as policy documents such as: *Learning for All*, *A Guide to Effective Assessment and Instruction for All Students, K-12* (2013), and *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010). Candidates situate their knowledge pertaining to shop safety, lesson planning, and assessment within the context of school labs and shops. In these settings, candidates design and deliver their lesson plans to their peers and instructors for feedback.

Element 2 – Current Research in Teaching and Learning

The program of professional education offers a number of opportunities to prepare teacher candidates to acquire knowledge and skills in using current research in teaching and learning.

A variety of research-informed topics and readings are addressed in coursework and inform candidates' assignments. In the *Assessment and Planning* course, candidates engage in four weeks of directed topics and assigned readings pertaining to assessment that culminates in a Grading for Equity Research Project.

Pedagogical and Instructional Strategies Knowledge

Element 5 – Classroom Management and Organization Skills

The program enables teacher candidates to acquire knowledge and skills in the development of classroom management and organization skills in course work and practicum.

One of the goals of the *Classroom Management for Technological Education* course is for candidates to establish relevant safety procedures and engage in a variety of approaches based on research as it applies to the classroom and school situations. Candidates develop and consolidate their learning in a Classroom Management Portfolio that they work on weekly for the duration of the course.

Candidates use additional resources available on the Ontario Council for Technology Education (OCTE) website to inform course assignments. Candidates explore the website to locate current research, curriculum and safety resources. Issues and concerns pertaining to safety in the technological education classroom are also addressed in *Curriculum and Instruction for Technological Studies* courses.

Teacher candidates are provided with opportunities to learn in host school facilities to develop specific skills to manage a classroom, collaborate and promote safety. Many of the host facilities include shops, labs and classrooms related to the ten broad-based technology areas to foster this development.

Element 6 – Student Transitions

Information pertaining to Child and adolescent development is addressed in Requirement 11.

In the *Curriculum and Instruction for Technological Studies c*ourse, teacher candidates develop the knowledge and acquire resources related to different post-secondary pathways to support learner goals and career opportunities. Through coursework and assignments, candidates develop design thinking and engagement practices that foster 21st century skills such as collaboration, communication, innovation and critical thinking. Candidates examine emerging technologies and skills that support student success, preparation and pathways into the trades. Candidates also explore the critical role of each school's Guidance Department in supporting different learning pathways that benefit students such as Co-op, Special High Skills Major (SHSM), Dual-Credit, and the Ontario Youth Apprenticeship Program (OYAP).

Element 7 – Student Observation, Assessment and Evaluation

The program enables teacher candidates to acquire knowledge and skills in using current strategies relating to student observation, assessment and evaluation in both foundation and method courses.

In the two method courses for technological education, candidates are provided with opportunities in coursework and assignments to develop their knowledge and skills pertaining to instruction and assessment. Candidates use a Lesson and Unit Plan Template to guide instruction and assessment decisions. The template includes prompts to help candidates think through their assessment strategies, make connections to curriculum expectations and consider learner needs. Unique to the technological education environment, candidates are also expected to include the Design Process in their lesson planning.

All candidates are also required to take the *Assessment and Planning* course. Through coursework and assignments, teacher candidates deepen their understanding of assessment strategies and tools that align with relevant Ministry documents, including *Growing Success - Assessment, Evaluation, and Reporting in Ontario Schools* (2010) and *Learning for All: A Guide to effective assessment and instruction for all students, kindergarten to Grade 12* (2013). A variety of topics are addressed in the *Assessment and Planning* course such as, equity-based assessment, differentiated instruction, and culturally responsive and relevant pedagogy. During the course, candidates collaborate with their peers to look at student exemplars and develop authentic assessment tasks and student feedback.

Element 9 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Information pertaining to this element is addressed in Requirement 10.

Conclusion

Based on the information provided, the Accreditation Committee 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 technological education program 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 related to this requirement are reported in Requirement 3.1.

Conclusion

Based on the information provided, the Accreditation Committee 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

The evidence indicates that the course content of the technological education program includes theory, method and foundation courses, and makes appropriate provision for the application of theory in practice. The program includes method, foundation, practica and research courses. Theory is integrated into the methods and foundation courses.

Theory, Method and Foundation Courses

Theory is embedded in both the method and foundation courses that are required to be taken by technological education teacher candidates in the Faculty of Education at Lakehead University.

Eleven mandatory foundation courses are taken by the technological education teacher candidates. The foundation courses are: *Assessment and Planning, Classroom Management for Technological Studies (Part 1 and 2); Democracy and Education; Educational Psychology and Inclusive Education; Environmental Education; Inclusive Education; Learning with Technologies; Literacy and Learning in the Intermediate/Senior Curriculum; Professional Practice; and Social Difference in Education.*

The teaching method courses are described in Requirement 10.

Application of Theory in Practice

The curriculum-based courses for technological education provide explicit instruction focused on the application of theory in practice in technological education. These courses focus on integrating theory and practice through professional inquiry in learning to teach the broad-based technologies and providing support for the practicum. Their professional inquiry into practice is supported through the preparation of a portfolio where candidates make connections between theoretical issues explored in coursework and their planning and school placements. Critical issues explored by candidates in their portfolios include Equity, Diversity and Inclusion (EDI) in the trades, neurodiversity and special education processes.

Teacher candidates in the *Gakinoomagewin in Education* method course learn about the theory, policy, and practice of teaching Indigenous students and the social, cultural, historical and political contexts of life for Indigenous peoples across Canada. Teacher candidates in all programs are expected to think critically about their role in the treaty relationship and document their critical takeaways, demonstrating how they would apply these in their teaching practice.

In practicum, teacher candidates connect theory and practice in classroom settings. Conversely, they make connections from their practical experiences to coursework in the *Classroom Management and Assessment Planning* courses. These courses are practice-based in that candidates are presented with theories that they explore and implement in practical contexts. Candidates attend weekly meetings during their final placement or when teaching on transitional certificates, so that they can engage in peer-to-peer interactions and conversations. This allows them to share and develop insights between coursework and their practical experiences.

Conclusion

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

Requirement 6

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

Findings

The evidence indicates that the format and structure of the technological education program are appropriate for the course content.

Format and Structure

The multi-session technological education program is organized into five consecutive semesters. There are four academic semesters (summer 1, fall 1, winter, summer 2), followed by a fifth semester (fall 2) during which candidates complete their final practicum. There are two practicum blocks where each block includes a minimum of 40 days of practical experience in Ontario classrooms. The first block begins in the second semester (fall 1) and is completed in the winter semester. The second practicum block is completed in the fifth and final semester (fall 2).

The first session of Lakehead University's multi-session program consists of coursework in first semester and 10 days of practicum that begin in the second semester. The first session includes the equivalent of six credits in technological education methodology courses and an equivalent of nine credits in foundation courses. Lakehead uses a 10-credit model where one full credit is equivalent to 6 credits or 72 hours of coursework.

Upon successful completion of the first session of the program, candidates are eligible to be reported to the Ontario College of Teachers for the Transitional Certificate of Qualification and Registration (TCQR). Candidates are expected to complete a minimum of 10 days of practicum in their broad-based technology (BBT) area. These practicum days will occur in both grades 9/10 and grades 11/12 before they can be reported for the TCQR.

By the end of the program, candidates will complete a total of 10 full course credits and a minimum of 80 days of practicum in their BBT in grades 9/10 and grades 11/12 technological education classrooms.

Program Locations

The program will be offered at both the Thunder Bay and Orillia campuses. School and board partners in Thunder Bay and Orillia are committed to the planned use of local high school technological education classrooms and shops.

Program Delivery

The mode of delivery for this program will be primarily online with some in-person course delivery during the summer semesters. The courses offered in the two summer semesters focus on curriculum and instruction (method) for technological education, and foundation courses related to classroom management for technological education. In the fall 1 and winter semesters, candidates complete their courses online.

The structure of the program is intended to be accessible to prospective candidates from a broad geographical region, including all of Northwestern and Northeastern Ontario, and the Simcoe region. The program structure enables candidates to complete a significant portion of the program in their home communities while remaining employed. The program requires some in-person/on campus participation in course work for four weeks of each summer, while offering candidates the flexibility to return to their home communities, and complete much of the program virtually.

The design of the multi-session technological education program adheres to the same standards as Lakehead's existing accredited programs of professional education. Candidates in the technological education program take many of the same foundation (core) courses as candidates in the Intermediate/Senior (I/S) divisions. These foundation courses are taught by many of the same instructors. The technological education program learning outcomes, course expectations and program requirements are aligned to the existing accredited programs of professional education.

The format and structure of the technological education program is similar to the program sequence for the I/S divisional cohort. Technological education candidates also begin their program with initial academic coursework in method and foundation courses prior to the first placement experience. The difference is that candidates in the technological education program complete coursework and practicum concurrently during the middle semesters (fall-winter). This allows for a more flexible schedule that supports candidates who are employed and/or teaching on a transitional certificate. Completing coursework and practicum at the same time provides opportunities to make ongoing theory to practice connections. During the fifth semester of the program, candidates complete their second placement block where they focus on refining their developing instructional practice. During this final semester, candidates attend weekly cohort meetings or professional learning seminars to support ongoing reflection and making theory to practice connections.

The faculty recognizes that candidates entering the program bring a wealth of industry knowledge and expertise to the program. Courses are designed to be relevant and responsive to the teacher candidates' lived experiences and to the broad-based technology area for which they are qualifying.

Lakehead University has one of the largest first-generation learner cohorts across many of its programs. Accordingly, the Faculty of Education is poised to support the academic success of technological education candidates transitioning from the trades to an academic setting.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 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.*
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 technological education program.

A Minimum of Eighty Days Appropriate to the Format and Structure of the Program

Lakehead University's multi-session technological education program includes a minimum of 80 days of practical classroom experience. Teacher candidates are required to successfully complete two practicum blocks. Each block includes a minimum of 40 days of practicum in a technological education classroom setting. The first practicum block begins in the second semester and is completed in the following semester. The second practicum is completed in the fifth and final semester of the program.

Candidates who wish to apply to the Ontario College of Teachers for a Transitional Certificate of Qualification and Registration (TCQR) must complete a minimum of 10 days of practicum. Candidates are responsible for regularly reporting teaching assignments to their assigned faculty advisor who in turn, reports to the practicum office. Days worked, including part days and days missed due to illness are tracked by the Placement Officer to ensure that a minimum of 80 days of practical experience is completed by the end of the program. Any absences during either placement block are made up at the end of the practicum block in which the absence occurred or added to the final practicum block in the final semester.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

The technological education program includes observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum.

Each practicum block begins with three to five mentorship days. During this time, teacher candidates learn about board policies and processes, and actively observe classroom learners, their individual needs, school and classroom routines, and the associate teachers' planning and teaching practices. Candidates are placed with associate teachers who must be delivering the Ontario curriculum in their classrooms. As such, candidates are expected to collaborate with their associate teacher and demonstrate their understanding of the Ontario curriculum as it relates to planning, instruction, assessment, and learner needs. As candidates progress through the program, they are expected to demonstrate increased professional competencies and independence as they gradually assume more teaching responsibility in each practicum.

Candidates who wish to apply for a TCQR are expected to observe and practice teach in both grades 9/10 and grades 11/12 classrooms in their initial 10 days of practicum.

Program placements are coordinated by the Faculty of Education. The faculty has over 50 partnership school boards, including school authorities, and band-controlled schools in Ontario. Candidates who are on Letters of Permission may stay at their schools to complete their practicum blocks. Other candidates may be involved in proposing appropriate school placements in their home communities to satisfy the practicum requirements of the program.

Each Division and One Subject Area

Teacher candidates in the program complete teaching placements in both grades 9/10 and grades 11/12 technological education classrooms pertaining to the broad-based technology area (BBT) for which they are qualifying to teach.

The Faculty of Education has a record keeping system in place to monitor candidates' teaching placements and track that they complete practicum placements in grades 9/10 and grades 11/12 classrooms related to their broad-based technology area. The number of days in grades 9/10 and grades 11/12 classrooms may vary depending on the availability of associate teachers for the candidates' BBT. Practicum arrangements may include placements in more than one school or completing practicum days in more than one semester to satisfy practicum requirements for their divisions and BBT area.

Experienced Teacher Supervises and Assesses

Candidates in the technological education program are placed in classrooms with qualified associate teachers who have a minimum of two years of teaching experience and who have been recommended by their principals and/or superintendents. All associate teachers are Ontario Certified Teachers in good standing with the College. The role and responsibilities of the associate teacher are outlined in the practicum guide. It describes the associate teacher

as a professional mentor, who consults, coaches, collaborates and assesses a teacher candidate. Associate teachers use the Formative and Summative assessment forms provided by the Faculty of Education to assess teacher candidates in categories including professionalism, positive learning environment, teaching practice, and assessment and evaluation. For the technological education program, the assessment forms include an additional assessment category pertaining to safety protocols relevant to the candidate's broad-based technology.

Candidates teaching and employed on a transitional certificate are supervised by a school administrator or another teacher who is present in the school, if not in the classroom. The designated supervisor is responsible for regular check-ins with the candidate and actively mentors and assesses the candidates' progress using the Formative and Summative Assessment forms provided by the Faculty of Education.

Faculty advisor

Teacher candidates are assigned a faculty advisor, who may be the Program Coordinator, or another individual with experience in teaching technological education subjects. The expectations for the faculty advisor are organized into three categories: interaction with the teacher candidate, interaction with schools, interaction with faculty. The responsibilities of the faculty advisor require that they:

- maintain regular contact with the teacher candidates and associate teachers (e.g., face-to-face, D2L, telephone, email, Zoom, etc.)
- observe teacher candidates teaching (virtually or in-person) and provide verbal and written feedback
- monitor the submission of formative and summative assessments
- work closely with the teacher candidate, associate teacher, and administrators to resolve difficulties or concerns during the course of a placement
- track and document practicum attendance for each placement
- assess and assign a pass, fail or incomplete for each practicum block

When teacher candidates are teaching on a transitional certificate, the responsibilities of the faculty advisor remain the same as described above. Faculty advisors visit and observe candidates in the schools where they are employed, provide ongoing support and feedback as needed, monitor the candidates' teaching assignments and progress and maintain contact with the technological education department chair or principal.

Conclusion

Based on the information provided, the Accreditation Committee 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 technological education program.

In order to be recommended for graduation and degree conferral, teacher candidates in the technological education program must successfully complete all program components including a minimum of 80 days of practicum.

Teacher candidates in the technological education program are required to meet the same program standards as the accredited programs of professional education at Lakehead University. Teacher candidates on practicum placements must maintain the high professional standards expected of all teachers. They are required to successfully demonstrate professionalism, independence, and competence in their teaching placements to receive a passing grade on their practicum evaluations.

Should a candidate not be demonstrating an expected level of proficiency over the course of a placement, the faculty works with the associate teacher and candidate to adjust their level of teaching responsibility so that the candidate can focus on developing their skills.

For teacher candidates who are at risk of failing the practicum, a variety of supports are available. Through systematic critical reflection and self-assessment, teacher candidates may be required to develop a learning plan that focuses on their area of need (e.g., planning, assessment and evaluation, classroom management, differentiated instruction, or positive classroom environment). In some cases, candidates may be required to take the *Enhancing the Practicum* course as well as demonstrating progress in their placements to continue in the program. The focus of the *Enhancing the Practicum* course, is to help teacher candidates learn to self-assess teaching proficiency, identify their areas for growth, and develop a learning plan that will address those areas that need improvement.

Termination from the program only occurs if a candidate fails a practicum after all interventions have been applied.

Conclusion

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

Requirement 10

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

Findings

The evidence indicates that the teaching method courses in the technological education program are appropriate in relation to the divisions to which they relate.

In the technological education program, candidates take two mandatory method courses offered as *Curriculum and Instruction for Technological Studies, Part 1 and 2.*

The method courses include course content and assignments that enable candidates to apply current pedagogy as a foundation for the design and implementation of instructional practices and environments that are safe, equitable, and inclusive. Both courses provide candidates with opportunities to: plan for diverse learners, implement Ontario curriculum expectations for technological education for grades 9 and 10, and grades 11 and 12, and develop authentic assessment practices. Assignments range from lesson and unit planning, portfolio and discussion board reflection tasks, and an inquiry research project. The Inquiry Research assignment requires candidates to engage with current educational research as it relates to instruction and assessment in technological education; and identify how the research can be practically implemented in a technological education classroom.

All teacher candidates at Lakehead University, including the technological education candidates are required to take an additional method course, *Gakinoomagewin in Education*. This course addresses topics related to Indigenous Education without a specific divisional focus. Candidates interact with course material to show how and why the teachings are important in education and their teaching practice.

Schedule 1 - Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

The program enables teacher candidates to acquire knowledge and skills in pedagogy and the assessment and evaluation of learning in the relevant broad-based technology areas within the curriculum-specific method courses.

In the Technological Education program, the Faculty offers the following Broad-Based Technology (BBT) subject areas: Communications Technology, Computer Technology, Construction Technology, Green Industries, Hairstyling and Aesthetics, Health Care, Hospitality and Tourism, Manufacturing Technology, Technological Design, and Transportation Technology.

In the first part of the two-part method course for technological education, candidates engage in a variety of weekly topics that guide instruction and assessment in the technological education classroom setting. Candidates are introduced to the Ontario

curriculum documents for technological education grades 9 and 10 and grades 11 and 12; and learn how to bundle curriculum expectations, create learning goals and success criteria when implementing a 3-part lesson. Candidates also explore the design process, Universal Design for Learning (UDL), Differentiated Instruction (DI), Special Education and safety in the technological education context.

In *Curriculum and Instruction for Technological Studies*, Part 2, candidates focus on the development of pedagogical content and instructional strategies relevant to their broad-based technology area. Candidates further develop their instructional and assessment practices and make informed instructional decisions that integrates their knowledge of the Ontario curriculum, frameworks and guidelines related to their specific broad-based technology area. Lesson and unit planning assignments allow candidates to explore new industry technologies for their BBT (e.g., robotics, Artificial Intelligence, automation), and integrate fundamental technological concepts like design thinking and the design process.

The required texts listed for the *Curriculum and Instruction for Technological Studies* courses include relevant Ministry curriculum and policy documents including: *Learning for All, A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12* (2013), *The Ontario Curriculum, Grades 9 and 10: Technological Education* (2009), *The Ontario Curriculum, Grades 11 and 12: Technological Education* (2009), *Special Education in Ontario, Kindergarten to Grade 12* (2017), and *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (2010).

Teacher candidates complete their method courses for technological education in dedicated secondary school facilities in Thunder Bay and Orillia. These facilities enable teacher candidates to develop instructional skills and knowledge within the context of shops, labs and classrooms connected to their broad-based technology area. Learning in these facilities also enables candidates to integrate their knowledge of the Ontario curriculum, and their industry and subject knowledge into the design of grade appropriate lesson plans.

Conclusion

Based on the information provided, the Accreditation Committee 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 technological education program include human development and learning and legislation and government policies relating to education.

Human Development and Learning

All teacher candidates in the programs of professional education at Lakehead University take the *Educational Psychology and Inclusive Education* course that addresses content pertaining to human development and learning. This course is also a requirement for candidates in the technological education program. Although the course content and assignments focus on the adolescent learner, it also addresses child growth and development, the learning process, and their implications in the classroom environment. Theoretical perspectives of exceptionalities and how exceptionalities impact the learning process are also addressed as it pertains to the work of the classroom teacher. Other topics include higher and lower incidence exceptionalities and controversies in the special education field.

Legislation and Government Policies

All teacher candidates in the programs of professional education take the *Professional Practice* course which addresses legislation and government policies relating to education. For teacher candidates in the technological education program, specific content relevant to the technological education classroom includes occupational health and safety legislation. In method courses, candidates apply their legal obligations pertaining to managing safety concerns and issues by integrating safety protocols into their lesson plans. Candidates learn and implement safety procedures and expected school board protocols onsite in school technological education settings.

Conclusion

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

Requirement 12

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

Findings

The evidence indicates that the faculty members teaching in the technological education program 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.

Faculty presently teaching at either the Thunder Bay or Orillia campus could be assigned to teach the core (foundation) courses to the technological education cohorts. Given that most of these core courses are online in the technological education program, geographic location of the instructor is not a mitigating factor.

Academic Qualifications

The 25 faculty members in the Faculty of Education at Lakehead University are a combination of full-time faculty and contract lecturers. The full-time faculty hold Doctoral degrees, and a vast majority of contract lecturers hold graduate degrees. Full-time or contract lecturers may be assigned to teach courses in the technological education program.

Experience in the Field of Education

The majority of the faculty members bring expertise in educational research, and many have experience in elementary and/or secondary schools. Faculty members have held positions at other faculties of education within Ontario, across Canada and internationally. They bring diverse perspectives on education and multidisciplinary expertise in areas such as, but not limited to Indigenous education, professional learning, literacy across the curriculum, science education, educational psychology, and environmental education. Current research activities at the faculty include ePortfolio use in teacher education, creating quality technology-enhanced learner experiences, and queering environmental education.

Expertise in the Divisions and Components of the Program

Faculty members have expertise in the divisions and subject areas of the program in which they teach. A number of contract lecturers hold divisional qualifications in the intermediate or senior divisions. Additional contract lecturers from the local school boards who bring specialized knowledge, experience and expertise related to technological education and the Ontario context are being added to the complement of the current faculty at Lakehead University.

Many of those who will teach in the technological education program hold leadership positions related to specific broad-based technologies in their schools or boards.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 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, Lakehead University is committed to continuous improvement and quality assurance for the program reviewed and has implemented measures demonstrating that commitment.

As part of their commitment to continuous improvement, the Faculty of Education engages in cyclical program reviews. The 2018-2023 Strategic Plan is an outcome of these programmatic reviews and the Faculty's priorities have been refined to focus on Academic Growth and Excellence, Values and Culture, and Relationships.

To support the development of the technological education program, Lakehead has collaborated with local school boards, local communities as well as University of Windsor technological education personnel. This is in keeping with enacting one its key strategic plan priorities – Relationships.

The newly hired Technological Education Program Coordinator is responsible for coherence between the two program delivery sites in Orillia and Thunder Bay for the technological education program. This involves promoting communication between instructors who are teaching the same section/course and facilitating conversations pertaining to content and pedagogy.

Course outlines developed for the technological education program are shared with new instructors as part of their onboarding. There is an existing culture of collaboration and sharing at Lakehead University that will be promoted in the technological education program as it continues to be developed. Foundation instructors have initiated learning more about the technology education program. They have expressed an interest in tailoring their courses to support the development of candidates' teaching practice in technology education settings and to respond to the learning needs of the technological education candidates.

The Dean of the Faculty of Education is an active member of the Northern Ontario Education Leaders (NOEL) committee. This committee of regional Directors of Education works collaboratively with other educational bodies to share information, research and support needs relating to common priorities. The NOEL committee are highly supportive of the technological education program at Lakehead to increase the number of teachers with technological education qualifications available across the region.

Conclusion

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

Requirement 15

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

Findings

The faculty has two active Teacher Education Advisory Committees (TEACs), one that functions in an advisory or liaison capacity related to the programs offered at the Orillia campus and one for programs offered at the Thunder Bay campus. Committee members include the Dean, faculty and student representatives, federation affiliates, representatives from the Ministry of Education and school boards, and First Nations education partners.

The TEAC committees meet at least three times each year, and the Dean chairs both committees. Both committees are kept well apprised of changes to all programs of professional education offered at Lakehead University including the plans to develop this multi-session technological education program.

The membership of both TEACs will expand to include a representative of the technological education community. Additionally, the program coordinator responsible for the technological education program will serve on both committees.

Both TEACs provide updates to the membership with attention to current issues and topics at hand. The committees have consulted on topics such as the Faculty's Strategic plan, the launch of the new areas of study in the Intermediate/Senior divisions at the Orillia campus, teacher candidate placements, teacher candidate enrollment, school board staffing challenges, as well as the impact of COVID.

Conclusion

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

Decision of the Accreditation Committee

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

- Multi-session consecutive program of professional education with areas of study in Technological Education (Grades 9/10 and Grades 11/12), leading to a diploma in or a degree

The Accreditation Committee grants general accreditation to this program until December 3, 2026 to correspond with the existing expiry date of the other accredited programs of professional education at the Faculty of Education, Lakehead University.

Accreditation Committee
Ontario College of Teachers
June 7, 2023