Ontario College of Teachers

Ordre des enseignantes et des enseignants de l'Ontario

Fair Registration Practices Report 2020

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Fair Registration Practices Report 2020

The Fair Registration Practices Report was created as required in the:

Fair Access to Regulated Professions and Compulsory Trades Act, 2006 (FARPACTA) s.20 and 23(1), for the regulated professions named in Schedule 1 of FARPACTA

Health Professions Procedural Code set out in Schedule 2 of the *Health Professions Act*, 1991 (RHPA) s. 22.7(1) and 22.9(1), for health colleges

Guidelines for this report are available to download as a .pdf on the OFC website.
fairnesscommissioner.com/en/Publications/Pages/Guidelines.aspx

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Qualitative Information

The following qualitative information is collected for the purpose of highlighting a regulator's enhancements to improve fair access year over year, including actions that result from recommendations made in the OFC's Assessment of Registration Practices.

For each of the categories below, where applicable, please describe any improvements/ changes implemented in the last year by your organization or a third-party for the purpose of changing fair access.

Please also describe the impact of these improvements/changes on applicants. If you have been working on improvements/changes over the last year that have not yet been implemented, describe your progress and the expected impact the improvements/changes will have on applicants and your organization.

Provide as much detail as possible. This can include the rationale for the improvements/ changes, relevant findings from preliminary work leading up to the improvements/changes, methodology, relevant dates and anything else you think is important.

Include as much supporting material as possible to support your description (e.g., relevant reports, policies, protocols, websites, other documents and anything else you think is important). This material can be provided in the form of hyperlinks to electronic sources.

A. **Requirements for registration, including acceptable alternatives**
    i. Describe any improvements / changes implemented in the last year

    Mathematics Proficiency Test
    In August 2019, Regulation 271/19, Proficiency in Mathematics of the *Ontario College of Teachers Act* was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of Teachers. The new certification requirement took effect on **March 31, 2020**. Ontario applicants who complete their application for a certificate of qualification and registration on or after March 31, 2020 must pass the MPT to become certified, whether or not the application was started before that date (please see an update to this requirement below).

    Internationally Educated Teacher (IET) applicants who complete their application for a certificate of qualification and registration on or after **March 31, 2020,** whether or not the application was started before that date, are required to pass the MPT within two years of being granted their initial certification by the College. Otherwise, their certificate will expire and they will be ineligible to teach in Ontario until they pass the test and meet all other applicable certification requirements.

An exemption exists for those who completed a teacher education program that prepared them to teach Native Languages. Applicants who hold a teaching certificate from a Canadian province or territory outside Ontario are covered under the *Ontario Labour Mobility Act*, and are not required to write the MPT to become certified.

The test was developed by the Education Quality and Accountability Office (EQAO).

A field test was offered in early 2020 and many individuals were able to write the MPT and become certified with the College after meeting all other certification requirements. However, due to the impact of the COVID-19 pandemic, there was no further availability to write the MPT in 2020. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended to allow Ontario applicants to become certified with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

The College updated communication materials in order to include information about the MPT requirements, such as the Registration Guides, online application, and the self-assessment tool that precedes the online application. A dedicated MPT landing page on the College website not only offers information about the MPT, but also links to an FAQ page. Presentations were provided to students at faculties of education about the new requirement and these sessions included Q&A portions and information on how to complete their applications. Finally, correspondence to newly certified applicants and membership packages were updated to include information about the MPT. The College created a new form that allows for applicants to request assistance with their documentation. In this way, an applicant who was trying to get documentation to us before March 31, 2020 but could not for reasons outside of their control may not be subject to the test. The form also provides another way for the College to assist on the applicant's behalf in completing the application (e.g. reaching out to institutions on behalf of the applicant for transcripts or other documentation).

A new form was created and piloted in the Membership Services Department in 2020 to collect feedback and make any necessary changes before posting on the website. The form will help the College collect information needed to provide assistance to applicants who have been unable to obtain documents from third party institutions for reasons beyond their control. The form explicitly highlights the new Math Proficiency Test (MPT) requirements for certification. It will allow the College to identify applicants who initiated the request for alternative documents/intervention processes before March 31, 2020 thereby allowing for discretion in determining whether or not the applicant should be required to write the test in the interest of fair registration practices.

COVID-19 Response

The College took a number of steps in response to the COVID-19 pandemic to support applicants and members. A dedicated COVID landing page was added to the College website in order to provide information on the College's pandemic response, including details of the College's office closure, the College's efforts to ensure it maintained operations and continued to carry out its duty to protect the public interest, how to send documentation to the College, delaying the payment deadline for the annual membership fee to the fall of 2020, changes to the ways certain documents are received and processed, use of alternative document pathways to support applicants who cannot obtain documentation from their original jurisdiction, greater acceptance of electronic documentation, new pandemic related measures (e.g. the new temporary certificate of qualification and registration, video conferencing guidelines and practicum exemptions), links to external resources and updates as they occurred. Other aspects of the College's pandemic response include:

- With respect to language proficiency tests, the TOEFL and IELTS both adapted their tests to at home tests. Also, the College registered with both of these organizations to receive scores electronically, where in the past they were required to be sent directly to the College. The TESTCan (French Language Proficiency test) has not been offered during this period.
- For the Criminal Record Check (CRC), the College only accepts digital CRCs from the police detachments that offer them. The College continues to require a paper copy if this is the only document the police service in the applicant's area is able to provide.
- The College moved its Registration Appeals process online in order to ensure an uninterrupted appeals process and timelines.
- The College's office at 101 Bloor Street West in Toronto is closed due to COVID-19. While staff are working remotely, processes and timelines are delayed. This is due to a number of reasons, for example:

  - other organizations not being able to provide documents at this time; and
  - delays in mail delivery and processing due to government health and safety guidelines. Whenever possible, mail room staff who were deemed essential worked on site and were supported in numerous ways to so do (for example, PPE and financial support for travel to avoid public transit).

- During this period, the College also made the receipt of digital transcripts more efficient by enrolling in services that allow the College to receive transcripts in bulk from National Student Clearinghouse and Parchment. This was planned before the onset of the pandemic but came into practice during the pandemic.
- The College also arranged for digital receipt of Statements of Professional Standing from some jurisdictions and the College is also issuing its Statements of Professional Standing electronically to other jurisdictions.
- The College has transitioned its Membership Services Department to enable remote processing of applications. This has helped the College to quickly return to pre-COVID levels of processing and evaluation of application

documentation. For example, as the Evaluation Services Unit is all working remotely, the entire evaluation and quality control process moved to a digital environment. Prior to the pandemic, the unit's assessment process was paper-based and some of its communication with applicants and other third-parties was only sent by mail. These processes have now been moved to an electronic format. As an example, the unit now sends Needs More Information (NMI) letters to educational institutions and other third-parties via email, provided that a secure email address can be obtained. In addition, all denial letters and credential assessment reports are now sent to applicants via email. Moving these two processes to an electronic format will contribute to decreasing timelines and provides applicants with information about their application in a more time-efficient manner.

- The College developed an Accreditation Accountability process and related tools, Pivot Reports, to monitor pandemic-responsive modifications made to accredited programs of professional education. Pivot Reports submitted by each faculty of education detail the short-term modifications to program delivery and practicum expectations made in response to provincial emergency measures resulting from the COVID-19 pandemic. The completion of Pivot Reports constitutes the first phase of the pandemic-related accountability process. Programs that have been changed as a result of the pandemic, as well as new innovations, will be reported using the program change review processes outlined in Regulation 347/02, Accreditation of Teacher Education Programs of the *Ontario College of Teachers Act*. Reporting program changes is a regulatory requirement for the accreditation of programs of professional education in the province of Ontario.
- The College moved its Call Centre and Reception off premises and provided virtual access so that there was no interruption in support for applicants, members or the public.
- The College is planning to invest money in a digital credential assessment library. An expanded digital credential assessment library would create greater efficiencies in the credential assessment process and would allow Evaluators to access all resources while working remotely.
- The College also proactively sent an email to all applicants who were in the evaluation stage of processing to advise that there were longer than usual timelines for an outcome due to the impact of COVID-19.

Practicum Exemption
In 2020, the College worked with the Ministry of Education to develop regulatory amendments to Regulation 176/10, Teachers' Qualifications of the *Ontario College of Teachers Act* in order to create an exemption for part of the practicum due to the impact of the COVID-19 pandemic and related school closures. The exemption applies to applicants who:

- are enrolled in a program of professional education at an Ontario faculty of education on, or after, March 17, 2020;
- have successfully completed a portion of their practicum;
- are unable to complete the remaining practicum solely because of COVID-19 related **school closures**;

- complete all other program of professional education components by December 31, 2020; and
- meet all other applicable certification requirements and are certified by December 30, 2023.

If Ontario applicants are not able to qualify for the exemption, they must successfully complete their entire practicum requirement and meet all applicable certification requirements in order to become certified.

In April 2020, College staff participated with other education partners in a technical briefing with the Deans of all faculties of education in the province to discuss the practicum exemption above. At that time, the Deans were advised that short-term changes to program delivery and practicum expectations in response to the COVID-19 pandemic would need to be documented and provided for accreditation accountability.

Temporary Certificate of Qualification and Registration

In 2020, and in an effort to respond to supply pressures in the system, the College worked with the Ministry of Education in developing regulatory amendments to Regulation 176/10 to create a new Temporary Certificate of Qualification and Registration (with amendments taking effect in January 2021). The temporary certificate is a limited one-time, emergency measure designed to address severe teacher shortages in Ontario's public school system caused by the COVID-19 pandemic. The temporary certificate was created at the direction of the College's Council and based on a request from the Ministry of Education, the Ontario Association of Deans of Education and the Council of Directors of Education.

Ontario teacher candidates can apply for the temporary certificate if they:

- are expected to successfully complete their Ontario program of professional education by December 31, 2021*
- have, as of the date of their application, successfully completed a portion of the practicum* and
- have made satisfactory progress in their program*

* As determined by reports made by Faculties of Education and sent to the College upon request of the teacher candidate. In order to be granted the temporary certificate, applicants must have also paid all necessary fees and meet all other applicable certification requirements.

Candidates must have applied for membership in the College, supplied all required documents, paid all fees, and met our registration requirements (These registration requirements include the holding of an acceptable postsecondary degree unless the applicant is enrolled in a Native Language, First Nations, Métis, Inuit Ancestry or technological education initial teacher education program). Labour Mobility applicants may also apply for this temporary certificate.

The temporary certificate enables Ontario teacher candidates to be employed as occasional teachers. This teaching experience may be used to satisfy practicum requirements, as determined by the faculty of education.

The temporary certificate can be granted on or after January 30, 2021 and expires on December 31, 2021, subject to the Mathematics Proficiency Test condition. There are no extensions.

The temporary certificate may be converted into a general Certificate of Qualification and Registration if the College receives satisfactory evidence that:

- practicum and program requirements are completed before January 1, 2022, and
- any conditions on the certificate are satisfied, including successful completion of the Mathematics Proficiency Test by August 31, 2021.

The College updated various communication materials to applicants, the online application, and the website to provide information about the temporary certificate. Applicants who have already submitted an application to the College for a General Certificate of Qualification and Registration may submit a request for a temporary certificate.

Online Videos
The College shared information with applicants using online videos instead of information sessions and a new video for newly certified teachers will be uploaded in 2021. As of March 2020, no in-person sessions have been offered. The College advised applicants that, in its efforts to reduce the spread of COVID-19, in-person information sessions have been suspended and to please refer to the College's online resources. For newly certified teachers, the College has information on fulfilling certificate conditions and jobs in education. The College will provide the online presentation for newly certified teachers in 2021. For denied applicants the College refers to the online presentation for denied applicants.

Certificate Expiry
The College also began issuing certificate expiry reminder letters a year in advance to let members know they need to satisfy conditions. There is also a six month expiry reminder. The College also updated its extension request form as members certified post September 2015 can only request a one-time one-year extension.

Registration Videos
In late 2015, the College added two videos to its website. These videos provide useful information to internationally educated applicants, who cannot attend information sessions held every month at the College.

The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 20,478 times between January 1 and December 31, 2020.

The second video, "Evaluating your Application / Évaluation de votre demande", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 7,061 times between January 1 and December 31, 2020.

The videos can be found on the College website landing page for internationally educated teachers: oct.ca/becoming-a-teacher/internationally-educated-teachers

Outreach
The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to provide internationally educated teachers with information about the College, the certification process and the requirements needed to work as an Ontario Certified Teacher. In 2020, due to the COVID-19 pandemic, these sessions were delivered using various virtual platforms.

Information Sessions
In 2019, the College updated its monthly information session presentation for IETs about the College's application process and document requirements to advise of the MPT. In addition, the College has updated the presentation for denied applicants to inform them that if they do not meet requirements within the specified timeframe they will be subject to the MPT. As of March 2020, no in-person sessions were offered due to the effects of the COVID-19 pandemic. Please see the COVID section above for more information.

Faculty Presentations
Every year, presentations are made to faculties of education to provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the numerous services and supports available to members.

Teacher candidates in their first two semesters of the program are provided with information about the College's role in the provincial education landscape, its mandate and responsibilities and an introduction to the teacher certification process, while those teacher candidates entering their third and fourth semesters are provided with detailed information on ethical decision making and advice provided to members through Professional Advisories. These candidates are also provided with more in-depth information and support on the registration process.

In 2020, College personnel conducted 47 faculty presentations using various virtual meeting platforms.

Inactive Application Closure
In 2015, following an internal continuous improvement review and a recommendation from the OFC, the College implemented a process designed to close applications that had been awaiting documentation for more than two years.

Active since 2015, the new process gives the applicant options to complete their application, to request a determination of eligibility for certification without completion of documentation, or to close their application without an assessment. This better engages the applicant in the registration process by clearly communicating when their application may be closed. The process also allows the College to close incomplete application files without a credential assessment decision if the applicant does not advise the College how to proceed.

The College refunds the Evaluation Fee and the Annual Membership Fee should an application be closed.

In 2019, the College expanded the inactive application closure process. The College now closes applications for individuals who had started to apply more than two years ago but never submitted their application. An email notified the individuals about the closure and to advise of the new MPT requirement, which could apply to them should they choose to reapply (5824 emails were sent).

In 2020, the College continued to issue emails to remind applicants to submit their required documents at regular periods within the application timeline of two years (at 3, 6, 12 and 18 months). Between January and April 2020, the College also issued 130 final notices to notify applicants with applications open for two years that their application would be closed within 60 days unless an extension was requested. As a result of COVID-19 causing a delay in obtaining documents required for applications, the College extended all application validity periods and suspended the issuance of the final notice for the remainder of the year. This process will resume in 2021.

Acessibility for Ontarians with Disability Act **(AODA)**
The AODA aims to make Ontario barrier-free by developing accessibility standards in five areas: customer service, employment, information and communications, transportation and built environment. The College is committed to full compliance with the regulations established under the AODA and to ensuring people with disabilities receive respectful and appropriate service when interacting with the College, either in-person, by phone, email or through its website. In 2020, the College undertook a review of all forms to ensure they are AODA compliant. This led to the introduction of fillable online PDF forms and the ability to add a digital signature. This was a timely update as it facilitated an easier transfer of documents to College while staff worked remotely.

Registration Guides
The College enhanced its communication materials to include more information about the changes in certification requirements related to the teacher education program in 2015. For example, the College's Registration Guides were revised in 2016 to include a chart setting out the new certification requirements and the College's certification procedures.

A link to one of the College's Registration Guides is provided below: oct.ca/-/media/PDF/Requirements%20General%20Education%20Teacher/EN/general_education_teacher_e.pdf

In 2017, the College began work to revise the Registration Guides to provide updated information on the teacher education program, particularly the requirements of multi-session programs. The revised Registration Guides were introduced in 2018.

The "Requirements for Becoming a Primary-Junior Teacher if You Are of Aboriginal Ancestry" Registration Guide was revised in 2018 to replace the word "Aboriginal"

with "Indigenous" to reflect the appropriate terminology used to refer to individuals from this community.

In 2017, the College began work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining took effect in 2018 and was implemented due to the similarity of information in the two guides.

In 2018, all Registration Guides were updated to include information on withholding a name from the public register for members who never taught under a former name and for exceptional circumstances such as the risk to personal safety or for reasons of personal dignity (for example, gender expression or identification)

In 2019, the College updated all registration guides with information on the new MPT. The guides include a handy chart that provides MPT information specific to graduates from Ontario teacher education programs, IETs and labour mobility applicants. Members and previously certified teachers are not affected. The College is updating the guides to address a regulatory amendment filed on December 2, 2019 that provides an exemption for those who completed a teacher education program that prepared them to teach Native Languages. Accordingly, MPT related information will also be removed from the Native Languages registration guide. This work was completed in 2020.

In 2020, the College updated registration guides, the online application and other communication materials to include information on the exemption of the MPT and the MPT condition. The College sent over 10,000 emails (and 1,142 letters to applicants whose emails bounced back) to advise of the changes (5,995 for the new MPT exemption; and 6,446 for the MPT condition).

Credential Assessment Brochure

In 2020, the Credential Assessment Brochure was updated to include information on the Math Proficiency Test and the potential to be certified with a condition to pass the test.

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

Mathematics Proficiency Test

The College has taken extensive measures to provide information to applicants on the new MPT requirement. The College participated in the Ministry of Education Math Proficiency Test Working Group to remain updated and to provide timely information to other stakeholders. In addition, the College has a new landing page on the College website dedicated to the MPT with information for Ontario applicants, IETs and Labour Mobility applicants. The landing page can be found here and it includes an FAQ component:
oct.ca/becoming-a-teacher/requirements/mathematics-test

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

Those applicants who had begun the application process have been encouraged by email to send their documents to the College. Applicants have been advised that the College is able to help if they have trouble getting documents from institutions. Emails were also sent to these applicants in document assessment to advise of the new MPT and how/if it applies to them (3141 emails were sent). Prior to this initiative, the College sent a general email (that is, not specific to MPT) to all applicants in document assessment encouraging them to complete their application and to advise that the College is able to help if applicants are having trouble with getting documents from institutions (2994 emails were sent).

In 2020, the College sent over 10,000 emails (and 1,142 letters to applicants whose emails bounced back) to advise of the changes (5,995 for the new MPT exemption; and 6,446 for the MPT condition).

The College also wrote to all individuals who started the application process but did not submit the form and/or fees within the last two years to advise of the MPT while encouraging them to submit their application due to closure if the application has been open more than two years (4090 emails were sent). All applicants who were previously denied were also advised that the MPT would apply if they did not complete the requirements in their outcome letter within the validity period of the decision (240 emails were sent). Lastly, the College wrote to applicants who had not yet paid their Annual Membership Fee to advise of the MPT and how it would apply to them (292 emails were sent).

The College also wrote the Deans of Ontario faculties of education and all Ministers of Education in Canada to advise of the introduction of the MPT certification requirement and how it would apply to various types of applicants.

The College will also be updating information provided to applicants within the online application itself to provide on-going information related to the new MPT.

Finally, various communication materials were updated to include information about the new MPT certification requirement, including *Professionally Speaking/ Pour Parler Profession* (College official publication for members) and the *Your College and You* newsletter for members. The College has also been working closely with the Ministry of Education and EQAO to ensure consistency of information provided to applicants.

Alternative Documentation Procedure
The Ontario College of Teachers offers an alternative documentation procedure for applicants who are unable to provide documents in the usual format. The College has no testing mechanisms that it can rely on as an indicator of an applicant's knowledge and skill. This increases the need to use official documents to assess an applicant's education and professional qualifications.

The College's practice is to receive academic and professional documentation directly from the granting institutions; however, the College recognizes the institution in question may, in some cases, no longer be operating because of war and/or if there is no designated custodian of records. In other cases,

applicants may fear persecution or discrimination from the institutions or foreign governments in the event they request original documents. The College continues to develop this procedure to help applicants who have difficulties obtaining documents outside of their control.

In 2020, 51 applicants were offered alternative documentation options to complete outstanding document requirements. Of these, 41 per cent completed their document requirements.

A new form is being introduced to formalize the College's existing Alternative Document Application Route (ADAR) and Intervention Request procedures. Though they have come about as result of examining registration processes, these are existing protocols which have been enhanced to better serve the needs of applicants.

This form:

- Provides specific assistance to applicants who have been unable to obtain documents from third party institutes for reasons beyond their control;
- Explicitly highlights the new MPT requirements for certification. The form will allow identification of applicants who initiated the ADAR/ intervention processes before the March 31, 2020 MPT introduction date, thereby allowing for discretion in determining whether the applicant should be required to write the test in the interest of fair registration practices;
- The ADAR form prompts applicants to provide a list of both the documents that they are having difficulties obtaining, as well as the proof of attempts to obtain those documents;

    - A different form must be filled out for each document that the applicant needs help to submit. The form also allows the applicant to provide an explanation if they cannot demonstrate proof of attempts to obtain a document. This is included to be mindful of jurisdictions where the institution no longer exists, jurisdictions experiencing conflict, applicants that may be refugees etc.;

- The intervention request section of the form asks applicants to list the documents they are having difficulty obtaining, along with requiring the consent of the applicants to contact the institutions on their behalf. This section will be detached from the ADAR section of the form so as only to share the necessary information with the institution to obtain the document. The College hopes that, with consent through the applicant's signature, the institution may be more likely to share the document in question, and allow the College to continue to comply with the requirements mandated under the *Fair Access to Regulated Professions and Compulsory Trades Act*.

Registration Videos
In 2018, the College began to develop a video for newly certified members, to give them general information about the College and tell them how to maintain their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages

of implementation, the video is set to be posted to the College's website (as an online presentation) in 2021. The video was piloted onsite in 2019 and the first few months of 2020 before COVID and will go online in 2021. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation in its information sessions for newly certified members.

Information Sessions

In 2020, only two information sessions were held for internationally educated teachers (in January and February). As of March 2020, applicants have been directed to online sessions and resources. The Self-Assessment tool (Can I Teach in Ontario) for internationally educated teachers was viewed over 3000 times in 2020 and there were 790 completed assessments. The College's newly certified information session video will go online in 2021.

Application Process

The College's faculty presentations help clarify the certification requirements and explain how to complete the application process.

The College also looked for opportunities to enhance its services to potential applicants ("unsubmitted"), such as updated system generated emails that are sent to confirm registration number and submission of an application. In 2020, these emails were updated with MPT information. Also, these emails were updated by adding new information encouraging these individuals to become applicants by submitting their application and fees as well as to get their documents in, with the aim of reducing the number of applications that remain unsubmitted. These emails also included an advisory that the College is able to assist should individuals have trouble obtaining documents from institutions.

In 2020, the College received 6,422 applications and certified 5,825 applicants.

Applicants within the two-year validity period are notified as their application approaches the expiry date of two years, at which time they are offered a six-month extension, an option to evaluate without the outstanding documents, or the option to close their file. Applications are automatically closed for those who do not respond to the options provided or for those who reach the end of their validity date of two years. In the event of closure, applicants are notified that their documents will remain on file should they choose to reapply later.

In 2019, the College expanded the inactive application closure process. The College now closes applications for individuals who had started to apply more than two years ago but never submitted the application. An email was sent to these individuals to notify them of the closure and to advise of the new MPT requirement, which could apply to them should they choose to reapply (5824 emails were sent). To implement the new Inactive Application Closure process, the College developed a communications plan to keep applicants informed and engaged throughout their two-year application cycle. Applicants now receive regular emails, throughout their application period to remind them of outstanding

documentation requirements. These emails are sent to applicants after an application has been opened and remains incomplete after three, six, 12 and 18 months. These emails (introduced in 2015) also contain messaging about the 2015 changes to the teacher education program and the MPT. In addition to providing a reminder to submit documentation, the emails advise the applicants of ways the College may be able to assist them if they are having difficulty in obtaining documents.

As a result of the changes resulting from the Inactive Application Closure process, the College closed 1,039 files, granted six-month extensions to 31 files and worked with applicants to complete 30 files and submit them for evaluation. Twelve of these files were offered certification.

In 2020, the College continued to issue emails to remind applicants to submit their required documents at regular periods within the application timeline of two years (at 3, 6, 12 and 18 months). Between January and April 2020, the College also issued 130 final notices to notify applicants with applications open for two years that their application would be closed within 60 days unless an extension was requested. As a result of COVID-19 causing a delay in obtaining documents required for applications, the College extended all application validity periods and suspended the issuance of the final notice for the remainder of the year. This process will resume in 2021.

The College refunds the evaluation fee and Annual Membership Fee should an application be closed.

Credential Assessment Brochure
In 2020, the Credential Assessment Brochure was updated to include information on the MPT and the potential to be certified with a condition to pass the test.

For the impact of COVID-19 and the College's response on applicants, please see the response in i).

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

As more applicants become certified with conditions to close the gap with the 2015 changes to the teacher education program, the College is monitoring how these conditions are satisfied. As will be described below, College members with coursework conditions may satisfy them using Schedule C coursework contained in Regulation 176/10. The College has established a process to determine if a member wants a Schedule C course listed on their certificate and recognized as an additional qualification or if they would prefer to use the Schedule C course to satisfy a condition related to their initial certification requirement.

In 2018, 258 members completed their conditions. In 2019, 542 members completed their conditions. In 2020, 522 members completed their conditions. In January 2019, there were 1,913 members in good standing with conditions to complete. Currently, there are 4,235 members in good standing with conditions to complete. This increase is likely due to the condition related to the successful

completion of the MPT. Currently, there are 1,863 members in good standing with a requirement to complete the MPT.

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue the College updated its communication materials. These materials now include the option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared with faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College's Client Services Unit proactively advised members of these offerings through an outbound calling campaign.

Accessibility for Ontarians with Disability Act (AODA)
Since 2011, the College has:

- adopted its *Customer Service Policy* to ensure compliance with AODA (communication, use of assistive devices, use of service animals and support persons, notice of temporary disruptions, notice of availability of documents, feedback process and training for employees)
- adopted its *Multi-Year Accessibility Plan* (to 2021)
- provided training on AODA and *Human Rights Code* requirements (employees, Council members, and all other persons who provide goods, services or facilities on behalf of the College)
- taken steps to make all new internet websites and web content conform with AODA
- taken steps to provide accessible formats and communication supports for members of the public with disabilities upon request
- ensured its practices reflect accessible employment standards
- ensured that any newly constructed or redeveloped public spaces conform to the accessibility standards for the built environment, for example, service counters and waiting areas.

The College is responsible for providing accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability and at a cost that is no more than the regular cost charged to other persons. In 2017 and 2018, the College provided additional mandatory training sessions for employees ("super-users") on how to make accessible documents in Word, Excel, and PDF formats. More specifically, they learned how to design for those with vision, motor and cognitive impairments.

The College worked to further enhance the PDF forms online. The new forms are easier to read and fillable online while being reader friendly. This project was completed in 2020.

Information Sessions
In February 2019, the College presented the credential assessment process to an Ontario school board that was interested in recruiting French teachers from international jurisdictions. The presentation included an overview of the College's registration requirements and application process.

For the impact of COVID-19 and the College's response on the organization, please see the response in i).

B. Assessment of qualifications

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

Teacher Education Program
The implementation of the 2015 program changes continued in 2020. All processes in place to facilitate the transition were utilized in 2020.

Language Proficiency
In 2018, the College began undertaking a comprehensive review of its Language Proficiency requirements, which was halted in 2020 due to the COVID-19 pandemic. However, since 2001, the College has required that all applicants for certification be proficient in either the English or French language and provide proof of language proficiency in one of four ways, one being the submission of language proficiency test scores acceptable to the College. This practice continues today.

In 2020, the College approved the International English Language Testing System (IELTS) Indicator in light of the COVID-19 pandemic. The IELTS Indicator assesses a student's English language skills in Listening, Reading, Writing and Speaking in a timed, online test completed from home. In a similar vein, the College approved the TOEFL iBT Home Edition as the same valid and reliable TOEFL iBT test, delivered to test takers at home.

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

The introduction of changes to the teacher education program in 2015 necessitated changes to the College's certification requirements, as only applicants who met the 2015 teacher education program requirements would be eligible for certification without conditions. Applicants who have not met the new requirements but completed a one-year teacher education program, may be eligible for certification with conditions. These conditions are "complementary course conditions" that allow the applicant to make up the duration gap with the new program. The College amended its Teachers' Qualifications Regulation to allow for complementary course conditions to be satisfied by courses listed in Schedule C of the regulation. This amendment will provide for increased availability of the courses needed to satisfy conditions on a certificate. In 2017, the College continued to monitor the completion of coursework conditions using Schedule C coursework. Members certified with conditions have five years to complete their conditions (with a possible one-year extension).

In 2018, the College received feedback from members concerning the low number of Schedule C courses available in French. To address this issue, the College updated its communication materials to include an option of fulfilling complementary education conditions with courses in education offered as part of a pre-service teacher education program in Ontario.

Feedback on the limited number of Schedule C courses available in French was also shared with faculties of education and, in response, they have increased the number of Schedule C courses offered in French. The College's Client Services Unit proactively advised members of these offering through an outbound calling campaign.

In 2018, 258 members completed their conditions. In 2019, 542 members completed their conditions. In 2020, 522 members completed their conditions. In January 2019, there were 1,913 members in good standing with conditions to complete. Currently, there are 4,235 members in good standing with conditions to complete. This increase is likely due to the condition related to the successful completion of the Mathematics Proficiency Test. Currently, there are 1,863 members in good standing with a requirement to complete the Mathematics Proficiency Test.

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

In 2020, the College continued the implementation of the certification requirements related to the 2015 changes to the teacher education program. As applicants are certified with conditions, monitoring and support for the fulfillment of these conditions is ongoing.

C. Provision of timely decisions, responses, and reasons

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

Membership Services
In 2020, the College had approximately 98,826 interactions with its members and the public by phone, email and social media. In addition, the College initiated approximately 800 proactive outbound calls and emails to applicants who submitted documents that were deemed unacceptable, or where further information was required.

Document Authentication Process
The Membership Records Unit receives approximately 1,000 documents each day. To conduct an evaluation, the College requires official documents sent directly from the issuing institutions. Each document received is examined against a series of criteria to determine whether the document is authentic and complete. When the College is unable to confirm a document is official, the College writes to the institution where it originated to confirm its authenticity and content. The process of verifying documents can be lengthy and time-consuming as it can require multiple requests to an institution for verification, detailed explanations from applicants and a review process in the department to determine acceptability of documents once all information is received.

In 2018, the College further developed its document verification procedure by providing applicants additional information on the process including the general timelines to expect in awaiting a response as well as information on the re-issuance procedure should a response not be received. Previously, these letters were only re-issued upon request. In 2018, the College introduced an automatic reissuance process for documents awaiting response to their initial verification request. In re-issuing these letters every four months, the College hopes to obtain a better response rate to inquiries and reduce the timelines for the application process. In 2020, the College issued a total of 447 document verification letters. Of these, 206 documents have been confirmed authentic. Of these, 16 responses (8% of responses) were received because of the automatic re-issuance process. Of the 447 documents verified in 2020, four documents were confirmed to be non-authentic highlighting the importance of this process.

Evaluation Decision Timelines
In 2020, the average number of days for an internationally educated teacher (IET) to be certified was 166 days and the average number of days for a labour mobility applicant to be certified was 43 days. These timelines begin when all application documents are received. The average number of days for an IET to become certified has risen when compared to 2019. The number of days to complete an evaluation fluctuates from year to year and extended timelines are generally confined to jurisdictions where files tend to be more complex. In addition, the internationally educated teachers eligible for certification in 2019 represented 46 different countries and this number increased to 47 in 2020.

With respect to labour mobility, the average number of days for a labour mobility applicant (LMA) to become certified decreased in 2020 when compared to the previous year. The composition of applications received for an administrative review has continued to change. In 2019, 30 percent of the LMAs reviewed were from individuals who completed a teacher education program outside Canada and this number increased to 33 percent in 2020. The College will continue to monitor this trend.

In the first half of 2020, the Membership Services Department continued to communicate with applicants through the Proactive Evaluation Status Update process, which updates applicants on the status of their application and provides them with an estimated timeline for an evaluation decision.

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

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

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

In 2020, the College received 6,422 applications and certified 5,825 applicants. In 2017, there was a rise in applications and certifications from the previous year. This was due, in part, to the first graduating classes of the new two-year teacher education programs in Ontario applying for licensure in 2017. In 2016, many students in the new two-year teacher education programs in Ontario had

not yet applied as most only began the application process in the second year of the program. In 2018, 2019 and 2020, the application and certification statistics have stabilized from 2017 reflecting the implementation of the two-year teacher education program.

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

Fees for registration are detailed on the College's website and in presentation materials. The Council approves fees associated with the registration process, which are reviewed annually as part of the College's budget process. Presentation materials and the College's website are updated accordingly.

In 2019, the College's Council approved an increase of the annual membership fee from $150 to $170. The new fee took effect in 2020. In 2020, the College proactively wrote to applicants to advise of the $20 differential that would be required to place them into good standing once all documents were received, in order to avoid any unnecessary delays with their certification. The College also implemented an online option for applicants to pay this difference via eservices for increased convenience. Due to the COVID-19 pandemic, the College also extended the 2020 Annual Membership Fee payment deadline to the fall of 2020.

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

Please see response in Question 1. d) i)

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

Please see response in Question 1. d) i)

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

In 2020, the average number of days for an internationally educated teacher (IET) to be certified was 166 days and the average number of days for a labour mobility applicant to be certified was 43 days. These timelines begin when all application documents are received. The average number of days for an IET to become certified has risen when compared to 2019. The number of days to complete an evaluation fluctuates from year to year and extended timelines are generally confined to jurisdictions where files tend to be more complex. In addition, the internationally educated teachers eligible for certification in 2019 represented 46 different countries and this number increased to 47 in 2020.

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In the first half of 2020, the Membership Services Department continued to communicate with applicants through the Proactive Evaluation Status Update process, which updates applicants on the status of their application and provides them with an estimated timeline for an evaluation decision.

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

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

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

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

F. Policies, procedures and/or processes, including by-laws
i. Describe any improvements/changes implemented in the last year

Gender Identity
In its interaction with the public, applicants and members, the College has always been committed to being inclusive and to treating all individuals with dignity and respect. In 2016 and 2017, the College undertook a review of its own practices to ensure that College practices uphold its commitment to treating all individuals with dignity and respect. This review included not only emerging practices within the federal government but with fellow regulators as well.

As such, the College implemented changes to provide equal treatment without discrimination around gender identity information and support diversity in all forms. On January 2, 2018, the College introduced a new third-gender identification option ("X") to its online application form. As well as providing members with the ability to self-identify, standard correspondence will reflect, wherever possible, gender neutral language. This initiative supports the College's ongoing commitment to inclusivity and respect when communicating with applicants, College members and the public.

In 2018, the College amended its bylaws to allow a member to request that their former name be withheld from the public register for reasons of personal dignity, such as gender identification or gender expression. The College's bylaws previously only allowed members to make such requests for personal safety reasons. This change was in accordance with human rights legislation and the College's commitment to inclusivity, and is reflected in its Registration Guides and on its website.

In 2020, the former names of 16 members were suppressed on the public register.

Technological education teachers

In 2020, the College worked with the Ministry of Education to reflect the qualifications of members who are technological education teachers on the public register. Historically, the only qualifications used to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. In 2020, Regulation 176/10 and the bylaws were amended to allow the relevant diplomas, work experience, certificate of apprenticeship and proof of competence in the technological education subject area to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September 2017, December 2017 and October 2020. This direction promotes fairness, transparency and equity across all members of the College and addresses requests from technological education stakeholders. The College is now working to implement the regulatory and bylaw amendments.

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

Please see response to Question 1 (f) i above.

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

Please see response to Question 1 (f) i above.

G. Resource for applicants

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

Mathematics Proficiency Test

In August 2019, the Proficiency in Mathematics regulation was filed introducing the Mathematics Proficiency Test (MPT) as a requirement for certification with the Ontario College of Teachers. The new certification requirement took effect on March 31, 2020. Ontario applicants who complete their application for a certificate of qualification and registration on or after **March 31, 2020** must pass a MPT to become certified, whether or not the application was started before that date.

Internationally Educated Teacher (IET) applicants who complete their application for a certificate of qualification and registration on or after **March 31, 2020**, whether or not the application was started before that date, are required to pass a MPT within two years of being granted their initial certification by the College. Otherwise, their certificate will expire and they will be ineligible to teach in Ontario until they pass the test and meet all other applicable certification requirements.

An exemption exists for those who completed a teacher education program that prepared them to teach Native Languages. Applicants who hold a teaching certificate from a Canadian province or territory outside Ontario are covered under the *Ontario Labour Mobility Act*, and are not required to write the MPT to become certified.

The test was developed by the Education Quality and Accountability Office (EQAO).

A field test was offered in early 2020 and many individuals were able to write the MPT and become certified with the College after completing all other certification requirements. However, due to the impact of the COVID-19 pandemic, there was no further availability of the MPT in 2020. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended to allow Ontario applicants to become certified with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

The College updated communication materials in order to include information about the MPT requirements, such as the Registration Guides, online application, and the self-assessment tool that precedes the online application. A dedicated MPT landing page on the College website not only offers information about the MPT, but also links to an FAQ page. Presentations were provided to students at faculties of education about the new requirement, and these sessions included Q&A portions and information on how to complete their applications. Finally, correspondence to newly certified applicants and membership packages were updated to include information about the MPT. The College created a new form that allows for applicants to request assistance with their documentation. In this way, an applicant who tried to submit documentation prior to March 31, 2020 but could not for reasons outside of their control may not be subject to the test. The form also provides another way for the College to assist on the applicant's behalf in completing the application (e.g. reaching out to institutions on behalf of the applicant for transcripts or other documentation).

Registration Videos

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

The first video, "Applying to the College / Comment présenter une demande d'inscription à l'Ordre", is for applicants who have not yet applied. Applicants learn about the basic requirements for certification and useful tips for completing their application. This video was viewed 20,478 times between January 1 and December 31, 2020.

The second video, "Evaluating your Application / Évaluation de votre demande", is designed to help applicants at various stages of the application process. Applicants learn about the evaluation process, how their credentials are assessed, and the requirements for a successful application. This video was viewed 7,061 times between January 1 and December 31, 2020.

The videos can be found on the College website landing page for internationally educated teachers:
oct.ca/becoming-a-teacher/internationally-educated-teachers

In 2018, the College began developing a video for newly certified members, to give them general information about the College and tell them how to maintain

their membership. The video focuses on explaining how new members who are certified with conditions can satisfy these conditions. Now in its final stages of implementation, the video is set to be posted to the College's website (as an online presentation) in 2021. The video was piloted onsite in 2019 and the first few months of 2020 before COVID and will go online in 2021. This online presentation was demonstrated on site at the College in a member information session in September 2018 and received positive feedback. Since then, the College has continued to use the newly developed presentation on site in its information sessions for newly certified members.

Electronic Transcripts

The College requires official transcripts sent directly from institutions as part of the documentation required for certification. This requirement ensures that documents are authentic and can be used to assess the credentials of an applicant.

Currently, the College receives Ontario transcripts, electronically, from Ontario Universities' Application Centre, (OUAC). The College has a Memorandum of Understanding with World Education Services (WES) that allows the College to electronically access transcripts held by WES for applicants to the College. The College also has an agreement with Canadian teacher education authorities to accept certified true copies of transcripts received directly from institutions on behalf of labour mobility applicants.

Applicants who are ineligible for electronic transmission for OUAC or who do not have files with WES or other Canadian teacher education authorities must arrange for institutions to send paper documents directly to the College.

The College was made aware of the following three organizations with secure mechanisms for electronic transmission of transcripts: National Student Clearinghouse; Parchment and MyeQuals. As of 2019, as part of its commitment to continuous improvement, the College accepts transcripts electronically from each of these three organizations. This has made the application process more efficient.

The College requires applicants to arrange for a statement of professional standing to be sent directly from every jurisdiction where an applicant taught or where they completed their teacher education program. At times, this document can take some time to arrive through the mail.

In 2019, the College began working to obtain these documents from issuing authorities through a secure electronic document exchange system. For example, the College now accepts documents through a secure electronic document exchange with the issuing authority in New Zealand. The College will be looking to work with other issuing authorities to develop similar systems.

Current or former members of the Ontario College of Teachers or applicants for membership may request copies of their documents on file (such as transcripts or statements of professional standing from jurisdictions outside Ontario) to be sent to other organizations. In 2019, the number of requests for these documents increased signaling a wider acceptability of documents received through the College

in lieu of official documents sent directly. To manage the increasing volume of these requests and to better serve applicants and members, the College began working to provide a means to share these documents with third party organizations (such as QECO) through a secure electronic document exchange system.

2015 Changes to the Teacher Education Program
As a result of the introduction of the 2015 changes to the teacher education program, the College updated information on the registration process for potential applicants. This update was performed across print resources, the College website, and through information sessions. The particulars of the updates are:

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

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

In 2017, the College revised its Registration Guides to provide updated information on the 2015 changes to the teacher education program, particularly the requirements of multi-session programs.

In 2018, the College completed its work to replace the Registration Guide for teachers of deaf and hard of hearing students with a new dedicated section for these teachers in the Registration Guide for general education teachers. This streamlining change took effect in 2018 and was undertaken due to the similarity of information in the two guides.

In 2019, the College updated all registration guides with information on the new MPT. The guide includes a handy chart that provides MPT information specific to graduates from Ontario teacher education programs, IETs and labour mobility applicants. Members and previously certified teachers are not affected. The College began updating the guides to address a regulatory amendment filed on December 2, 2019 that provides an exemption for those who completed a teacher education program that prepared them to teach Native Languages. Accordingly, MPT related information will also be removed from the Native Languages registration guide. This work was completed in 2020.

In 2020 the College updated registration guides, the online application and other communication materials to include information on the exemption of the MPT and the MPT condition. The College sent over 10,000 emails (and 1,142 letters to applicants whose emails bounced back) to advise of the changes (5,995 for the new MPT exemption; and 6,446 for the MPT condition).

Credential Assessment Brochure
This brochure is provided to applicants who have been denied certification. It provides general information on the assessment and appeal process. The brochure was updated in 2016 to include a chart that sets out the new certification requirements and certification procedures.

The Credential Assessment Brochure was made available on the public website in the Resources section. It can be found at:

oct.ca/resources/alpha?letter=C

In 2018, the College split the Credential Assessment Brochure into two separate documents: a brochure for those applicants who are denied certification and a brochure for those applicants who are certified with conditions. This focused delivery of information prevents confusion about the next steps in the licensure process. The sending of the revised targeted information to denied applicants and members certified with conditions began in 2018.

In 2020, the Credential Assessment Brochure was updated to include information on the Math Proficiency Test and the potential to be certified with a condition to pass the test.

Outreach
The College makes presentations to Ontario community agencies, newcomer groups, and cultural or ethnic associations to provide internationally educated teachers with information about the College, the certification process and the requirements needed to work as an Ontario Certified Teacher. In 2020, due to the COVID-19 pandemic, these sessions were delivered using various virtual platforms.

Information Sessions
In 2019, the College updated its monthly information sessions for IETs about the College's application process and document requirements to advise of the MPT. In addition, the College has updated the presentation for denied applicants to inform them that if they do not meet requirements within the specified timeframe they will be subject to the MPT. In 2019, 10 sessions were held at the College to provide information to internationally educated teachers.

As of March 2020, no in-person sessions were offered due to the effects of the COVID-19 pandemic. Please see the response to question 1. a) i) for more information.

Faculty Presentations
Every year, presentations are made to faculties of education to provide teacher candidates with important information to help build awareness and knowledge of the College, the teacher certification process and the numerous services and supports available to members.

Teacher candidates in their first two semesters of the program are provided with information about the College's role in the provincial education landscape, its

mandate and responsibilities and an introduction to the teacher certification process, while those teacher candidates entering their third and fourth semesters are provided with detailed information on ethical decision making and advice provided to members through Professional Advisories. These candidates are also provided with more in-depth information and support on the registration process.

In 2020, College personnel conducted 47 faculty presentations using various virtual meeting platforms.

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

Mathematics Proficiency Test
The College has taken extensive measures to provide information to applicants on the new MPT requirement. The College participated in the Ministry of Education Math Proficiency Test Working Group to remain updated and to provide timely information to other stakeholders. In addition, the College has a new landing page on the College website dedicated to the MPT with information for Ontario applicants, IETs and Labour Mobility applicants. The landing page can be found here and it includes an FAQ component:
oct.ca/becoming-a-teacher/requirements/mathematics-test

The College also updated the online application questionnaire to provide targeted information to new applicants. Former members who reapply are also informed that the MPT does not apply to them.

The College also wrote to the Deans of Ontario faculties of education and all Ministers of Education in Canada to advise of the introduction of the MPT certification requirement and how it would apply to various types of applicants.

In 2020, the College updated information provided to applicants within the online application itself to provide ongoing information related to the new MPT.

Finally, various communication materials were updated to include information about the new MPT certification requirement, including *Professionally Speaking/ Pour Parler Profession* (College official publication for members) and the *Your College and You* newsletter for members. The College has also been working closely with the Ministry of Education and EQAO to ensure consistency of information provided to applicants.

Those applicants who had begun the application process have been encouraged by email to send their documents to the College. Applicants have been advised that the College is able to help if they have trouble getting documents from institutions. Emails were also sent to these applicants in document assessment to advise of the new MPT and how/if it applies to them (3141 emails were sent). Prior to this initiative, the College sent a general email (that is, not specific to MPT) to all applicants in document assessment encouraging them to complete their application and to advise that the College is able to help if applicants are having trouble with getting documents from institutions (2994 emails were sent).

In 2020, the College sent over 10,000 emails (and 1,142 letters to applicants whose emails bounced back) to advise of the changes (5,995 for the new MPT exemption; and 6,446 for the MPT condition).

The College also wrote to all individuals who started the application process but did not submit the form and/or fees within the last two years to advise of the MPT while encouraging them to submit their application due to closure if the application has been open more than two years (4090 emails were sent). All applicants who were previously denied were also advised that the MPT would apply if they did not complete the requirements in their outcome letter within the validity period of the decision (240 emails were sent). Lastly, the College wrote to applicants who had not yet paid their Annual Membership Fee to advise of the MPT and how it would apply to them (292 emails were sent).

In 2018, the College started to provide additional resources for newly certified teachers at the monthly information sessions. While these resources are available on the College's website and printed copies of many College resources are available in the reception area on the 14th floor, several College publications are now provided to each new member who attends the session. The list of the resources is as follows:

- *Credential Assessment: For Members with Conditions on their Certificate*
- *Who Does What in Education*
- *OCT Your Professional Designation*
- *Foundations of Professional Practice*
- *Essential Advice for the Teaching Profession*
- *Professional Advisory (Supporting Students' Mental Health)*

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

Please see response to Question 1 (g) i) above.

H. Review or appeal processes

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

Registration Appeals Committee – 2020 statistics
The Registration Appeals Committee received 18 appeals in 2020. Of this number, 10 were from members who were certified with Terms, Conditions or Limitations (TCLs) and 3 were from applicants denied certification. Following re-assessments by the College, 4 were withdrawn and 1 did not fall within the Committee's jurisdiction.

The following illustrates a comparison with past years:

Year	Appeals Received	Decisions Rendered	Denied Applicants	TCLs (members)
2010	20	15	13	2
2011	17	13	12	1
2012	22	15	21 (100%)	0
2013	24	25	24 (100%)	0
2014	24	18	24 (100%)	0
2015	19	24	19 (100%)	0
2016	60	35	13 (21%)	47 (78%)
2017	28	21	18 (64%)	10 (36%)
2018	21	16	10 (48%)	11 (52%)
2019	20	22	9 (45%)	7 (35%)
2020	18	12	3 (17%)	10 (56%)

In 2018 and 2019, there was a decrease in appeals related to TCLs on College members' certificates compared with 2016. In 2016, the increase in the volume and the number of appeals pertaining to TCLs (47 that year compared with none between 2012 - 2015) was exceptional and can be attributed to the implementation of changes to the teacher education program in September 2015.

The number of appeals received in 2019 represented a return to normal levels (an average of 20 appeals annually between 2010 and 2015), which has similarly been replicated in 2020.

The slight drop in registration appeal decisions rendered in 2020 is attributable to the COVID-19 pandemic. The College went remote in March 2020 in conformity with public health guidelines. Committee activities only resumed—on a limited basis—in June 2020 and then—on a more frequent—remote basis in fall 2020. Another contributing factor may be the reduction of total appeals associated with the 2015 changes to the teacher education program.

The jurisdictions of appellants in 2020 were as follows: Ontario (8), other Canadian provinces/territories (0) and from outside of Canada (10).

Timelines

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

Several factors can contribute to circumstances where it is not possible to achieve the 120-day guideline set out in regulation. These include:

- the COVID-19 pandemic and cancellation of appeal panels;
- truncated meetings in the virtual space as committee activities initially resumed on a limited basis;
- requests for extensions by appellants.
- changes in regulation or legislation;
- extensions of the timelines when the committee requests more detail or additional documents;
- administrative delays because new supporting documentation or additional information are received (review of the original credential assessment by the College, time to respond and update the appeal packages); or
- administrative delays with oral presentations which increased since 2013 (e.g. scheduling mutually agreeable dates for both panels and appellants).

Improvements (2015–2017)

In 2015, improvements to internal processes had a direct impact in reducing timelines such as:

- the use of a decision-writer and editor,
- shorter administrative timelines to prepare the appeal packages, and
- enhanced internal tracking processes to ensure that deadlines are respected.

In 2016, the following changes were implemented:

- the increased volume of appeals coincided with an increase volume of appeal withdrawals (16 in 2016 compared to 4 in 2015). Appellants usually choose to withdraw their appeal request following a College reassessment of their credentials and a decision to certify them or remove TCLs. As additional information comes in with an appeal as a matter of course, the College's Membership Services Department reaches out to applicants to get new information that may be used in a reassessment and that may change the original outcome. The reassessment occurs before the appeal would be sent for a review by the committee. Refunds continue to be provided for withdrawals and re-assessments. The existing process was reviewed with the College's Membership Services Department to improve efficiency and reduce timelines;
- the College's Membership Services Department and the College's Policy and Research Unit held internal meetings to identify the appeal process steps in which improvements could be made to assist the committee in meeting the legislated 120-day timeline; and
- the College's Policy and Research Unit implemented a paperless process by distributing materials electronically. This streamlined the handling of each appeal file, reducing paper volume significantly and improving human resource efficiency.

In 2017, the College made improvements to its electronic document records system in order to reduce administrative timelines in preparing the appeal documents that are distributed to the parties at the beginning of the appeal process. This first step of the appeal process is now automated (i.e. selection of documents, preparation of the package index as well as automated page numbering).

Improvements (2018–2020)

The focus on reducing timelines associated with the committee's work continued in 2018 and 2019, in an effort to meet the 120-day timeline, while applying the principles of fairness and natural justice and providing reasonable timelines for parties to prepare their submissions.

In support of the College's registration appeal process, the committee developed the following brochures to assist applicants or members seeking a review of the Registrar's decision regarding their certificate of qualification and registration:

- *Guide to the Registration Appeal Process;*
- *Guidelines for Extension of time to submit an Appeal;*
- *Guidelines for Oral Presentations.*

In spring 2019, these brochures were made available on the College's website in both English and French.

In 2019, the Registration Appeals Committee began a review of its protocol for the submission of documents after set timelines in the appeals process. A completed review was slated for 2020, but has been temporarily postponed due to the COVID-19 pandemic and governance changes in *Bill 229, Protect, Support and Recover from COVID-19 Act (Budget Measures), 2020*.

In 2020, the Registration Appeals Committee initiated a summary appeals process for adjudicating appeals pertaining exclusively to the Mathematics Proficiency Test for Certification. The Registration Appeals Committee has discretion under either section 21(8) or section 22(6) of the *Ontario College of Teachers Act* to make a decision without a hearing or an opportunity to make oral or written submissions. Furthermore, apart from the exemptions specifically stated in the regulation Proficiency in Mathematics, O. Reg. 271/19, the Committee has no discretion to waive successful completion of the Mathematics Proficiency Test as a requirement for the Registrar to issue a Certificate of Qualification and Registration to applicants pursuant to section 4 or 6 of the regulation Teachers' Qualifications, O. Reg. 176/10, or to remove the condition placed on applicants pursuant to section 4 or section 6 to successfully complete the Mathematics Proficiency Test within a specified period of time. The summary appeals process will ensure fair and expedient appeals pertaining solely to the Mathematics Proficiency Test.

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

Please see response to Question 1 (h) i above.

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

Please see response to Question 1 (h) i above.

I. Access to applicants' records
   i. Describe any improvement/changes implemented in the last year

No changes this year.

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

No changes this year.

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

No changes this year.

J. Training and resources for registration staff, Council, and committee members
   i. Describe any improvements/changes implemented in the last year

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

Registrar and CEO, Dr. Michael Salvatori, OCT, was on a self-funded leave in 2020. The Deputy Registrar, Chantal Bélisle, OCT, acted as Interim Registrar from April to December 2020, and held all of the powers of the Registrar for the purposes of the administration of the *Ontario College of Teachers Act*. During the 2020 calendar year, the global pandemic altered the College's involvement in many activities conducted by provincial and national organizations focused on activities such as registration decisions and credential assessment. However, the College maintained its credential assessment practices consistent with past practice during this period. The College also continued to liaise with Committees such as the Registrars for Teacher Certification Canada (RTCC) during this period.

With COVID-19 shuttering EQAO's mathematics proficiency testing centres, many College applicants were unable to meet the math requirement by March 31, 2020. Following a change in legislation, the College was able to certify applicants with a condition to pass the math text by August 31, 2021. All those affected were informed and the College revised all relevant materials such as registration guides and online application forms accordingly. The College was transparent throughout to ensure fairness during certification. In 2020, the College worked closely with the Ministry of Education to advise of the impact that this lack of testing availability was having on applicants and members who have conditions to pass the test.

Over the course of 2020, the Deputy Registrar continued to provide information and updates on the certification of teachers to College Council through the quarterly reports to Council.

In November and February 2020, members of the College's Senior Leadership Team, including the Deputy Registrar, participated as panelists in panel discussions hosted by le Centre franco-ontarien de ressources pédagogiques (CFORP). These sessions broadcasted worldwide, were aimed at providing valuable information to those considering a teaching career in French in Ontario.

The Registrar typically meets with visiting international delegations to share details on regulation, College practices, including accreditation and registration practices. These sessions continued in person for the months of January and February 2020. All subsequent scheduled sessions for the year were canceled as borders closed preventing delegates from traveling. Towards the end of 2020, the College started receiving requests for virtual presentations to be scheduled into 2021.

Registration Appeals Committee
The College's Fair Registration Practices Regulation requires that the College provide training to members of the Registration Appeals Committee and individuals who are on the roster of eligible panelists for the committee.

On July 4, 2018, new Council members were appointed to the committee. As a result, training materials and presentations were revised and enhanced for initial committee member training. Instruction models included workshops, hands-on exercises and presentations from staff and independent legal counsel with subject matter expertise. As part of orientation training, the new members of the committee received the following training:

- College certification requirements and legislative framework;
- Committee's mandate;
- Committee processes;
- Guiding principles, Deliberations and Decision writing;
- Overview of the Membership Services Department-Records and Evaluation process;
- Appeals on terms, conditions or limitations (TCL's)

Improvements/Changes
Beyond the 2018 orientation training session, the Registration Appeals Committee undertook training in the following areas in 2019:

- Human rights and discrimination issues (completed in 2019)
- Professional suitability requirement (2019)
- Academic requirement (2019)
- Frivolous and vexatious reviews (2019)

The training programs were delivered by College staff and the committee's independent legal counsel. The committee also received a presentation on international academic credential assessment from a representative of the Evaluation Services Unit.

In 2020, one new Council member was appointed to the committee alongside existing committee members. At their orientation session, the new committee member participated in training sessions regarding issues that affect the

registration appeals process, substantially tracking the orientation of past committee members.

Membership Services
The College's Evaluators assess international and labour mobility applicants' qualifications. Their workplace training program in Evaluation Services reflects an apprenticeship learning model. Training for the specialized skills and theory of credential evaluation, particularly pertaining to teacher certification, is provided, and led primarily by Senior Evaluators. The training focuses on comparative education research and the analysis of country-specific education systems, institutions, credentials, patterns of education, and any unique considerations, and how College regulations impact on credential assessments pertaining to a given country. The Senior Evaluators also designate experienced Evaluators to provide peer training and ongoing support to new Evaluators. Since 2018, all Credential Assessors in the Evaluation Services Unit are required to complete a minimum of eight training webinars per year.

Membership Services staff routinely attend local, national, and international workshops, conferences, and webinars that are specific to practitioners in the field of credential assessment. Participation in formal training sessions generally occurs at least once a month. In 2020, Membership Services training included, but was not limited to:

American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- Webinar: Coronavirus: Implications and Recommendations for Admission and Registrar's Offices
- Webinar: Education System Updates for International Evaluators and Advisors: Azerbaijan and the Republic of Georgia
- Webinar: Digital Documents and International Admissions

Canadian Association for Prior Learning Assessment (CAPLA)
- Webinar: World Education Services' (WES) White Paper: Beyond Academic Credentials
- Webinar: Current RPL Research from Around the World

Education Credential Evaluators (ECE)
- Webinar: Education System of Bangladesh & Nepal
- Webinar: Transnational Education

The Association for International Credential Evaluation Professionals (TAICEP)
- Webinar: TAICEP At Your Desk Conversation Series: International Credential Evaluation in Challenging Times
- Webinar: TAICEP At Your Desk Series: What is the impact of the COVID-19 virus on Higher Education and recognition in a European perspective?
- Webinar: TAICEP At Your Desk Series: "Resources at Your Desk"
- Webinar: TAICEP At Your Desk Conversation Series: "Introduction to Electronic Verification"
- Webinar: TAICEP At Your Desk: „Introduction to Digital Records"
- Webinar: TAICEP At Your Desk: Evaluating Bad
- Webinar: TAICEP Webinar Series: Evaluating International Professional Degrees

World Education Services (WES)
- Webinar: The Education System of Vietnam and Student Mobility Trends
- Webinar: The Education System of Pakistan and Student Mobility Trends
- Webinar: The Education System of Bangladesh and Student Mobility Trends
- Webinar: Resources for Higher Education Institutions and Licensing Bodies/ Boards
- Webinar: The Future of Recognition
- Webinar: The Inclusive Workforce

Academic Credentials Evaluation Institute Inc. (ACEI)
- Webinar: Mindful Minutes with ACEI - Safe Space, Virtual Place
- Webinar: How to Spot Fake Online Programs

Presentations and Working Groups
In addition, two Membership Services representatives participate in a national working group for the development of the Pan-Canadian Credential Assessment Centre established by the Registrars for Teacher Certification Canada to facilitate the assessment of teaching credentials held by internationally educated teachers.

In 2020, the College presented information on the implementation of the new Math Proficiency Test certification requirement at the Council on Licensure, Enforcement and Regulation Annual Educational Conference.

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

In the OFC's report to the College, the College was cited as having several commendable practices in the area of transparency, in its work to make information more available and accessible. Specific examples include:

- the redesigned College website;
- information provided to applicants who have been denied certification through the monthly information sessions held by staff; and
- the updating of the tutorial video that explaining the registration process.

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

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

See response to Question 1. j) ii)

K. Mutual recognition agreements
i. Describe any improvements/changes implemented in the last year

No changes this year.

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

No changes this year.

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

No changes this year.

L. Describing any improvements/changes implemented in the last year

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

No changes this year.

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

No changes this year.

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

No changes this year.

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

Provide any additional information:
In 2020, the College worked with the Ministry of Education to reflect the qualifications of members who are technological education teachers on the public register. Previously, the only qualifications used to obtain certification that appear on the public register are academic degrees, which general education teachers use to obtain certification. In 2020, Regulation 176/10 and the bylaws were amended to allow the relevant diplomas, work experience, certificate of apprenticeship and proof of competence in the technological education subject area to appear on the public register. Council approved of this direction and the necessary legislative and bylaw amendments in September 2017, December 2017, and October 2020. This direction promotes fairness, transparency and equity across all members of the College and addresses requests from technological education stakeholders. The College is now working to implement the regulatory and bylaw amendments.

At its December 2019 meeting, the College's Council approved a motion to amend the Teachers' Qualifications Regulation to reflect the introduction of the MPT. An IET must provide evidence of successful completion of the math test within two years of initial certification. If evidence of successful completion of the math test is not provided within two years, the certificate will expire. If their certificate has expired, the IET, now a former College member, can reapply for certification if they provide evidence of successful completion of (1) the math test and (2) all

coursework conditions. As a result, the five year regulatory timeframe to satisfy coursework conditions is, in effect, shortened to a two year timeframe. In order to provide IETs with the full five years to complete their coursework conditions, the certification with conditions framework requires amendment.

Currently, an IET applicant who is certified with math test and coursework conditions can lose certification as a result of not providing evidence of successful completion of the math test within two years of initial certification. The IET would be permitted to reapply for certification upon providing evidence of successful completion of the math test.

In the proposed amendment approved by Council, upon reapplication, coursework conditions that remained on the certificate at the time of expiry will be placed on the certificate for three years to reflect the original five-year timeline provided to the IET applicant. A new section is also required to indicate that an individual who does not provide evidence of successful completion of the math test within two years will have their certificate expire. This new section is necessary to provide these former College members with access to the reapplication route to certification for expired certificates in the Regulation 176/10.

In 2021, the College will work with the Ministry of Education to develop these regulatory amendments.

Practicum Exemption

In 2020, the College worked with the Ministry of Education to develop regulatory amendments to Regulation 176/10 in order to create an exemption for practicum due to the impact of the COVID-19 pandemic and related school closures. The exemption applies to applicants who:

- are enrolled in a program of professional education at an Ontario faculty of education on, or after, March 17, 2020;
- have successfully completed a portion of their practicum;
- are unable to complete the remaining practicum solely because of COVID-19 related **school closures**;
- complete all other program of professional education components by December 31, 2020; and
- meet all other applicable certification requirements and are certified by December 30, 2023.

If Ontario applicants are not able to qualify for the exemption, they must successfully complete their entire practicum requirement and meet all applicable certification requirements in order to become certified.

In April 2020, College staff participated with other education partners in a technical briefing with the Deans of all faculties of education in the province to discuss the practicum exemption. At that time, the Deans were advised that short-term changes to program delivery and practicum expectations in response to the COVID-19 pandemic would need to be documented and provided for accreditation accountability.

Temporary Certificate of Qualification and Registration
In 2020, and in an effort to respond to supply pressures in the system, the College worked with the Ministry of Education in developing regulatory amendments to Regulation 176/10 to create a new Temporary Certificate of Qualification and Registration (with amendments taking effect in January 2021). The temporary certificate is a limited one-time, emergency measure designed to address severe teacher shortages in Ontario's public school system caused by the COVID-19 pandemic. The temporary certificate was created at the direction of the College's Council and based on a request from the Ministry of Education, the Ontario Association of Deans of Education and the Council of Directors of Education.

Ontario teacher candidates can apply for the temporary certificate if they:

- are expected to successfully complete their Ontario program of professional education by December 31,2021*
- have, as of the date of their application, successfully completed a portion of the practicum* and
- have made satisfactory progress in their program*

* As determined by reports made by Faculties of Education and sent to the College upon request of the teacher candidate. In order to be granted the temporary certificate, applicants must have also paid all necessary fees and meet all other applicable certification requirements.

Candidates must have applied for membership in the College, supplied all required documents, paid all fees, and met our registration requirements (These registration requirements include the holding of an acceptable postsecondary degree unless you are enrolled in a Native Language, First Nations, Métis, Inuit Ancestry or technological education initial teacher education program). Labour Mobility applicants may also apply for this temporary certificate.

The temporary certificate enables Ontario teacher candidates to be employed as occasional teachers. This teaching experience may be used to satisfy practicum requirements, as determined by the faculty of education. The temporary certificate can be granted on or after January 30, 2021 and expires on December 31, 2021, subject to the Mathematics Proficiency Test condition. There are no extensions.

The temporary certificate may be converted into a general Certificate of Qualification and Registration if the College receives satisfactory evidence that:

- practicum and program requirements are completed before January 1, 2022, and
- any conditions on the certificate are satisfied, including successful completion of the Mathematics Proficiency Test by August 31, 2021.

The College updated various communication materials to applicants, the online application, and the website to provide information about the temporary certificate. Applicants who have already submitted an application to the College for a General Certificate of Qualification and Registration may submit a request for a temporary certificate.

Math Proficiency Test Condition

Due to the impact of the COVID-19 pandemic, there was no further availability of the MPT in 2020 beyond an initial field test. In order to allow Ontario applicants the ability to become certified, the Proficiency in Mathematics regulation was amended in 2020 to allow Ontario applicants to become certified with a condition to pass the MPT by August 31, 2021, otherwise their certificate will expire. The College sent correspondence to applicants, posted information on its website and worked with Faculties of Education to advise Ontario applicants of this option.

Quantitative information

The following quantitative information is collected for the purpose of observing statistical changes and trends related to application, licensure, appeals and staffing year over year.

A. Languages

Indicate the languages in which application materials and information about the application process are available.

Language	Yes/No
English	Yes
French	Yes

Other (please specify):

B. Gender applications

Indicate the number of applicants in each category as applicable.

Gender	Number of applicants
Male	1,523
Female	4,883
None of the above	16

Additional comments:

The 16 applicants who do not identify as Male or Female have been placed in the X gender category

C. Gender of members

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

Gender	Number of members
Male	58,199
Female	172,746
None of the above	108

Additional Comments:

The 108 members who do not identify as Male or Female have been placed in the X gender category.

> **For the following sections D,E & F, the OFC recognizes that the term initial education infers that applicants may receive their education in multiple jurisdictions.**
> **For the purpose of these questions, include only the jurisdiction in which an entry-level degree, diploma or other certification required to practice the profession or trade was obtained.**

D. Jurisdiction where applicants obtained their initial education
Indicate the number of applicants by the jurisdiction where they obtained their initial education in the profession or trade

Jurisdictions	Number of Applicants
Ontario	4,855
Canadian Provinces	388
USA	284
Australia	21
Albania	3
Algeria	5
Argentina	1
Azerbaijan	2
Bahamas	1
Bangladesh	2
Barbados	1
Belgium	4
Bosnia And Herzegovina	1
Brazil	5
Burkina Faso	1
Burundi	2
Cameroon	39
China	7
Colombia	4
Congo - Democratic Republic	1
Croatia	1
Denmark	1

Jurisdictions	Number of Applicants
Dominica	1
Egypt	14
El Salvador	1
England	43
France	25
Gambia	1
Gaza Strip	1
Germany	1
Ghana	8
Great Britain	1
Greece	3
Grenada	1
Guyana	2
Haiti	2
Hong Kong	10
Hungary	1
India	257
Iran	7
Iraq	1
Ireland	5
Israel	3
Italy	1

Jurisdictions	Number of Applicants
Ivory Coast	9
Jamaica	62
Japan	2
Kazakhstan	1
Kenya	3
Korea, Republic (South)	3
Lebanon	16
Lithuania	1
Malta	1
Mauritius	9
Moldova Republic Of	1
Montenegro	1
Morocco	5
Netherlands	2
New Zealand	69
Nigeria	17
Pakistan	27
Peru	1
Philippines	20
Poland	3
Portugal	1
Romania	6
Russian Federation	4
Saudi Arabia	2
Scotland	27
Senegal	1
Serbia	2
Singapore	2
South Africa	10
Spain	1
Sri Lanka	3
St. Lucia	2
St.Kitts & Nevis	1
Sweden	1
Switzerland	1

Jurisdictions	Number of Applicants
Trinidad & Tobago	6
Tunisia	6
Turkey	8
Uganda	3
Ukraine	5
United Arab Emirates	7
Wales	50
Zimbabwe	2
Unknown	0
Total	**6,422**

Additional comments:

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

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

Jurisdictions	Number of Applicants
Ontario	4,610
Canadian Provinces	251
USA	240
Australia	29
India	333
Jamaica	50
Ivory Coast	9
Turkey	5
New Zealand	68
Nigeria	10
Philippines	24
Ghana	10
Greece	2
Guyana	2
Pakistan	20
Algeria	3
Belgium	4
Brazil	2
Burkina Faso	1
Burundi	1
Cameroon	11
China	1
Congo - Democratic Republic	2
Ecuador	1
Egypt	5
El Salvador	1
England	23
Ethiopia	2
France	5

Jurisdictions	Number of Applicants
Hong Kong	5
Iran	1
Ireland	5
Lebanon	7
Malaysia	2
Malta	1
Mauritius	6
Moldova Republic Of	1
Nepal	1
Northern Ireland	2
Poland	3
Romania	2
Russian Federation	1
Rwanda	1
Scotland	10
Senegal	1
Sierra Leone	1
Singapore	2
South Africa	10
Spain	1
St. Lucia	1
Trinidad & Tobago	6
Ukraine	1
United Arab Emirates	1
Wales	27
Zimbabwe	1
Unknown	0
Total	**5,825**

Additional comments:

F. Jurisdiction where members were initially trained

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

Jurisdictions	Number of Applicants
Ontario	181,768
Canadian Provinces	10,706
USA	21,664
Australia	4,926
Afghanistan	4
Albania	142
Algeria	22
Antigua & Barbuda	1
Argentina	34
Armenia	14
Austria	2
Azerbaijan	6
Bahamas	2
Bangladesh	31
Barbados	7
Belarus	34
Belgium	19
Belize	1
Benin	2
Bolivia	1
Bosnia And Herzegovina	3
Botswana	2
Brazil	25
Brunei Darussalam	1
Bulgaria	55
Burkina Faso	8
Burundi	17
Cameroon	42
Chile	12
China	48
Colombia	23
Comoros	1

Jurisdictions	Number of Applicants
Congo - Democratic Republic	19
Congo - Republic	2
Costa Rica	1
Croatia	20
Cuba	15
Czech Republic	24
Czechoslovakia	8
Djibouti	1
Dominica	6
Dominican Republic	1
Ecuador	3
Egypt	109
El Salvador	6
England	1,110
Eritrea	1
Estonia	3
Ethiopia	16
Finland	6
France	73
French Guiana	1
Georgia	1
Germany	13
Ghana	59
Greece	21
Grenada	9
Guam	1
Guatemala	3
Guyana	127
Haiti	8
Holland	1
Hong Kong	151

Jurisdictions	Number of Applicants		Jurisdictions	Number of Applicants
Hungary	57		Niue	1
India	3,921		Northern Ireland	10
Indonesia	1		Norway	4
Iran	55		Pakistan	342
Iraq	11		Palestine	3
Ireland	76		Panama	1
Israel	50		Peru	15
Italy	11		Philippines	382
Ivory Coast	32		Poland	325
Jamaica	655		Portugal	14
Japan	6		Republic of Kosovo	1
Jordan	12		Romania	201
Kazakhstan	5		Russian Federation	104
Kenya	25		Rwanda	7
Korea, Republic (South)	16		Saint Lucia	11
Kuwait	2		Scotland	1,038
Latvia	7		Senegal	6
Lebanon	115		Serbia	7
Lithuania	10		Sierra Leone	5
Macedonia	15		Singapore	22
Malawi	1		Slovakia	25
Malaysia	5		Slovenia	1
Mali	3		Somalia	6
Malta	15		South Africa	178
Mauritius	84		Spain	13
Mexico	9		Sri Lanka	38
Moldova Republic Of	11		St. Lucia	2
Morocco	22		St.Kitts & Nevis	1
Myanmar	1		St.Vincent And The Grenadines	7
Namibia	1		Sudan	3
Nepal	11		Swaziland	3
Netherlands	18		Sweden	7
New Zealand	664		Switzerland	7
Nicaragua	5		Syrian Arab Rep.	2
Nigeria	211			

Jurisdictions	Number of Applicants
Taiwan	12
Tanzania	2
Thailand	3
Trinidad & Tobago	122
Tunisia	4
Turkey	26
Uganda	7
Ukraine	169
United Arab Emirates	1
United Kingdom	3
Uruguay	2
Ussr	14
Uzbekistan	5
Venezuela	6
Vietnam	4
Wales	188
Yugoslavia	80
Zaire	10
Zambia	1
Zimbabwe	17
Unknown	0
Total	**231,053**

Additional comments:

G. Application processed

Indicate the number of applications your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. <u>before</u> they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
New applications received	4,855	388	284	895	0	6,422
Applicant actively pursuing licensing. Those who had some contact with your organization in the reporting year	6,846	646	555	2,603	0	10,650
Inactive applicants. Those who had no contact with your organization in the reporting year.	0	0	0	0	0	0
Applicants who met all requirements and were authorized to become members <u>but did not</u> become members	37	37	10	29	0	113
Applicants who became <u>fully</u> registered members	4,610	251	240	724	0	5,825
Applicants who were authorized to receive an alternative licence <u>but were not</u> issued a licence	0	0	0	0	0	0
Applicants who were issued an alternative class of licence*	174	0	0	0	0	174

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

Additional comments:

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

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

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

Certificate of Qualification and Registration
A Certificate of Qualification and Registration is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate. However, holders of a Temporary Certificate of Qualification and Registration may have not completed their teacher education program prior to becoming certified.

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

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

H. Classes of certificate/licence

Provide a description of the classes of certificate/license offered by your organization. You should have at least one class listed.

#	Certification	Description
1	Certificate of Qualification and Registration	A Certificate of Qualification and Registration (CQR) is for College members who completed their teacher education program and other registration requirements. Some CQR holders may have terms, conditions and limitations on their certificate.
2	Transitional Certificate of Qualification and Registration	A Transitional Certificate of Qualification and Registration is for College members who are enrolled in a College-accredited multi-session program or an equivalent in another Canadian province or territory and have completed only the first session. Currently, the College has accredited programs leading to this certificate for: • people of native ancestry preparing to teach in the Primary and Junior divisions • teacher candidates preparing to teach technological education, a Native language or in the French-language school system The transitional certificate is converted to a Certificate of Qualification and Registration when the teacher education program has been completed.
3	Temporary Certificate of Qualification and Registration	The temporary certificate is a limited one-time, emergency measure designed to address severe teacher shortages in Ontario's public school system caused by the COVID-19 pandemic. Ontario teacher candidates and labour mobility applicants who have not yet completed their teacher education programs are eligible to apply for the certificate if they meet certain requirements. The certificate expires on December 31, 2021.

Additional comments:

I. Reviews and appeals processed

State the number of reviews and appeals your organization processed in the reporting year. Enter the data by jurisdiction where applicants were initially trained in the profession, i.e. <u>before</u> they were granted use of the protected title or professional designation in Ontario.

January 1, 2020 to December 31, 2020	Ontario	Other Canadian Provinces	USA	Other International	Unknown	Total
Applicants that were subject to an internal review or that were referred to a statutory committee of your governing council, such as Registration Committee	0	0	0	0	0	0
Applicants who initiated an appeal of a registration decision	8	0	3	7	0	18
Appeals hear	5	0	2	5	0	12
Registration decisions changed following an appeal	1	0	1	0	0	2

Additional comments:

In 2020, 18 applicants initiated an appeal of a registration decision and 5 cases were held over from 2019. Of these 23 cases, 12 decisions were rendered, 4 cases were withdrawn, 1 appeal did not fall within the Registration Appeals Committee's jurisdiction and 6 cases were carried over (deferred) to 2021.

Of the 12 appeals heard (decisions rendered) in 2020:

- 3 had oral presentations
- 1 had a French panel
- 5 were from 2019

Note: Statistics for "Registration decisions changed following an appeal" (overturned decision) reflect any decisions being overturned or modified. The Registration Appeals Committee prepares an annual statistical report that tracks outcomes of appeals and timelines to assess their work.

J. Paid Staff
Provide the number of paid staff employed by your organization in the categories shown, as of December 31, 2020.

You may use decimals if you need to count half units. For example, on full-time employee plus one part-time employee will be equivalent to 1.5 employees.

Category	Number of staff
Total number of staff employed by the regulatory body	180.5
Number of staff involved in the appeals process	5
Number of staff involved in the registration process	54

Additional comments:

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

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

Title:
Manager, Policy and Research Unit, Ontario College of Teachers

Date:
April 30, 2021

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