



Accreditation Committee Decision

Faculty of Education University of Windsor

Pertaining to the General Accreditation of:

Consecutive and concurrent program of professional education with areas of study in the primary/junior and intermediate/senior divisions, leading to a degree

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

**Accreditation Committee
Ontario College of Teachers
December 5, 2025**

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

Introduction

The Faculty of Education at the University of Windsor submitted an application on May 30, 2025 for renewal of accreditation of the following programs of professional education:

- Consecutive and concurrent program of professional education with areas of study in the primary/junior and intermediate/senior divisions, leading to a degree
- Multi-session consecutive program of professional education with areas of study in Technological Education (grades 9/10 and grades 11/12), leading to a degree or diploma.

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

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

The accreditation panel comprised four people, as follows:

- a member of the College who is a member of the roster established for the Accreditation Committee and who has expertise in teacher education program evaluation
- a member of the College who is a member of the roster established for the Accreditation Committee
- a person who is not a member of the College who is a member of the roster established for the Accreditation Committee
- a person nominated by the Faculty of Education, University of Windsor with specialized expertise in technological education.

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by the Faculty of Education at the University of Windsor. The accreditation panel conducted a virtual site visit on September 23 and September 25, 2025. The panel examined the work of teacher candidates, and conducted interviews with the faculty, alumni, teacher candidates, associate teachers, faculty advisors and school board partners.

The College provided an opportunity for members of the public to comment on the quality of the programs under review. The College notified the public of the opportunity to make a submission to the panel by e-mails distributed by the faculty to teacher candidates, alumni, associate teachers, principals, University community, faculty and staff (a total of 2455 educational interest holders). The panel considered the 67 public submissions received.

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

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated October 30, 2025 the Panel Chair's presentation to the Accreditation Committee and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs.

Requirements and Findings

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

Requirement 1

The provider of the program is a permitted institution.

Findings

The evidence indicates that the Faculty of Education at the University of Windsor is a permitted institution as defined in subsection 1. (1) of Regulation 347/02, Accreditation of Teacher Education Programs. A permitted institution includes a faculty of education in Ontario that is part of, or affiliated with, a university that is authorized to offer degrees under an Act of the Assembly.

The University of Windsor Act 1962-63 authorizes the university to offer degrees under an act of the legislative assembly of the province of Ontario. The Act states that the university has powers to establish and maintain faculties and confer academic degrees in all branches of learning.

An Order in-Council dated May 14, 1970, approved the agreement between the Ontario Minister of Education and the University of Windsor for the university to assume the function of the Windsor Teachers' College and establish the Faculty of Education as an integral part of the university.

Conclusion

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

Requirement 1.1

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

Findings

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

The consecutive program and the professional years of the concurrent program are structured across four academic semesters. The program follows a fall, winter, fall, winter format with a summer break between Year 1 and 2. The concurrent program joins the consecutive program for these four semesters in different ways depending on the divisions for which the candidates are qualifying.

The concurrent program is offered over five years in combination with an undergraduate degree. For primary/junior teacher candidates, the first two semesters of the program of professional education occur in Year 4 of their five-year dual-track program, and the second two semesters occur in Year 5. Teacher candidates in the intermediate/senior divisional cohort complete the first two semesters of their program of professional education in Year 3 of their five-year dual-track program and the second two semesters in Year 5.

For both programs, the 88 days of practicum are organized into four blocks, one in each semester. In Semester 1, candidates complete 20 days of practicum; in Semester 2, candidates complete 24 days of practicum; in Semester 3, candidates complete 20 days of practicum; and in Semester 4, they complete 24 days of practicum.

The multi-session technological education (MS Tech Ed) program is offered over four consecutive semesters from July to August of the subsequent year with no break. Semester 1 spans July and August (Summer I), semester 2 begins in September and finishes in December, semester 3 runs from January to April, and semester 4 is from July to August (Summer II). Candidates complete their practicum and service-learning components in May and June. The MS Tech Ed program has a total of 80 days of practicum. Candidates complete 10 days of practicum in September, 30 days between September to December, and 40 days from January to May.

The first session of the MS Tech Ed program comprises 12 credits of method courses, 4.5 credits of foundation courses, and 10 days of practicum. After the successful completion of the first session, which includes courses totaling 16.5 credits and the 10-day practicum, teacher candidates in the MS Tech Ed program may be recommended to the Ontario College of Teachers for a Multi-session Transitional Certificate of Qualification and Registration.

Conclusion

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

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

The evidence indicates that the programs of professional education reviewed have a clearly delineated conceptual framework.

The conceptual framework for the programs of professional education is structured around three interconnected and foundational pillars: Justice, Praxis, and Ways of Knowing. The framework helps prepare teacher candidates to promote equity and social justice, translate educational theory into meaningful classroom practice, and engage critically and reflectively with diverse worldviews and epistemologies.

Justice underscores program commitments to anti-racism, decolonization, equity, and social responsibility. Teacher candidates learn how education can be a tool for transformation and used to promote inclusive practices in diverse school and community contexts. This pillar draws from scholarship such as the decolonizing work of Battiste (2013) and the liberatory, student-centered scholarship of bell hooks (1994). Additionally, the faculty has a current and active research program focused on social justice issues such as gender violence. This research, in part, informed the conceptual framework underpinning the program design.

Candidates learn about justice, inclusion and how to establish identity-affirming spaces in schools through mandatory course-based offerings such as *Anti-Oppressive and Culturally Sustaining Pedagogy* and *Teaching Culturally and Linguistically Diverse Learners*. Candidates examine the operation and impact of different forms of oppression on the lives of the students in their classrooms and the ways in which power, privilege, and oppression relate to social difference. Candidates develop knowledge and teaching strategies through course assignments such as a positionality reflection, an anti-oppressive unit plan, an anti-oppressive teaching mini-presentation, and an anti-oppressive resource portfolio to promote social justice, Indigeneity, decolonization/anti-colonial pedagogy, equity, diversity, and inclusion in their classrooms. This work builds on asset-based pedagogical research, including Culturally Relevant, Culturally Responsive, and Linguistic Pedagogy.

As a program feature, candidates engage in community-based field trips to incorporate their learning about justice into their pedagogy. For example, in the mandatory *Differentiated Instruction* and *Service Learning* courses, candidates visit historical sites such as the Windsor Underground Railroad Initiative and learn to incorporate their knowledge into lesson plans and learning opportunities for their students. Candidates complete a service-learning experience course evaluation, which is assessed through reflective documentation, community engagement, and applications of anti-oppressive pedagogy.

The Faculty defines praxis as the dynamic integration of theory and practice, drawing from Critical Pedagogy (Freire, 1970). Teacher candidates are encouraged to test, revise, and adapt pedagogical approaches through experiential learning and reflexive processes. This pillar is expressed through practicum experiences as well as through the integration of action research, service learning, and faculty-led seminars across the programs. The practicum evaluation form includes criteria for the assessment of candidates on their self-reflective practices aligned with a praxis model. Candidates must demonstrate proficiency in areas such as self-reflection; acceptance of constructive feedback; and incorporates associate teacher suggestions into professional practice.

The mandatory course, *Philosophy of Education*, is intended to initiate the development of reflective educators who are aware of their philosophical beliefs and how they may impact their pedagogy in alignment with the faculty definition of praxis. Candidates prepare a statement of their philosophical approach to teaching and learning, a philosophical orientation to promote learning, and consult resources to showcase the interaction between theory and practice (praxis) as educators.

The enactment of praxis helps to support candidate applications of educational theory to lived experiences in classrooms and communities, fostering a commitment to responsive and relational teaching.

Ways of Knowing are grounded in the scholarship of imaginative teaching practices (Greene, 1995) and Anishinaabe pedagogies, which focus on relational and holistic learning (Bell, 2013). The Ways of Knowing pillar promotes epistemological diversity and critical inquiry. This program pillar affirms how knowledge is shaped by cultural, historical, and philosophical contexts, and encourages candidates to engage with multiple ways of knowing, such as Indigenous and global knowledge systems.

All teacher candidates take the foundation course *Indigenous Ways of Knowing*. The course emphasizes critical thinking about the politics of education, learning to explore resources so educators can better support Indigenous learners and increase awareness about First Nations, Métis, and Inuit cultures as well as multicultural and inclusive practices in the classroom. Evaluated course assignments focus on the writing of a personalized land acknowledgement, land-based learning presentations, and research on First Nations, Métis, and Inuit resources for use in candidate lesson planning.

Conclusion

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

Requirement 3

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

Findings

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

Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession

The design of the programs is consistent with and reflects the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*.

The Faculty of Education integrates the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession* into its policies, curriculum, and candidate expectations. Institutional commitments to equity, diversity, inclusion, and accessibility are reflected in codes of conduct, admissions practices, faculty hiring, and course design. Teacher candidates are expected to demonstrate professionalism, integrity, and respect for diversity, both academically and professionally.

Admissions policies include equity-focused measures to support applicants from underrepresented groups. Curriculum offerings, such as mandatory courses on anti-oppressive pedagogy and Indigenous knowledge, promote inclusive teaching practices.

Practicum evaluations are aligned with the Ontario College of Teachers' standards, to promote accountability and foster ethical and professional growth. During practicum, candidates are evaluated on their professional knowledge and practice specifically in terms of teaching effectiveness, classroom management, assessment strategies, and adaptability. In addition, there is a specific assessment criterion for professionalism where candidates are evaluated on demonstrating professionalism in attitude, appearance, conduct; having a strong work ethic by showing initiative, enthusiasm, and interest in improving professional practice; demonstrating consistent and punctual attendance, upholding the College standards of respect, integrity, trust, and care; and establishing supportive, respectful and professional relationships with students, teachers, staff and administration.

The Professional Standards Committee (PSC) reviews referrals from the Associate Dean regarding the performance and/or professional conduct of teacher candidates who are at risk. The PSC decides each case on its own merit and communicates its recommendation regarding the candidate's standing in the program to the Dean. This process reflects the ethical standards of care, respect, trust, and integrity, and fosters a culture of accountability and professionalism among future educators.

Faculty hiring emphasizes justice-oriented pedagogy, reinforcing the program's conceptual framework grounded in Justice, Praxis, and Ways of Knowing.

The University of Windsor's Human Rights Policy and the Student Code of Conduct state that the University is committed to fostering a respectful, inclusive, and equitable environment where all individuals are treated with dignity and have equal opportunities to thrive. Guided by these policies and the Ontario Human Rights Code, the University affirms that discrimination and harassment, based on race, gender, sexual orientation, disability, and other protected grounds, are unacceptable and will not be tolerated.

To address issues pertaining to discrimination and harassment, the University monitors for systemic barriers, implements fair procedures, ensures due process, provides support services, takes disciplinary action when necessary, and promotes education and prevention. These commitments are reflected in the Student Code of Conduct, which emphasizes freedom of expression, fairness, integrity, and respect for diversity, and expects all students to uphold these values in their academic and personal conduct. These institutional policies and commitments support the ethical and professional development of teacher candidates in alignment with the Ontario College of Teachers' professional standards.

Current Research in Teacher Education

The design of the programs is consistent with and reflects current research in teacher education.

The faculty uses current research in teacher education to inform program design such as Oloo's (2024) scholarship about Indigenous teacher education and Norman and Jaber's (2024) research about mental health and wellness in educational contexts.

Some examples of faculty scholarship that focus on teacher education include education as praxis (Bozkurt & Stewart, 2023); theory-practice discourse in teacher preparation (Kaya, 2023); education in the age of misinformation (Parker, 2023); mentoring (Parker & Vetter, 2020) and educating teachers for data literacy (Stewart, 2023).

The programs use blended and online offerings, especially in the technological education program. Programs are developed using research-based instructional design strategies informed by the work of faculty such as Stewart (2023). Faculty collaborate with the Centre for Teaching and Learning to implement best practices for digital pedagogy, to promote accessibility and engagement.

Integration of Theory and Practice in Teacher Education

The design of the programs is consistent with and reflects the integration of theory and practice in education.

In keeping with the conceptual framework, the programs of professional education are intentionally designed around a cyclical model of theory-to-practice-to-theory, supported by reflective seminars, action research initiatives, and community-based experiences. Candidates apply theoretical knowledge from foundational coursework in authentic educational settings through practicum placements and service-learning opportunities.

Course sequencing ensures that candidates engage with educational theory and instructional strategies prior to practicum. Primary/junior (P/J) candidates complete four foundational courses in their first semester to prepare for practicum: *Educational Psychology*, *Philosophy of Education*, *Teaching Culturally and Linguistically Diverse Learners*, and *Anti-Oppressive and Culturally Sustaining Pedagogy*. All intermediate/senior (I/S) candidates take *Educational Psychology* and *Philosophy of Education*, along with two subject-specific method courses.

In the multi-session technological education (MS Tech Ed) program, candidates complete foundational courses in their first two semesters, including *Differentiated Instruction* and *Community Service Learning*, to support continuous integration of theory and practice throughout a year-long practicum.

All candidates develop a mandatory professional growth E-Portfolio as part of their practicum course. This capstone assignment enables candidates to document and reflect on their development, demonstrating connections between academic learning and practical teaching experience.

Conclusion

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

Requirement 3.1

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

Findings

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

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

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

Information related to assessment and evaluation is included in Pedagogical Instructional Strategies Knowledge – Element 7; special education is addressed in Pedagogical Instructional Strategies Knowledge – Element 10; and equity and diversity is covered in Teaching Context Knowledge – Element 4.

A review of all curriculum-based (method) course outlines for the primary/junior (P/J), intermediate/senior (I/S) and multi-session technological education (MS Tech Ed) programs shows that current Ontario curriculum and relevant policy documents are referenced and that candidates are provided with opportunities in coursework and assignments to acquire knowledge and understanding of the Ontario curriculum as it relates to their divisions and teaching subjects.

In the practicum courses for P/J, I/S and the MS Tech Ed programs, candidates apply their knowledge of subject matter from Ministry of Education curriculum documents related to each division and curriculum area of specialization. The formative and summative practicum evaluation forms include competencies such as 'planning and preparation', where candidates are assessed on the inclusion of appropriate curriculum expectations, learning goals, and success criteria in lesson plans, as well as the preparation of detailed lesson plans that use current Ontario curriculum.

Teacher candidates qualifying for the Intermediate and Senior divisions acquire knowledge and understanding of the Ontario curriculum for grades 7 to 12 in two general education (teachable) subject areas. All method courses address the Ontario curriculum from grade 7 to 12, corresponding to specific curriculum subject areas.

To foster an understanding of how language and literacy support learning in content areas, I/S and MS Tech Ed candidates complete the method course, *Language Across the Curriculum*, where the learning needs of intermediate and senior learners are addressed. Candidates acquire skills pertaining to curriculum planning, instructional strategies and assessment and evaluation, and create an integrated lesson plan that includes curriculum expectations, learning goals, success criteria, and student accommodations.

Candidates in the MS Tech Ed program use the Ontario Technological Education curriculum and policy documents as a foundation for curriculum planning. To demonstrate their understanding of the technology education curriculum, candidates use a lesson plan template to develop a lesson plan and a collaborative peer learning experience that they present as part of their coursework.

Element 2 – Current Research in Teaching and Learning

The programs of professional education offer opportunities to prepare teacher candidates to acquire knowledge, skills, perspectives and practice in using current research in teaching and learning.

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 1.

Pedagogical and Instructional Strategies Knowledge

Element 1 – Educational Research and Data Analysis

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using educational research and data analysis.

Candidates in all programs take *Foundations of Practice*, which introduces educational philosophers and theorists, including Plato, Aristotle, Dewey, and Freire. Through coursework, readings and assignments, candidates examine, analyze and apply research related to the nature of teaching and learning.

In *Philosophy of Education*, candidates explore and learn about various educational philosophies and the associated foundational research and scholarship, such as Progressivism and Experiential Learning (e.g., Dewey, Freire), Social Reconstructionism and Critical Pedagogy (e.g., Freire, Giroux, Battiste, Greene), Perennialism and Essentialism (e.g., Adler, Hirsch), Postmodern and Poststructural Perspectives (e.g., Foucault, Derrida), Ethical and Political Dimensions of Education (e.g., Noddings, Young). In a course assignment, candidates create a personal teaching philosophy based on course themes as well as a concept map to visually depict the connection between course concepts, pedagogical practices, educational policies, and their personal teaching philosophies.

Candidates explore current research in teaching and learning in method courses, bridging the gap between theory and practice. In *Media Literacies and Digital Pedagogy* (P/J), candidates use peer-reviewed journal articles and other resources to research and argue an issue related to data literacies and create a digital and data literacy presentation.

In the I/S method courses candidates are introduced to the pedagogical principles of teaching the content area including opportunities to explore professional literature and constructivist models that promote an understanding of inquiry and instruction. For example, *Biology and General Science* course candidates explore Bloom's Taxonomy and instructional strategies as well as learning theories and instructional design models for effective instruction (Khalil & Elkhider, 2016).

In *Curriculum Development for Technological Education Studies*, MS Tech Ed candidates reflect daily on their lived experiences through the ideas, conceptual frameworks and theories explored in class. In a course assignment, candidates examine their biases regarding grading and support their opinions with evidence from research.

In *Practicum*, all teacher candidates learn how to use school-based data such as behaviour plans, Individual Education Plans (IEPs), Ontario Student Records (OSRs), and assessment data. This supports candidate data analysis skill development and their ability to differentiate lesson plans.

Element 2 – Technology as a Teaching Tool

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using technology as a teaching tool and on the pedagogical use of digital technologies through division-specific courses. Primary/junior (P/J) candidates complete *Media Literacies and Digital Pedagogy*, which emphasizes critical engagement with digital tools, including artificial intelligence. The course fosters reflective practice and prepares candidates to teach in virtual environments. Assignments simulate remote teaching scenarios, requiring candidates to design accessible digital course introductions for students and families.

Intermediate/senior (I/S) candidates complete *Digital Technologies and Social Media Applications*, which focuses on the integration of digital tools in teaching and learning. Candidates critically evaluate educational technologies, develop multimedia instructional resources, and complete collaborative projects using tools such as PowerPoint, video, and websites.

Technological education candidates complete the mandatory *Media Literacy and Digital Pedagogy* course where they examine issues pertinent to the use of educational technologies, utilize relevant tools for inquiry and discussion, and make decisions that reflect a solid understanding of equity issues (e.g., class, gender, race, dis/ability) as these pertain to the selection and implementation of any digital tools in an educational setting. Candidates integrate eight different digital technologies into a lesson plan by designing a

Universal Design for Learning-informed choice board for a course assignment.

During practicum placements, all candidates reflect on the availability and use of technology in school settings, consider challenges, unexpected observations, and the impact of school policies such as mobile phone bans. Candidates are evaluated during their practicum on the use of technology to enhance instruction and student learning.

Element 3 – Informed Selection and Use of Instructional Strategies to Address Student Learning

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using inquiry-based research, data and assessment, and current instructional strategies to address student learning styles.

In *Educational Psychology*, all primary/junior (P/J), candidates learn about psychological theories of teaching, learning, and individual variation. Candidates discuss issues such as behaviour, cognition, intelligence, personality, and learning how to develop evidence-based practices for addressing diverse student needs. In a course assignment, candidates deepen their understanding of field placement experiences through analysis using a psychological framework and by completing a collaborative reflection paper. Candidates discuss the applications of this framework to educational practice and must make clear connections between theory and practice with examples.

In intermediate/senior (I/S) course sections, candidates explore the use of inquiry-based research through an ethnographic research assignment. Candidates explore practicum observations such as emotions, behaviours, interactions, relationships and linkages to concepts and ideas in educational psychology research to increase awareness of the social context of learning. Candidates learn about the ‘teacher as researcher’ stance during this process and comment on their standpoint or starting assumptions and how they have shaped their classroom observations and/or interpretations.

During practicum placements, candidates are evaluated on criteria pertaining to their selection of instructional strategies to promote student learning such as using a variety of strategies to engage and motivate students and capture their interest; as well as using a range of instructional approaches to support the needs of all learners.

Element 4 – Learning and Teaching Methods and Differentiated Instruction

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using learning and teaching theories and methods and differentiated instruction across multiple courses and in practicum.

In the mandatory course, *Differentiated Instruction*, all teacher candidates examine, apply, and evaluate differentiated teaching methods. Candidates learn how to utilize resources that support the facilitation of differentiated instruction and formal/informal special education processes; design instructional strategies that support a variety of learning

needs; and evaluate the effectiveness of differentiated instructional strategies in relation to a variety of contextual factors; and apply principles of inclusion.

In other courses, candidates have further opportunities to learn about related topics such as inclusive digital and anti-racist pedagogy, project-based and inquiry-based learning, backward design and blended curriculum planning. They demonstrate their understanding by developing process-oriented inquiry lesson plans and concept-based unit plans. Using a multimodal lesson design approach for both synchronous and asynchronous delivery, candidates incorporate strategies to engage diverse learners.

In practicum, candidates are evaluated on their ability to differentiate instruction. Candidates must demonstrate that they are using a range of instructional strategies to support the needs of all learners and that they are using a variety of strategies to engage and motivate students.

Element 5 – Classroom Management and Organization Skills

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in the development of classroom management and organization skills through coursework and practicum experiences.

Classroom management is integrated in courses across all programs. Candidates acquire foundational skills in classroom organization and management through mandatory practicum advising courses called, *Practicum*. In *Practicum*, candidates complete a course assignment describing their pedagogical growth in areas including classroom management.

In other courses, candidates learn about behavioural, cognitive, and constructivist approaches to classroom management and curriculum development. Candidates are encouraged to understand student behaviour through frameworks like Maslow's Hierarchy and restorative justice and to interpret behaviour as a communication of needs. Student-centred planning and empathetic communication are emphasized through restorative practices, constructive reinforcement, and non-punitive methods to establish a positive classroom climate.

During practicum placements, candidates are evaluated on their organizational skills and the ability to maintain safe and respectful environments. Associate teacher duties include setting clear expectations, modeling effective teaching practices, supporting lesson planning and classroom management, and reviewing lesson plans to ensure alignment with student needs. Candidates reflect on their strategies during lesson debriefs and receive feedback from associate teachers.

Element 6 – Student Transitions

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in child and adolescent development and student transitions to age 21 and

through kindergarten to grade 12. Information pertaining to child and adolescent development is addressed in Requirement 11.

In *Engaging and Supporting the Adolescent Learner*, a mandatory course for both I/S and Technological Education cohorts, teacher candidates examine the social, emotional, and academic transitions that learners experience in grades 7–12. The course provides strategies to support students' identity development, mental health, and engagement during transitional periods.

Courses such as *Educational Psychology* and *Anti-Oppressive and Culturally Sustaining Pedagogy* help to develop candidate skills in differentiated instruction, trauma-informed practices, and culturally responsive pedagogy. These learnings help candidates to support K-12 students experiencing educational, linguistic, or socio-emotional transitions in schools.

Practicum placements deepen candidates' understanding of student developmental transitions and educational pathways in the divisions for which the candidates are qualifying. P/J candidates bring focus to observation and support for the transition from early to middle childhood learning while I/S candidates gain insight into the academic and social transitions that occur during adolescence. MS Tech Ed candidates are placed in secondary grades 9 through 11 with a focus on supporting students as they prepare for transitions into postsecondary education, apprenticeships, or the workforce.

Element 7 – Student Observation, Assessment and Evaluation

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in using current strategies relating to student observation, assessment and evaluation through coursework and practicum experiences.

Mandatory foundation courses such as *Educational Psychology*, *Differentiated Instruction*, and *Anti-Oppressive and Culturally Sustaining Pedagogy* emphasize principles of fair, transparent, and student-centered assessment. Method courses integrate assessment planning consistent with the Ministry of Education's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*, including differentiated evaluation and performance standards. Teacher candidates learn about assessment strategies and policy documents such as *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*. Through coursework and assignments, candidates plan and implement student assessments that reflect the curriculum expectations and needs of the learner.

Practicum placements reinforce assessment competencies, with candidates evaluated on their use of assessment for, as, and of learning, integration of curriculum expectations, and provision of meaningful feedback to their students. Practicum reports confirm candidates' ability to apply assessment strategies in diverse classroom contexts.

Element 8 – Supporting English Language Learners

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices to teach students whose first language is not the language of instruction in coursework and through practical experiences.

In the primary/junior cohort, candidates learn how to respond to the challenges and needs of English Language Learner (ELL) students while recognizing, appreciating, and celebrating the social, cultural, and linguistic resources they bring to the classroom in the course *Teaching Culturally and Linguistically Diverse Learners*. Teacher candidates examine theoretical and pedagogical knowledge, policy documents, resources, and effective practices. Candidates create project-based tasks and identify strategies for evaluating and accommodating students.

Candidates in the I/S cohort and the MS Tech Ed program take the *Language Across the Curriculum* course where a course learning objective is to accommodate the learning needs of English Language Learners through appropriate literacy strategies.

During practicum, candidates are evaluated on their communication skills in the classroom. Under this criterion, candidates must demonstrate sensitivity to individual learners by tailoring a variety of nonverbal strategies to enhance learning, which would support ELLs.

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

Information pertaining to this element is addressed in Requirement 10.

Element 10 – Supporting Students with Special Education Needs

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports in coursework and practicum experiences.

All candidates complete a mandatory *Differentiated Instruction* course, where they are introduced to the field of special education in the Ontario context and focus on background knowledge needed to address diverse learning needs present in inclusive classrooms. Required learning texts in this course include *Special Education in Ontario: Kindergarten to Grade 12* (2017) and *Special Education in Ontario Schools* (Bennett, Dworet, Gallagher & Somma, 2019). In lessons and assignments, candidates consider learner exceptionalities, the processes to identify students with exceptionalities, and methods of differentiating classroom instruction to meet their individual needs. All candidates complete a case study assignment where they develop an Individual Education Plan (IEP) for a student with an identified exceptionality using the Ontario IEP template.

During practicum, candidates are evaluated on criteria pertaining to supporting students with special education needs. Candidates must demonstrate proficiency in using a range of

instructional approaches that support the needs of all learners; demonstrate flexibility and adaptability in lesson delivery and pacing; use of a variety of strategies to engage and motivate students and capture their interest; and take initiative in learning about students.

The Teaching Context Knowledge

Teacher candidates in the programs are provided with knowledge of the Ontario context in which schools operate in both coursework and practicum experiences.

Element 1 – Mental Health and Well-Being

The programs enable teacher candidates to acquire knowledge and understanding in child, youth and parental mental health relevant to the elementary and secondary school environment in Ontario.

The *Mental Health* course provides P/J candidates with the knowledge and understanding of mental health, mental illness, stigma, well-being and resilience. Teacher candidates explore topics that include neuro-developmental disorders, mood and anxiety disorders, trauma, and promoting mental health and wellness as they pertain to the Ontario classroom context. Candidates examine the Ministry's *Supporting Minds: An Educator's Guide to Mental Health* as well as resources from School Mental Health Ontario (SMHO). The course requires teacher candidates to attend and write a reflection on Windsor's campus-wide *Bringing in the Bystander* workshop that fosters a safe, respectful and inclusive campus. In a course assignment, candidates create a digital artifact designed to teach students, teachers and/or parents about a course topic and to reflect on how they maintain professional boundaries when supporting students with mental health challenges.

The course *Supporting and Engaging the Adolescent Learner* for I/S and MS Tech Ed candidates, focuses on adolescence as a critical development stage marked by rapid emotional, social, and cognitive changes and describes mental health challenges during this period. The course integrates evidence-based approaches with a focus on equity and mental health to prepare teacher candidates to meet the diverse needs of adolescent learners and create an environment where all students thrive. The course addresses the importance of student well-being when planning, including the concepts of mental health, belonging, and social and emotional learning, and the integration of inclusive and effective classroom strategies to help adolescent learners, particularly those experiencing mental health challenges and systemic barriers, become successful learners.

Element 2 – Standards of Practice and the Ethical Standards

Information pertaining to this element is addressed in Requirement 3i.

Element 3 – Learning Transitions and Post-Secondary Pathways

Information pertaining to this element is addressed in Pedagogical and Instructional Strategies Knowledge Element 6.

Element 4 – Ontario Context

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices pertaining to the Ontario context in which elementary or secondary schools operate; Indigenous Perspectives, Cultures, Histories and Ways of Knowing; and Safe and Accepting Schools/Creation of a Positive School Climate and Environmental Learning, Ecojustice and Climate Action.

Knowledge of the Ontario context is addressed in foundation courses, where educational ideas, concepts, and current issues are reviewed in a historical, philosophical, sociological, and cultural context. Practicum and service-learning opportunities across all programs, provide tangible and experiential knowledge of the Ontario context.

Indigenous Perspectives, Cultures, Histories and Ways of Knowing

All teacher candidates examine the historical and political contexts of First Nations, Inuit, and Métis peoples, including Indigenous identity, relationships, sovereignty, and contemporary perspectives, in a mandatory foundation course, *Indigenous Ways of Knowing*. Candidates explore Indigenous ways of knowing and examine resources that support Indigenous learners to create multicultural and inclusive classrooms.

Candidates deepen understanding of Indigenous culture, identity, and history in differentiated ways for their respective divisions and programs. Candidates in the primary/junior cohort participate in a Land-based event with an Elder and use that learning to develop a Land-based learning experience for students, as well as a teacher resource that describes the experience and its impact on students' understanding of Indigenous ways of knowing.

Intermediate/senior candidates examine the intersection of Indigeneity and gender, race, and social class as they shape, influence, and relate to student and teacher lives, curriculum, pedagogy, and policy issues within the context of education. Candidates learn about treaties and their histories through an assignment where they write a paper outlining details of the area where they were born in Canada, and the Treaty within which this area lies.

Teacher candidates in the MS Tech Ed program develop a cultural awareness lesson plan that includes information for students to take home and share with their family.

Safe and Accepting Schools/Creation of a Positive School Climate

In the mandatory course, *Law and Ethics*, all candidates analyze education laws and professional teaching practices that guide them to create educational contexts that are safe, inclusive, and supportive. For example, duties of the teacher and the establishment of safe schools are explored in course topics, readings about law and ethics, and review of relevant legal proceedings. Case study and reflection assignments are used to support a

deeper understanding of the policy, laws and ethics pertaining to the promotion of safe and accepting schools and the creation of positive school climates.

Many curriculum-based method courses include opportunities to consider equity, diversity, and inclusion, as well as the creation of physically and emotionally safe and inclusive classroom environments. For example, through coursework, readings, and assignments in *Health and Physical Education*, candidates in the primary/junior cohort explore topics such as equity, diversity, fair play, inclusive practices, and sensitivity and respect for individual needs. They develop physical education activities that are inclusive and support diversity to maximize participation by all players.

Candidates in the MS Tech Ed program explore topics such as differentiated instruction, student well-being, fostering a positive learning environment, and meeting the needs of all learners in *Curriculum Development for Technological Studies, Part II*. Candidates engage in lesson planning that incorporates a variety of differentiated learning strategies for a senior, broad-based technology education course so that all student feel included. Candidates design a unit plan that demonstrates an understanding of differentiated instruction, accommodations, and authentic activities.

For an ongoing multiliteracy project, I/S and MS Tech Ed candidates create a pedagogical resource tool in a specific content area. Candidates must include a social justice perspective and use multiple modalities.

Environmental Learning, Ecojustice and Climate Action

Candidates have opportunities to learn about the environment, ecojustice and climate action in their course work where they discuss environmental sustainability and climate refugees.

Candidates explore the meaning and importance of Indigenous Ways of Knowing, cultural and medicine teachings and connections to the land. Candidates in the primary/junior cohort attend an Elder-led land-based learning event to inspire a teaching practice they would like to incorporate.

Candidates in the MS Tech Ed program expand their appreciation of technology and the environment by planning and leading peers through an outdoor classroom learning activity that addresses the Ontario curriculum expectations.

Education Law and Legislation

Information pertaining to this element is addressed in Requirement 11.

Professional Relationships

The programs enable teacher candidates to acquire knowledge, skills, perspectives and practices in how to create and maintain the various types of professional relationships

between and among members of the College, students, parents and guardians, the community, school staff and members of other professions in coursework and practicum.

In various courses, candidates engage in readings and coursework that address school culture and the development of relationships with families, community, and professional organizations. Professional relationships are examined in *Law and Ethics*, where candidates deepen their understanding of the legal contexts of education, parental involvement, and the influence of collegial relationships on classroom practices and in the school community. Course assignments require candidates to work collaboratively to explore professionalism through case studies and reflections, enhancing their development of collegiality.

Further, MS Tech Ed candidates engage in professional dialogue scenarios and learn about parent-teacher conferences in *Principles, Methods of Teaching Technology Studies Part I*.

Candidates must demonstrate professionalism during their practicum placements. Candidates are evaluated on their proficiency in establishing supportive, respectful, and professional relationships with students, teaching staff, and administration.

Conclusion

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

Requirement 4

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

Findings

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

Findings related to this requirement are reported in Requirement 3.1.

Conclusion

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

Requirement 5

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

Findings

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

The seven foundation courses common to all teacher candidates are the *Philosophy of Education, Educational Psychology, Differentiated Instruction, Indigenous Ways of Knowing, Law and Ethics, Anti-Oppressive and Culturally Sustaining Pedagogy, and Media Literacies and Digital Pedagogy*. These foundational courses provide opportunities for teacher candidates to practise inclusive teaching with a focus on diversity.

Teacher candidates in the primary/junior cohort take mandatory foundation courses focused on primary and junior classrooms. These courses enable teacher candidates to apply theory to lesson design and the integration of technology when teaching students from Kindergarten to grade 6. Intermediate/senior and technological education courses address subject-specific pedagogy, adolescent psychology, and the complexities of secondary school environments.

The teaching method courses are described by division and area of study in Requirement 10.

Application of Theory in Practice

Practicum placements offer opportunities for all teacher candidates to make connections between theory and practice. Candidates have opportunities to interact and build relationships with students, develop a variety of lesson plans and assessment applications that support student learning, and learn about aspects of school culture and professionalism while working with their associate teacher. Candidates are evaluated on their praxis during practicum. They must demonstrate that they are self-reflective educators and able to receive and integrate feedback.

In the mandatory *Practicum* course, candidates apply academic learning in real-world contexts. Candidates locate, examine, assess, analyze, and apply professional literature related to educational practice. Candidates integrate theoretical knowledge into classroom observations and practice and share this through assignments such as the e-Portfolio defense presentation.

Other program coursework makes appropriate provisions for the application of theory in practice. Coursework provides opportunities for candidates to experience different teaching and learning strategies, to microteach, to design lessons and units, and develop assessment tools that support student learning and connect with various theoretical considerations. Action research assignments foster critical connections between learning theory and teaching practice. In *Differentiated Instruction*, course readings and research inform assignments and their application in teaching placements.

Competencies developed include designing and implementing differentiated lesson plans that reflect theoretical principles of inclusive education and universal design for learning and participating in professional learning communities. Candidate learning is consolidated through the application of theories from education psychology, social foundations and curriculum to their practicum placements.

Conclusion

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

Requirement 6

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

Findings

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

Concurrent and Consecutive Programs

The Faculty of Education offers 60-credit, four-semester consecutive and concurrent programs at the primary/junior (P/J) and intermediate/senior (I/S) divisions. The programs follow a traditional fall-winter-fall-winter structure. This structure allows candidates to engage in school-based practicum experiences from September to April. All courses are offered in-person, apart from *Language Across the Curriculum* at the I/S level, which is offered in-person and as a hybrid course (in-person and online). These programs are delivered in person to support community-building and social interaction. Elective courses may be offered in-person, fully online, or in a hybrid format.

The concurrent program is offered over five years in combination with an undergraduate degree. For primary/junior teacher candidates, the first two semesters of the program of professional education occur in Year 4 of their five-year dual-track program, and the second two semesters occur in Year 5. The Early Childhood Education (ECE) concurrent P/J stream is offered in collaboration with St. Clair College and the Department of Psychology. Concurrent P/J candidates in this cohort are able to complete their two degrees and an ECE diploma in five years. One year of the 5-year concurrent program is offered with St. Clair College.

Teacher candidates in the intermediate/senior divisional cohort of the concurrent program complete the first two semesters of their program of professional education in Year 3 of their five-year dual-track program and the second two semesters in Year 5.

Coursework and Program Delivery

Courses in the programs of professional education are deliberately sequenced so that foundational learning precedes field-based application. Candidates across all divisions take core foundation courses such as *Educational Psychology*, *Philosophy of Education*, and *Differentiated Instruction* which provide theoretical and pedagogical grounding before their first practicum. Inclusive and trauma-informed approaches that prepare candidates to navigate the realities of contemporary classrooms are introduced in *Anti-Oppressive and Culturally Sustaining Pedagogy* and *Mental Health* (P/J). Each practicum block is placed at end of each term to ensure that candidates can apply newly acquired theoretical and methodological tools in classroom contexts.

Practicum

Practicum placements are distributed across all four semesters for the P/J and I/S divisional cohorts to support the progressive development of teaching practice for candidates. Early program placements introduce observation and small-group teaching, while placements later in the programs increase responsibilities and emphasize full-class instruction, unit planning, and assessment.

During practicum, all candidates are required to reflect on their areas of strength, identify next steps, and integrate feedback into their teaching practice through practicum courses. For candidates in the primary/junior and intermediate/senior cohorts, a focus is the use of classroom research to inform practice. Candidates develop an individual presentation in which they articulate their views, skills, and growth in three areas related to assessment for learning that have shaped their professional development.

Multi-Session Technological Education Program

The multi-session technological education (MS Tech Ed) program is 60-credits and offered over four consecutive semesters with a summer intake in August (semester 1). The program is structured into the following remaining semesters: September to December (semester 2), January to April (semester 3), and July to August (semester 4).

The MS Tech Ed program includes blended and online (primarily asynchronous) delivery modes, particularly in foundation courses such as *Educational Psychology*, *Law and Ethics*, and *Philosophy of Education*. Two courses are offered in-person on the Windsor campus: *Principles & Methods of Teaching Technological Studies Part I and II*. Virtual course offerings are as follows: *Educational Psychology*; *Media Literacy and Digital Pedagogy*; *Philosophy of Education*; *Differentiated Instruction*; *Community Service Learning*; *Engaging and Supporting the Adolescent Learner*; *Anti-Oppressive and Culturally Sustaining Pedagogy*; *Language Across the Curriculum*; *Indigenous Ways of Knowing*; and *Law and Ethics*.

The first session (Summer I) of the MS Tech Ed program meets the Multi-Session Transitional Certificate of Qualification and Registration (MTCQR) requirements and includes:

- Methodology (9 credits): *Curriculum Development for Technological Studies Pt. 1* (4.5), and *Principles & Methods of Teaching Technological Studies Pt. 1* (4.5)
- Foundation (9 credits): *Educational Psychology* (3.0), *Philosophy of Education* (3.0), and *Media Literacy and Digital Pedagogy* (3.0)
- Practicum: 10 days.

MS Tech Ed Practicum

The 80 practicum days are completed in the following segments: 10 days are completed in September; 30 days are completed between October and December; and 40 days are completed between January and April.

As part of their practicum experience, MS Tech Ed candidates are expected to engage in ongoing reflection, identifying areas of strength and growth, and applying feedback to improve their teaching practice. This reflective process is embedded in practicum courses and is supported through the development of an e-Portfolio. Throughout the practicum, candidates collect artifacts, feedback, and reflections to document their teaching journey. They participate in an e-Portfolio defense, during which they explain how their teaching has evolved and highlight the influence of theoretical concepts learned in coursework on their classroom practice.

Program Features

All candidates participate in mandatory service-learning opportunities that do not count towards the minimum number of practicum days for the programs. This experiential learning requirement places teacher candidates in community organizations and non-traditional educational settings where they apply pedagogical theory to social contexts. Some examples of community service placements include On Track to Success – United Way, Social Justice Theatre Project, Women Working with Immigrant Women, The Windsor/Essex County Humane Society, and the Big Brothers Big Sisters of Windsor-Essex. The Faculty maintains that the combination of coursework, practicum, and service learning prepares graduates to be reflective, ethical, and socially responsive educators for dynamic educational environments.

Conclusion

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

Requirement 7

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

Findings

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

All teacher candidates must maintain a 70% cumulative average to complete their program of professional education and be recommended to the Ontario College of Teachers for certification.

Teacher candidates receive ongoing formative assessments and summative evaluations throughout the programs. Formative and summative assessment tools used by instructors include success criteria, rubrics, letter grades and anecdotal comments on strengths and next steps.

Candidates are evaluated during each practicum placement using practicum evaluation tools that align with the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*. Practicum evaluation forms have a category entitled 'Professionalism' that is used to assess candidates on the extent to which they establish supportive, respectful, and professional relationships with students, teaching staff, and administration. An associate teacher and a faculty advisor provide formative assessments during practicum placements such as regular conversations and lesson delivery debriefings. Candidates are invited to reflect on their lesson strengths and next steps. The associate teacher provides midpoint and final evaluations, accompanied by detailed feedback based on observed practice, professionalism, planning, and student engagement.

Candidates are evaluated on professionalism, active observation and participation, collaboration and assistance, classroom and school environment, planning and preparation, pedagogy and lesson execution, communication, assessment, and self-reflective practice. The faculty uses the following descriptors for the criteria: developing as expected, needs further development, at risk, and not applicable. Practicum standing (pass/fail) is considered jointly by the associate teacher and faculty advisor, however the faculty advisor determines the final practicum grade based on all reports and documentation.

Candidates engage in both collaborative and independent assessment and evaluation processes, participate in regular and constructive feedback sessions with their associate teacher, and demonstrate critical self-reflection by implementing feedback into their professional practice. If a candidate experiences serious challenges in a placement, the faculty advisor and teacher candidate develop a Learning Plan, in consultation with the

associate teacher. The Learning Plan identifies areas of strength and areas requiring further development to support the teacher candidate's growth and learning.

Conclusion

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

Requirement 8

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

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

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

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

Findings

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

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

Consecutive and concurrent candidates complete at least 80 practicum days according to the following structure: 20 days in the first semester; 24 days in the second semester; 20 days in the third semester; and 24 days in the fourth semester totaling 88 days. The multi-session technological education (MS Tech Ed) program has a total of 80 practicum days sequenced as follows: 10 days in the first session; 30 days in Semester 2; and 40 days in Semester 3. Make-up practicum days are scheduled at the end of winter semester to ensure that all teacher candidates meet the minimum requirement of 80 days.

Observation and Practice Teaching in Settings that Use the Ontario Curriculum

The programs include observation and practice teaching in an instructional setting in schools or other situations that use the Ontario curriculum. Practicum placements are usually made in the following boards of education: Greater Essex County District School Board (GECDSB); Windsor-Essex Catholic District School Board (WECDSB); Lambton Kent District School Board (LKDSB graduates only); St. Clair Catholic District School Board.

All candidates complete a practicum that includes both structured observation and guided practice teaching. In early placements, candidates observe classroom management, lesson timing, and instructional strategies. As they progress through the program, they assume increasing responsibility for lesson planning, instruction, assessment, and classroom leadership.

There is a gradual increase in teaching responsibilities during the practicum placements. Candidates begin with observation in their first week; followed by collaborative planning and teaching; and then progress from starting with a 25% teaching load during their third week of practicum to progressing to a 100% teaching load during their final weeks of practicum.

Each Division and One Subject Area

A field experience team, comprised of a practicum coordinator, practice teaching specialist and an assistant, manages and monitors all practicum placements.

Candidates are assigned practicum placements in each division, and usually in one division per year. Placements in the primary/junior (P/J) divisions include Kindergarten to grade 6. In the intermediate/senior divisions, candidates are placed in at least one of their teaching subject areas in grades 7-10. Intermediate/senior (I/S) placements include opportunities in grades 7 and 8, and grades 9 - 12. Candidates complete practicum placements in the MS Tech Ed program in grades 9 and 10 and grades 11 and 12, in the technological education subject that is the subject area of the program.

Experienced Teacher Supervises and Assesses

The Faculty of Education works in partnership with school boards and principals, who identify and recommend teachers they consider suitable to serve as associate teachers. Teacher candidates are assigned to associate teachers based on divisional and teachable subject needs. Associate teachers have a minimum of five years of classroom teaching experience before hosting a candidate. This ensures that they bring both depth of experience and professional maturity to their role as mentors.

Associate teacher duties include setting clear expectations, modeling effective teaching practices, supporting lesson planning and classroom management, and reviewing lesson plans to ensure alignment with student needs. They also provide ongoing, constructive feedback and mentorship based on the principles of compassion, communication, and collaboration.

Associate teachers are responsible for contacting the faculty advisor as soon as possible if a candidate is experiencing difficulties or if they have assessed that the candidate is at risk of failing the practicum.

Candidates are assessed by their associate teachers using both informal and formal assessments, as documented in the Interim and Final Practicum Reports. Associate teachers are responsible for providing oral feedback daily, and written feedback weekly on five competencies in the following areas: professional commitment, communication, knowledge, classroom management, planning and implementation. Informal assessments provide feedback that includes the candidate's strengths and areas requiring improvement.

Associate teachers deem the candidate's performance in the practicum as Satisfactory or Unsatisfactory on the final Summative Assessment Report. The final evaluation is based on the candidate's overall performance and growth.

Faculty Advisor

Each candidate is assigned a faculty member who serves as their faculty advisor during practicum placements. The faculty advisor is a member of the Ontario College of Teachers and assists the associate teacher and candidate to support the development of professional skills and competencies.

The faculty advisor offers academic and pedagogical guidance, while the associate teacher provides daily mentorship in the classroom setting. Faculty advisors support teacher candidates and associate teachers by responding promptly to communications and reviewing assessment reports and reflection journals. Faculty advisors are encouraged to visit and maintain communications with candidates while they are on placement and must visit teacher candidates at least once per year.

If a candidate is at risk of failing a practicum, a school visit by a faculty advisor must be followed up with a Learning Plan developed with the candidate in consultation with the associate teacher and submitted to the Associate Dean.

Conclusion

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

Requirement 9

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

Findings

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

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

Successful completion of the practicum is a requirement for successful program completion. All practicums must be successfully completed to continue in programs and obtain the degree and be reported for certification by the Ontario College of Teachers.

A candidate who has an unsatisfactory practicum assessment will be referred to the Associate Dean. They will conduct a formal review to determine the candidate's academic status resulting in one of the following outcomes: program withdrawal; completion of a makeup placement; or a referral to the Professional Standards Committee. If the candidate is permitted to repeat the unsuccessful practicum, they may repeat only one of the four practicums.

Conclusion

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

Requirement 10

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

Findings

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

Method courses are specifically designed to meet the needs of students in each of the divisions for which candidates seek certification: P/J and I/S. All method courses examine the curriculum knowledge, policies, and practices specific to teaching and learning in the appropriate grades in content and assignments.

Primary-Junior

All primary/junior teacher candidates take division-specific method courses reflecting the six content areas of the Ontario Curriculum Kindergarten to grade 6: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies, and the Arts (Dance, Drama, Music and Visual Arts). Mandatory teaching method courses include *Critical Literacy, Foundations of Elementary Math Pedagogy, Differentiated Approaches in Elementary School Mathematics, Concepts and Practices in Health and Physical Education, Visual Arts, Language Arts, Music, Science and Technology, Social Studies, Drama, and Dance*. Candidates explore planning using developmentally appropriate materials, assessment and evaluation and foundational concepts.

Intermediate-Senior

Candidates in the intermediate/senior divisions select two general education (teachable) subjects. The faculty's methodology courses align with the following general education subjects for which candidates will be reported for qualifications: Business Studies - General, Dramatic Arts, English, French as a Second Language, General Science, Geography, Health and Physical Education, History, Mathematics, Media Arts, Music - Vocal, Music - Instrumental, Science - Biology, Science - Chemistry, Science - Physics, Social Sciences, and Visual Arts.

Multi-session technological education

MS Tech Ed candidates begin their program with *Curriculum Development for Technological Studies* and *Principles and Methods of Teaching Technological Studies*. These courses offer a foundation in instructional design and pedagogical strategies designed for the 10 Broad Based Technology (BBT) fields: *Communications Technology; Computer Technology; Construction Technology; Green Industries; Hairstyling and Aesthetics; Health Care;*

Hospitality and Tourism; Manufacturing Technology; Technological Design; and Transportation Technology.

Additional teaching method courses include *Media Literacy and Digital Pedagogy, Language Across the Curriculum, Curriculum Development for Technological Studies Part 1 and 2, Principles & Methods of Teaching Technological Studies Part 1 and 2.*

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

The programs enable teacher candidates to acquire knowledge and skills in pedagogy, assessment and evaluation for specific curriculum areas within the curriculum-specific method courses.

Method courses are designed to meet the needs of all teacher candidates in the primary/junior and intermediate/senior divisions and in the specialized areas (BBTs) of technological education, and enable them to acquire knowledge, skills, perspectives and practices in pedagogy, assessment and evaluation specific to teaching and learning in the appropriate divisions. Candidates are introduced to practices in how to plan teaching and learning, including subject integration, transferable skills, differentiation and accommodating students with special needs in their teaching divisions. When planning, teacher candidates are encouraged to reflect on learning objectives, assessment criteria, teaching methods and strategies, inquiry and assessment and evaluation.

Teacher candidates in the MS Tech Ed program examine and use the Ontario curriculum, pedagogy, and assessment and evaluation practices in coursework and assignments. As a foundation for curriculum planning, candidates learn to develop lessons and units that reflect the diverse needs and abilities of students.

All candidates are evaluated on their skills of planning and preparation; pedagogy and lesson execution; and use of assessment during their practicum placements in their specific divisions.

Conclusion

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

Requirement 11

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

Findings

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

Human Development and Learning

The mandatory *Educational Psychology* course provides foundational knowledge of how children and adolescents develop cognitively, socially, emotionally, and morally. Candidates explore theories of learning, including those by Piaget, Vygotsky, and Bandura. Candidates must demonstrate an understanding of theories of educational psychology, such as behaviorism, constructivism, social constructivism, and social cognitive theory, as they relate to educational issues and connect these theories to their own teaching and learning experiences. Course topics include cognition and learning, information processing, constructivism, learning styles, learning and assessment, metacognitive strategies, motivation and behavioural management, problem solving, conceptual change, and technological enhanced instruction. All candidates complete course assignments to explore relevant topics pertaining to development and learning in greater depth.

In addition, candidates in the intermediate/senior cohort and the multi-session technological education (MS Tech Ed) program take the mandatory course, *Engaging and Supporting the Adolescent Learner*. This foundation course focuses on adolescent development, identity formation, mental health, and socio-emotional learning. Candidates must explore how punitive and exclusionary policies and practices in education may target marginalized students and families, and how issues of class, including the need to caretake family, work after school, and lack of social capital, can exclude adolescents and place them at risk. Teacher candidates critically examine sociopolitical factors that impact adolescent development, academic success, and overall well-being, and learn to advocate for equitable and supportive educational practices. By considering why specific theories of adolescence have been privileged in Canadian systems and examining adolescence from multiple perspectives, including Indigenous knowledge systems, the course seeks to prepare candidates to guide their students toward success in school, higher education, career development, and social engagement.

Legislation and Government Policies

Education law, legislation and government policies are addressed in the *Foundations of Practice III: Law and Ethics – School Governance* course taken by all teacher candidates in the consecutive and concurrent programs. The course provides candidates with an understanding of their responsibilities under the Education Act, and an awareness of the legal obligations and the professional and ethical standards relevant to their roles as educators. Candidates are introduced to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*. Course outcomes and topics are embedded in case studies, readings, and discussions and focus on issues such as professional obligations and duties, boundaries, codes of conduct, harassment, and misconduct. Candidates work with case studies, perform analyses, explore legislation, identify key educational partners, and propose solutions.

In the MS Tech Ed program, *Education Foundations, Law and Ethics* offers teacher candidates an opportunity to explore and analyze the legal frameworks governing Ontario's educational landscape. Candidates examine concepts, policies, and practices that define the teacher's professional role as described by the Ontario College of Teachers and the Ministry of Education. Candidates apply the *Standards of Practice for the Teaching Profession* and *Ethical Standards for the Teaching Profession*, the Education Act, and policies on accountability, negligence, and professional misconduct to case study assignments. Candidates learn to navigate classroom scenarios by applying legal obligations, such as the Duty of Care, and respond to reflective prompts to determine the facts of a case, identify the main parties involved, understand the issues raised by the case, review relevant court rulings, and consider the implications for educational partners. The course emphasizes the importance of professional judgment in managing relationships with students, parents, communities, and other educational partners.

All candidates complete mandatory Occupational Health and Safety (OHS) training annually. This includes modules on workplace safety, harassment, Workplace Hazardous Materials Information System (WHMIS), Accessibility for Ontarians with Disabilities Act (AODA), and job-specific hazards.

MS Tech Ed candidates engage in practicum placements that are practice-oriented and conducted in specialized secondary school environments such as workshops, tech labs, or industry-aligned classrooms. The Field Experience Handbook for Technological Studies outlines the specific expectations for these placements, including health and safety protocols, technical competencies, and applied learning strategies. Candidates are expected to demonstrate safe instructional practices and adhere to workplace safety standards.

Conclusion

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

Requirement 12

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

Findings

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

Academic Qualifications

The faculty is comprised of 26 full-time members: seven tenured full professors, 12 tenured associate professors, five tenure-track assistant professors, one full-time lecturer, and one full-time sessional lecturer. Of the 129 faculty members, 64 hold or are completing graduate degrees such as PhDs. A total of 68 faculty members hold MEd degrees.

Experience in the Field of Education

In total, 120 of the 129 faculty members are Ontario Certified Teachers (OCT). Faculty members have from three to over 30 years of experience in Ontario schools and have held a variety of positions in elementary and secondary schools, including classroom teacher, special education resource teacher, career and guidance teacher, vice-principal, principal, and superintendent of education.

Expertise in the Divisions and Components of the Programs

The faculty has teaching experience in the primary, junior, intermediate and senior divisions in Ontario and/or elsewhere. Teachable subject method courses are taught by faculty with appropriate expertise in the divisions and components of the program.

Faculty members have teaching experience in areas such as learning and assessment theory; child development and education psychology; special education; Indigenous education; research methodology; and education technology. Subjects and areas of study include the following: drama; visual arts; music; science, including physics, biology and chemistry; law; mathematics; career guidance and training; religious education; French as a second language; English; and technological education.

Conclusion

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

Requirement 13

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

Findings

The evidence indicates that the Faculty of Education, University of Windsor maintains adequate internal controls to preserve the integrity of teacher candidate records relating to the consecutive, concurrent and MS Tech Ed programs of professional education.

In accordance with the *Freedom of Information and Protection of Privacy Act* (FIPPA), the University of Windsor adheres to a formal privacy policy on the secure maintenance of student records based on the Canadian Federal Personal Information Protection and Electronics Documents Act (PIPEDA).

The Faculty of Education and the University are committed to ensuring cyber safety for all community members. In 2024, Information Technology Services introduced mandatory cybersecurity training for all faculty, staff, post-doctoral fellows, adjunct professors, sessional instructors, and student employees to elevate baseline awareness and safeguard practices across the university community.

Conclusion

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

Requirement 14

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

Findings

Evidence indicates that the Faculty of Education, University of Windsor is committed to continuous improvement and quality assurance for the programs reviewed and has implemented measures demonstrating that commitment.

The Faculty demonstrates commitment to continuous improvement of their programs through various committees such as the Teacher Education Committee and Faculty Council (TECFC), Teacher Education Liaison Committee (TELC), Teacher Education Advisory Committee (TEAC) and Education Students Society (ESS) where faculty and educational partners provide advice and participate in decision-making processes.

The Teacher Education Liaison Committee (TELC) includes representation from Ontario teacher education partners and Faculty of Education committee liaisons. The TELC committee meets approximately once a month between September and May to discuss and review upcoming workshops for the student body, seek suggestions for the upcoming year and to plan Federation Day at the Faculty of Education.

The Faculty of Education maintains active relationships with the Ministry of Education through provincial working groups, school board partnerships, and liaison committees. This ensures that Ministry objectives and changes are incorporated into all programs.

The Faculty of Education affirms its commitment to quality assurance through active engagement in the Institutional Quality Assurance Process (IQAP) and continuous enhancement of its professional education programs. This commitment is operationalized through structured faculty governance, collaborative stakeholder engagement, responsive feedback mechanisms, and adherence to IQAP and accreditation standards. The IQAP conducted in 2022 concluded that the programs of professional education are compliant with institutional standards but recommended targeted improvements. As a result, the faculty launched an Implementation Plan to redesign curriculum, increase course flexibility, deepen equity, diversity and inclusion (EDI) and Indigeneity integration, consider a pass/fail model for course evaluations, and strengthen support for concurrent students.

Changes were made to the programs to streamline delivery and balance policy requirements with a more manageable semester workload for candidates. Several 1.5 credit courses remain in the program to meet Ministry of Education priorities, including Indigenous education, mental health, equity, and sustainability.

Faculty members regularly incorporate teacher candidate feedback into course design and instructional practices through structured and informal mechanisms.

Conclusion

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

Requirement 15

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

Findings

The evidence indicates that the programs have a Teacher Education Advisory Committee (TEAC) that functions in an advisory and liaison capacity in relation to the programs and meets at least twice per year. The mandate of the TEAC is to serve as a link between the University of Windsor's Faculty of Education and educational partners. Partners include federation/affiliates, the Ministry of Education, and local school districts (both public and Catholic). They advise on programmatic changes; to contribute to new initiatives; to share information on recent developments to enhance communication between the Faculty of Education and other educational partners; to provide high-quality staff support; to facilitate research; to analyze technological education requirements; to anticipate future teaching needs; and to enhance in-service course offerings, including the Principal Qualification Program (PQP).

Topics on which the TEAC has provided consultation include practicum placements; transitional certificates; support for associate teachers and teacher education for post-pandemic Canada; the Mathematics Proficiency Test (MPT); the New Teacher Induction Program (NTIP); special education; Additional Qualification recommendations; the Right to Read report; mental health and wellness; and the Math and Literacy Education Quality and Accountability Office (EQAO) for students.

Conclusion

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

Decision of the Accreditation Committee

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

- Consecutive and concurrent programs of professional education with areas of study in the primary/junior and intermediate/senior divisions, leading to a degree
- Multi-session consecutive program of professional education with areas of study in Technological Education (grades 9/10 and grades 11/12), leading to a degree or diploma.

The Accreditation Committee grants general accreditation to these programs for a period of seven years until December 4, 2032 or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

Accreditation Committee
Ontario College of Teachers
December 5, 2025