



Accreditation Decision

Wilfrid Laurier University Faculty of Education

Pertaining to the Addition of a New Area of Study to the following program:

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

**Ontario College of Teachers
December 29, 2021**

Table of Contents

Introduction	3
Accreditation Requirements and Findings	5
Requirements Not Impacted by the Addition to Program	5
Requirements Impacted by the Addition to Program	5
Requirement 3.1	5
Requirement 5	8
Requirement 6	8
Requirement 8	9
Requirement 10	10
Requirement 12	11
Requirement 14	11
Requirement 15	12
Accreditation Decision	13

Introduction

The Faculty of Education at Wilfrid Laurier University submitted an application on October 28, 2021, to add a focus on the teaching of French as a Second Language in the Primary and Junior divisions, to the following accredited program of professional education:

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

In accordance with Regulation 347/02 Accreditation of Teacher Education Programs and Regulation 563/21 General, an accreditation panel was established to conduct a review of the proposed addition to the program and to act in an advisory role by reporting its findings and making recommendations.

The four-person accreditation panel was comprised as follows:

- a roster member from the profession with specialized expertise in French as a Second Language and who has experience in teacher education program evaluation
- a roster member from the public
- a roster member from the profession
- a person nominated by the Faculty of Education, Wilfrid Laurier University

In making its recommendations, the panel considered the following:

- the application for the review of the program change submitted October 28, 2021
- the decision of the Accreditation Committee for general accreditation dated May 30, 2017
- supplementary materials in the form of emails provided by the Faculty of Education at Wilfrid Laurier University
- the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs

Review Process

The Faculty of Education attests that the addition of a focus on the teaching of French as a Second Language in the Primary and Junior divisions to an existing, accredited program poses no substantive changes to the structure, duration, delivery or quality assurance practices of the Bachelor of Education program. The impact of the program change is limited to certain specific requirements.

The accreditation panel focused their review on the requirements most likely to be impacted by the changes.

As part of the regular cycle of accreditation, the scheduled review of the program at the Faculty of Education will occur by May 30, 2024.

Following the review of the proposed addition to the program, the accreditation panel compiled a draft report of its findings and recommendations for review by the Faculty of Education at Wilfrid Laurier University. The final panel report considers the comments provided by the Dean in response to the draft report.

In rendering this decision to determine if the proposed addition to the program of professional education qualifies for accreditation, the Accreditation Panel Final Report dated December 15, 2021 and the regulatory requirements of Regulation 347/02, Accreditation of Teacher Education Programs were considered.

Accreditation Requirements and Findings

The program change constitutes the addition of a new area of study to an accredited program pursuant to section 19 of Regulation 347/02, Accreditation of Teacher Education Programs, (the “Accreditation Regulation” of the *Ontario College of Teachers Act*).

Requirements Not Impacted by the Addition to Program

The attestation made by the Dean of the Faculty of Education at Wilfrid Laurier University is accepted that, with the exception of the proposed additions, there are no other significant program changes since the most recent accreditation review for requirements 1, 1.1, 2, 3, 4, 7, 9, 11 and 13 as they read on May 30, 2017. There is no impact on these requirements, and they remain fully satisfied.

Requirements Impacted by the Addition to Program

Based on the information reviewed, the program change, as proposed, is found to fully satisfy the remaining accreditation requirements: 3.1, 5, 6, 8, 10, 12, 14 and 15.

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

Requirement 3.1

Findings

Evidence gathered from documentation indicates that the program reviewed enables teacher candidates to acquire knowledge and skills in the elements set out in Schedule 1 pertaining to the French as a Second Language (FSL) focus area of the program.

Curriculum Knowledge

The French as a Second Language (FSL) teaching method courses provide FSL-specific pedagogical and instructional strategies knowledge. The two FSL teaching method courses, *Teaching French as a Second Language in Ontario Schools* and *Teaching French as a Second Language in Grades K to 6*, allow teacher candidates to develop knowledge of the Ontario Curriculum. French is the primary language of instruction for both courses. They use relevant documents including the *Ontario Curriculum French as a Second Language (2013)* and provincial policy documents.

Teacher candidates use *A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12, 2013* to inform their understanding of planning and design, and assessment and evaluation. Required readings within the courses include relevant texts pertaining to second language teaching strategies and Common European Framework of Reference for Languages (CEFR)-inspired practices

The teaching method course *Teaching French as a Second Language in Ontario Schools* provides teacher candidates with an overview of teaching each of the three FSL programs (Core French, Extended French and French Immersion) within the Ontario FSL Curriculum at the Primary/Junior divisions. In this course, teacher candidates explore relevant learning theories and evidence-based practices that support FSL instructional programming, including the CEFR standard for describing language ability. Teacher candidates use current research in teaching and learning to identify various approaches and theories related to second language learning such as Input Hypothesis (Krashen), Common Underlying Language Proficiency (Cummins), and Universal Grammar Hypothesis (Chomsky).

In *Teaching French as a Second Language in Ontario Schools* teacher candidates understand cognitive, metacognitive, and affective strategies that support French language acquisition and cultural competencies. Teacher candidates develop skills to accommodate and modify expectations based on the developmental and language learning needs of students, using documents such as *Students with Special Education Needs in FSL Programs: A Guide for Ontario Schools, 2015*.

Pedagogical and Instructional Strategies Knowledge

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

Teacher candidates learn how to use and apply inquiry-based research, data, and assessment to inform their understanding of diverse learning styles in the three programs of FSL (Core French, Extended French and French Immersion). They learn how to use instructional strategies and methods for a diverse set of learners in the teaching of the French language and of subject matter with French as the language of instruction.

Teacher candidates learn to apply the five major components of reading in an FSL context using current research in reading instruction. They explore and identify children's literature that best supports student achievement in FSL. In both method courses, current teaching strategies such as *L'approche actionnelle/Action-oriented Approach* provide teacher candidates with a set of theoretical principles from which to derive their instructional strategies to meet the needs of students.

Element 4 - Learning and Teaching Methods and Differentiated Instruction

In course work, teacher candidates apply the Ontario Curriculum expectations from the Core French, Extended French and French Immersion programs across a variety of teaching and learning contexts. They learn to apply and differentiate listening and speaking strategies for students in the Primary/Junior classroom. Data gathered from practicum observation in a Primary or Junior FSL classroom is used to gain a greater depth of understanding of the key components of literacy development in French, including phonemic awareness, alphabetic principle, and concepts of print. Teacher candidates also explore the connection between the CEFR and the needs of the Primary/Junior learner.

Element 7 - Student Observation, Assessment and Evaluation

In both FSL method courses, teacher candidates explore and identify authentic assessment practices that reflect the critical components of the Ontario FSL Curriculum. Teacher candidates conduct ongoing assessment of student progress, make data-informed decisions for differentiated instruction, develop skills to evaluate student achievement and communicate results to students, parents and guardians. Teacher candidates use *Growing Success – Assessment, Evaluation and Reporting: Improving Student Learning (2010)* to plan and identify success criteria for summative oral and written tasks.

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

In course work, teacher candidates use the goals of the Ontario FSL Curriculum to reflect how educators assess students and discuss how to accommodate or modify learning tasks for students requiring special education supports. Teacher candidates explore assessment and evaluation strategies that are most applicable to Primary/Junior students in the FSL context. They perform reading assessments and evaluations using a variety of tools with an analysis of results to provide next steps.

The Teaching Context Knowledge

Element 4 - Knowledge of the Ontario Context

Teacher candidates use current data and second language research to explore ways they can respond to students' linguistic and cultural identities and to reflect on the learning needs of students in the Ontario context. Teacher candidates learn how to plan FSL instruction that reflects the diversity of *la francophonie* from a local to a global context. The program prepares teacher candidates to understand how to create an inclusive teaching environment for all French language learners including English language learners, First Nations, Métis and Inuit learners, and students with special education needs.

Teacher candidates utilize a variety of Ministry of Education documents to support their knowledge, understanding and responsiveness to the needs of students in the immediate community and throughout the province including the *Cadre stratégique pour l'apprentissage du français langue seconde dans les écoles de l'Ontario de la maternelle à la 12e année* (2013); *Learning for All – A Guide to Effective Assessment and Instruction for all Students Kindergarten to grade 12* (2013); *Welcoming English Language Learners into French as a Second Language Program* (2016); *Knowing and responding to learners in French as a Second Language (FSL) - Core French* (2016), and *À l'écoute de chaque élève grâce à la différenciation pédagogique* (2007).

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 3.1.

Requirement 5

Findings

Teacher candidates in the Primary/Junior French as a Second Language (FSL) focus cohort complete all the same courses as their Primary/Junior counterparts as well as two additional FSL teaching method courses: *Teaching French as a Second Language in Ontario Schools* and *Teaching French as a Second Language in Grades K to 6*. Both courses emphasize the need to operationalize the knowledge and goals of the Ontario FSL Curriculum using a variety of relevant learning theories and perspectives. Teacher candidates are expected to apply that understanding to the teaching of FSL in Core French, Extended French and French Immersion programs in the primary and junior divisions.

Teacher candidates use current research in teaching and learning to identify various approaches and theories related to additional language learning, such as, Input Hypothesis (Krashen), Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins), Common Underlying Language Proficiency (Cummins) and Universal Grammar Hypothesis (Chomsky). In addition, teacher candidates examine various pedagogical approaches for teaching receptive language skills using *From Communicative to Action-Oriented: A Research Pathway* (2014).

The program is designed with an integrative approach which connects learning acquired in class with school-based, practical experiences. Through course work and practicum experiences, teacher candidates learn to teach specific content area subjects as well as oral, reading and writing competencies supported by current second language research, confirming a provision of theory in practice. Practicum placements offer teacher candidates the opportunity to critically reflect on their learning and emerging professional practice, supported by associate teachers, faculty advisors (with FSL qualifications and experience) and faculty members. The Collaborative Inquiry-Base Research Project, which all teacher candidates are required to complete, is designed to build on the day-to-day implementation of instruction and to gain a better understanding of aggregated student achievement data.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 5.

Requirement 6

Findings

Teacher candidates in the Primary/Junior FSL focus cohort complete the program in the four terms as it is accredited. Within this period, they will complete 10.5 credits instead of 10.0 credits which are required in the consecutive program of professional education with areas of study in the Primary/Junior divisions.

Teacher candidates complete the same courses as their Primary/Junior counterparts, apart from two method courses: *Teaching French as a Second Language in Ontario Schools*, which replaces the elective that is offered to all other Primary/Junior teacher candidates, and *Teaching French as a Second Language in Grades K to 6*, which is an additional half-credit course that is taken as an overload.

Teaching French as a Second Language in Ontario Schools is offered in the first term of the program and is a prerequisite for *Teaching French as a Second Language in Grades K to 6*, which is offered in the third semester of the program. The yearly offering of both courses allows teacher candidates to complete the first FSL method course before their first FSL practicum. Teacher candidates have the opportunity to be placed in FSL classrooms in semesters 2, 3, or 4 of the program, and must complete at least one practicum in a Core French, Extended French, or French Immersion classroom. This requirement is arranged and tracked through the Field Experience Office.

Teacher candidates must demonstrate French language proficiency during the admission process in addition to all other admission requirements. Applicants must successfully complete the Laurier French-language proficiency assessment and show evidence of language proficiency by successfully completing undergraduate studies in French language, grammar, composition, literature and culture or having attained a minimum of B2 level in the *Diplôme d'études en langue française* (DELFL) or having completed a degree at a francophone institution.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 6.

Requirement 8

Findings

The program includes at least 80 days of observation and practice teaching in publicly-funded, English language schools that use the Ontario curriculum. Teacher candidates in the FSL focus cohort must complete at least one practicum in a Core French, Extended French or French Immersion classroom in semesters 2, 3, or 4.

The Field Experience Office coordinates all practicum placements for teacher candidates throughout the program. The Faculty has demonstrated the capacity to accommodate appropriate placements for teacher candidates who are currently enrolled in the French teachable option in the Junior/Intermediate divisions. Partner school boards, in response to the high demand for certified French language teachers in Ontario, have affirmed their commitment to placing teacher candidates in Core French, Extended French, and French Immersion classrooms, and have confirmed their ability to host teacher candidates in the Primary/Junior FSL focus area of study.

Teacher candidates are supported by the Field Experience Office so that they are placed with qualified and experienced associate teachers. All associate teachers who supervise and assess teacher candidates in the FSL cohort have completed, at minimum, Part 1 of the

FSL additional qualification. Each teacher candidate is paired with a Field Supervisor (Faculty Advisor) who visits, observes and evaluates teacher candidates and guides them throughout their practicum placements. Primary/Junior FSL teacher candidates will be paired with a Field Supervisor who has FSL teaching or supervisory experience in Core French, Extended French, and French Immersion.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 8.

Requirement 10

Findings

Teacher candidates take two division-specific method courses: *Teaching French as a Second Language in Ontario Schools* and *Teaching French as a Second Language in Grades K to 6*. The courses reflect the components of the Ontario Curriculum which support the acquisition of teaching strategies necessary for Core French, Extended French, and French Immersion programs appropriate to the Primary and Junior divisions.

Learning outcomes for both method courses are specific to teaching in the Primary/Junior FSL classroom. They include the knowledge of early literacy development in FSL, the use of assessment strategies such as *Évaluation dans l'action, approche actionnelle* (Action-oriented Approach), and an introduction to the Common European Framework of Reference for Languages (CEFR) as they relate to the Ontario FSL Curriculum.

In the method course, *Teaching French as a Second Language in Grades K to 6*, instructional strategies for teaching FSL in immersion language contexts are emphasized. Learning outcomes are centered around the application of a greater repertoire of instructional strategies and activities to support Kindergarten to grade 6 FSL literacy development as it pertains to oral communication, reading, writing and culture. In this course, teacher candidates identify, describe, and develop learning activities using the five major components of reading as they relate to French language instruction and learning: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teacher candidates also explore a variety of cross-curricular learning and teaching strategies in French Immersion.

In their second dedicated FSL method course, teacher candidates are assessed on their ability to plan for and present learning activities that reflect their understanding of Primary or Junior classrooms. Course topics include: structured literacy planning through a French Immersion lens, early literacy development, teaching reading in FSL with a focus on children's literature, and First Nations, Métis and Inuit teaching strategies in the FSL classroom. The method courses also include required readings and course tools from a variety of sources, including Ministry of Education documents, curriculum guides and current research related to FSL programming in the Primary/Junior divisions.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 10.

Requirement 12

Findings

The faculty members teaching the French as a Second Language (FSL) focus area have relevant FSL academic and professional qualifications, experience teaching in FSL contexts in Ontario, and have expertise or supervising in Primary/Junior divisions.

Currently four faculty members associated with FSL programming at Wilfrid Laurier University are Ontario qualified teachers with qualifications in FSL. They also have field experience in Ontario school boards as teachers in FSL programs, principals or consultants.

Faculty members who will be directly involved in the Primary/Junior FSL focus area will have university-level French language studies or studies at a francophone university, demonstrate French language proficiency, have Ontario College of Teachers certification in FSL, and have experience teaching and/or supervising teachers in FSL contexts in Ontario. They will have also experience teaching and/or developing curriculum related to teaching FSL in Core French, Extended French, and French Immersion contexts in teacher education.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 12.

Requirement 14

Findings

As part of the Faculty's commitment to continuous improvement, several committees such as the Teacher Education Advisory Committee (TEAC), the Teacher Education Liaison Committee (TELC), the Divisional Council, and the Laurier Extended Program Advisory Committee (LEPAC) provide input in assuring quality and ensuring continuous improvement of the program. The Faculty also collects comments annually from graduating teacher candidates via focus groups and periodically surveys alumni to determine teacher candidates' satisfaction with the program and inform improvements.

The Divisional Council has supported the establishment of a committee that developed the application to the College for accreditation of the addition of a Primary/Junior FSL focus to the program. All recommendations, including recommendations for changes in the curriculum, come from the divisional Faculty council before approval by Senate.

The addition of a Primary/Junior French as a Second Language (FSL) focus area to the program serves as evidence of the Faculty's commitment to continuous improvement. The application was submitted in response to an increasing number of Primary/Junior teacher candidates who expressed an interest in obtaining FSL certification and a growing demand for certified FSL teachers in the province.

To maintain quality assurance in the Primary/Junior FSL focus area of the program, at least one member with FSL teaching or supervisory responsibilities from partner school boards will be added to the TEAC and the TELC.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 14.

Requirement 15

Findings

The Teacher Education Advisory Committee (TEAC), the Teacher Education Liaison Committee (TELC), the Divisional Council, and the Laurier Extended Program Advisory Committee (LEPAC), function jointly in an advisory and liaison capacity in relation to the French as a Second Language (FSL) focus area.

The TEAC will include at least one member with FSL teaching or supervisory responsibilities from partner school boards such that FSL teaching remains central to collaborative discussions. TEAC members unanimously supported the addition of a FSL focus area of study for the Primary/Junior divisions to the program.

Conclusion

Based on the information reviewed, the program, as modified, fully satisfies Requirement 15.

Accreditation Decision

For the aforementioned reasons set out by requirement, general accreditation without conditions is granted to the addition of a focus on the teaching of French as a Second Language in the Primary and Junior divisions to the following program:

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

In light of the modified nature of the program and in order to maintain an accurate description of the program as a result of the addition of a program focus, the name of the program will be recorded as follows:

- Consecutive program of professional education with areas of study in the Primary/Junior and Junior/Intermediate divisions, including the Primary/Junior divisions with a focus on teaching French as a Second Language, leading to a Bachelor of Education degree

The program, as modified, qualifies for general accreditation without conditions until the existing expiry date of May 30, 2024, or for an amended period of time that is in accordance with Section 15 of Regulation 347/02, Accreditation of Teacher Education Programs.

**Ontario College of Teachers
December 29, 2021**