



Accreditation Committee Decision

Covenant Canadian Reformed Teachers College

Pertaining to the Initial Accreditation of:

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

**Accreditation Committee
Ontario College of Teachers
January 14, 2026**

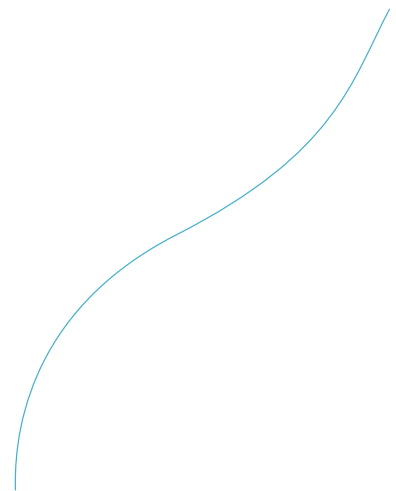


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Accreditation Committee Decision Regarding the Application for Accreditation Submitted by Covenant Canadian Reformed Teachers College

Introduction

Covenant Canadian Reformed Teachers College (CCRTC) submitted an application on June 9, 2025 for initial accreditation of the following program of professional education:

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

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

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

The four-person accreditation panel was comprised as follows:

- a member of the College 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 Covenant Canadian Reformed Teachers College who brings currency as an educator in an accredited program of professional education and who has expertise teacher education program evaluation

In making its recommendations, the panel reviewed the application for accreditation and other supplementary documentation provided by Covenant Canadian Reformed Teachers College. The accreditation panel conducted a site visit at the faculty's campus located in Hamilton, Ontario on September 23 and September 24, 2025. During the site visit, the accreditation panel toured the facilities where the existing program is offered. The panel conducted interviews with the faculty, alumni, teacher candidates, associate teachers, principals, faculty advisors and program staff. The panel considered information provided during the interviews.

The College provided an opportunity for members of the public to comment on the quality of the program under review. Digital posters promoting an opportunity to make a submission to the panel were shared and emailed to the faculty's distribution lists. The panel considered the 128 public submissions received.

Following the review, the accreditation panel compiled a draft report of its findings and recommendations for review by Covenant Canadian Reformed Teachers College. The final panel report submitted to the Accreditation Committee considers the comments provided by the Principal of the Program in response to the draft report.

In making its decision, the Accreditation Committee considered the Accreditation Panel Final Report dated December 4, 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

Covenant Canadian Reformed Teachers College (CCRTC), submitted an application to the Ontario Ministry of Colleges and Universities¹ ("the Ministry") to seek ministerial consent to offer a Bachelor of Education program on November 12, 2019. The application was referred to the Postsecondary Education Quality Assessment Board (PEQAB) for review and recommendation. In November 2020, CCRTC received notice of the Minister's intent to grant consent, contingent upon meeting the Standards Terms and Conditions for Private Institutions and additional conditions, including signed agreement forms, provision of information related to student transcripts and written confirmation of an increase in the number of faculty with acceptable terminal credentials.

On April 14, 2021, the Director of the Postsecondary Accountability Branch (PSAB) of the Ministry, under the delegated authority of this position, confirmed that CCRTC had fulfilled the aforementioned conditions, and conditional consent was granted to offer a Bachelor of Education program, subject to six additional conditions. Notably, this consent articulates that before the program is launched, CCRTC must obtain initial accreditation from the Ontario College of Teachers and provide the Ministry a copy of the letters to CCRTC from the Ontario College of Teachers confirming the Accreditation Committee's decisions regarding both initial and general accreditation once the period of initial accreditation has ended.

Additionally, CCRTC is required to cap new enrolment at 25 full-time equivalent students per academic year during the consent period and must ensure ongoing compliance with all criteria outlined in the PEQAB's *Manual for Private Organizations*. The consent is also specific to the location of the campus on Crerar Drive in Hamilton, Ontario.

Subject to these four conditions relevant to the program's accreditation, the consent is for a period of seven years commencing from the date of the letter of consent, which would span the period from April 14, 2021, to April 14, 2028.

¹ Now known as the Ministry of Colleges, Universities, Research Excellence and Security (MCURES) - 2025

Conclusion and Reasons for Conclusion

The Accreditation Committee notes that, consistent with other new providers, CCRTC's ministerial consent to offer and advertise the Bachelor of Education program in Ontario is contingent upon achieving accreditation from the Ontario College of Teachers.

Given the reciprocal nature of the ministerial consent, this requirement is not substantially satisfied unless the Accreditation Committee grants a decision to accredit with or without conditions regarding overall program accreditation.

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 program at Covenant Canadian Reformed Teacher's College (CCRTC) is organized into four academic semesters across two years. Each academic year consists of a fall semester (September–December) and a winter semester (January–May). At CCRTC, teacher candidates undertake 90 days of practicum, scheduled across four blocks—one per semester, exceeding the minimum requirement of 80 days of practical experience.

Currently, teacher candidates are placed exclusively within Reformed Christian schools. Not all host schools use the Ontario Curriculum as is required in O. Reg. 347/02, Requirement 8, Subparagraph 2v of subsection 1 (2). While CCRTC has indicated an intention to partner with the Hamilton-Wentworth Catholic District School Board (HWCDSB) to broaden practicum opportunities into publicly funded schools, the absence of confirmed partnership agreements and the lack of consistent placements in school settings where candidates are supervised and assessed by Ontario Certified Teachers represent significant gaps in compliance.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 1.1 is not substantially satisfied.

Reasons for Conclusion

Notwithstanding, that the program is four academic semesters including a minimum of 80 days of practical experience, the Accreditation Committee is unable to confirm that candidates complete practicum placements appropriate to the format and structure of an accredited Ontario program, specifically in instructional settings in schools or in other situations approved by the College that support observation and practice teaching using the Ontario Curriculum.

Requirement 2

The program has a clearly delineated conceptual framework.

Findings

Foundational to the Ontario College of Teachers' *Standards of Practice for the Teaching Profession* is a commitment to students and student learning. The Accreditation Committee is unable to substantiate how the program, which articulates as its primary intended purpose the promotion of Reformed Christian education, serves this broad, provincial commitment to the public interest.

CCRTC's conceptual framework position paper further outlines its framework as being grounded in Reformed Christian principles and a biblical perspective. The stated purpose of the program is "to supply member schools with educators grounded in Reformed Christian foundations." Documentation indicates that the Program Framework, which is comprised of four learning domains and three program implementation elements, resides under the overarching Mission Framework.

CCRTC's Mission Framework is guided by the biblical command known as the Great Commandment and determines its operational daily reality. At its core, the Great Commandment—"Love the Lord your God with all your heart, soul, mind, and strength, and love your neighbour as yourself" (Mark 12:30-32)—frames all facets of CCRTC's initial teacher education program. It determines the "what" (knowledge), the "how" (skills) and the "why" (commitment) of the program. Within confessional Reformed Christian schools, the Mission Framework ensures that educational practices remain God-centred, student-focused, and teacher-directed, equipping educators to embody these values in their teaching and professional conduct. This guiding principle is reflected in CCRTC's commitment to providing academic and vocational teacher training and professional development rooted in the teachings of the Holy Bible and affirmed by Ecumenical Creeds and Reformed confessional standards known as: *The Belgic Confession*, *The Heidelberg Catechism*, and *The Canons of Dort*.

Evidence, including the Application for Ministerial Consent (2019) submitted to the Postsecondary Education Quality Assessment Board (PEQAB), indicates that the proposed teacher education program will prepare graduates for teaching at the Reformed Christian schools associated with CCRTC. The program of studies is described as aligning directly with the vision and mission of a faith-based Reformed Christian school in Ontario, while also providing training in the Ontario Ministry of Education curriculum. CCRTC affirms that there is no intent to change its conceptual framework.

The program's conceptual framework is organized around four key domains of learning: Foundations, Curriculum and Instruction, Practica, and Professional Portfolio. Its implementation is guided by three core elements: Theory to Practice Connections,

Reflective Practice, and Narrative Practice. Together, these domains and guiding elements inform the program's design, ensuring a focus on Reformed, Covenantal Christian education and facilitating teacher candidates' engagement with both foundational concepts and practical experiences throughout their course of study.

Each domain contains groups of courses that address areas of knowledge ("what"), skills ("how"), and commitment ("why"), ensuring that course design is consistent with the institution's overarching mission, reflecting the stated learning outcomes described for each of the four domains and integrating the three program elements into coursework.

The Foundations domain is comprised of three course groups that prepare teacher candidates with foundational religious/philosophical/theoretical, and cultural/social/political-context understandings needed to teach in Reformed Christian schools. The course groups for this domain are: *Religious Studies*, *Education Studies* and *Studies in Educational Psychology*. The courses within these groups aim to develop knowledge, understanding, skills, and commitment that serve as the teacher candidates' critical basis for, and outlook on, Reformed Christian education.

The Accreditation Committee questions how a conceptual framework— designed to be a structured system of principles underpinning the program of professional education—can prioritize preparation predominantly for one independent school system, specifically the Reformed Christian school system. Graduates from accredited programs throughout the province who become licensed Ontario Certified Teachers (OCT) are required to teach and uphold the College's professional standards across **all** publicly funded schools in Ontario. This licensure is not limited and as such, given the reciprocity between program accreditation and member certification, the Accreditation Committee is unable to reconcile this conceptual framework within a public interest context.

Notwithstanding CCRTC's intention to establish opportunities for practicum placements with the Hamilton-Wentworth Catholic District School Board contingent upon receiving accreditation, the Accreditation Committee is unable to substantiate how the program's conceptual framework, presently focused on a singular educational context, will be modified to include theory-to-practice assignments and practicum experiences that sufficiently prepare candidates for broader and more diverse educational environments. Given that the program's implementation is guided by making theory to practice connections, the foundational focus on religious and theoretical understandings needed to teach in a particular faith-based system does not reflect the "inclusive, equitable, and non-discriminatory elementary and secondary school experience²" that OCTs are required to foster in the implementation of curriculum and in creating the environment in which it is taught.

² [Program Planning](#) – Front matter content applicable to all Ontario curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. Extracted December 2025.

The Curriculum and Instruction domain is comprised of two course groups: *Curriculum Studies* and *Teaching Studies*. Within this domain, courses are described as providing teacher candidates with the knowledge and understanding of content, skills, and pedagogies required to plan, teach, and assess learning in the Primary/Junior or Junior/Intermediate divisions. In these courses, teacher candidates are expected to engage with the Ontario Ministry of Education curriculum and other relevant documents. Given CCRTC's mission framework, the Accreditation Committee is unable to substantiate how this domain of the conceptual framework can be exercised and implemented in the broader provincial context, given that the approach for applying Ontario curriculum expectations is primarily from a faith-based perspective.

The Practica domain is comprised of practicum placement experiences in which teacher candidates apply educational theories in classroom settings. During their placements, teacher candidates observe and teach lessons while developing skills in lesson planning, instruction, and assessment. Practicum placements allow teacher candidates to gain experience working with colleagues, understanding students, and addressing a wide range of student needs. The Accreditation Committee notes that all practicum experiences currently occur exclusively in Reformed Christian schools.

Given that CCRTC affirms that there is no intent to change its conceptual framework, the Accreditation Committee is unable to ascertain how CCRTC's overarching mission statement and conceptual framework could be revised to incorporate a broader spectrum of perspectives, experiences, and outcomes, particularly regarding the preparation of teacher candidates for practicum placements and the realities of teaching within publicly funded schools. Furthermore, the committee observes that the placement of CCRTC teacher candidates in such schools is dependent on a formal agreement with a publicly-funded school board, which has yet to be confirmed.

The Professional Portfolio domain constitutes an essential component of the program. Teacher candidates are required to develop a portfolio that documents both their personal and professional growth, situated within the context of their formation as vocational professionals. Key components of the portfolio are integrated into several courses throughout the program. During their final year at CCRTC, teacher candidates finalize their portfolios in preparation for the application, interview, and hiring processes, with particular emphasis on positions within Reformed Christian schools.

The Accreditation Committee is concerned with CCRTC's position that the responsibility should rest mainly with publicly funded schools or school boards to ensure their candidates are adequately prepared for the Ontario teaching context. Ontario Regulation 347/02 Requirement 3.1 specifically requires **the program** to enable teacher candidates to acquire knowledge and skills in all of the elements set out in Schedule 1, including Teaching Context Knowledge element 4, "knowledge of the Ontario context in which elementary or secondary schools operate."

Contrary to the statutory requirements, CCRTC states that if a teacher candidate chooses to pursue a role in the public education system as their place of employment, it is the responsibility of the local school and school board to develop the teacher's knowledge of the Ontario context and orient them to local complexities, with the New Teacher Induction Program (NTIP) serving as one of the available tools.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 2 is not substantially satisfied.

Reasons for Conclusion

The Accreditation Committee finds that the conceptual framework, grounded in Reformed Christian principles and a biblical perspective, underpins all components of the program, including its four learning domains and three core implementation elements. This framework consistently aligns with and supports the program's mission to serve as the definitive source for Reformed Christian teacher training, and to supply member schools with educators grounded in Reformed Christian foundations.

Notwithstanding, in carrying out its object to accredit professional teacher education programs offered by post-secondary educational institutions, the Ontario College of Teachers has a duty to serve and protect the public interest, which includes ensuring that teacher candidates will be prepared for Ontario's diverse education system. There is no evidence to determine the manner in which teacher candidates will integrate their educational training—through the Reformed Christian worldview and identity—within the diverse educational settings of Ontario's public education system.

Further, the Accreditation Committee finds that CCRTC's position that publicly funded schools or boards should bear primary responsibility for preparing candidates for the Ontario teaching context conflicts with program obligations under Ontario Regulation 347/02 and the dual mandate of the College to both accredit programs and license graduates of those accredited programs (Ontario Regulation 176/10 Teachers' Qualifications).

Given CCRTC's affirmation that its conceptual framework will not change, it is not reasonable for the Accreditation Committee to expect that CCRTC's mission and framework could be broadened to prepare teacher candidates for diverse, publicly funded school environments. As such, it is not reasonable for the Committee to believe that the provider would satisfy any conditions the Committee could impose on the accreditation.

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

CCRTC's institutional identify, mission, vision, purpose and conceptual framework are foundational to the design of their program. Given CCRTC's restrictive Student Admission Policy, its Course of Conduct Policy, and its design frameworks, the Accreditation Committee is unable to substantiate how the program is consistent with and reflects the Ontario College of Teachers' *Standards of Practice* and *Ethical Standards for the Teaching Profession* within the broader educational context in Ontario, both of which contribute to the College's function and duty to serve and protect the public interest."

The Accreditation Committee finds that the admission policy creates a significant barrier to entry, limiting the diversity of backgrounds and perspectives among candidates. The Committee further notes that, in its communications, CCRTC affirms that there is no intent to modify their admission or conduct policies.

In the absence of clearly defined code of conduct guidelines, the Accreditation Committee is unable to determine how church elders— who practice oversight of the candidates' conduct independently of the teacher education program—offer teacher candidates relevant skills and competencies aligned with the College's professional standards when their role is to address differences between faith teachings and the actions of members.

i) **Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession**

The evidence indicates that admission to CCRTC is limited to individuals who are members of a Canadian Reformed Church or other recognized Reformed Christian denominations, including Free Reformed, Heritage Reformed, Netherlands Reformed, Orthodox Reformed, Protestant Reformed, and United Reformed churches. The Committee finds that the admission policy excludes anyone who does not belong to these denominations (e.g., those adhering to other faiths including, but not limited to, Catholic or other types of Christianity, Judaism, Islam, or Buddhism, or no faith at all), who could never gain admission to the school.

For candidates who are eligible to be admitted, CCRTC's Student Admission Policy includes criteria intended to confirm that candidates are compatible with its academic standards and faith-based environment. Applicants must provide letters of reference—such as academic, pastoral, or general/employment—which are reviewed by Recruitment and

Admissions Officers in conjunction with the Academic Program Committee. Additionally, applicants from other Reformed Christian churches must complete an interview as part of the admissions process.

A “typical” CCRTC teacher candidate is described as a Christian who demonstrates developing competencies in three key areas that align with the program’s conceptual framework: Knowledge (of Scripture, Reformed confessions, pedagogy, curriculum, and Ontario education policy); Skills (in instructional design, assessment, and classroom practice); and Commitment (to serving others and glorifying God through ethical and effective teaching). Coursework in these areas is framed by the College’s *Standards of Practice* and *Ethical Standards for the Teaching Profession* throughout the program while remaining rooted in Reformed Christian perspectives and worldview.

The Course of Conduct Policy requires that all teacher candidates, faculty, staff, governors, and committee members must be active members of a local Reformed Christian church and affirm that “God’s Holy Word is the infallible guide for living faithfully before God and the neighbor, our fellow human beings.” The Reformed Christian churches affiliated with CCRTC share the same Ecumenical Creeds and Reformed confessional standards, including The Belgic Confession, The Heidelberg Catechism, and The Canons of Dort. Additionally, church elders provide oversight of members’ conduct. Given these shared ecclesiastical practices, CCRTC has intentionally chosen not to codify expected conduct for its community. Instead, the institution relies on the authority of church elders, church membership and the church community to address differences between faith teachings and the actions of its members.

Notwithstanding the program design feature that limits admission only to members of Reformed Christian Churches, the Accreditation Committee acknowledges the following evidence in respect of the program and its admitted applicants:

The program’s design includes opportunities for candidates to learn about the Ontario College of Teachers’ *Ethical Standards for the Teaching Profession*. Teacher candidates are introduced to the Colleges’ *Foundations of Professional Practice* (2016) which serves as an entry point for examining vocational professionalism. Instructors, especially within *Education Studies* courses, utilize the Ethical Standards to align Reformed Christian values with the professional standards and expected conduct of teachers in Ontario. Candidates use guiding questions to reflect on the professional standards. Additionally, candidates are also asked to consider how the professional standards are applied within Reformed Christian school contexts.

Case studies based on disciplinary decisions by the Ontario College of Teachers are integrated into coursework to deepen candidates’ understanding of the professional expectations and obligations of Ontario teachers. The *Schooling, Government and Society* course for instance, includes content and assignments to enable candidates to demonstrate an understanding of the professional, ethical, and legal responsibilities of Ontario educators. The final exam requires candidates to articulate their beliefs about the role of teachers within Ontario’s legal and ethical framework, drawing on key concepts from the

Education Act and resources from the Ministry of Education and the Ontario College of Teachers. In the *Teaching Studies 4: Entering the Teaching Profession* course, candidates critically analyze a book or video about an inspirational teacher using the College's *Standards of Practice for the Teaching Profession* as a lens for self-reflection and professional growth.

Collaboration between faculty and associate teachers supports candidates in developing professional competencies in curriculum planning, instruction, commitment to student learning, and professionalism in learning communities. These areas are assessed during practicum placements, including criteria that incorporate both Christian professionalism and curriculum planning informed by biblical values.

CCRTC affirms that the four *Ethical Standards* of the College are seen as consistent with both biblical principles and effective pedagogy, intended to promote reflective professional educators. Throughout, the Reformed worldview is evident in the ways reflection, curriculum, case studies, and practicum expectations are framed, ensuring that faith perspectives are woven into both academic and practical components of teacher preparation.

i) Conclusion Regarding Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession

In fulfilling its mandate to accredit professional teacher education programs at post-secondary institutions, the Ontario College of Teachers is obligated to serve and protect the public interest. The Accreditation Committee finds that the restrictive admission policy limits entry to the teacher education program and creates an inequitable barrier to entry into the teaching profession. This policy further constrains diversity and inclusion within the profession.

The front matter content of every Ontario curriculum document pertaining to human rights, equity and inclusive education states: “Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they need to be successful, competitive, and productive members of society³. The Accreditation Committee cannot reconcile the restrictive admission policies of a program of teacher preparation when that same practice is not condoned in elementary and secondary schools in which Ontario Certified Teachers are licensed to teach.

³ [Program Planning](#) – Front matter content applicable to all Ontario curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. Extracted December 2025.

As a result, the Committee finds that the program's design in this respect does not align with the Ontario College of Teachers' *Standards of Practice and Ethical Standards for the Teaching Profession*, nor does it preserve the integrity of the teaching profession in Ontario.

ii) Current Research in Teacher Education

The design of the program is informed by a considerable body of Reformed Christian scholarship, emphasizing the integration of faith and learning, while adapting secular theories and resources to support this perspective. CCRTC cites Bartholomew (2017), Plantinga (2015), and Wolterstorff (2021) whose research on education is rooted in a distinctly Christian worldview and informs a holistic approach to teaching that reflects biblical perspectives and promotes intellectual engagement with culture through a Reformed Christian lens.

The program incorporates narrative inquiry (Clandinin & Connelly, 2004), reflective practice (Schön, 1983; Cranton, 1994; Baucke & Seifert, 2022), and research centered on vocational development, which highlights the integration of personal and professional identity (de Muijnck & Kunz, 2023; de Muijnck et al., 2018) as integral aspects of its philosophy. The program design is also grounded in their understanding of the vocational journey as being a formative process (Woodiwiss, 2011), that is rooted in practical classroom experience (Connelly & Clandinin, 1999; Craig, 2011, 2013; Hong et al., 2024) beginning in teacher education and continuing through their transition into the profession (Wieske, 2024) with the goal of developing competent, reflective, purpose-driven professionals (Thorpe, 2014).

Faculty members also engage in research addressing contemporary issues in teacher education, including areas such as coding in elementary mathematics, artificial intelligence, professional identity development, restorative practices, and unit design. Scholarly, as well as faculty research, informs the courses they teach. The program focuses on integrating faith across all aspects of the curriculum, including daily community devotions and the incorporation of faith-based perspectives in coursework and assignments.

ii) Conclusion Regarding Current Research in Teacher Education

The Accreditation Committee finds that the program's design is predominantly influenced by Reformed Christian scholarship, with the curriculum orientation, content, readings, and resources, as well as secular theories, primarily presented from a Reformed Christian perspective. The Committee finds that the evidence does not clearly demonstrate how extensive or wide-ranging the research is when considered from a secular perspective nor does it show how the program's design is consistent with current educational theories within the broader teaching context.

iii) Integration of Theory and Practice in Teacher Education

CCRTC's teacher education program intentionally integrates theory and practice by strategically sequencing coursework and practicum placements in each semester (Konynendyk DeYoung, 2011; Falkenberg et al., 2014; Korthagen, 2008; Korthagen, 2010). Each practicum occurs around the semester's midpoint after several weeks of coursework that serves to connect theory to anticipated practical experiences through targeted readings, discussions, activities and assignments.

A mandatory component of the program is the completion of a *Professional Portfolio*, which facilitates teacher candidates' integration of educational theory with practice across several courses. The portfolio is initiated in Semester 1 (*Teaching Studies 1: Introduction to Teaching*), further expanded in Semester 2 (*Teaching Studies 2: Technology in the Classroom*), and finalized in Semester 4 within the *Teaching Studies 4: Entering the Teaching Profession* course. Through their portfolios, candidates are expected to relate coursework and field experiences to their professional identity as Reformed Christian educators.

Another program feature is that after each practicum, candidates must submit a *Practicum Portfolio* to their faculty advisors. This includes practicum assessment reports, sample lesson plans, a logbook of personal learning, supplementary materials, and practicum reflections that explicitly link practical experiences with educational theory.

The faculty confirm that the current non-accredited program does not provide teacher candidates with opportunities to consider secular educational theories as they relate to teaching practices within publicly funded school settings. They attest that greater attention to preparing teacher candidates to teach in publicly funded schools will occur when they are accredited, however they do not provide additional and concrete details to that effect.

iii) Conclusion Regarding Integration of Theory and Practice in Teacher Education

The Accreditation Committee observes that the current program design facilitates candidates' integration of theory and practice primarily within the Reformed Christian teaching and learning context.

Given that the program's implementation is guided by making theory to practice connections, the foundational focus on religious and theoretical understandings needed to teach in a particular faith-based system does not reflect the "inclusive, equitable, and non-discriminatory elementary and secondary school experience"⁴ that OCTs are required to foster in the implementation of curriculum and in creating the environment in which it is taught in K-12 classrooms across the province.

⁴ [Program Planning](#) – Front matter content applicable to all Ontario curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. Extracted December 2025.

Although faculty have stated that when accredited they will bring a stronger focus on preparing teacher candidates for teaching in the public education system, the Committee cannot yet determine how prepared CCRTC is to integrate a breadth of perspectives in course materials, readings, discussions, activities, assignments, and practical experiences that will enable candidates to apply theory across Ontario's broader teaching landscape, including diverse settings throughout the public education system.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3 is not substantially satisfied.

Reasons for Conclusion

Given CCRTC's affirmation that its restrictive Student Admission Policy, its Course of Conduct Policy, and its design frameworks will not change, it is not reasonable for the Accreditation Committee to expect that the design of the program could be broadened to admit and prepare teacher candidates for diverse, inclusive publicly funded school environments. As such, it is not reasonable for the Committee to believe that the provider would satisfy any conditions the Committee could impose on the accreditation.

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 does not substantiate that the program enables teacher candidates to acquire knowledge, skills, perspectives and practices in the following Schedule 1 elements: *Curriculum Knowledge* - Element 1; *Pedagogical and Instructional Strategies Knowledge* - Element 9; and *Teaching Context Knowledge* – Element 4. As such, the Accreditation Committee finds that Requirement 3.1 is not substantially satisfied.

Curriculum Knowledge

Element 1 – Current Ontario Curriculum and Policy Documents

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education provides the teacher candidate with knowledge and understanding of the current Ontario curriculum and provincial policy documents that are relevant to the teacher candidate's areas of study and curriculum, including planning and design, special education, equity and diversity, and learning assessment and evaluation (Regulation 347/02, Schedule 1, Curriculum Knowledge).

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.

The evidence indicates that teacher candidates begin working with subject-specific curriculum documents early in their program, where they are expected to examine and evaluate these resources critically. This helps them develop an understanding of curricula, key concepts, and learning processes, as well as recognize how these elements are applied, particularly from a Reformed Christian viewpoint.

Candidates engage with a variety of teaching and learning frameworks such as Universal Design for Learning (UDL), Understanding by Design (UbD), and Differentiated Instruction (DI) to inform lesson design and unit planning. The lesson plan templates provided to candidates include prompts for selecting relevant Ontario curriculum expectations, assessment and evaluation strategies, and identifying necessary accommodations and modifications to support the diverse needs of student learners. During practicum placements, candidates are assessed and evaluated on their understanding of subject matter and curriculum expectations, as well as their ability to design teaching, learning, and assessment activities that incorporate biblical perspectives into their planning.

Specific Curriculum and Instruction courses, *Curriculum Studies* and the *Teaching Studies Series* provide teacher candidates with foundational content knowledge, pedagogical approaches, and assessment practices as preparation to teach the six core subject areas of the Ontario curriculum: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies and the Arts (dance, drama, music and visual arts). These courses require candidates to engage directly with Ontario Ministry of Education curriculum and policy documents through assignments and practicum experiences, with a focus on lesson design, unit and assessment planning that are relevant to the candidates' areas of study. Key policy documents are referenced in the *Teaching Studies* courses, such as *Learning for All: A Guide to Effective Assessment and Instruction for all Students, Kindergarten to Grade 12* (2013) and *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Covering Grades 1 to 12* (2010); supporting the development of effective classroom practice, teaching readiness, and professional competencies relevant to the candidates' qualifying divisions (Primary/Junior and/or Junior/Intermediate).

Candidates seeking qualifications in the Junior/Intermediate (J/I) divisions must choose one general education subject as their designated teaching area for the intermediate division. CCRTC offers the following intermediate teachable subjects: English, Geography, Health and Physical Education, History, Mathematics, Music – Vocal, Music – Instrumental, Science – General, or Visual Arts. Due to low enrollment, CCRTC is unable to offer dedicated method courses for these intermediate subjects. As an interim measure, CCRTC requires Junior/Intermediate candidates enrolled in *Teaching Studies 3: Planning for Instruction* to complete a practicum assignment. In this assignment, candidates are expected to collaborate with an associate teacher who specializes in their chosen subject to develop a unit plan for an intermediate grade level (grades 7–10).

The Accreditation Committee observes that numerous course outlines within the Curriculum and Instruction domain require teacher candidates to complete assignments that integrate or frame curriculum, teaching, and learning primarily through a Reformed Christian lens. Candidates also use the Curriculum Assistance to Reformed Education (CARE) conceptual framework documents developed by the League of Canadian Reformed School Societies (LCRSS) to guide their instructional practice during practicum placements within Reformed Christian schools. The CARE frameworks are not issued, nor endorsed by the Ontario Ministry of Education. They are designed to complement the Ontario curriculum by offering subject-specific guidance for grades 1–8 that is grounded in biblical principles and the confessional standards of the Canadian Reformed Churches. During practicum, teacher candidates draw on CARE documents to plan lessons that align with both provincial curriculum expectations and Reformed Christian values, fostering consistency in faith-based educational approaches across all subjects and maintaining a distinctly Reformed identity in pedagogy, content, and classroom culture.

Given that no practicum placements have occurred in publicly funded schools, the Accreditation Committee, finds that there is insufficient evidence to demonstrate that candidates are provided with opportunities to plan, design, and to consider instructional and assessment approaches within diverse, pluralistic educational contexts using the

Ontario curriculum. Additionally, since most *Curriculum Studies* and *Teaching Studies* courses emphasize lesson design, pedagogy, and learner assessment mainly from a biblical perspective, there is limited evidence about how well candidates are prepared to address the Ontario curriculum when provincial expectations differ in part from biblical or Reformed Christian perspectives. The Accreditation Committee finds that insufficient evidence is provided regarding how Primary/Junior and Junior/Intermediate candidates will be prepared to deliver the Ontario curriculum or to adapt their instructional practices to meet the needs of learners in varied educational environments across Ontario's public system.

Further, the Accreditation Committee finds that CCRTC's method for preparing Junior/Intermediate candidates in a general education teachable subject does not comply with accreditation requirements. There is a notable lack of dedicated method courses and thorough subject-specific instruction for each intermediate teachable subject that CCRTC intends to offer. The program's existing emphasis on practicum experience and mentorship does not replace formal coursework in the intermediate method courses that exists in all other accredited programs. As a result, the Accreditation Committee concludes that the program's interim solution does not enable teacher candidates in the Junior/Intermediate cohort to acquire comprehensive curriculum, pedagogical, and assessment knowledge relevant to general education subjects and divisions, particularly in relation to grades 9 and 10.

Consequently, the Accreditation Committee concludes that the program does not enable teacher candidates to acquire the knowledge and skills in *Curriculum Knowledge* - Element 1.

Element 2 – 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

Regulation 347/02, Accreditation of Teacher Education Programs, requires that the program prepares the teacher candidate to use current research in teaching and learning (Regulation 347/02, Schedule 1, Curriculum Knowledge) and that a program prepares the teacher candidate to use educational research and data analysis (Regulation 347/02, Schedule 1, Pedagogical Instructional Strategies Knowledge).

Evidence indicates that candidates are introduced to a variety of research designs, methods, and approaches through the *Introduction to Educational Research* course. Within this course, candidates learn how to design, research, and report on an inquiry topic related to an area of interest within the field of education. Candidates learn how to develop ethical review protocols and how to use data responsibly. Accordingly, candidates are expected to develop and implement survey questions and carry out a site study in their practicum schools, which fosters hands-on experience in data collection and analysis. Course work

samples demonstrate that candidates are able to synthesize educational research, learning theories, classroom observations, and survey data to generate insights that inform future instructional practices.

Further, during practicum placements, candidates are required to demonstrate reflective practice, responsiveness to feedback, and ongoing commitment to professional learning, reinforcing the application of research, inquiry and data analysis in authentic teaching contexts.

Element 2 – Technology as a Teaching Tool

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use technology as a teaching tool (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

Through the *Teaching Studies 2: Technology in the Classroom* course, candidates examine the role of information and communication technology (ICT) in teaching and learning, with additional attention to the integration of technology within a biblical worldview. Course topics enable candidates to critically analyse the role of Artificial Intelligence (AI) within teaching and learning environments, and to explore strategies for leveraging technology to support cross-curricular integration and enhance student learning outcomes. They also receive targeted training in the use of Ontario Ministry-approved platforms, such as D2L Brightspace. In course assignments, candidates demonstrate their understanding of the intersection between technology, pedagogy, and content knowledge as applied to instruction, assessment, content creation, collaboration, and communication. Notably, candidates are required to design a digital lesson plan, record their lesson delivery, and upload it to a shared platform for peer feedback. Further, a component of the course requires that candidates build and refine their digital professional portfolios by using a range of digital platforms and tools to demonstrate their technological proficiency. During practicum, candidates are expected to thoughtfully reflect on their integration of technology into lesson planning and instructional delivery.

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

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use inquiry-based research, data and assessment, and the selection and use of current instructional strategies to support student learning (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The evidence demonstrates that teacher candidates are provided with opportunities to develop and apply informed instructional strategies that address student learning needs. Through the *Teaching Studies 3: Planning for Instruction* course, candidates complete a practicum assignment, which requires them to create a profile for a small group of students,

identifying individual strengths and needs. They collaborate with their associate teachers to discuss learning styles, multiple intelligences, and other relevant factors, informing their instructional decisions to enhance student learning. The class profile assignment serves as a foundation for modifying instruction within lesson plans to support individual learners during practicum placements.

As part of the program requirements, all candidates must document their practical experiences in a practicum logbook. The purpose of the logbook is to assist candidates in becoming reflective and self-directed practitioners who critically assess both educational theories and their own instructional practices to enhance student learning outcomes. Candidates establish and revisit their learning goals throughout their placements, systematically identifying and analyzing elements of the teaching-learning process within classroom and school contexts and observing, recording and reflecting on student learning behaviors and abilities. At the end of the practicum, candidates summarize their learning, develop conclusions and formulate new learning goals for the next practicum.

As part of the practicum evaluation process candidates are expected to submit lesson reflections. In these reflections, candidates analyse the content, delivery, tone, and overall effectiveness of their teaching, and articulate how they address students' academic, emotional, and spiritual well-being. Guided questions encourage candidates to assess their teaching and learning outcomes, and identify areas for future improvement.

Element 4 – Learning and Teaching Methods and Differentiated Instruction

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use learning and teaching theories and methods and differentiated instruction (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

In the *Teaching Studies 3: Planning Instruction* course candidates learn about differentiated instruction and are taught how to design lessons and units that respond to the varied strengths and needs of learners. Candidates are introduced to the Understanding by Design framework and policy documents such as *Learning for All: A Guide to Effective Assessment and Instruction for All Students Kindergarten to Grade 12* (2013) to inform instructional design. Consequently, candidates are expected to collect student data during their practicum and develop learner profiles identifying the unique learning needs of their students. This information is used to inform instructional decisions and applied to lesson/unit revisions to better address and differentiate for the specific learning needs of their students.

The *Learning Theories and Assessment* course introduces teacher candidates to various theories and concepts about teaching and learning. Throughout the course, candidates must describe, analyze, and critique these theories, explicitly relating them to both instructional methods and assessment strategies. Assignments involve creating presentations and sharing insights tied to specific teaching subjects or curriculum

documents. Additionally, candidates engage in reflective practicum assignments, connecting their classroom observations to the theories addressed in coursework. This approach helps candidates grasp how learning and development theories shape their teaching practices and instructional decisions.

The lesson plan template helps candidates with instructional planning and lesson design, offering clear prompts for differentiated instruction. It also references approaches like Understanding by Design and Universal Design for Learning for their consideration.

During the practicum candidates are expected to maintain their practicum logbook to document their insights on the teaching and learning process and reflect critically on their evolving instructional practices. Practicum assessments also include criteria which require candidates to demonstrate their ability to accommodate individual learning needs, modify lessons, and employ a range of instructional and assessment strategies.

Element 5 – Classroom Management and Organization Skills

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes a focus on the development of classroom management and organization skills (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

Teacher candidates are introduced to classroom management planning as part of the *Teaching Studies 1: Introduction to Teaching* course. As a part of the professional portfolio, candidates are required to develop a comprehensive classroom management plan that incorporates essential theoretical concepts from the course. The aim of the assignment is to guide the creation, establishment, and awareness of maintaining of a positive learning environment. Additionally, candidates are expected to include strategies for proactive and effective communication with parents and caregivers.

In the *Teaching Studies 4: Entering the Teaching Profession* course, candidates explore planning and time management and revisit classroom management with greater depth. The course culminates in candidates developing an annual plan for a fictional classroom, using a variety of templates to assist with the process of organizing a school year. The annual plan requires candidates to consider the curriculum for their assigned grade(s) and subjects, while integrating seasonal activities, school cultural events, and cross-curricular learning opportunities into their plans.

During practicum placements, assessment by associate teachers and faculty advisors is guided by the criteria found in the interim and summative evaluation forms. These criteria include upholding ethical standards, fostering mutual respect, establishing a positive learning environment, maintaining consistent classroom routines, managing groups efficiently, and proactively addressing or responding to instances of misbehaviour. Candidates are specifically evaluated on their ability to implement coherent classroom

management strategies that respond to the needs of the class, to create engaging tasks, and to provide constructive feedback to students.

Element 6 – Student Transitions

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes child and adolescent development and student transitions to age 21 and through Kindergarten to Grade 12 (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge) and that a program includes how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship, and the workforce (Regulation 347/02, Schedule 1, The Teaching Context Knowledge)

Element 7 – Information pertaining to Child and adolescent development is addressed in Requirement 11.

The evidence shows that teacher candidates are prepared to address student transitions across K–12 and into post-secondary pathways. The topic of milestones and transitions relevant to K–12 learning is addressed in the *Child Development* course, where candidates examine key developmental stages and learning transitions. In the *Teaching Studies 4: Entering the Teaching Profession* course, candidates explore student transitions and career/life planning using the Ministry of Education’s *Creating Pathways to Success: Policy and Program Requirements Kindergarten to Grade 12* (2013). In the *Special Education* course, candidates complete an assignment that involves analyzing a case study of a student with special needs. They must anticipate the student’s developmental milestones at three, five, and ten years of age, identify critical transition periods, and clearly define both short-term and long-term learning goals, along with a plan to support these goals.

During practicum placements, teacher candidates are assessed on their ability to adjust lesson pacing, manage transitions between learning activities, and oversee class routines and group dynamics.

Element 8 – Student Observation, Assessment and Evaluation

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to use current strategies relating to student observation, assessment and evaluation (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The evidence demonstrates that teacher candidates are prepared to use current strategies relating to student observation, assessment, and evaluation in coursework and practicum. In the *Learning Theories and Assessment* course, candidates develop a broad understanding of learning theories and their practical applications to instruction and assessment, culminating in the creation of an assessment portfolio. The assessment portfolio assignment requires candidates to include evidence of how they engage with provincial

assessment policies and terminology, how they use assessment data to inform instruction, and how they select appropriate assessment to support the learning process. During coursework candidates examine how teaching, learning, and assessment are interconnected. They also acquire skills in establishing learning goals, defining success criteria, and providing effective feedback to students. They implement this learning by creating an assessment task that incorporates both assessment *as* and *for* learning tools. As part of a practicum assignment, candidates are required to collect student data through observation, conversations, and student work products to inform their understanding of the learner and the learning process.

In *Teaching Studies 4: Entering the Teaching Profession*, candidates are assessed on their ability to write a report card for students they observed during a practicum block. They are required to apply the assessment and evaluation standards outlined in the Ontario Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010) document, including the collection of assessment data across subject areas and learning skills.

During practicum, candidates are assessed on their ability to prepare lesson plans that align with the stated learning goals and assessments, to plan a variety of learning tasks, to employ a range of assessment and evaluation strategies, and to provide feedback to students.

Element 9 – Supporting English Language Learners

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education prepares the teacher candidate to teach students whose first language is not the language of instruction, whether English or French (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The evidence indicates that teacher candidates receive preparation to support English Language Learners through several courses and practical experiences. Course content in *Special Education, Language: Reading (Primary/Junior and Junior/Intermediate)*, and *Language: Writing (Primary/Junior and Junior/Intermediate)* addresses topics such as English Language Learners (ELL), English as a Second Language (ESL), and English Language Development (ELD). Instruction includes the stages of second language acquisition—listening, speaking, reading, and writing—along with strategies for identifying and addressing learning gaps, curriculum adaptation via differentiated instruction, and the use of accommodations and modifications. Candidates explore the unique challenges and opportunities facing English Language Learners from kindergarten to grade 10, and engage with Ministry of Education policy documents such as the *STEP: Steps to English Proficiency* (2015).

Practicum assignments require candidates to plan and teach language lessons in their qualifying divisions, which must include considerations and differentiated instruction strategies for students experiencing language gaps, including ELLs.

Element 10 – Pedagogy, Assessment and Evaluation for Specific Curriculum Areas

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

Information pertaining to this element is addressed in Requirement 10.

Element 1 – Supporting Students with Special Education Needs

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the policies, assessments and practices involved in responding to the needs and strengths of all students, including students identified as requiring special education supports (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The evidence demonstrates that the program prepares teacher candidates to support students with special education needs. The *Special Education* course is designed to provide candidates with a foundational understanding of supporting students with special education needs in both Reformed Christian and publicly funded schools. Candidates are expected to articulate biblically informed perspectives on special education, integrate mainstream theories of learning and development, and communicate effectively with parents and educational teams. In coursework candidates are required to demonstrate proficiency in identifying exceptionalities, applying differentiated instruction, and developing, implementing, and assessing Individual Education Plans (IEPs) to address diverse learner needs. Key topics addressed in the course include the historical evolution of special education in Ontario and Christian schools, the categories of exceptionalities recognized by the Ontario Ministry of Education, and current policies regarding identification, placement, and programming for students with special needs, referencing the *Special Education in Ontario: Kindergarten to Grade 12, Policy and Resource Guide* (2017). Candidates are also instructed in practical strategies related to differentiated instruction, accommodation, and modification, as well as the developing an understanding of the critical roles of IEPs, resource teachers, and parent-teacher communication.

Assignments requiring practical application include case studies and book talks addressing learning and behavioural challenges through role play, as well as observation projects assessing students with “non-average” learning profiles during practicum placements, and research presentations on distinctive conditions, syndromes, or disorders that may be encountered in classroom environments. These activities emphasize strategies for supporting students’ educational needs and integrating them into mainstream classrooms, with a focus on collaboration with parents.

During the practicum, candidates conduct an inventory of school protocols, investigating school policies and best practices for supporting students with special education needs and summarize their findings into concise reports. The culminating assignment involves writing

a personal philosophy statement, in which candidates reflect critically on their experiences and aspirations as educators dedicated to fostering inclusion for students with special needs, with a focus on Reformed Christian classroom settings.

The lesson plan template prompts candidates to plan and reflect on teaching practices that address the diverse needs of learners, incorporating differentiated instruction, accommodations, and modifications based on IEPs. Candidates are guided to set clear, learner-centred goals, use varied assessment tools, and foster supportive classroom environments. Further, the practicum assessment criteria require candidates to demonstrate their ability to tailor instruction to individual needs, modify lessons as needed, remain flexible in their teaching, and create a supportive learning environment. A post-lesson activity prompts candidates to evaluate and suggest improvement of strategies to better support exceptional learners.

The Accreditation Committee notes that CCRTC attests that any future candidates assigned to practicum in publicly funded schools would be expected to become familiar with the school board's policies and services related to special education, enabling them to gain practical knowledge about inclusive practices through associate teachers, the special education department, and the school board.

The Teaching Context Knowledge

Element 1 – Mental Health and Well-Being

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes educating teacher candidates in child, youth and parental mental health issues relevant to the elementary and secondary school environment in Ontario (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

Notably, the *Teaching Studies 4: Entering the Teaching Profession* and *Special Education* courses feature content focused on supporting student mental health. In these courses, candidates are assigned readings such as *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013) and a relevant chapter from *Special Education in Ontario Schools* (Bennett, Dworet, Gallagher & Somma, 2019).

A guest speaker in the *Special Education* course shares expertise related to childhood anxiety. One assignment asks candidates to conduct conversations with their associate teacher and school principal regarding the school's practices for serving children identified as requiring special education supports, including those with emotional and psychological needs such as anxiety, stress and depression.

During practicum placements, candidates are assessed in the category of Commitment to Students and Student Learning. This includes explicit expectations for fostering respect and cultivating a positive learning environment for all students.

Element 2 – Standards of Practice and the Ethical Standards

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the College's Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession (Regulation 347/02, Schedule 1, The Teaching Context Knowledge) and that a program includes legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

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

Element 3 – Learning Transitions and Post-Secondary Pathways

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes child and adolescent development and student transitions to age 21 and through Kindergarten to Grade 12 (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge) and that a program includes how to prepare students for learning transitions in a variety of settings and transitions to high school, college, university, apprenticeship, and the workforce (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

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

Element 4 – Ontario Context

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes knowledge of the Ontario context in which elementary and secondary schools operate (Regulation 347/02, Schedule 1, The Teaching Context Knowledge); Indigenous Perspectives, Cultures, Histories and Ways of Knowing; Safe and Accepting Schools/Creation of a Positive School Climate; and Environmental Learning, Ecojustice and Climate Action.

The evidence indicates that CCRTC is taking steps to incorporate Indigenous Perspectives, Cultures, Histories, and Ways of Knowing into their teacher education program. They attest to planning to add a dedicated practicum reflection prompt on the incorporation of Indigenous perspectives and to pursue partnerships with Indigenous educators and Elders. In addition, they have redesigned their *Social Studies, History and Geography* method course, which now introduces teacher candidates to Indigenous perspectives, histories and ways of knowing via course topics, Indigenous-focused resources and assignments that guide the implementation of these perspectives into lesson planning and classroom practice.

However, the Accreditation Committee is unable to confirm inclusion of content and culturally relevant and responsive pedagogy related to Indigenous histories (including present day), cultures, contributions and perspectives. Moreover, no substantial evidence

was provided demonstrating that teacher candidates recognize their responsibility to educate all students in their classrooms about the rich diversity of First Nations, Métis, and Inuit histories, cultures, perspectives and contributions, as well as an awareness of the importance of Indigenous ways of knowing, within the Ontario context in which all students are living and learning⁵.

In terms of the creation of a positive school climate, the evidence indicates that coursework includes respectful engagement with human rights and curriculum expectations in acknowledging the Ontario Human Rights Code and prepares candidates to meet legal and professional standards in supporting the dignity and well-being of all students. Course assignments in *Schooling, Government, and Society* require candidates to observe and assess how their placement school supports the Safe Schools Act and other legal obligations. Case studies on practical accommodations for religious diversity and cases involving failure to respect students' racial and ethnic identities are included. Other assignments include designing a field trip informed by class discussions and readings on negligence, duty of care, and risk management. During practicum, candidates are assessed on their Commitment to Students and Student Learning, focusing on ethical standards, rapport, and fostering a positive learning environment.

CCRTC reports an intent to support teacher candidates in placements in publicly funded schools and is initiating connections with a local Catholic school board. As yet, there is no available evidence for the Accreditation Committee to confirm the extent to which candidates will gain sufficient experience outside of Reformed Christian schools, nor can the committee confirm the program's adherence to providing practical experience in the Ontario context in an environment based on the principles of inclusive education: "Ontario's education system, at all levels, must respect diversity, promote inclusive education, and work towards identifying and eliminating barriers to equal treatment in education that limit the ability of students to learn, grow, and contribute to society. Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they *need to be successful, competitive, and productive members of society*"⁶. The Accreditation Committee notes that CCRTC asserts that if a teacher candidate chooses to pursue a role in the public education system as their place of employment, it is the responsibility of the local school and school board to develop the teacher's knowledge of the Ontario context and orient them to local complexities, with the New Teacher Induction Program (NTIP) serving as one of the available tools.

CCRTC attests that environmental learning, ecojustice, and climate action content is addressed in the *Science and Technology* and *Social Studies, History, and Geography*

⁵ [Accreditation Resource Guide](#)

⁶ [Program Planning](#) – Front matter content applicable to all Ontario curriculum documents, Grades 1 to 12. Educators must consider this information to guide the implementation of curriculum and in creating the environment in which it is taught. Extracted December 2025.

courses. However, due to insufficient evidence in these course outlines, the Committee is unable to confirm that this content is substantially addressed.

The Accreditation Committee notes that CCRTC is making efforts to incorporate knowledge of the Ontario context into its courses, assignments and practicum experiences. Nonetheless, existing coursework and practicum placements are predominantly structured around a Reformed Christian perspective when framing learning and its application to teaching practice.

The Accreditation Committee recognises CCRTC's intent to prepare teacher candidates for Ontario classrooms by incorporating Indigenous content, environmental education, and an understanding of human rights and safe school legislation into its program. As these programmatic elements continue to evolve, current documentation regarding their influence on candidate learning, perspectives, and teaching practices—especially in relation to Indigenous perspectives, environmental learning, ecojustice, and climate action—is still limited. Furthermore, since the program is in the early stages of establishing partnerships and practicum placements within publicly funded schools, the Accreditation Committee cannot yet confirm that candidates have attained a comprehensive understanding of the broader Ontario educational context in which elementary and secondary schools operate.

As a result, the Accreditation Committee concludes that the program does not enable teacher candidates to acquire the knowledge and skills in *Teaching Context Knowledge* - Element 4.

Element 5 – Education Law and Legislation

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes the College's Standards of Practice for the Teaching Profession and Ethical Standards for the Teaching Profession (Regulation 347/02, Schedule 1, The Teaching Context Knowledge) and that a program includes Ontario education law and related legislation, occupational health and safety legislation and legislation governing the regulation of the teaching profession in Ontario and the professional obligations of members of the College (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

Information pertaining to this element is addressed in Requirement 11.

Element 6 – Professional Relationships

Regulation 347/02, Accreditation of Teacher Education Programs, requires that a program of professional education includes 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 (Regulation 347/02, Schedule 1, The Teaching Context Knowledge).

The evidence indicates that the program provides clear expectations and multiple opportunities for teacher candidates to develop and demonstrate professional relationships in coursework and during their practicum placements. Program materials articulate standards for professionalism during practicum placements and in public contexts, requiring candidates to uphold the Ontario College of Teachers' *Ethical Standards* and *Standards of Practice for the Teaching Profession*. Professional conduct is also contextualized within Reformed Christian school settings, emphasizing the importance of supporting the spiritual well-being of students, colleagues, and the broader school community.

In the *Teaching Studies 4: Entering the Teaching Profession* course, candidates are expected to collaborate with all school stakeholders, prepare report cards and comments in line with professional standards, and participate in parent/teacher conferences. The inclusion of mock parent/teacher conferences and opportunities to collect student achievement data and draft report cards during practicum placements provide practical skill development in maintaining professional relationships with parents and students.

As part of the program, candidates must also complete practicum logbooks during their placements. These logbooks are used to demonstrate Christian vocational professionalism, maintain high standards in writing, respect the dignity and reputation of all school staff, and uphold confidentiality. Throughout the practicum, candidates are assessed on their professionalism and commitment to student learning, with a key focus on professional conduct that aligns with Reformed Christian values, respecting all staff members, and building positive relationships with students.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 3.1 is not substantially satisfied.

Reasons for Conclusion

Curriculum Knowledge - Element 1

Given that the current program requires teacher candidates to complete their practicums exclusively in Reformed Christian schools, with assessment focused on their ability to integrate biblical perspectives into lesson and unit planning, the Accreditation Committee finds that there are insufficient opportunities for candidates to gain experience within Ontario's broader public education system. The emphasis on lesson design, pedagogy, and learner assessment through a biblical lens in most *Curriculum Studies* and *Teaching Studies* courses results in a lack of evidence showing how candidates are prepared to address the Ontario curriculum when provincial expectations differ in part from biblical or Reformed Christian viewpoints.

Furthermore, due to the absence of dedicated method courses and subject-specific instruction for each intermediate general education subject for candidates seeking Junior/Intermediate qualifications, the program's current approach does not offer adequate opportunities for teacher candidates to acquire comprehensive curriculum, pedagogical, and assessment knowledge relevant to general education subjects and divisions, particularly in relation to grades 9 and 10.

Given that the program does not adequately prepare Primary/Junior and Junior/Intermediate candidates to deliver the Ontario curriculum or adapt their teaching practices to reflect the diversity of educational settings across Ontario's public system, nor does it provide adequate preparation for candidates seeking qualifications in the Junior/Intermediate divisions in their chosen general education teaching subject for the intermediate grades, this element is not substantially satisfied.

Curriculum knowledge is germane to teaching in the Ontario context and is a tenet of the Ontario College of Teachers Standards of Practice for the Teaching Profession. This is a cornerstone to effective teaching practice as an Ontario Certified Teacher. Noncompliance with this critical element impacts other accreditation requirements because a wide knowledge base is not established in the divisions and components of the program.

Pedagogical and Instructional Strategies Knowledge - Element 9: reported in Requirement 10

Teaching Context Knowledge – Element 4

The Accreditation Committee concludes that while CCRTC acknowledges the importance of topics relevant to the broader Ontario context in preparing teacher candidates for placements in both publicly funded and Reformed Christian schools, candidates are required to interpret and assess foundational documents governing Ontario teacher education and examine topics such as Indigenous perspectives, histories and ways of knowing, as well as environmental learning, ecojustice and climate justice primarily from a Reformed Christian perspective.

Additionally, concerns persist regarding CCRTC's stance that publicly funded school boards should bear responsibility for ensuring the program's candidates are adequately prepared for Ontario's educational context. As discussions about possible practicum placements with the Hamilton-Wentworth Catholic District School Board remain preliminary, it is uncertain when candidates will have the chance to undertake practicum experiences in inclusive elementary and secondary settings with diverse student populations. Given that CCRTC's current placements are restricted to Reformed Christian schools sharing similar demographics, values, and perspectives, the Accreditation Committee cannot confirm that candidates receive sufficient exposure to Ontario's broader public education system and this element is not substantially satisfied.

Knowledge of the Ontario context in which elementary and secondary schools operate is germane to teaching in the province as a regulated professional. This is a cornerstone to effective teaching practice as an Ontario Certified Teacher. Noncompliance with this critical element impacts other accreditation requirements.

In carrying out its object to accredit professional teacher education programs offered by post-secondary educational institutions, the Ontario College of Teachers has a duty to serve and protect the public interest, which includes ensuring that teacher candidates will be prepared for Ontario's diverse education system. There is insufficient evidence to determine the manner in which teacher candidates will integrate their educational training—through the Reformed Christian worldview and identity—within the diverse educational settings of Ontario's public education system.

CCRTC affirms that its conceptual framework (Requirement 2) will not change, leaving the Accreditation Committee unable to determine how the program's mission and conceptual framework could be broadened to prepare teacher candidates for diverse, publicly funded school environments. Practicum opportunities in publicly funded schools, supervised by licensed Ontario Certified Teachers, remain contingent on a formal agreement with a school board, which has not yet been secured. This creates uncertainty about candidates' exposure to varied teaching contexts.

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 demonstrating that the program reviewed is current, references the Ontario curriculum, includes the application of current research in teacher education, and represents a wide knowledge base in the divisions and components of the program are reported in Requirement 3.1.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 4 is not substantially 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 program reviewed includes foundation and method courses, however the program's course content is primarily informed by a Reformed Christian worldview, with secular theories and resources adapted to align with this perspective rather than the broader Ontario educational context. Coursework requires teacher candidates to integrate knowledge shaped by a Reformed Christian lens and to apply these insights within practical experiences situated in Reformed Christian schools.

The four compulsory *Religious Studies* courses, intended to equip teacher candidates for roles in Reformed Christian schools account for three credits in each of the four semesters. This mandatory course content may restrict the program's capacity to prepare candidates for teaching within the wider Ontario educational context.

Theory, Method and Foundation Courses

The program's courses are organized into four distinct domains of learning: Foundations, Curriculum and Instruction, Practica, and Professional Portfolio. The Professional Portfolio is developed incrementally throughout the four semesters of the program. Each domain comprises several course groups, each with a specific focus and set of learning outcomes.

Within the Foundations domain, candidates must complete courses in three main groups: *Religious Studies*, *Education Studies*, and *Studies in Educational Psychology*:

The four *Religious Studies* courses are: *Bible Study: Survey of Old & New Testament 1*; *Bible Study: Survey of Old & New Testament 2*; *Church History: From Revolution to the Present*; and *Church History: From Pentecost to the 19th Century*. These courses provide a comprehensive overview of biblical content and church history, with a focus on the development of contextual understanding relevant to Reformed Christian education.

The five *Education Studies* courses are: *Foundations of Education*; *Foundations of Curriculum*; *Introduction to Educational Research Part 1*; *History of Education*; and *Schooling, Government and Society*. These courses are designed to support teacher candidates in developing a foundational understanding of the nature and purpose of education.

The three *Studies in Educational Psychology* courses are: *Child Development*; *Special Education*; and *Learning Theories and Assessment*. These courses are foundational to teacher candidates acquiring knowledge to address a range of learner needs and assessment practices.

The teaching method courses from the Curriculum and Instruction domain are described in Requirement 10.

Application of Theory in Practice

The Foundations domain is structured to build candidates' theoretical understanding and support their development as educators. Courses in this domain are designed to bridge theory and practice, preparing teacher candidates for practicum placements and fostering reflective practice to connect coursework with classroom experience. Each course group within the Foundations domain specifies learning outcomes tied to practical application in school settings.

Religious Studies courses provide a comprehensive grounding in biblical content and church history, aiming to develop contextual understanding relevant to Reformed Christian education. Candidates examine the integration of scripture, Reformed Confessions, and liturgy into professional practice, and are guided in implementing biblical teachings in Reformed Christian schools through reflective and narrative methodologies. Assignments require candidates to develop lesson plans aligned with the Curriculum Assistance for Reformed Educators (CARE) conceptual framework, using reflective practice and mentorship from associate teachers to foster a “Christian” approach to education.

Education Studies courses introduce philosophical, historical, and societal dimensions of education, emphasizing curriculum perspectives, educational research, and the interplay between schooling and government. Through a Reformed Christian lens, candidates critically analyze various curriculum perspectives, assess the contribution of Reformed education on secular society, and conduct educational research. In the *History of Education* course, candidates are expected to articulate a personal philosophy of education, making connections between educational theorists and their personal beliefs, often rooted in Reformed Christian doctrine.

The *Foundations of Curriculum* course introduces teacher candidates to a range of curriculum orientations, including progressivism, reconstructionism, perennialism, essentialism, and Indigenous pedagogies, with emphasis on their philosophical foundations and practical applications. Candidates assess curricula in Ontario and other jurisdictions for their relevance and compatibility with Reformed Christian education, while identifying adaptations needed for publicly funded school contexts. Practicum assignments within Reformed Christian school placements further require candidates to interview school leaders and observe curriculum implementation in practice. The *Introduction to Education Research* course equips candidates with foundational research skills, emphasizing the connection between theory and teaching practice. Candidates learn to formulate inquiry questions, conduct literature reviews, and pursue research relevant to real-world school settings, considering both secular and Reformed Christian educational theories. Assignments and practicum activities are designed to apply research findings to classroom challenges, such as supporting student self-regulation and mental health.

The *Studies in Educational Psychology* feature three courses focused on foundational theories and research concerning physical, cognitive, and psycho-social development. Through the *Child Development*, *Special Education*, and *Learning Theories and Assessment* courses, teacher candidates engage with learning theories and key principles of child development, with a particular focus on their application within Reformed Christian education. These courses also include opportunities for candidates to explore educational practices for supporting students with special education needs. Collectively, the courses are designed to link assignments to practice-based tasks and classroom-based experiences encountered during teaching placements. In the ***Child Development*** course, candidates conduct classroom observations during practicum placements. This assignment requires collecting observational data on student behaviour in instructional and non-instructional settings, analysing results through the lens of developmental theories, and reflecting on how these findings impact future teaching practice. The ***Special Education*** course requires candidates to investigate a particular condition, syndrome, or disorder that might be found in a classroom. They create a presentation explaining how the child's learning could be impacted and suggest strategies to support the child's educational needs, including ways to integrate the child in mainstream classrooms. In the ***Learning Theories and Assessment*** course, candidates explore both the theoretical and practical aspects of teaching, learning, and assessment. Coursework includes a review of behaviorist, cognitive, and constructivist learning theories, with analysis of their application within classroom contexts. These theories are examined from a biblical perspective, emphasizing the belief that each child is uniquely created by God.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 5 is substantially, but not fully satisfied.

Reasons for Conclusion

While the program provides many opportunities for candidates to apply theory in practice within Reformed Christian school contexts, the integration of Ontario public education perspectives and inclusive professional standards is limited. The Accreditation Committee finds that the program's theoretical and practical approaches remain strongly oriented toward Reformed Christian education, with insufficient evidence of connections between research-informed educational theory and practice in diverse educational environments that exist across the province, beyond the Reformed Christian schools.

Setting out Conditions

Fully satisfying Requirement 5 for the program is contingent upon CCRTC submitting evidence acceptable to the Accreditation Committee that the method and foundation courses offered in the program include content relevant to the Ontario public education

system and includes appropriate provision for the application of theory in practice in education settings beyond Reformed Christian schools.

For example, CCRTC could provide evidence such as:

- Mandatory foundation course(s) with content relevant to the Ontario public education system, and/or
- Course content pertaining to the Ontario public education context infused in all existing foundation courses; and
- Course content and assignments that enable candidates to develop a more balanced approach to making connections between research-informed theory and practice in inclusive education contexts, beyond Reformed Christian schools; and
- Authentic opportunities to apply theory in practice and reflect on that implementation to inform future practice in publicly funded education settings.

Once CCRTC provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 5 will be fully satisfied for the program.

Requirement 6

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

Findings

The evidence indicates that the program's format and structure are closely aligned with course content designed for a Reformed Christian context. This is evident in the inclusion of four mandatory *Religious Studies* courses—one in each academic semester—which ground teacher preparation in Reformed Christian values and perspectives as well as affirming Covenant Canadian Reformed Teachers College's (CCRTC) mission framework that it “strives to be the definitive source for Reformed teacher training”. This approach is further reflected in the organization of coursework, readings, and assignments, all of which center on preparing teacher candidates to teach in Reformed Christian schools where the lesson/unit planning templates consistently prompt candidates to integrate a Reformed Christian worldview. The program's professional portfolio requirement is introduced in the first semester of the program and candidates use it to document their development as Reformed Christian educators over the length of the program.

The proposed consecutive program with areas of study in the Primary/Junior (P/J) and Junior/Intermediate (J/I) divisions spans four academic semesters, following a fall/winter, fall/winter schedule. Each semester is organized so that the practicum component occurs around the midpoint of coursework. Before each practicum, candidates engage in coursework, including readings and assignments where instructors introduce instructional concepts, pedagogical strategies and relevant curriculum and resources to support their preparation for Reformed Christian classroom contexts. Following each practicum, candidates resume coursework where they debrief their practical experiences with opportunities to reflect on and make connections between coursework and teaching practice.

The *Curriculum Studies*, the *Studies in Educational Psychology*, and the *Teaching Studies* course series all contain content and assignments intended to support teacher candidates in developing subject-specific content knowledge and pedagogical strategies for classroom application mainly through a Reformed Christian lens. These courses include activities for candidates to explore and use classroom management methods, design lessons and assessments, plan and teach instructional units, and observe students in classrooms to gather information about student learning.

Teacher candidates have a scaffolded approach to planning through increasingly comprehensive lesson plan templates such that they develop full unit plans by the final semester of the program. The comprehensive unit planning assignment templates provide prompts for curriculum expectations, lesson topics, and big ideas, guiding assessment and planning for differentiated instruction, accommodations, materials and resources. Unit plan

assignment descriptions often remind candidates that they are expected to integrate biblical principles throughout the entire unit design process.

CCRTC delivers its program in Hamilton, Ontario, with all coursework conducted in person. Due to limited enrollment, Primary/Junior (P/J) and Junior/Intermediate (J/I) teacher candidates frequently attend shared classes. CCRTC policy specifies that a minimum of five candidates per divisional cohort is necessary for separate course offerings; otherwise, combined classes are provided with differentiated readings and assignments aligned with the respective qualifying divisions. The program's small cohort sizes foster a seminar-style learning environment which encourages active participation.

Each academic semester at CCRTC is composed of six courses, with each course assigned a value of 3.0 credits. Each course requires three hours of class contact time per week; these are generally scheduled as two 90-minute sessions distributed over an 11-week semester. As a result, each 3.0 credit course includes approximately 33 hours of direct classroom instruction. Teacher candidates are expected to complete 36 credits during their first year of the program, followed by another 36 credits in the second year. In total, the program requires candidates to obtain 72 credits including four *Religious Studies* courses and a *French as a Second Language* course (totalling 15 credits) that are not part of any focus or teachable subject area. These components of the program do not correspond with the Ontario curriculum nor do they serve to satisfy any of the accreditation requirements of O.Reg. 347/02 Accreditation of Teacher Education Programs.

In addition to coursework, the program includes four practicum placements scheduled in each semester of the program. Candidates are required to undertake increased teaching responsibilities with each successive practicum. By the third practicum block, all candidates are expected to progressively take on more teaching responsibilities from the first to the fourth week and design and deliver a unit. By the third practicum block, the P/J candidates are expected to teach all core curriculum subjects and J/I candidates are expected to teach within their designated teaching subject area for the intermediate division.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 6 is substantially, but not fully satisfied.

Reasons for Conclusion

While the program's format and structure enable candidates to participate in coursework and practicum experiences that support the incremental development of their instructional and assessment planning knowledge and skills in relation to relevant curriculum and resources, this preparation is currently limited to the Reformed Christian context.

Setting Out Conditions

Fully satisfying Requirement 6 for the program is contingent upon CCRTC submitting evidence acceptable to the Accreditation Committee that its format and structure are appropriate for the course content and suitable for preparing teacher candidates to meet the curricular and professional expectations of Ontario Certified Teachers in Ontario's publicly funded school settings. This may include adapting or repurposing mandatory courses and credits to reflect the needs of a wider range of educational environments.

For example, CCRTC could provide evidence such as:

- A revised format and structure, that balances courses/course credits and practicum experiences that would sufficiently prepare teacher candidates to teach in both Ontario's diverse public education system and in the Reformed Christian context
- Revised practicum placement expectations for all teacher candidates that comply with regulatory requirements set out in subparagraph 2v of subsection 1(2) and subsection (2) of O. Reg 347/02 Accreditation of Teacher Education Programs
- Revised program requirements with consideration to broadening the expectations of the professional portfolio to include preparation to teach in diverse educational settings in Ontario, including teaching in publicly funded schools.

Once CCRTC provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 6 will be fully satisfied for the program.

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 program reviewed.

To be eligible for graduation from the program, candidates are required to maintain an overall academic average of at least 70% (B). Candidates whose performance falls below this standard will have their academic progress reviewed and may be placed on probation. A minimum average of 70% (B) is also necessary in practicum placements to remain eligible for participation in the field experience component of the program.

Formative feedback is embedded throughout coursework, allowing teacher candidates to submit assignments for initial review, receive constructive input, and revise their submissions before final evaluation. In courses such as the *Introduction to Educational Research*, candidates receive iterative feedback during check-in points with the instructor as they collaboratively develop and present research findings. Instructor's summative assessments feature descriptive feedback, including clear learning goals, success criteria, and rubrics aligned with provincial achievement categories, alongside anecdotal comments on strengths, which collectively inform candidates of their ongoing progress.

Assessment tasks such as a video analysis assignment and the practicum portfolio provide teacher candidates with structured opportunities to assess their instructional practices and engage in reflective learning. The video analysis fosters self-awareness and peer feedback through recorded teaching segments, while the portfolio documents growth across practicum experiences and informs the summative evaluation.

During practicum blocks, associate teachers assess teacher candidates and offer feedback on their overall growth throughout the placement. Associate teachers review candidate's daily lessons, observe their teaching, and provide constructive and descriptive feedback. Teacher candidates are expected to incorporate associate teacher feedback into lesson revisions and future lessons. Midway through the practicum placement, both the candidate and associate teacher complete an interim assessment report, followed by a collaborative discussion. At the conclusion of the practicum, the final evaluation report indicates performance across core competencies and provides a final rating (C to A+), highlighting strengths and areas for improvement.

The Accreditation Committee observes that all practicums take place solely in Reformed Christian schools, where candidates are generally supervised and assessed by educators who are by and large, not licensed as Ontario Certified Teachers and who have limited public-school experience. Therefore, the Committee cannot confirm if feedback provided in

such a specific environment aligns with accepted assessment practices identified in Ontario Ministry of Education policy documents pertaining to assessment and evaluation⁷.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 7 is not substantially satisfied.

Reasons for Conclusion

CCRTC affirms that its conceptual framework (Requirement 2) will not change, leaving the Accreditation Committee unable to determine how the program's mission and conceptual framework could be broadened to prepare teacher candidates for diverse, publicly funded school environments. Practicum opportunities in publicly funded schools remain contingent on a formal agreement with a school board, which has not yet been secured. This creates uncertainty about candidates' exposure to varied teaching and learning contexts. Further, this limits the ability for teacher candidates to be assessed and informed of their progress on an ongoing basis by Ontario Certified Teachers who are familiar with acceptable provincial assessment and evaluation practices.

As part of its mandate to accredit professional teacher education programs provided by post-secondary educational institutions, the Ontario College of Teachers is obligated to serve and protect the public interest. This responsibility includes ensuring that teacher candidates are adequately prepared for Ontario's diverse education system. Currently, there is insufficient evidence regarding how teacher candidates whose educational training and feedback are primarily influenced by a Reformed Christian worldview and identity will integrate these perspectives within the varied settings of Ontario's public education system.

The Accreditation finds that CCRTC's position that publicly funded schools or boards should bear primary responsibility for preparing candidates for the Ontario teaching context conflicts with program obligations under Ontario Regulation 347/02.

⁷ [Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12. 2010](#)

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 does not substantiate that all components of the practicum requirement are addressed in the program reviewed.

A minimum of 80 days of practical experience, appropriate to the format and structure of the program

The evidence indicates that by the end of the program, candidates in the Primary/Junior (P/J) and Junior/Intermediate (J/I) cohorts complete a total of 90 days of practicum, scheduled over two academic years in four discrete blocks. The practicum blocks occur at the mid-point of each semester and are organized as follows:

- Year 1: Fall Semester – 20 days
- Year 1: Winter Semester – 25 days
- Year 2: Fall Semester – 20 days
- Year 2: Winter Semester – 25 days

This focus on practical experience reflects the format and structure of CCRTC's program to facilitate the integration of theory and practice, primarily within the Reformed Christian school context. The practicum coordinator maintains detailed records of candidate placements, including location, grade level, associate teacher assignment, and number of days, ensuring accountability for practicum duration. Missed practicum days are expected

to be made up in coordination with the associate teacher, faculty advisor and the practicum coordinator.

Observation and practice teaching in instructional settings that use the Ontario curriculum

The evidence reviewed shows that teacher candidates are placed exclusively in Reformed Christian schools in the existing program, with documentation indicating that 19 out of 20 such schools use the Ontario curriculum. CCRTC states that in the proposed program, candidates planning to teach in Reformed Christian schools will be required to complete at least one practicum block in a publicly funded school, and three practicum blocks in Reformed Christian schools. Candidates intending to take on teaching roles in publicly funded schools, will be encouraged to undertake at least one practicum block in an independent Reformed Christian school, and three practicum blocks in publicly funded schools.

While the Hamilton-Wentworth Catholic District School Board (HWCDSD) has expressed openness to continued discussions with CCRTC regarding future placements, the absence of confirmed agreements precludes verification that teacher candidates will have access to practicum placements in publicly funded school settings. Furthermore, while most Reformed Christian schools report adherence to the Ontario curriculum, many schools employ subject-specific Curriculum Assistance to Reformed Education (CARE) conceptual framework documents, which may diverge from the Ministry of Education curriculum policy documents. This situation raises concerns about consistency with provincial standards and the implications that observation and practicum experiences in these contexts may have on teacher candidates' developing instructional practices.

Each division and at least one of the subject areas of the program that are relevant to the student

Placement data for Primary/Junior (P/J) candidates demonstrates compliance with the requirement for practicum experiences in each qualifying division, with candidates completing placements in both primary and junior classrooms. CCRTC has articulated plans to expand placement options to include kindergarten settings and to recruit associate teachers accordingly. In contrast, Junior/Intermediate (J/I) candidate placement records indicate variability, with some candidates not completing practicum blocks in each qualifying division. Notably, certain Junior/Intermediate candidates were placed in Senior grades or across multiple grade levels (grades 9-12). Furthermore, practicum data regarding teaching assignments associated with the candidate's intermediate teachable subject could not be verified.

The Accreditation Committee finds that placements for Junior/Intermediate candidates are either unsuitable or unverified, resulting in non-compliance with Requirement 8. Primary/Junior candidates generally meet division requirements.

An experienced teacher supervises and assesses

The evidence provided indicates that there are inconsistencies in the supervision of teacher candidates by experienced Ontario Certified Teachers (OCTs). Of the nine candidate placement data reviewed, only two were supervised by an experienced OCT for all their practicum blocks, while five were supervised by an OCT for a single practicum placement. Documentation articulates the role of associate teachers, which includes supporting candidate development, monitoring progress, and conducting interim and final evaluations across four core competencies: Planning and Preparation, Instruction, Commitment to Students and Student Learning, and Professionalism in Learning Communities. While CCRTC expresses an intent to increase placements with OCTs and pursue formal arrangements with publicly funded school boards, current practicum data does not substantiate consistent supervision by OCTs as required by regulation.

Faculty advisor

A faculty advisor (practicum supervisor) is assigned to each teacher candidate who is responsible for evaluation and support throughout the practicum. Faculty advisors conduct at least one onsite visit per practicum block, observe classroom teaching, assess key competencies, and consult with associate teachers regarding candidate progress. Following each practicum, advisors lead evaluation conferences with the teacher candidate, drawing upon associate teacher feedback and the candidate's practicum portfolio, which includes lesson plans, reflections, logbooks, assessment reports, and self-assessment materials. The result is a final practicum summary report prepared and filed by the faculty advisor. CCRTC designates various faculty members as advisors throughout the program enabling candidates to benefit from a variety of mentorship experiences. In general, faculty advisors provide academic oversight, promote reflective practice, and ensure consistency in evaluation protocols. Evidence indicates that faculty advisors also offer timely interventions for candidates at risk of failure, including additional onsite visits and collaborative problem-solving.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 8 is not substantially satisfied.

Reasons for Conclusion

The four-block practicum structure exceeds the minimum 80 days of practicum required and demonstrates intentional scheduling to foster the connection between theory and practice. However, the absence of confirmed partnership agreements with publicly funded school boards and the lack of consistent practicum placements in school settings where candidates are supervised and assessed by Ontario Certified Teachers represent significant gaps in compliance. The use of the Ontario curriculum is not consistently verified in all

practicum settings, especially where subject-specific CARE Conceptual Frameworks are employed. While most Primary/Junior candidates have placements in each division, the practicum data shows that Junior/Intermediate candidates do not consistently meet the requirement for placements in both qualifying divisions and in their intermediate teachable subject.

While CCRTC plans to establish program requirements regarding the number of practicum placements in publicly funded schools, this criterion should be uniformly applied rather than tailored to individual candidates' employment objectives. CCRTC is responsible for setting and enforcing a standard practicum requirement for all teacher candidates, as graduation from an accredited Ontario program confers licensure and professional designation from the Ontario College of Teachers. Finally, while faculty advisors offer comprehensive support and oversight, the regulatory requirement for supervision by experienced Ontario Certified Teachers is not met for all candidates.

Requirement 9

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

Findings

The evidence indicates that teacher candidates at Covenant Canadian Reformed Teachers College (CCRTC) are required to successfully complete all program components, including a minimum of 90 days of practicum, to fulfill their requirements for graduation and degree conferral.

The program employs a structured evaluation process, with associate teachers providing a professional judgment rating, which is then converted to a numerical grade by the faculty advisor in accordance with CCRTC's assessment and evaluation guidelines. A minimum average of 70% in the practicum component is required for successful completion, and candidates at risk of failing receive tailored support plans including additional mentoring, targeted skill-building, increased communication, and structured review meetings.

However, the Accreditation Committee notes that while a remediation process is in place for candidates at risk, there is insufficient evidence regarding the specific measures taken when a candidate fails a practicum, particularly when a candidate achieves less than 70% on the final evaluation. No formal policy addressing failed practicum and its impact on program completion was provided. Additionally, there is no confirmation of a process for reporting successful program completion contingent on the successful completion of all practicums.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 9 is substantially, but not fully satisfied.

Reasons for Conclusion

While the program includes the minimum number of practicum days required for the successful completion of the program, no evidence was provided regarding the practicum evaluation protocols to determine final grades or the remediation processes for candidates at-risk of failing a practicum. As such, the Accreditation Committee is unable to confirm the minimum grade threshold for successful completion of each practicum. The absence of a clear policy and process for failed practicums leaves a gap in compliance with Requirement 9.

Setting out Conditions

Fully satisfying Requirement 9 for the program is contingent upon CCRTC submitting evidence acceptable to the Accreditation Committee that a minimum grade threshold is required for each practicum, and that they have clear policies regarding specific measures and procedures in the event of a failed practicum, including the impact on successful program completion and the process for reporting to the Ontario College of Teachers.

For example, CCRTC could provide evidence such as:

- Confirmation of the minimum grade threshold for successful completion of each practicum (rather than a minimum average)
- A policy that outlines specific measures taken when a candidate fails a practicum
- Confirmation of a process for reporting to the College successful program completion contingent on successful completion of the practicums.

Once CCRTC provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 9 will be fully satisfied for the program.

Requirement 10

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

Findings

Based on the information provided, the Accreditation Committee finds that Covenant Canadian Reformed Teacher College (CCRTC) does not adequately provide Junior/Intermediate teacher candidates with comprehensive curriculum, pedagogical, and assessment knowledge across the six content areas of the Ontario curriculum, nor in their chosen intermediate teachable subject area, especially regarding grades 9 and 10.

The Accreditation Committee also notes that the Curriculum Assistance to Reformed Education (CARE) conceptual framework documents⁸, which guide practice in Reformed Christian schools where practicum placements occur, do not align with Ontario Ministry of Education standards related to inclusion, equity, or the expectations of the Ontario curriculum. Given that in this program, lesson design, pedagogy, and learner assessment are expected to be approached through a biblical lens across all teaching subjects, the Committee is unable to confirm how teacher candidates in both the Primary/Junior (P/J) and Junior/Intermediate (J/I) divisions are being prepared to address the Ontario curriculum when conflicts occur between provincial expectations and biblical or Reformed Christian viewpoints regarding teaching subjects. Further, the Committee questions how the method courses can be appropriate in the relation to the divisional requirements (primary, junior and intermediate) when biblical viewpoints contradict Ontario Curriculum content and expectations, specifically in science and technology, health and physical education and social studies content areas.

The evidence regarding the Primary/Junior (P/J) and Junior/Intermediate (J/I) divisions indicates that teacher candidates undertake method courses reflecting the six content areas of the Ontario curriculum: Language, Mathematics, Science and Technology, Health and Physical Education, Social Studies and the Arts. The method courses comprise the Curriculum and Instruction domain, which are organized into two course groups: *Curriculum Studies* and *Teaching Studies*. Both P/J and J/I teacher candidates take these courses together, with assignments tailored to the candidates' respective qualifying divisions.

⁸ The Curriculum Assistance to Reformed Education (CARE) conceptual framework documents, developed by the League of Canadian Reformed School Societies (LCRSS), serve as foundational guides for integrating a distinctly Reformed Christian worldview into classroom instruction across Ontario's Reformed Christian schools. These frameworks are designed to complement the Ontario Curriculum by providing subject-specific guidance (Grades 1–8) that aligns with biblical principles and the confessional standards of the Canadian Reformed Churches. Teachers use CARE documents to plan lessons that reflect both provincial expectations and Reformed Christian values; ensure consistency in faith-based educational approaches across subjects; and maintain a Reformed identity in pedagogy, content, and classroom culture.

The method courses offered within *Curriculum Studies* are: *Language: Writing; Mathematics; Health & Physical Education; Science and Technology; Social Studies, History and Geography; and The Arts (dance, drama, music, visual arts)*. Additionally, each divisional cohort has a dedicated reading course (*Language: Reading, P/J only and Language: Reading J/I only*). These courses develop teacher candidates' foundational subject knowledge, practical skills, and ability to apply the Ontario curriculum when planning lessons and units. Teacher candidates develop knowledge and skills in designing, planning, and implementing instructional and assessment strategies appropriate for their qualifying divisions. Primary/Junior (P/J) candidates gain experience in creating lessons and units suited for grades 1–6, while Junior/Intermediate (J/I) candidates focus on planning, instruction and assessment for grades 4–8.

In the *Language: Writing* course, candidates present mini lessons on specific writing traits or genres, tailored to the grade level and student needs within their respective qualifying divisions. In *Science and Technology*, candidates build instructional units that incorporate a variety of assessment tasks for a selected grade. In the *Arts* course candidates complete four modules; each focused on a specific arts strand. After each modules, candidates design and deliver a micro-teaching lesson aligned with the Ontario Arts curriculum and their qualifying divisions. In *Social Studies, History and Geography*, candidates are introduced to general curriculum concepts, including inquiry pedagogy in social studies, historical and geographic thinking. Through dedicated class sessions, they engage with both the *Ontario Social Studies Curriculum* for grades 1-6 and the *History and Geography curriculum* for grades 7 and 8, culminating in the development of a mini-inquiry unit suitable to the candidates' qualifying divisions.

The P/J *Language: Reading* course is structured to address the Language curriculum, with a focus on strategies for fostering reading development and literacy among children. The initial portion of the course covers content and curriculum expectations relevant to the primary division (grades 1-3), including topics pertaining to early literacy. After completing the practicum block, candidates proceed to the second half of the course, which concentrates on content, literacy strategies, and curriculum applicable to the junior division (grades 4-6). The J/I *Language: Reading* course is organized according to the four strands outlined in *The Ontario Curriculum, Grades 1-8: Language* (2023), with particular emphasis on curriculum expectations for grades 4 through 8. For the culminating assignment, candidates are required to develop a novel study unit tailored to a specific grade within these levels.

The Accreditation Committee acknowledges CCRTC's intention to integrate *The Kindergarten Program* (2016) into the *Curriculum Studies* and *Teaching Studies* courses for the **Primary/Junior** candidates. CCRTC has developed a kindergarten resource document to support course instructors and teacher candidates in the understanding and implementation of the kindergarten program in various courses.

The Accreditation Committee also notes that while the program references the Ontario curriculum for grades 9 and 10 in some *Curriculum Studies* course outlines (e.g., *Science and*

Technology), there is insufficient evidence that **Junior/Intermediate** candidates are provided with substantive opportunities to plan lessons or units across the six content areas of the Ontario curriculum for grades 9 and 10. There are no dedicated assignments, instructional sessions, or assessment tasks requiring engagement with the grades 9 and 10 curriculum content. As such, preparation for teaching at these grade levels is limited.

The evidence indicates that CCRTC intends to offer the following **general education subjects** for the intermediate division: English, Geography, Health and Physical Education, History, Mathematics, Music - Vocal and Music - Instrumental, Science - General, and Visual Arts. Candidates qualifying for the Junior/Intermediate divisions are expected to declare their teachable subject area as part of CCRTC's admission process. Due to low enrolment, CCRTC does not offer dedicated method courses for the intermediate teaching subjects. As a temporary solution, CCRTC plans to integrate subject-specific assignments within the *Teaching Studies 3: Planning for Instruction* course for intermediate general education subjects. Accordingly, in preparation for practicum placements at the intermediate level, candidates will be required to select a course from the Ministry of Education website that aligns with their chosen teachable subject. They will then collaborate with an associate teacher to design a unit for grade 7, 8, 9, or 10 classrooms. While this approach facilitates the application of Understanding by Design principles throughout each phase of unit planning and instruction for relevant teaching subjects, the Accreditation Committee finds that this does not substantially satisfy Requirement 10, which stipulates that teaching method courses must be appropriate for the divisions to which they relate. Moreover, the Committee concludes that assignments cannot substitute for the dedicated method courses or subject-specific instruction established in other accredited programs within Ontario.

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

Element 9 – Pedagogical Instructional Strategies Knowledge

An accredited program of professional education must include pedagogy and the assessment and evaluation of learning in the relevant areas of study in relation to specific curriculum subjects (Regulation 347/02, Schedule 1, Pedagogical and Instructional Strategies Knowledge).

The evidence indicates that while the *Curriculum Studies* courses focus specifically on the six content areas of the Ontario curriculum relevant to the candidate's qualifying divisions, the program's *Teaching Studies* courses more broadly focus on pedagogy, assessment, and evaluation, and are designed to support the ongoing development of effective teaching practice. These courses comprise of *Teaching Studies 1: Introduction to Teaching; Teaching Studies 2: Technology in the Classroom; Teaching Studies 3: Planning for Instruction; and Teaching Studies 4: Entering the Teaching Profession*.

In the *Introduction to Teaching* course, teacher candidates are introduced to curriculum design and the use of Ontario Ministry of Education documents, in support of lesson planning, assessment, and the integration of educational theory and practice in a Reformed Christian context. Lesson plan templates guide the candidates' planning for teaching, learning, and assessment. The *Technology in the Classroom* course requires candidates to develop digital lesson plans and reflect on technology's role in supporting pedagogy, assessment and differentiation. In the *Planning for Instruction* course, candidates integrate their faith commitment into both the process and the product of unit design, while incorporating Universal Design for Learning (UDL), Differentiated Instruction (DI), and Understanding by Design (UbD) to inform instruction and assessment planning, and guide lesson revisions. The *Entering the Teaching Profession* course includes a report card assignment that emphasizes understanding and applying the assessment and evaluation standards set out in *Ontario Ministry of Education, Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Grades 1-12 (2010)* by collecting student learning data during practicum and communicating findings professionally.

Evidence from practicum assignments and assessment tools—such as the interim assessment report and final evaluation report—shows that candidates are expected to present subject matter from a Reformed Christian perspective and integrate biblical values when completing practicum placements in Reformed Christian schools. Furthermore, they must demonstrate an understanding of curriculum expectations as well as the ability to plan and implement instructional and assessment strategies that address individual learning needs.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 10 is not substantially satisfied.

Reasons for Conclusion

While the program offers method courses and assignments aligned with the Ontario curriculum for grades 1–8, there is insufficient emphasis on grades 9 and 10 within the *Curriculum Studies* courses for Junior/Intermediate candidates relevant to the six content areas of the Ontario curriculum. Moreover, CCRTC does not offer specific method courses or subject-focused instruction for Junior/Intermediate teacher candidates seeking qualification in their chosen intermediate general education subject. The Committee finds there is insufficient preparation and opportunities in coursework for J/I candidates to acquire comprehensive curriculum, pedagogical, and assessment knowledge specific to their general education subject in the intermediate division, especially in relation to grades 9 and 10.

Furthermore, the practice of framing teaching subjects, lesson design and pedagogy through a biblical or Reformed Christian perspective also raises questions about

consistency with Ontario Ministry of Education standards and the Ontario curriculum expectations, particularly when faith-based perspectives conflict in part with provincial expectations. Considering that practicum placements are presently limited to Reformed Christian schools and explicit preparation for teaching in publicly funded schools is minimal, the Accreditation Committee finds that Requirement 10 is substantially not 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 course content of the program reviewed is primarily informed by a Reformed Christian worldview, with secular theories and resources adapted to align with this perspective rather than the broader Ontario educational context. Coursework requires teacher candidates to integrate knowledge shaped by a Reformed Christian lens and to apply these insights within practical experiences situated in Reformed Christian schools.

Human Development and Learning

Within the Foundations domain, candidates must complete three courses in *Studies in Educational Psychology (Child Development; Special Education; and Learning Theories and Assessment)*. Educational theories presented in these foundational courses are often examined from a biblical perspective, emphasizing the belief that each child is uniquely created by God.

In the *Child Development* course, candidates explore major developmental theorists such as Piaget, Vygotsky, and Erikson through a faith-based lens to understand physical, cognitive, and psychosocial growth from infancy through adolescence. Candidates complete assignments that connect theory to classroom practice, including observations during practicum that link student behaviour to developmental stages. Required readings, seminars, and guest speakers support candidates in recognizing how social contexts influence development.

The *Special Education* course provides opportunities for candidates to explore theories of learning and development to understand how differentiated instruction, accommodations, and modifications support students with diverse needs. Candidates complete observation-based assignments that connect classroom experiences to developmental theory, encouraging reflection on how individual strengths and areas for growth influence student learning across different age groups and grade levels.

Legislation and Government Policies

The Foundation domain also includes five *Education Studies* courses (*Foundations of Education; Foundations of Curriculum; Introduction to Educational Research Part 1; History of Education; and Schooling, Government and Society*). These courses are designed to support teacher candidates in developing a foundational understanding of the nature and purpose of education.

Education law, legislation and government policies are addressed in the *Schooling, Government and Society* foundation course. The course provides teacher candidates with an understanding of the role of teachers in the Ontario context from a Reformed Christian perspective, as well as the legal and political structures of education in Ontario. Candidates are expected to engage critically with the professional, ethical, and legal responsibilities of teachers as outlined in key legislative and regulatory frameworks, including the *Education Act*, the *Ontario College of Teachers Act*, the Ontario College of Teachers' *Foundations of Professional Practice*, the *Child and Family Services Act*, and the *Ontario Human Rights Code*. Course sessions address topics such as the role of the Ontario College of Teachers and teacher federations, safe classrooms and schools, and teachers as careful and prudent parents. Sessions are aligned with chapters of the required text, *Professionalism, Law and the Ontario Educator* (Kitchen & Bellini, 2023).

Course assignments involve planning and reflection tasks that develop candidates' understanding of legal responsibilities and safe learning environments. Candidates complete a field trip plan demonstrating risk management and duty of care, and a practicum reflection linking school practices to legislation such as the *Safe Schools Act*. Required readings and policy documents support candidates in applying legal and ethical principles to real-world educational contexts, culminating in a final exam that assesses their comprehension of Ontario's professional standards.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 11 is substantially, but not fully satisfied.

Reasons for Conclusion

CCRTC affirms that its conceptual framework (Requirement 2) will not change, leaving the Accreditation Committee unable to determine the extent to which the program's mission and conceptual framework influence course content pertaining to human development and learning and education legislation. Given the specific focus and goal of CCRTC to prepare teacher candidates for the Reformed Christian context, the Accreditation Committee is unable to confirm whether there is provision for additional course content that will make explicit provision for the explicit application of human development theory and legislation and government policies relevant to Ontario's diverse educational environments within publicly funded schools.

Further, the Accreditation Committee finds that the program's design (Requirement 3) is predominantly influenced by Reformed Christian scholarship, with the curriculum orientation, content, readings, and resources, as well as secular theories, primarily presented from a Reformed Christian perspective. The Committee finds that the evidence does not clearly demonstrate how extensive or wide-ranging the research is when

considered from a secular perspective nor does it show how the program's design is consistent with current educational theories within the broader teaching context.

As part of its mandate to accredit professional teacher education programs provided by post-secondary educational institutions, the Ontario College of Teachers is obligated to serve and protect the public interest. This responsibility includes ensuring that teacher candidates are adequately prepared for Ontario's diverse education system. Currently, there is insufficient evidence regarding how teacher candidates whose educational training is primarily influenced by a Reformed Christian worldview and identity will integrate these perspectives within the varied settings of Ontario's public education system.

Setting out Conditions

Fully satisfying Requirement 11 for the program is contingent upon CCRTC submitting evidence acceptable to the Accreditation Committee that the foundation courses relevant to human development and education law include content relevant to the Ontario public education system and includes appropriate provision for the application of theory in practice in education settings beyond Reformed Christian schools.

For example, CCRTC could provide evidence such as:

- Mandatory course content relevant to human development and learning examined from multiple perspectives, and not solely from a faith-based lens; and
- Course content and assignments that enable candidates to develop a more balanced approach to making connections between research-informed theory and practice in diverse education contexts, beyond Reformed Christian schools; and
- Authentic opportunities for candidates to consider secular theories and perspectives reflective of the broader Ontario educational context.
- Authentic opportunities for candidates to integrate knowledge and develop insights within practical experiences in publicly funded schools, including opportunities to reflect on future teaching practice in these settings

Once CCRTC provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 11 will be fully satisfied for the program.

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 hiring practices at Covenant Canadian Reformed Teachers College (CCRTC) require faculty to be members of a Reformed Christian church, with job postings advertised exclusively in Reformed Christian publications, local Reformed Christian churches and schools, and CCRTC newsletters and website. Applicants must be communicant members of either a Canadian Reformed Church or a church within the federation of Canadian Reformed Churches. Successful candidates are required to sign a Memorandum of Agreement (MOA) affirming accord with CCRTC's mission and philosophy and to fulfill their professional duties in accordance with the institution's confessional standards. The MOA also requires the faculty member to inform CCRTC if they are no longer able to support its mission and purpose.

The Accreditation Committee observes that requiring faculty to be communicant members of either a Canadian Reformed Church or a church within the federation of Canadian Reformed Churches limits the pool of eligible candidates. This restrictive approach raises concerns regarding inclusivity and the ability to recruit faculty with diverse backgrounds reflective of Ontario's educational landscape and expertise, particularly in areas relevant to Ontario's publicly funded education system and curriculum. The Accreditation Committee notes that CCRTC's faculty hiring practice does not sufficiently demonstrate the breadth of divisional and subject-specific expertise necessary for the program's intended offerings.

Academic Qualifications

Evidence shows that CCRTC employs 11 instructors, comprising five full-time lecturers and six adjunct or sessional instructors. Among the full-time faculty, three hold doctoral degrees (PhD or EdD), while two hold Master's degrees, with one currently pursuing a PhD. The adjunct and sessional faculty offer a range of qualifications, including Master's degrees, Bachelor of Education degrees, and Diplomas of Education.

Experience in the Field of Education

The evidence indicates that full-time faculty members have accrued between 9 and 30+ years of experience in independent Reformed Christian elementary and/or secondary schools, serving in roles such as teachers, vice-principals and/or principals. Only three full-time faculty and three adjunct/sessional instructors are Ontario Certified Teachers (OCTs). There is no evidence of any faculty members having taught in Ontario's publicly funded

education system nor does the experience reported sufficiently reflect current teaching practices related to equity, diversity, inclusion, accessibility, anti-Black racism, hate, intolerance, and other educational priorities in Ontario.

Expertise in the Divisions and Components of the Program

Documentation indicates that of the six instructors who are Ontario Certified Teachers (OCTs), each have qualifications in at least two divisions. Specifically, one instructor holds qualifications in both the primary and junior divisions, including visual arts; three instructors are qualified in the junior and intermediate divisions, with intermediate history as their teachable subject; and two instructors hold qualifications for both the intermediate and senior divisions, with science and health and physical education as the teachable subjects for these divisions. The Accreditation Committee finds that the faculty composition does not sufficiently demonstrate subject expertise across all general education subjects proposed for the intermediate division by CCRTC, specifically in English, geography, mathematics, and vocal and instrumental music. The Committee also notes that having only one OCT who is qualified in the primary and junior divisions is insufficient for delivering a program for those areas of study.

Regarding other components of the program, full time and adjunct/sessional faculty members bring experiences from other education contexts, namely Reformed Christian schools and research backgrounds. Research interests and contributions of the faculty members include areas such as artificial intelligence and professional identity formation, restorative practices, faith integration into curriculum, the use of coding in mathematics, narrative and arts-informed inquiry and the history of Reformed Christian education.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 12 is not substantially satisfied.

Reasons for Conclusion

While CCRTC faculty hold advanced degrees and extensive teaching experience within independent Reformed Christian schools, there is insufficient evidence of experience and expertise within Ontario's publicly funded education system, in all required divisions, including the intermediate general education subjects. Further, the Accreditation Committee concludes that restrictive hiring practices limit the institution's ability to recruit faculty with broader educational and subject expertise.

Requirement 13

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

Findings

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

Covenant Canadian Reformed Teachers College (CCRTC) adheres to formal privacy policies based on principles of the Freedom of Information and Protection of Privacy Act (FIPPA), Personal Health Information Protection Act (PHIPA) and Personal Information Protection and Electronic Documents Act (PIPEDA). CCRTC complies with FIPPA in handling educational, financial, medical, and identifying information.

Alongside formal privacy policies, CCRTC has implemented three key internal policies, with supporting procedures and guidelines, to ensure that the integrity of teacher candidate records is maintained. The secure collection, use and storage of personal information and images is enforced through these policies. The *Student Records and Privacy of Information Policy* states that CCRTC maintains, secures and preserves student records and achievement data. Under this policy, access to records is limited to authorized staff and disclosures are limited to legal requirements, written consent or verification of registration or graduation status. CCRTC's *Records and Information Management Policy* includes internal controls and secure storage protocols for personal, academic, financial, and institutional records. Records are backed up regularly, maintained as mandated by governing legislation, and securely disposed. Access is restricted, and privacy is maintained across all formats, including physical archives and secure servers. The *Security Incident Management Policy* outlines procedures for safeguarding personal data, including secure storage, restricted access, off-site backups, and documented disposal protocols.

Transcripts are actively maintained on-site up to three years after a teacher candidate leaves CCRTC and are then transferred to CCRTC archives. Copies of a transcript will be released upon request by the teacher candidate or alumna/alumnus for up to 25 years after leaving CCRTC. Records are kept for a minimum of 75 years and will be shredded in a secure manner.

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

Following a recommendation from the Postsecondary Education Quality Assessment Board (PEQAB), CCRTC formed an Academic Council consisting of faculty and student representatives. The Council is dedicated to academic governance and the implementation of recommendations from the Teacher Education Advisory Committee (TEAC) as well as other quality assurance mechanisms. Currently, this existing TEAC has no representation beyond faith-based associations from within the Reformed Christian community.

CCRTC is committed to continuous program improvement through regular faculty meetings held throughout the year. These meetings contribute to program improvement through the discussion of contemporary issues, such as the implications of artificial intelligence (AI) for academic integrity and instruction. Faculty are kept informed of curriculum and policy changes using a notification system and leveraging connections with other private educational institutions.

CCRTC's Quality Assurance Policy mandates a formal review of the Bachelor of Education program every seven years. The Quality Assessment Committee (QAC) oversees this process, which includes a program self-study that evaluates alignment with Degree-Level Expectations (DLEs), performance data, and reliability of data sources. The self-study incorporates feedback from faculty, teacher candidates, the TEAC, and the Academic Program Committee (APC). The APC, a standing committee of the Board of Governors, assists in setting academic programs and policies and conducts a survey among supporting Reformed Christian schools every five years to inform program improvement. Survey questions assess how well graduates exemplify the Profile of a Reformed Teacher Candidate and meet emerging educational needs, such as supporting diverse and exceptional learners. Another function of the APC is to conduct classroom visits in Reformed Christian schools. APC members observe practicum classrooms to evaluate **overall lesson quality**, instructional practices, student engagement, content delivery, and the integration of Reformed and biblical perspectives. The resulting reports **from these visits** are reviewed by the Principal of the Program and are subsequently shared with faculty and discussed at APC meetings to inform ongoing program improvements.

Teacher candidate feedback is another mechanism to inform program improvements. The feedback is formally sought through anonymous course evaluations at the conclusion of each semester, the results of which are shared with instructors to inform syllabus revisions. This feedback has resulted in a shift in assignment structure to improve workload management and readiness for daily teaching.

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 program reviewed has a Teacher Education Advisory Committee (TEAC) that functions in an advisory and liaison capacity in relation to the program.

The TEAC at Covenant Canadian Reformed Teachers College (CCRTC) functions as an advisory body to the Board regarding the implementation and delivery of the pre-service teacher education program. It also facilitates communication between CCRTC and its stakeholders. The TEAC's responsibilities include reviewing curriculum documents and course materials for relevance and currency, recommending modifications to program content that address the needs of Reformed Christian schools, and identifying emerging educational trends and shifts in competencies needed for candidates entering the teaching profession.

TEAC membership consists of the Principal/CEO of the program, Academic Dean, Chair of the Academic Council, a representative from the League of Canadian Reformed School Societies (LCRSS), the Chair and Liaison of the Academic Program Committee (APC), CCRTC alumni, a member from another faculty of education, Education Committee members and principals from partnering Reformed Christian schools, a teacher candidate nominated by the Student Council, a Convenor and a Chairman. No representation currently exists from publicly-funded school personnel.

TEAC meetings are held two times per year, in June and in August. Discussion topics have included English Language Learner (ELL) support, new course development, academic integrity and artificial intelligence (AI), updates to TEAC governance documents, and alumni feedback mechanisms.

Conclusion

Based on the information provided, the Accreditation Committee finds that Requirement 15 is substantially, but not fully satisfied.

Reasons for Conclusion

Given that a formal agreement with a publicly funded school board remains unconfirmed, the Accreditation Committee is unable to confirm that their TEAC will include a representative from a publicly funded school board. Further, accredited programs in the province include representation from Ministry of Education personnel and education

partners from the publicly funded sector. The Accreditation Committee observes that this existing TEAC has no representation beyond faith-based associations from within the Reformed Christian community and questions the diversity of input that can be provided.

Setting out Conditions

Fully satisfying Requirement 15 is contingent upon CCRTC submitting evidence acceptable to the Accreditation Committee.

For example, CCRTC could provide evidence of:

- An updated list of TEAC members demonstrating:
 - representation from publicly funded school board(s)
 - representation from Ontario Ministry of Education personnel
 - representation from education partners beyond faith-based associations from within the Reformed Christian community
 - representation from alumni employed in publicly-funded schools who bring a broadened perspective to the advisory committee

Once CCRTC provides information that the Accreditation Committee finds to be acceptable evidence, Requirement 15 will be fully satisfied for the program.

Decision of the Accreditation Committee

For the reasons set out above, the Accreditation Committee concludes that the consecutive program of professional education with areas of study in the primary/junior and junior/intermediate divisions offered by Covenant Canadian Reformed Teachers College:

- fully satisfies Requirements 13 and 14
- substantially, but does not fully satisfy Requirements 5, 6, 9, 11 and 15
- does not substantially satisfy Requirements 1, 1.1, 2, 3, 3.1 (4), 7, 8, 10 and 12

as stated in Ontario Regulation 347/02, Accreditation of Teacher Education Programs for accreditation.

The Accreditation Committee finds that Requirements 1.1, 2, 3, 3.1 (4), 7, 8, 10, 12 are not substantially satisfied. The Accreditation Committee finds that the program does not satisfy the requirements for accreditation and denies initial accreditation of the program (O.Reg. 347/02, s. 14 (1)).

The Accreditation Committee further finds that, as a result of the denial, and due to the reciprocal nature of the ministerial consent outlined in Requirement 1 regarding Covenant Canadian Reformed Teachers College's status as a permitted institution, Requirement 1 is not substantially satisfied.

Accreditation Committee
Ontario College of Teachers
January 14, 2026