

**COMITÉ D'AGRÉMENT  
DES PROGRAMMES DE FORMATION À L'ENSEIGNEMENT (CAPFE)**

*Courtesy translation*

**2008-2009 Annual Report**

**Highlights**

## Overview from the President

In 2008-2009, besides the tasks related to its mission, members of the Comité d'agrément des programmes de formation à l'enseignement (CAPFE) focused on the following three strategic aspects of teacher education: the recognition of the teaching experience of students enrolled in vocational training programs, the evaluation of professional competencies and follow-up visits after accreditation has been granted.

CAPFE's position with respect to the recognition of teaching experience (see page 15 for details) was discussed by the Table MELS-Universities. As a result, a working subcommittee was created to examine this strategic issue. The expected results (i.e. the development of a common framework) should make it possible to achieve the objective, frequently advocated by CAPFE, of harmonizing university practices in this regard, notably by defining evaluation criteria to be used by all universities to assess teaching experiences.

The teacher education programs, which were developed in accordance with the reference framework of 12 core competencies and accredited by the Minister of Education, Recreation and Sports, have been in place since 2001. CAPFE has noted that the schools and universities are managing effectively with these new programs, but that they still face certain difficulties, such as the program-based approach and the evaluation of professional competencies. The latter issue is of particular concern to CAPFE, which wants to institute a procedure for assessing the effectiveness of teacher education in 2009-2010.

In closing, I wish to reiterate that CAPFE's mission requires a great deal of time and commitment. This year again, all the members have clearly demonstrated that the quality of teacher education is an issue close to their hearts. They attended CAPFE meetings regularly and, through their varied and complementary expertise, contributed greatly to discussions on the accreditation of teacher education programs and the development of the professionalization of teaching in Québec.

It should also be noted that CAPFE discussions were characterized by mutual respect between universities and schools.

The periodic participation of the representative of the Ministère de l'Éducation, du Loisir et du Sport in CAPFE meetings should also be mentioned given that he was able to provide up-to-date information on issues related to teacher education, notably with regard to the new French-language test, labour mobility and the Agreement on Internal Trade. His participation also gives CAPFE the opportunities to express its concerns to him.

Lastly, I would like to mention CAPFE's ongoing cooperation with the Association des doyens, doyennes et directeurs, directrices pour l'étude et la recherche en éducation du Québec (ADEREQ) over the last year.

## **The activities of the Comité d'agrément des programmes de formation à l'enseignement in 2008-2009**

### **Summary**

In 2008-2009, CAPFE held six meetings, during which it recommended accreditation of a new master's program, qualifying path, renewed accreditation of five programs and approved 44 modifications to as many programs.

In addition, it made two site visits to follow up on teacher education programs and took a position with respect to the second practicum within a teacher education program, which are carried out in agencies or under programs offering services to the Montréal community, and the fourth practicum carried out outside Québec. It also clarified its 2007 decision with respect to the recognition of teaching experience for students in the teacher education program in vocational education.

Over the last year, the committee, building on the work it undertook with the universities in 2007-2008, continued to examine certain aspects of teacher education, such as the program-based approach, development and evaluation of teachers' professional competencies and field training. In conjunction with two school boards, the committee organized two daylong workshops on the challenges of teacher training.

CAPFE has also begun updating the reference framework and the terms and conditions for the second round of follow-up visits, which will begin in winter 2010.

Initiatives have also been taken with university and school partners to replace a member who resigned and to renew the mandate of two members. The secretary-coordinator's position also had to be filled.

Lastly, the visual presentation of CAPFE's Web site has been revised in order to bring it into line with government standards. At the same time, the site's content was reviewed and updated.

## **Accreditation of and modifications to teacher education programs**

A chronic shortage of secondary school teachers in Mathematics, Science and Technology and French, Language of Instruction has been reported by MELS regional offices in the Laval, Laurentides, Lanaudière and Montérégie regions. Furthermore, the Université de Montréal and the Université du Québec à Montréal experienced difficulties recruiting enough students to fill the quota set for the bachelor program.

Given these circumstances, these universities took the opportunity to diversify the education paths leading to qualification and to improve the training of future secondary school teachers, while avoiding the competition that would have been harmful to both institutions: they therefore suggested to CAPFE a joint master's of education program in secondary education.

After working with university representatives to explore the question of the support and supervision of students during field experiences, CAPFE recommended to the Minister that a master's of education program in secondary education (Mathematics, Science and Technology and French, Language of Instruction profiles) be field-tested and offered jointly by the Université de Montréal and the Université du Québec à Montréal.

The authorization to field-test this program is valid until September 1, 2010. The universities will have to submit an implementation report by March 15, 2010 and, in May 2010, CAPFE will make a follow-up visit to meet with the program directors, professors and a few students.

The report and the meeting will focus on the following:

- A description of the indicators of professional competency development as well as an assessment of their implementation
- Strategies for supervising educators and students
- The adjustment process aimed at improving the program
- A description of the means developed and put in place to take into account the subject-related needs of students at enrollment as well as their specific needs as practising teachers

- The inclusion of professional competencies in all the course outlines as well as the learning evaluation methods related to the corresponding competencies

The joint master's of education program in secondary education is the only new program that was suggested to CAPFE. However, the universities submitted 44 requests for modifications to accredited programs.

The tables below provide data on program accreditation and the modifications made to programs in 2008-2009.

### Some figures

<b>Accreditation of teacher education programs</b>	
<b>Overview</b>	
<b>Number of start-ups authorized without accreditation</b>	<b>0</b>
<b>Number of new accredited programs</b>	<b>1</b>
<b>Number of programs whose accreditation was renewed</b>	<b>5</b>
<b>Number of modifications approved for accredited programs</b>	<b>44</b>
<b>TOTAL</b>	<b>50</b>

<b>Accreditation of teacher education programs by university</b>				
<b>University</b>	<b>Start-ups authorized without accreditation  (new programs)</b>	<b>New accredited programs</b>	<b>Programs whose accreditation was renewed</b>	<b>Modifications to accredited programs</b>
<b>Bishop's University</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Concordia University</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Université Laval</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>McGill University</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Université de Montréal</b>		<b>1<sup>1</sup></b>	<b>0</b>	<b>3</b>
<b>Université du Québec en Abitibi- Témiscamingue</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Université du Québec à Chicoutimi</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
<b>Université du Québec à Montréal</b>	<b>0</b>	<b>1<sup>1</sup></b>	<b>4</b>	<b>5</b>
<b>Université du Québec en Outaouais</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Université du Québec à Rimouski</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>Université du Québec à Trois- Rivières</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
<b>Université de Sherbrooke</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>16</b>
<b>Total</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>44</b>

<sup>1</sup> Limited authorization of field-testing of a program offered jointly by these two universities

Accreditation of teacher education programs				
By exit profile				
Exit profile	Provisional start-up authorization  (new programs)	New accredited programs	Programs whose accreditation was renewed	Modification to accredited programs
Preschool and Elementary Education			1	6
Secondary Education		1 <sup>2</sup>	2	15
Teaching of a Second Language				5
Physical and Health Education			1	4
Arts Education				4
Special Education			1	5
Vocational Education				5
<b>Total</b>		<b>1</b>	<b>5</b>	<b>44</b>

The list of accredited programs, by university and exit profile, can be consulted on the CAPFE Web site ([www.mels.gouv.qc.ca/capfe/](http://www.mels.gouv.qc.ca/capfe/)).

### Follow-up visits

Université du Québec à Montréal

In February 2007, during a follow-up visit to the Université du Québec à Montréal (UQAM), CAPFE renewed the accreditation of seven teacher education programs and extended the accreditation of four other programs until December 2008.

<sup>2</sup> A joint program of the Université de Montréal and UQAM

The renewal came with a requirement to submit, by October 31, 2008, a report of work undertaken, as well as an action plan and a timetable for implementing CAPFE's recommendations, which deal mainly with follow-up mechanisms for the development of professional competencies as well as the description of evaluation measures in all the course outlines. The action plan and the timetable were to be applied to all the teacher education programs.

UQAM submitted the required documents and, in December 2008, after another follow-up visit, CAPFE extended the accreditation for three of these programs: the Baccalauréat en intervention de l'activité physique, profil enseignement en éducation physique et à la santé (bachelor of education in physical activity, physical education and health teaching profile) until December 31, 2009; the Baccalauréat en enseignement en adaptation scolaire et sociale (bachelor of education in special education and social education); and the Bachelor of Education in Preschool and Elementary Education program until the next follow-up visit.

In May 2009, the university produced other documents for the Bachelor of Education in Secondary Education. After analyzing these, CAPFE recommended to the Minister that the Bachelor of Education in Secondary Education be granted provisional accreditation under certain conditions.

#### Université de Sherbrooke

In May 2009, CAPFE visited the university for the purpose of accrediting its master's of education in secondary education, qualifying path (MESE-QP). Note that this program is offered only through distance education.

It should be remembered that there was a shortage of teachers in 2006 and that the Minister of Education, Recreation and Sports temporarily modified the entrance requirements for the teaching profession in order to remedy the situation.

The faculty of education of the Université de Sherbrooke therefore developed programs that were consistent with the new training goals and on CAPFE's recommendation, in March 2008, the Minister of Education, Recreation and Sports authorized field-testing of the MESE-QP.

In May 2009, CAPFE conducted a follow-up visit for the accreditation of the master's of education in secondary education, in order to acquaint itself with the

report requested of the university when the Minister authorized the field-testing of the program in March 2008.

CAPFE members were fully satisfied with the presentation of the various steps involved in developing and implementing this program and the answers provided by the program directors.

They noted that the master's program is consistent with the ministerial orientations published in 2001 and that it is designed to develop students' professional competencies. In addition, they recognized the highly innovative nature of this master's program, the support of senior university officials, the enthusiasm and commitment of the program directors, which prompted the subject-specific faculties to take part in the project, the fact that the work was completed under a very tight deadline and the significant contribution of this program to the professionalization of teaching.

Consequently, accreditation of this program was granted until January 1, 2012. Graduates of the MESE-QP program will therefore receive a teaching license at the end of their training.

The conditions for accreditation are the following:

- CAPFE has asked the Université de Sherbrooke to continue to document implementation of this program and to produce data on the program's effectiveness in developing student competencies and on the academic, administrative and technological support provided during the program.
- CAPFE would like the university to develop indicators of the success of program implementation and of the difficulties encountered. For example, these indicators could refer to pass rates, student retention rates in the programs, students' course averages, the time taken to answer students' questions, the number of activities involving presentation software, etc.
- CAPFE has asked the university to submit an implementation report by October 1, 2011 and, in December 2011, CAPFE will conduct a site visit to meet with program directors, university and school instructors as well as graduates of this program.
- During this site visit, CAPFE would like to focus on the following aspects:

- The indicators of the success of program implementation and of the difficulties encountered
- Methods used to supervise field-testing
- Supervision of practicums in remote regions and the implementation of mechanisms that ensure the objectivity of the guidance and supervision provided
- The various scenarios implemented to create real contacts among students and between students and their instructors
- The use of university and school resources in the program
- The pedagogical strategies and techniques used to ensure competency development
- Methods for evaluating mastery of professional competencies
- The role of mentors and the agreements reached with the school boards to support students
- The means used to provide trainees with pedagogical models

In addition, CAPFE indicated that on this occasion it will meet with the directors of the MESE-QP program, university and school instructors and graduates of this program.

### **Revision of the reference framework and administration of follow-up visits**

After conducting an initial round of follow-up visits between 2004 and 2007 and examining the relevant issues with universities and schools in 2007 and 2008, CAPFE was able to identify concrete courses of action<sup>3</sup> that could be undertaken by universities and school boards to train the next generation of teachers so that they can acquire the expected competencies.

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<sup>3</sup> The challenges and possible courses of action are outlined in CAPFE's *Rapport annuel 2007-2008 sur l'état des besoins en formation à l'enseignement*. The report may be consulted at: [http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/RapportAnnuel2007-2008\\_CAPFE.pdf](http://www.mels.gouv.qc.ca/sections/publications/publications/EPEPS/RapportAnnuel2007-2008_CAPFE.pdf)

With this in mind, a document will be produced for the purpose of outlining the conditions and issues that CAPFE will examine in the second round of visits, which will begin in 2010.

The primary objective of this document, which will be distributed in the winter of 2010, is to precisely describe the framework for these visits and to provide universities with useful information for preparing for the follow-up visits.

In the upcoming visits, CAPFE will try to understand how each university goes about ensuring its students develop professional competencies.

CAPFE will make a point of asking universities the following questions:

- How are the competencies understood by the different university stakeholders?
- What methods have been implemented to meaningfully contribute to their development?
- How will the competencies be evaluated and what indicators will make it possible to determine achievement of a professional competency?

CAPFE will want to examine the consistency between the courses and the teaching experiences.

It will also try to examine the relevance of the subject-related training offered to future teachers.

Lastly, CAPFE could meet with people who are concerned with and supervise the professional integration of graduates, as well as the different stakeholders involved in hiring, guiding and supervising new teachers.

### **Orientations for developing teacher education programs**

In light of requests made by some universities, CAPFE was able to define new orientations for the development of teacher education programs.

#### **Fourth practicum abroad**

CAPFE has always had a favourable view of field experiences carried out abroad since they enable students to develop several professional competencies.

Nevertheless, it was of the opinion that the third practicum was the one best suited to such an experience. Since all the professional competencies come into play during the last practicum, it is felt that trainees will receive better supervision from both universities and schools during a field experience carried out in Québec.

However, following discussions held in a February 2009 meeting further to a request from a Montréal university, CAPFE is of the opinion that the universities could permit their students to complete their fourth field experiences abroad provided the practicums are properly supervised and meet the following criteria:

The student authorized to carry out such a practicum has a superior academic record.

The student's overall academic record (including the first three practicums) shows that he or she has mastered the professional competencies in all four categories.

The host school's supervisory capacity, both with regard to the associate teacher and the supervisor, is equivalent to that of the student's university.

Local supervision will be complemented by remote supervision provided by a resource person at the student's university.

The student must be able to film his/her lessons and send the videos to his/her supervisor in Québec for feedback.

The curriculum offered in the host country should be somewhat similar to the Québec Education Program.

After completing the fourth practicum abroad, the university will ask the student to take part in a comprehensive activity that will require him/her to prepare a portfolio that attests to his/her acquisition of the 12 professional teaching competencies.

The university must clarify the minimum performance standards for the practicum. The conditions under which students must redo the practicum in Québec or may withdraw from it as well as the conditions under which they are deemed to have failed the practicum will be specified.

The university must verify such requirements as liability insurance and health insurance.

### **Second practicum in agencies or under programs offering services to the Montréal community**

CAPFE also granted a request to carry out the second practicum in a teaching education program within agencies or under programs providing services to the Montréal community. CAPFE felt that the diversification of practicum locations and contexts provided the variety of learning settings that help foster the acquisition of professional competencies.

This opportunity will first be offered to students on an experimental basis under certain conditions. Thus, the university will have to assign a different practicum code in order to distinguish it from the regular second practicum, and it must not authorize students who do such a practicum to carry out their fourth field experience abroad.

In addition, before these practicums can be offered, the university will have to submit to CAPFE a document that provides the following information:

- The procedures that will be implemented to ensure and evaluate competency development
- The supervisory mechanism and the type of supervision offered to students
- The type of work required of students

### **Recognition of teaching experience in vocational training**

Lastly, having been informed that practices with respect to the recognition of teaching experience, particularly in vocational training, varied greatly from one university to the next, in November 2008 and in April 2009, CAPFE's president wrote to all the universities offering teacher education programs.

He indicated that CAPFE was not opposed in principle to the recognition of teaching experience for students in that program. However, he wanted to know the criteria used by universities to establish equivalencies for practicum activities.

After examining the documents produced by the universities, CAPFE concluded that it should maintain the position it took in 2007. Without wanting to encourage this practice, it agrees that universities be able to grant equivalencies for the first and second practicums.

However, in order to guarantee the quality of students' training, CAPFE considers it a good idea to identify the guidelines that the universities should include in their practices.

CAPFE considers that equivalencies should be granted only upon completion of an activity that permits observation and analysis of the competencies acquired by the student, and not simply on the basis of number of hours spent in class.

Ideally, an observation activity should be carried out jointly by the university and the vocational training centre in order to confirm mastery of the competencies expected at the end of each practicum activity. Thus, an evaluation would be carried out at the outset of the student's training in order to determine what he/she must still learn.

This validation of competencies through observation resembles the validation process implemented to recognize trade-related skills; it could also apply to non-legally qualified persons, which would be a very significant advantage that would make it possible to meet the needs for teaching staff.

CAPFE believes that its position will make it possible to truly ascertain competency acquisition. In fact, it is more important to confirm mastery of competencies than to recognize experience solely on the basis of hours or years of training. CAPFE also believes that its position better reflects the competency-based approach, which emphasizes students' ability to demonstrate their skills in the field.

The process of recognizing experiential learning must be an integral part of the teacher education program, as is now the case for everything concerning the recognition of professional competencies in all the accredited vocational training programs.

In order to obtain a new accreditation request, a university wanting to extend this process to the recognition of teaching experience will have to

inform CAPFE of this major change to its program and of the mechanisms implemented to confirm students' competencies.

During the May 2009 meeting of the Table MELS-Universités, the universities expressed an interest in developing a common frame of reference in this regard. A working committee has been set up for this purpose.

### **Schools reflect on the challenges of teacher education**

It should be recalled that in 2007-2008, CAPFE decided to suspend its follow-up visits in order to engage in a dialogue on teacher education with schools and universities with a view to identifying the challenges and priorities related to teacher education in Québec. It therefore held four daylong workshops with the universities, which are summarized in its 2007-2008 annual report.

In 2008-2009, CAPFE took part in a process of reflection with schools in the course of three daylong workshops on themes that are of common interest to the universities. One workshop was held in May 2008 with the Commission scolaire de la Côte-du-Sud, another was held in January 2009 with the Commission scolaire Marie-Victorin and a third was held in February 2009 with the Commission scolaire de Montréal.

By organizing these workshops with the schools, CAPFE was pursuing the objective of completing a portrait of teacher education in Québec, which it had undertaken with the universities in 2007-2008.

In the context of these reflection workshops, CAPFE was able, together with associate teachers, new teachers, school principals and directors of vocational training centres, to take stock of:

- their perception of how the trainee's professional competencies are evaluated
- the strengths and weaknesses of new teaching staff
- the challenges of professional integration

### Evaluation of the trainee's professional competencies

In this regard, CAPFE has taken into account participants' comments to the effect that the complexity of the process of evaluating professional competencies still

poses a considerable challenge. However, because this process is crucial to providing new teachers with quality training, CAPFE urges the universities to continue to give this matter their fullest attention.

Universities should therefore define their vision or their interpretation of the expected competencies, identify means or training activities that better contribute to competency development, devise indicators to evaluate progress made in the development of each competency and, at the end of the program, attest to the level of competency development by having to account for their activities on a periodic basis. This process would allow universities to determine aspects of their programs that require improvement.

### Strengths and weaknesses of new teachers

Participants are well aware that much is expected of them in this regard. Thus, they feel a great need for support, guidance and supervision in order to be able to perform in their new environment.

CAPFE recognizes that these demands on the part of new teachers are legitimate and, at the same time, that their fulfillment would no doubt require many more resources than the Québec school system can provide.

Despite a budgetary context that does not offer much latitude, CAPFE is nonetheless interested in bringing these demands to the attention of ministerial authorities so that they can be duly examined. An appropriate response to these demands would no doubt help improve student retention in teacher education programs, promote the professional integration of new teachers and, ultimately, remedy the shortage of teachers.

### Challenges of professional integration

There is no doubt that new teachers face great challenges in terms of professional integration. In fact, new teachers believe they are not sufficiently prepared to deal with such issues as the management of difficult classes, knowledge of students with learning difficulties or from disadvantaged neighbourhoods, and the time needed for professional integration.

CAPFE shares this viewpoint and is of the opinion that new teachers should be encouraged to carry out their field experiences in different settings where they will come into contact with different types of students. In fact, the obligation to carry out at least one of the practicums of the teacher education program in

special education classes would certainly more thoroughly prepare future teachers to deal with the difficulties they will no doubt encounter.

This is one of the reasons why CAPFE has agreed to respond positively to the demands of certain universities that want the second and fourth practicums to be done outside the classroom, either abroad or within agencies or under programs providing services to the Montréal community.

Lastly, it is clear to CAPFE that successfully meeting the challenges related to the professional integration of new teachers will require improving the conditions related to professional integration and practice.

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### Key questions

New teachers also addressed some key questions and comments regarding their training to the universities; here are two that merit particular attention:

- At this time, teacher education programs for secondary education prepare students primarily for the youth sector. Shouldn't teacher education be adapted to vocational training and general adult education?
- Shouldn't the labour needs in general adult education justify more opportunities for field experiences during training?

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Several of the viewpoints expressed by these two groups are consistent with those expressed in 2007-2008 during the daylong workshops that CAPFE held with university representatives. According to CAPFE, this consensus points to possible solutions and improvements that all those involved in teacher education throughout Québec should implement in their education programs.

## **Outlook for 2009-2010**

As mentioned previously, CAPFE will begin its second round of follow-up visits in 2009-2010. It has therefore undertaken a process of reflection, the fruits of which will likely be outlined in early 2010 in an information document for universities. CAPFE will also provide a timetable of follow-up visits. One of the issues to be addressed is the duration of accreditation. The universities have frequently asked that the accreditation period be similar to that of professional orders, i.e. between five and seven years. CAPFE will consider this request carefully.

The first visits in the second round of follow-up visits should begin in the spring of 2010. As far as possible, these visits will be made to coincide with the universities' institutional evaluations. In this way, CAPFE can fulfill a request on the part of the universities to the effect that the work involved in conducting institutional evaluations be used to meet CAPFE's demands.

Furthermore, in 2008-2009, during the daylong thematic workshops held with university representatives, CAPFE addressed issues related to the development and evaluation of professional competencies because, according to all the stakeholders, this constitutes an important challenge for teacher education.

Over the last year, CAPFE noted that the universities have become increasingly aware of the issues involved. Consequently, it is of the opinion that the next step is to determine whether accredited teacher education programs produce the expected results. This is why the most recent accreditation recommendations made to the Minister and the issues that will be examined in the next follow-up visits all dealt with aspects related to evaluation, i.e. development of the professional competencies, assessment of their application, or even the adjustment mechanisms aimed at improving the program.

Québec must assess the effectiveness of teacher education. The main stakeholders in this regard, i.e. the Ministère, the school boards and the universities, would do well to rely on objective and exhaustive data in their efforts to improve teacher education.

Over the next year, the Minister will have to consult the organizations concerned with a view to appointing new CAPFE members and a CAPFE president since these members will have served the total length of their successive terms as outlined in the Education Act.

The Act also stipulates that the chair be entrusted alternately to an education sector professional and a person from the university education sector. In this regard, CAPFE reiterates its position, of which the Minister is already aware, to the effect that it would be a good idea to depart from this stipulation and to entrust the CAPFE chairmanship to a university representative. This position is all the more relevant in that it would be preferable for universities to be more involved in the process of evaluating professional competencies.

Lastly, CAPFE will continue to consider the program modifications suggested by the universities and to advise them with respect to teacher education programs.

For a more complete report, the reader is referred to the Rapport annuel 2008-2009 of the Comité d'agrément des programmes de formation à l'enseignement, which is available on CAPFE's Web site, at <http://www.mels.gouv.qc.ca/capfe/>.