

**Comité d'agrément
des programmes
de formation
à l'enseignement**

Québec 

***Follow-up of Accredited Teacher Training
Programs:
Mandate and Implementation***

***June 2004
(Revised in October 2005)***

Table of Contents

Introduction	1
General Objectives	2
Specific Objectives	2
Conduct of a Typical Visit	3
Logistics of the Visit	4
Suggested Schedule	4
Methods	5
Report on the Visit	5
Expenses	5
Conclusion	6
Appendix	7
Assessment of the implementation of the new teacher training programs: writing guide	

Introduction

A program is accredited if it is consistent with the orientations and professional competencies set out by the Minister of Education. The Comité d'agrément des programmes de formation à l'enseignement (CAPFE) must assure the Minister that a given program satisfies the requirements of the Ministère de l'Éducation du Québec (MEQ). In this regard, there are three stages involved in studying and analyzing an accredited program.

During the first stage, that of preliminary analysis, certain fundamental criteria are evaluated, notably the program's conformity with the exit profile, the distribution of credits, teacher training practicums, the treatment of competencies and the means proposed to attain language competency. Following this preliminary analysis, CAPFE may grant a provisional start-up authorization for a given university year.

The second stage, that of detailed analysis, is divided into two phases. The first consists of a descriptive analysis of the program and is mainly intended to confirm its compliance with the exit profile, namely the program's objectives, structure and pedagogical activities, practicums, pedagogical resources and achievement conditions (library, educational software libraries, laboratories, workshops, computer equipment, etc.). During the second phase, CAPFE analyzes the means proposed by the university to attain the expected level of mastery for each competency. Following this detailed analysis, CAPFE may submit a list of questions to the university and replace the earlier provisional authorization with a program start-up authorization. Upon receipt of the university's answers to this list of questions, CAPFE will study them and then may either issue a new list of questions or accredit the program. The accreditation that will be granted will be reviewed during a subsequent visit to the university.

The last stage in the analysis and evaluation process for a teacher training program is to conduct follow-up on the accredited program during an on-site visit to the university. Usually, during this visit, CAPFE makes sure that the accredited program complies with the orientations, exit profile and means proposed for developing and integrating each professional competency.

In the present context, CAPFE is of the opinion that it is important to meet with the universities in order to correctly assess the extent to which the new orientations and the new programs have been implemented. Thus, in 2004-2005, 2005-2006 and 2006-2007, CAPFE intends to visit each university in order to conduct follow-up on the accredited programs. This visit will deal with certain points CAPFE deems crucial. The first round of visits will involve a **general assessment**; while the second round of visits, slated to take place in 2007-2008, could involve a more in-depth study as well as discussion groups or quantitative and qualitative studies on the development of certain competencies.

A draft schedule of regular meetings and visits for 2004-2005 is included below. According to this schedule, each CAPFE member would attend four regular meetings (7 days) and one or two on-site meetings (1.5 or 3 days) for a total of 8.5 days and 10 days respectively.

General Objectives

To foster the ongoing improvement of teacher training programs, CAPFE wishes to monitor their implementation and, if necessary, identify common problems that it could then bring to the attention of the Minister of Education.

The general objectives of the follow-up visits are the following:

- to evaluate how well the universities have incorporated the orientations for teacher training in general education¹ and teacher training in vocational education²,
- to form an overall assessment of the programs so that CAPFE can decide whether to extend the accreditation already granted,
- to explore, in the medium or long term, where possible and appropriate, the possibilities of linking the accreditation process and the periodic evaluation process for existing programs in each university.

Specific Objectives

During the first round of follow-up visits, CAPFE wishes to focus on the following aspects of the accredited programs:

- the organization of the coordination mechanisms (that is, the body responsible for coordinating the programs),
- the quality of the language of instruction and second languages, as applicable,
- status with regard to the implementation of the new program and withdrawal of the old one,
- the organization of the teacher training practicums in relation to the attainment of competencies (e.g. coordination with schools, training for cooperating teachers, evaluation grids).

1. Ministère de l'Éducation, *Teacher Training: Orientations and Professional Competencies*, Québec, 2001.

2. Ministère de l'Éducation, *Teacher Training in Vocational Education: Orientations and Professional Competencies*, Québec, 2002.

Conduct of a Typical Visit

In accordance with past practices, CAPFE proposes holding regular meetings to discuss current business (e.g. requests for program changes, correspondence, accreditation renewal following a visit, adoption of assessment report, important issues). Depending on the workload, a regular meeting could last one or two days. On-site meetings and regular meetings will be organized on an alternating basis.

As in the past, visits will be carried out by a small group of CAPFE members (the president, the secretary-coordinator, a university professor and a teacher). CAPFE may invite a subject specialist to join the group, with a view to carrying out a better assessment of the subject covered in the program. In order to allow all members, particularly new members, to become familiar with how a follow-up visit is conducted, all CAPFE members will participate in the first visit scheduled for 2004-2005.

The on-site meeting will last 1.5 days (from Thursday to Friday) and will focus on **all accredited programs**. For universities with a large number of programs, CAPFE may make two visits to the same university. Furthermore, if CAPFE deems it appropriate, it may delegate one of its members and the secretary-coordinator to go to a university, either before or after the visit, in order to assess certain conditions under which the programs are being offered (e.g. the library, the educational software library, laboratories and other facilities). The main purpose of these visits is to examine the available resources.

- Day 1: A small group of CAPFE members meet with representatives of faculties or departments offering teacher training programs.
 - Part I of the visit: welcome speech by the vice-principal (academic) and the dean. The vice-principal (academic) may express his or her university's vision of teacher training.
 - Part II of the visit: meeting with the coordinating body, the program directors, the person(s) responsible for practicums and student representatives.

Referring to the information in the assessment report (see the appended *Writing Guide*), the accreditation follow-up group will concentrate solely on the following points:

- ❑ Coordination mechanisms (the coordinating role),
- ❑ The quality of the language of instruction and second languages,
- ❑ The process of implementing the new program and withdrawing the old one,
- ❑ The organization of the practicums in relation to the attainment of competencies (coordination with schools, training for cooperating teachers, evaluation grids, etc.).

- Day 2 (before noon only): wrap-up of visit and oral report to the vice-principal (academic), the dean and program directors.

Logistics of the Visit

The president of CAPFE will contact the vice-principals (academic) to inform them about the visit. She will ask them to designate a person who, together with the secretary-coordinator, will establish the schedule for the visit, invite the appropriate people, etc.

Suggested Schedule

The president of CAPFE recently wrote to each university to determine the graduation year for the first cohorts of the new programs. With this information in hand and depending on our knowledge of program development and start-up in each university, the schedules for the visits could be the following:

2004-2005

- ❑ **Regular meeting (2 days)**
- ❑ **Regular meeting (2 days)**
- ❑ Université de Montréal (1.5 days)
- ❑ **Regular meeting (1 day)**
- ❑ Université Laval (1.5 days)
- ❑ Université du Québec à Rimouski (UQAR, Lévis campus) (Note: CAPFE will inquire about all the programs offered at UQAR) (1.5 days)
- ❑ Concordia University (1.5 days)
- ❑ **Regular meeting (2.5 days)**

2005-2006 *(tentative schedule)*

- ❑ **Regular meeting (1 day)**
- ❑ McGill University (1.5 day)
- ❑ **Regular meeting (1 day)**
- ❑ Université du Québec à Chicoutimi (1.5 days)
- ❑ Université du Québec en Outaouais (1.5 days)
- ❑ **Regular meeting (1 day)**
- ❑ Université du Québec à Trois-Rivières (1.5 days)
- ❑ Université du Québec en Abitibi-Témiscamingue (1.5 days)
- ❑ **Regular meeting (1 day)**

2006-2007 (tentative schedule)

- ❑ **Regular meeting (1 day)**
- ❑ Université du Québec à Montréal (1.5 days)
- ❑ **Regular meeting (1 day)**
- ❑ Bishop University (1.5 days)
- ❑ **Regular meeting (1 day)**
- ❑ Université de Sherbrooke (1.5 days)
- ❑ **Regular meeting (1 day)**
- ❑ **Regular meeting (1 day)**

Methods

For the most part, the visit will focus on specific elements. Given that no cohort has completed a new program, CAPFE cannot verify the effectiveness of the methods proposed for the development of each professional competency. There are, however, certain important aspects that CAPFE considers more critical than others. It is proposed that, for each program, the program director and the head of the coordinating body prepare an implementation status (assessment) report for the new program (see the *Writing Guide* in the appendix). **This assessment report will have to be sent to the CAPFE secretariat at least four weeks before the visit.**

Report on the Visit

In accordance with CAPFE practice, at the end of the visit, the group that carried out the accreditation follow-up visit will make an *oral report* to university authorities. This initial report will provide stakeholders with first impressions concerning the strengths of the program and areas needing improvement.

The group will make a report to CAPFE, which will then decide whether to extend the accreditation. This extension may be accompanied by conditions or comments. A more detailed *written report* will then be submitted to the vice-principal (academic) and the dean.

Expenses

CAPFE has decided to cover almost all transportation and accommodation expenses for members carrying out the visits. However, it is suggested that the host university pay for a buffet lunch for each day of the visit. In this way, CAPFE members can continue their discussion behind closed doors.

Conclusion

If possible, during the second round of visits (2007-2008), CAPFE hopes to harmonize its follow-up of accredited programs with the university's program evaluation process. The tools devised by CAPFE could be employed together with those used by the university during the evaluation carried out by its program evaluation committees.

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In collaboration with ADEREQ

June 10, 2004

CAPFE.Suivi de l'agrément.Modalités&Bilan-2004.Eng.doc

Appendix

Comité d'agrément
des programmes
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Québec 

ASSESSMENT OF THE IMPLEMENTATION OF THE NEW TEACHER TRAINING PROGRAMS

Writing Guide

Objectives of accreditation follow-up

By going to the universities to follow up on accredited programs, the Comité d'agrément des programmes de formation à l'enseignement (CAFPE) meets two precise objectives: to make the necessary observations with a view to extending the accreditation and to gather information concerning exit profiles, compliance with the orientations and achievement of professional competencies, with the aim of informing the Minister of Education about teacher training. In this regard, CAFPE wishes to play a **support and advisory role**, both with respect to the universities and the Minister of Education.

Assessment of the implementation of new programs

Before the Comité d'agrément des programmes de formation à l'enseignement visits a university, the university is encouraged to perform an assessment of all the programs to be reviewed during the visit. The results of this exercise must be set out in **a report of no more than 50 pages**, without any appendices, and may take the form of a list of points or a synoptic table.

To this end, information gathering may take different forms, depending on the specific characteristics of each university. However, the final assessment must reflect a shared and common vision.

The assessment report is in two parts: a general part dealing with all the programs and a specific part dealing with each accredited program.

It is up to the vice-principals (academic) to articulate the vision of their respective universities concerning teacher training programs if they deem that this will be useful to CAPFE, either by including information in this regard with the assessment report or by making it known during the accreditation follow-up visit.

The assessment report must be forwarded to the CAPFE secretariat at least four weeks before the date of the visit.

General information

Name of the university:

Accredited teacher training programs
and corresponding exit profiles (see the acts
in the appendix):

(program titles and accreditation dates)

Note:

*The secretary-
coordinator will
complete this
section.*



Level(s) of instruction for each accredited program:

Name of the coordinating body:

President of the coordinating body:

Directors of training programs:

Note

If, for the purposes of this assessment, you would like to receive the complete list of questions submitted to the university as part of CAPFE's program review, you can address your request to the CAPFE secretariat.

A. General

This section deals with the aspects that are common to all the university's accredited programs. It would be appropriate for the president of the coordinating body to provide a description of all these components, working in conjunction with the dean of the Faculty of Education or with the chair of the Département des sciences de l'éducation in the case of the various campuses of the Université du Québec.

Note:

During the accreditation process, CAPFE appended comments or conditions to the act of accreditation. If a comment or a condition appearing in one of the acts of accreditation applies to one of the aspects covered in this section, indicate what has been done to address this comment or condition.

1. Coordination mechanisms

CAPFE wishes to assess the manner in which the teacher training programs are coordinated. What are the strong points and the points to be improved? Does the body responsible for coordinating teacher training programs fulfill the role for which it was created?

This section could be the subject of a report that sets out the vision of teacher training espoused by both the vice-principal (academic) and the dean of the Faculty of Education. With this in mind, the following points could serve as guidelines for preparing your evaluation or overall assessment.

For the coordinating body

- The positive spin-offs or gains achieved since this body was created.
- Aspects of its organization or operations that need to be improved, as applicable.
- Professional activities (e.g. conferences, guest speakers) implemented with other teacher training programs to promote the creation of a professional identity and create a feeling of belonging to the profession.

For faculties other than faculties of education

- Mechanisms for promoting dialogue and collaborative efforts between the Faculty of Education and other faculties.
- The extent to which training provided within the secondary school teacher training program reflects the principles of the new curriculum (Québec Education Program) as well as the objectives of the reform.

2. The quality of the language of instruction and second languages

All of the educational community is concerned by the quality of the language of instruction and second languages. Development of this competency is closely monitored by the universities and CAPFE. In this regard, CAPFE wants to assess the efforts made by the university to enhance the quality of the language of instruction. It also wants to assess the extent to which the quality of the language has been improved in the context of professional development.

Furthermore, CAPFE reiterates that the quality of the language of instruction is a concern within all the teacher training programs. However, the second language and vocational teacher training programs are governed by specific rules.

- The effectiveness of the means used to certify the quality of the written and spoken language of instruction as well as upgrading measures.
- The perception of the importance of this competency among students and the teaching team.
- Teachers' and students' understanding of the meaning of this competency.
- Periodic evaluation of progress made in improving the quality of the language of instruction or, as applicable, the second language.
- In the case of a second language program, the effectiveness of the means used to certify the quality of this language as well as the language of work.

3. Practicums (practicum guides, evaluation grids)

All the stakeholders are of the opinion that practicums make it possible to transfer the knowledge and skills acquired through coursework to the classroom and vice versa. Practicums are therefore the key element in the development of a teaching professional. Consequently, CAPFE wants to assess the work done to make sure that practicums are related to the development of professional competencies.

This component is divided into two parts: general aspects involving practicums and specific aspects related to the practicums for each program.

Assess the following aspects since program start-up:

General

- The permanence of practicum funding.
- The degree of collaboration with the schools (strengths and areas needing improvement).

Specific aspects

- Coordination with the schools and training for cooperating teachers.
- Training for cooperating teachers.
- The general organization of practicums (e.g. new types of practicums, practicums in teams of two, fall practicums during the back-to-school period, etc.).
- Strengths and areas needing improvement.
- The challenges or issues relating to practicums.
- The process of gradually taking charge of a class.
- Where applicable, the strengths of practicums carried out outside Québec as well as areas needing improvement.

Specific aspects related to certain programs

- For teacher training programs for **secondary school** and **special education**, the strengths of practicums carried out with adults as well as areas needing improvement.

- **For teacher training programs relating to special education**, how practicums are organized to ensure that student teachers are able to take charge of a class.

Other aspects (these could be discussed in an appendix)

- A description of measurement or performance indicators used for the achievement of professional competencies. Include a copy of the guides and grids for each practicum. This data may be presented in a table.
- A description of the participation and involvement of professors in the practicums.
- A description of your vision of the responsibilities of the practicum supervisor with respect to the exit profile, the number of students supervised, his or her participation in prior training, the recognition mechanisms used by the university, etc.

B. Specific aspects related to individual programs

In this section of the assessment report, the university may choose to deal with each aspect program by program or more generally by referring to specific cases. This section should be completed by the president of the coordinating body, in cooperation with the departments concerned.

Note:

During the accreditation process, CAPFE appended comments or conditions to the act of accreditation. If a comment or a condition appearing in one of the acts of accreditation applies to one of the aspects in this section, indicate what has been done to address this comment or condition.

1. Assessment of new program implementation

CAPFE is aware that the terms and conditions for the new programs are in the process of being implemented. This is notably the case for the development of practicum guides and practicum evaluation grids that will be used for practicums III and IV. The purpose of this section is to assess the implementation of the new programs and withdrawal of the old ones. In some cases, the universities have established mechanisms for transferring students to the new programs. CAPFE wishes to know what progress the university has made in implementing the new programs. For example, is the university adhering to the schedule provided at the time the program was submitted?

General aspects

- With respect to the program itself, achievement of the set objectives as well as development of professional competencies.
- The balance between psychoeducational training and academic training.
- The common vision of competency development (program-based approach) as shared by professors and lecturers.
- The efforts of the teaching team to work together in determining how a competency can be addressed in various activities and in making sure that there is no repetition.
- The ratio of regular professors to lecturers.
- The plan for renewing the teaching staff.
- The difficulties or problems encountered recruiting students with the exit profiles required by certain programs.
- As applicable, the main difficulties linked to new program implementation.

Specific aspects

- For each of the following aspects, provide a description of the effectiveness of the means being used:
 - An understanding of the Québec Education Program and its integration into the programs.
 - Professional code of ethics.
- In the case of teacher training programs for **preschool and elementary school education, secondary school education** and **special education**, the effectiveness of the means used to integrate science and technology and history and geography, and to deal with citizenship education.
- The means or activities for preparing future teachers for the realities of cultural diversity.
- The means or activities for preparing future teachers to evaluate learning according to the *Policy on the Evaluation of Learning* while keeping in mind the *Québec Education Program* (primary and secondary).

2. Modifications to the programs

CAPFE is of the opinion that teacher training programs are of an organic nature and that they will undergo changes over time. Some changes are minor (e.g. change in course numbers), while others are more substantial (e.g. withdrawal or addition of a course). The purpose of this section is to assess the changes made to programs.

Furthermore, if the program director examines the possibility of making changes to a program, he or she may call on CAPFE for advice or guidance at the beginning of the process.

- Have you made changes to the program since it was accredited? If so, what are they?
- Have these changes had a major impact on competency development or the exit profile? If so, how?

Appendix

- A description of the process for making changes to a program as well as the usual time frames.

3. Assessment of the gradual withdrawal of old programs

CAPFE is aware that old programs continue to be used. In order to advise the Ministère de l'Éducation of the various situations that could arise when a new graduate of one of these programs applies for a teaching permit or license, CAPFE would need information on how they will be gradually withdrawn.

- The termination of old programs, problems encountered, as applicable, and suggested solutions.
- The approximate graduation dates for the cohort of old programs.
- Where applicable, the means used to transfer the last cohort of students from the old program to the new program.

4. Transition mechanisms

CAPFE has monitored the development of transition mechanisms for holders of bachelor's degrees in the different subjects. It has informed the universities that these mechanisms would be discussed during the accreditation follow-up visits. This section will allow CAPFE to assess the implementation of these mechanisms and to discuss any problems encountered.

- Implementation of the transition mechanism, any problems encountered and solutions proposed.
- The effectiveness of the mechanism with respect to the acquisition and integration of professional competencies.

5. Other comments

This section is reserved for including any other information that will allow CAPFE to assess the implementation of new programs.

Send 15 copies of your assessment report (indicate the deadline) to the following address:

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