The Ontario government's legislated changes in Initial Teacher Education (ITE) took effect in 2015, whereby the "enhanced" (Ontario College of Teachers, 2014) ITE program moves from a two to a four-semester program, and includes a longer practicum and additional accreditation requirements within core content areas. This mixed-methods study explores the evolution of the University of Ontario Institute of Technology's ITE program and will answer the question: How does one faculty of education in Ontario (re)develop and implement an ITE program as required under Ontario legislative changes and Ontario College of Teachers accreditation requirements to provide a strong(er) foundation in the skills, knowledge and attitudes required for teaching in the 21st century? To answer this complex question, this research takes a multiphase case study approach whereby data from faculty, students, and documentation review will provide for a thick and rich description of the phenomenon under investigation (Merriam, 1998). This poster shares one aspect of the study, specifically data from students in the ITE program. Students in the ITE program provided consent for the use of course materials, field experience results, and for their participation in focus groups so that the researchers could examine their skills, knowledge, and attitudes using the learning to teach framework (Darling-Hammond & Baratz-Snowden, 2007) as a framework for analyzing student success. This study will eventually also track the students once they graduate and enter their next career or academic phase. This research will identify successes and challenges to not only enhance student learning but to inform program development. Specifically, this poster shares how this one phase of the research will:

### WHAT WILL WE LEARN?

- Determine teacher candidates’ learning in the new ITE program
- Identify aspects of the enhanced ITE program that augment beginning teachers’ growth and development for teaching in the 21st century, from various internal stakeholders’ perspectives
- Examine teacher candidates’ assignment results with their final marks, field experience results, and feedback to determine some factors that promoted success as a “student” in the program and as a “teacher” in the classroom field experience.
- Based on the individual instructor’s foci, determine through a review of course outlines and teacher candidates’ assignments, the strengths, challenges, and successes within the context of the course.

### BACKGROUND

The Ontario government's legislated changes in Initial Teacher Education (ITE) take effect in 2015, whereby the “enhanced” (Ontario College of Teachers, 2014) ITE program moves from a two to a four-semester program, and includes a longer practicum and additional accreditation requirements within core content areas.

Using the research question as a guide, this research takes a case study approach, drawing upon the work of Stake (1995), Yin (2003), and Merriam (1998) as a guide. A case study allows for a thick and rich description of the phenomenon under investigation (Merriam, 1998) in a manner that maintains and portrays “holistic and meaningful characteristics of real-life events” (Yin, 2003, p.2). A case study is “specific, a complex, functioning thing” (Stake, 1995, p. 2) such as a person, a group of people, or an “innovative program” (Stake, 1995, p. 2), whereby the “distinctive need for case studies arises out of the desire to understand complex social phenomena” (Yin, 2003, p. 2). There is a strong need for in-depth case studies on exemplary ITE programs in Canada, as well as the need for long-term studies to examine how ITE programs influence their graduates’ teaching and learning (Crocker & Dibbon, 2008).

This research is based on the notion that the central goal of ITE programs is to provide teacher candidates (TCs) with a solid foundation of education, skills and learning upon which to build further teaching practice to enhance K – 12 student learning experiences (Darling-Hammond, 2006; Darling-Hammond & Baratz-Snowden, 2005; Feimen-Nemser, 2001). Thus examining and understanding the challenges and benefits of this program will bring forward recommendations to improve the ITE to ensure that the K - 12 student learning experiences are stronger.

### REFERENCES


