Tale of a Two-Year Initial Teacher Education Program Expansion: Examining the Development, Implementation, and Outcomes of One Ontario Program

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 stronger 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 thick and rich description of the phenomenon under investigation. 

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 “a specific, 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).

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; Feimert-Nemser, 2001). Thus, this research aims to examine and understand the challenges and benefits of the program and will bring forward recommendations to improve the ITE to ensure that the K - 12 student learning experiences are stronger.

**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’ growth and experiences throughout the program through an anonymous questionnaire comprised of Likert scale items and open-ended questions |

**FINDINGS**

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**REFERENCES**


