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From Curriculum Design to Program Implementation: Filling in the Gaps

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Abstract

The purpose of this paper has been to reflect on the design and implementation of the four-term ETEP teacher education program that was introduced in Faculties of Education across Ontario in 2017 to reflect the legislation that mandated a longer teacher preparation experience through Ontario Regulation 347/02 (as revised Dec. 1, 2014 - Aug. 31, 2015). Predictably each program across the province proceeded with different program structures within the mandated framework, addressed special features of their program differently, and incorporated different features into the resulting program. In this paper, we explore how rushed implementation resulted in gaps in design and implementation of a program; we examined these gaps and circumstances that led to them in the context of historical labour disruption, and structural changes in the management of the university. These gaps are attributed to a variety of factors. The major contribution of this paper includes a series of models for curriculum design and implementation specific to the design of the ETEP, but useful for curriculum design and implementation in any context. We propose that opportunities to re-engage in the program design process in a fulsome, visionary way to take advantage of the input we have had from faculty, teacher candidates, and associate teachers over the first years of the new approach to teacher certification in the province should be considered.

Keywords: ETEP Teacher preparation Program in Ontario; Ontario Regulation 342/02' program design and implementation; curriculum and program design model

Introduction

In 2017, members of the Canadian Association of Teacher Educators produced a book about plans and practices in the newly mandated 16-month (or four semester; also called the two-year program) teacher education program in Ontario. The book, titled Initial Teacher Education in Ontario: The First Year of Four-Semester Teacher Education Programs (Kitchen & Petrarca, 2017), included reports from the full range of teacher education programs across the province. In part, this volume addressed the lack of information about teacher education programs across Ontario in terms of how each was structured, specific courses that were required, elective options (if any), and placement of the required four semesters. Such detailed information about teacher education programs was identified as a pervasive need for knowledge about teacher education provincially in earlier publications (Crooke & Dibbon, 2008; Falkenburg, 2015). However, as noted by Kitchen and Petrarca (2020) "now that the dust has settled and universities have had time to refine their programs" (n. p.) additional information about the progress of refinement and further descriptive details about the processes and products of refinement are called for in articles that delve further into the details of this evolution.

In a chapter of the series of volumes produced by the Canadian Association of Teacher Educators (Kitchen & Petrarca, 2017), Elliot-Johns and Richardson (then acting dean) produced a descriptive narration of the development of the program for teacher education at a northern Ontario university that evolved in response to Ontario Regulation 347/02 (as revised Dec. 1, 2014- Aug. 31, 2015). The program has been called by several names but was introduced by the government as the Extended Teacher Education Program (ETEP). In their chapter, Elliot-Johns and Richardson (2017) provided a detailed historical account of how that university's Bachelor of Education program was conceptualized and introduced within the ETEP framework. Through the use of a number of informative graphics and descriptions, details about the program were presented.

Since their work to describe the program as it was introduced to new two-year cohorts of teacher candidates in 2017, a number of gaps and details about the design and sequencing of the program have come to the forefront. These details have accrued as a result of student input, course assessments by students (i. e., Student Opinion Surveys), student advisory meetings (i. e., TEAC; Teacher Education Advisory Committee), DAC meetings (i. e., Dean's Advisory Committee), faculty discussions, and, majorly, a significant restructuring in the administrative responsibilities within the university institution.

Historically, the change to the two-year program has adjunctively resulted in the closure of two university satellite campuses where concurrent education degrees were the focus and the students' relocation to the main campus to complete their programs. At the same time that these satellite campuses were closing, a number of tenured colleagues had career changing decisions to make: to move to the north, at least for the teaching portion of their contracted obligations, or to resign their positions. Both options were exercised by the colleagues who were affected by these closures. Concurrently, the university responded to the provincially

mandated reduction of teacher candidate graduates by eliminating Long Term Associate (LTA) teaching positions in the Faculty of Education and 22 colleagues across the university, six from the Faculty of Education, found themselves without jobs for the following year, even though some of these people had been verbally offered what was colloquially called "roll-over" positions once their doctoral degrees were completed (i. e., an LTA position would automatically become a tenure track position when the incumbent completed a terminal degree). While this reduction was mainly due to financial challenges within the institution, it was concurrent with the initiation of the two-year program in education and the reduction of teacher candidates allowed at each university through the provincial funding formula.

In the rush to offer the new two-year program in a relatively short timeline, the University Faculty of Education resorted to managing the design of the new program by delegating aspects of the program design to various committees. This was a logical approach, given the brevity of time to achieve the result of a new program design and, as noted by Lave and Wagner (1991) the legitimacy of participation in a sub-committee should have resulted in a model of implementation that all faculty could endorse, in recognition of how each committee's role contributed to the whole. However, the work of the various program committees brought forward recommendations and motions that were not universally popular among faculty in the context of our program. Some motions were adopted to inform the new structure, while others were rejected by a vote of the Faculty Council. Over time, it became obvious that the approach was alienating to some faculty members. In the interests of meeting manageable timelines for implementation in the context of the Senate approval process needed for program changes, some committees that were sub-committees with a program renewal mandate were shut down by a vote of Faculty Council, further alienating some faculty members.

In the context of this alienation from the process of program change but in an effort to provide an overview of the full cadre of courses that were ultimately offered to teacher candidates in 2015 with the introduction of the two-year program, this Faculty of Education produced a graphic to represent the range and sequence of the courses that would comprise the program (Figure 1).

Figure 1. Original Program Organization

Year 1

Cross-Divisional	EDUC 4756 Curriculum Design and Inquiry EDUC 4726 Diversity and Inclusion					
Division Specific Courses (excluding Electives)	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4757 Music	EDUC 4827 Mathematics	Senior Teaching Subject 1**	Elective	Elective	Elective
	EDUC	EDUC 4847	Senior	Elective	Elective	Elective

	4777 Social Studies	Science and Technology	Teaching Subject 2**			
	EDUC 4727 Early and Emergent Literacy	EDUC 4867 Visual Arts	Elective			
Practicum and Community Leadership Experience (14 weeks total)	EDUC 4855 Practicum II 5 weeks			EDUC 4858 Community Leadership Experience Max. 3 weeks EDUC 4855 Practicum II 6 weeks		

Year 2

Cross-Divisional	EDUC 4756 Curriculum Design and Inquiry EDUC 4726 Diversity and Inclusion					
Division Specific Courses (excluding Electives)	Primary/Junior	Junior/Intermediate	Intermediate/Senior	Primary/Junior	Junior/Intermediate	Intermediate/Senior
	EDUC 4757 Music	EDUC 4827 Mathematics	Senior Teaching Subject 1**	Elective	Elective	Elective
	EDUC 4777 Social Studies	EDUC 4847 Science and Technology	Senior Teaching Subject 2**	Elective	Elective	Elective
	EDUC 4727 Early and Emergent Literacy	EDUC 4867 Visual Arts	Elective			
Practicum and Community Leadership Experience (14 weeks total)	EDUC 4855 Practicum II 5 weeks			EDUC 4858 Community Leadership Experience Max. 3 weeks EDUC 4855 Practicum II 6 weeks		

It is notable that one major criterion that was used for expediency to situate the courses of the two-year program related to attempts to balance numbers of courses each year, while little attention was given to the process of sequencing OCT expectations for accreditation in a fulsome way. Instead, faculty discussions about preferences for timing of courses, without reference to outcomes from each course, were the standards that were used in the interests of time, to place courses.

Additionally, in the context of the introduction of the two-year program, the upper administration of the university was changing and new measures were introduced to begin further major restructuring of the university's upper administration. As it relates specifically to the Faculty of Education, the three-faculty structure of the university (i. e., Faculty of Education, Faculty of Professional Studies, and Faculty of Arts and Sciences) was changed to a two faculty structure (i. e., Faculty of Education and Professional Studies, and Faculty of Arts and Sciences). This change put seven professional schools under the area of responsibility of a single dean (starting September 2019). In addition, during contentious contract negotiations with faculty in 2015, resulting in the university's first faculty strike lasting 22 days, traditional mid-level leadership positions in the Faculty of Education (e. g., chairs of divisions: P/J, J/I, and I/S) were removed from the faculty contract. In September 2019, the university advertised, and Faculty of Education members elected, a new Director of Education. The position is enhanced by three course releases but includes virtually all of the tasks formerly assigned to the Dean of Education (e. g., budgeting, staffing, student concerns, program maintenance and review, etc.) that previously existed as a full time appointment.

As a result of the confluence of circumstances surrounding the introduction of a two-year teacher education program, reduced numbers of teacher education seats in teacher preparation programs province-wide, labour unrest among faculty, and a major restructuring of the administrative responsibilities across the university, over a brief three years, our ability to attend to the data (both anecdotal and qualitative) that could inform needs to adjust the initial program design to respond to accumulating experiences about program effectiveness, was severely limited.

During the coming few years, under the direction of the Dean of Education and Professional Studies and the Director of Education, our faculty should undertake a thorough and systematic review of the existing program. The remainder of this article will be devoted to addressing the exact stages of review, revision, and implementation that could guide this enterprise. We need to start by addressing the question, "What do we mean by a thorough and systematic review?"

Curriculum Revision and Program Revision: Complimentary but Different Processes

Previous work (Kitchen & Petrarca, 2017) traced the changes in Ontario's teacher education programs in the province's 13 Faculties of Education between 2015 and 2017, as well as documenting input from different governance bodies with some interest in, or responsibility for, teacher certification governed by Regulation 347/02. It is notable that there is an acknowledged need to revisit the evolution of these programs. This acknowledgement reflects

the shared provincial experience of rushed and marginally informed program change, imposed by the regulation and related to accreditation needs that are governed by Ontario Regulation 347/02. Arguably, it is now time to slow down the curriculum revision process to ensure that the best possible program is being offered to prepare new teachers across the province.

We argue that the process of thorough and systematic review and revision of these programs should be well informed by research and stress best practice and current school-based operations across the province. To ensure this level of review and revision, we present models for curriculum design at the course level (Figure 2), with steps in this process embedded into the model for Program Design (Figure 5). Each of these models will be explained following the presentation of each figure.

A Curriculum Design Model

University professors have academic integrity in the delivery of their courses. We argue, however, that academic integrity should apply in limited ways to the design of the courses and to the presentation of the courses on paper (e. g., the planned curriculum in the course syllabus) for two reasons: 1) Consistency in course syllabi helps students (in this case teacher candidates) to understand the expectations of the courses, including their ability to schedule for conflicting demands and meet criteria and standards of performance; and 2) Consistency in course syllabi help teacher candidates and professors to see the entire range of courses as a coherent and interwoven program rather than as a sequence of courses with loose connections. By applying a common approach to developing the curriculum course by course and to inserting the curriculum components into the course syllabi, we believe that these two characteristics can be achieved at the planned curriculum level. We have outlined the steps of curriculum design at the course level that, in our view, should characterize course development, including the written curriculum, as we undertake program review and revision efforts (see Figure 2).

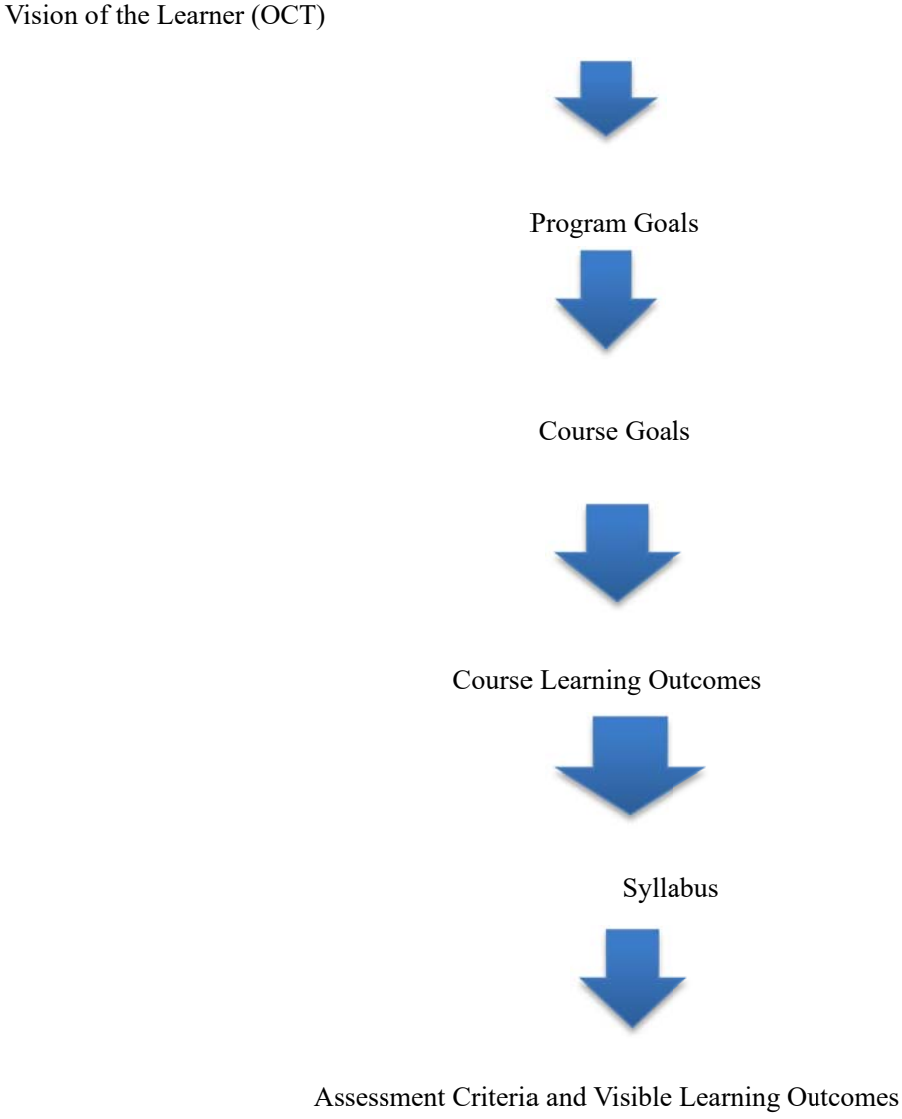

Figure 2. Course Design Model

In the paragraphs below, this course design model is explained further, consisting of six interrelated stages.

Vision of the learner. Unless specifically identified as a stage of curriculum development work in an interconnected process of designing a curriculum that has a confluence on the vision of the learner (in this case, the teacher candidate), it is likely that individual course designs cannot ensure that all aspects of the vision of the teacher candidate learner as espoused by OCT (see Figure 3) could be achieved. The OCT espoused goal for the profession is to produce teacher professionalism by creating teachers who understand and act in accordance with the identified standards of practice (including commitment to students and student learning, professional knowledge, professional practice, leadership in learning communities, and ongoing professional learning), ethical standards (including care, trust, respect, and integrity), and a professional learning framework (including ongoing teacher education and research).

Figure 3. Vision of the Professional Ontario Teacher

Source: https://www.oct.ca/public/professional-standards/professional-learning-framework

Program goals. A critical coordinating step in designing coherent courses that each contribute to achieving the vision of teacher professionalism as espoused by OCT, involves distributing the goals of the entire program to individual courses within the program. It is insufficient to allow individual professors to choose the goals they will address in their courses as gaps and inefficient overlaps will undoubtedly occur.

Course goals. In our experience, this seems to be where traditional course planning in teacher education program has typically started. As a matter of course, professors identify course goals. We contend however, that the current practice of identifying course goals in isolation from other program courses can lead to vaguely stated, unclear, and uncoordinated efforts that may miss the mark that is identified in Figure 3. Instead, we recommend that the development of course goals should be done by the faculty as a collected group. While it is usual for faculty to have a role in developing, reviewing or approving course descriptions, we believe that this is typically where the faculty group's involvement in the development of courses that they ultimately will not teach, tends to stop. By not involving all faculty in the development of all course goals, we undermine the cohesion of the program.

Course learning outcomes. While we tend to teach teacher candidates how to identify course learning outcomes, our experience with examining samples of course syllabi revealed that it is not standard practice for professors to include course learning outcomes in their

syllabi in terms that ensure outcomes are measureable, observable, specific, and timely. The exercise of working on developing these types of learning outcomes for every course in the program would help professors to be clear about their targets for teacher candidate achievement and to see their course(s) as part of an emerging whole. Stating goals in ways that make them measureable, observable, specific, and timely is a skill that needs practice by course designers. Stating goals that are timely will help the entire faculty to determine the most effective placement of each course in the four semesters of the program. More will be said later about stating learning outcomes for the practica, professional development, and community learning portions of the program.

Syllabus. Currently professors have a great deal of independence in how they design their syllabus. We contend that this is counterproductive in a course that is part of a program. Minimally, a template that requires individual professors to outline the six components of a course as identified in Figure 2, could serve to promote greater program cohesion, as well as modeling strong course development steps for teacher candidates. However, it would be preferable to include a robust vetting process by the faculty to support reflective practice and enriched course design by individuals in the faculty.

Assessment criteria and visible learning outcomes. While it is usual for professors to identify assignments, due dates, and mark allotments for assignments in their courses, we believe it is less common for professors to provide clear and specific success criteria for each assignment. Further, we have observed that it is uncommon to witness syllabi that include a breakdown of allowable marks related to each success criterion. The combination of success criteria connected to marks for each criterion creates a rating scale that serves as a roadmap to success for teacher candidates as the target for their success in achieving what is expected becomes clear and remains stable, and therefore more likely achievable. An example of a rating scale is provided in Figure 4 and reflects outcomes for a primary/junior Social Studies course for teacher candidates. In this course, teacher candidates were required to plan a field trip for students, taking into account suitable sites, learning outcomes, connections to the curriculum, school board policies, and connected learning experiences before, during, and after the field trip.

Figure 4. Rating scale sample to show the specific assignment criteria and allotted marks

Success Criteria	Rating Scale
• the site is locally accessible	No assessment marks for this.
• the site supports specifically identified learning expectations for the grade level	0 1
• the teacher has identified the relevant Board policies related to field trips generally and to this site specifically	0 1 2
• the teacher has identified the purpose of this trip (see Chapter 15 for an outline of various purposes for field trips)	0 1
• the teacher has connected the trip to the context of classroom learning both before and after the trip	0 1 2 3 4
• the teacher has developed on-trip activities for which students are responsible and accountable	0 1 2 3 4
• methods of ensuring student accountability for on-site learning during the trip are identified and are age and site appropriate	0 1 2 3 4
• the trip summary plan is presented in a way that is visually appealing, professional in appearance (spelling, grammar, etc.), and accessible for a professional portfolio	0 1 2 3 4
Total /20 Summative Comments	

Summary

Some consistency in the components of curriculum design in a professional program such as teacher education can support teacher candidates and their professors to improve course design in the B.Ed. program. Students will benefit from having a strong understanding of course expectations, having the ability to schedule their time in the case of conflicting timelines for course work, and in understanding the standards and criteria expected in a professional context. This systematic approach to planning courses within the B.Ed. program will also help professors to see the program as coherent and interwoven components thereby strengthening the program structure.

A Program Design Model

In the context of the rush to implementation and concurrent leadership changes, complicated by the residual issues related to labour unrest at the university, it is understandable, perhaps even predictable, that the complex processes involved in comprehensive program design were addressed with some gaps before the initial teacher education program was offered in the fall of 2017. However, with a program design model in place, we could engage in program review by acknowledging the steps of a robust program design that were not addressed before the 2017 implementation. Such a review would be timely in that we now have sufficient anecdotal evidence from students and sufficient quantitative data from student applications to the program, to guide reimaging and revision at the program level, in parallel to the process of having professors undertake course- by-course revisions and improvements to individual courses, guided by the course design model.

The model for program design is shown graphically in Figure 5. This model identifies 19 steps that progress sequentially and, if followed, should produce a coordinated effort at the program level.

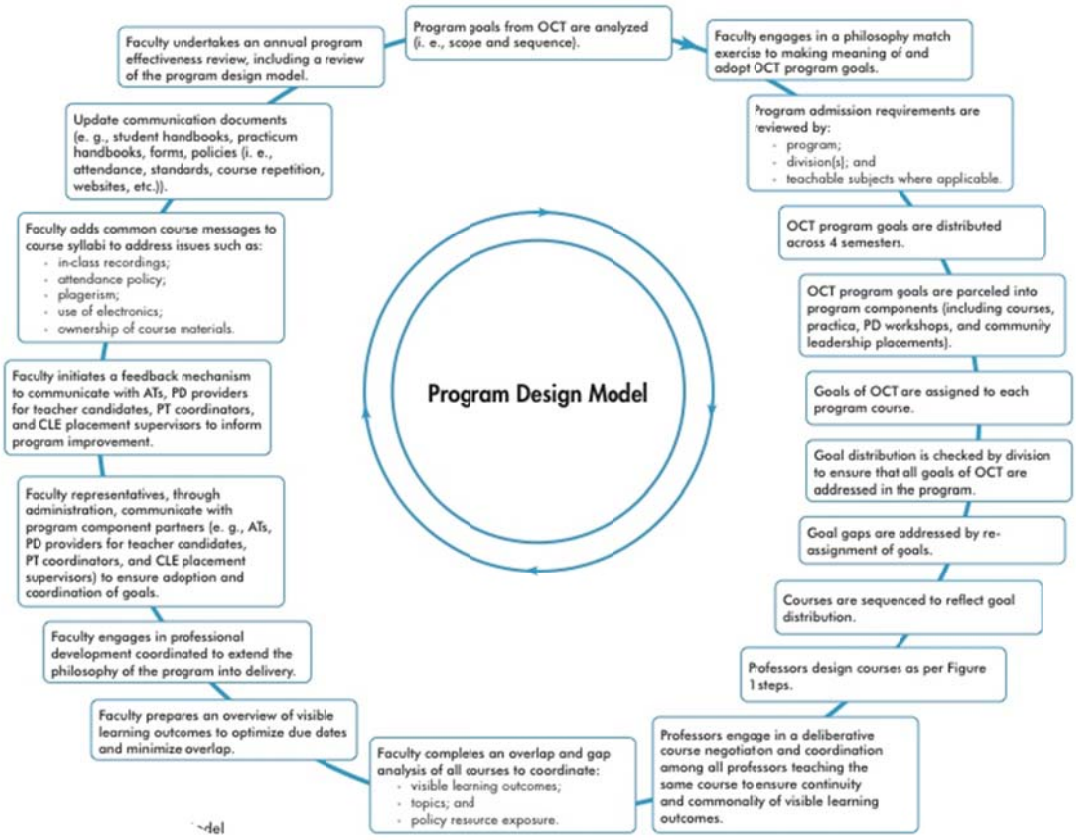

Figure 5. Program Design Model

However, it is notable that the initial design and implementation of the current B.Ed. program involved only three of these nineteen steps in curriculum design.

Describing Each Step of the Program Design Model

Program goals from OCT are analyzed (i. e., scope and sequence). Analysis of the program goals that were identified and supplied to Faculties of Education in Ontario reflect commonly assumed practices of instruction that define good teaching as we espouse in today's Faculties of Education. For example, modern educators attempt to reflect instruction that is guided by constructivist theories of learning (Piaget, 1954; Dewey, 1938; Bruner, 1986; Vygotsky, 1978; Eisner, 1998), embed reflective practice into teacher candidates' learning (Schön, 1983; Brookfield, 1995), support the evolution of a learning community or communities of practice (CoPs) among teacher candidates (Senge, 1994), value situated learning (Lave & Wenger, 1991) and respect and model culturally responsive pedagogy and land-based approaches to learning (Dei, 2000; Ladson-Billings, 2000; Wildcat, McDonald, & Irlbacher-Fox, 2014). In order to ensure that all teacher educators understand the pedagogical assumptions that are captured in the stated program goals, close group analysis of each goal should be done to initiate the process of identifying common characteristics across divisions and to ensure a common understanding of success as a teacher candidate.

In addition to the program goals identified by OCT, faculties should consider ways to incorporate goals related to the six Cs of 21st learning – critical thinking, collaboration, creativity, communication, character education, and citizenship (Fullan & Scott, 2014).

Faculty engages in a philosophy match exercise to make meaning of and adopt OCT program goals. As part of ensuring faculty understanding of each of the goals prescribed by OCT certification regulations, goals must be matched to each course through the involvement of the entire faculty. This process will also help all faculty members to understand the scope of all courses: both what each course includes but also what each course excludes, so that a program building approach is sustained throughout the planning process.

Program admission requirements are reviewed by: program; division(s); and teachable subjects where applicable. As a new program is designed, all assumptions about the existing program must be examined to determine if the assumptions still apply. The *Story Model* (Drake et al., 1992) is one method of comparing emerging assumptions with previous ones in the curriculum and program design process. As many of the assumptions that are adopted by the faculty at this stage may need to be addressed by motions institutionally, faculty will need to be conscious of the governance implications of their decisions.

OCT program goals are distributed across 4 semesters. Faculty will need to make several strategic decisions about program goals in the ETEP design/redesign process. Our knowledge of spiral curriculum design principles (Bruner, 1960) would lead us to expect that some OCT goals may be addressed in more that one course, more than one semester, or more that one year of the ETEP. Conversely, it may seem convenient to parcel the OCT goals evenly across the four mandated semesters of the program. While either approach is pedagogically

defensible, faculty should be fully aware of why they are electing to use the approach that they employ.

OCT program goals are parceled into program components (including courses, practica, PD workshops, and community leadership placements). Many of Ontario's teacher education programs involve components that extend and enrich courses. The ETEP program requires 80 days of practicum placement to achieve certification. In addition to the practicum exposure to help teacher candidates move from theory to practice, many faculties also provide additional workshops to help teacher candidates learn about aspects of the profession of teaching such as school and school board initiatives related to current social concerns (e.g., suicide prevention, anti-bullying programs, drug and alcohol abuse, etc.) and to support their applications for teaching positions. For example, some faculties, such as Brock University, have developed a Triple C Model: Coursework, Cohort, and Community, to identify related aspects of their program. Nipissing University offers optional involvement in international community leadership placements in countries such as Kenya, and Costa Rica, and formerly a wider range of countries such as China, Cameroon, Jamaica, and England. Teacher candidates who do not opt for an international placement, arrange their own community leadership placement (60 hours or 3 weeks) in a service-based organization that shares a non-school based mandate.

Regardless of the model of non-course based learning that is offered to teacher candidates, faculty need to engage in the process of identifying OCT learning goals that will be achieved through each program component. In this way, all elements of the program will be complimentary and focused on the intended outcomes.

Goals of OCT are assigned to each program course. Faculty needs to work in unison to assign OCT goals to each course they plan to offer in the new program. This process may also involve designing new courses should there be no existing natural match to the OCT goals. The process of assigning OCT goals to courses is critical to ensuring that the series of courses holds together as a coherent program. Goals might be addressed in more than one course. If this is done, it is important that Faculty also examine how the same goals will be approached differently in each course so that the approaches compliment each other and enrich teacher candidate learning. Group brainstorming immediately after goal assignment to each course could provide a rich Faculty opportunity to consider active and inclusive learning strategies that would open up ways to think about achieving the same goals in different ways in a variety of course contexts.

Goal distribution is checked by division to ensure that all goals of OCT are addressed in the program. Checking the distribution of goals by division is a fairly mechanical process but it is a critical step in program planning to ensure that every teacher candidate has similar standards to reach before they are accredited. A simple master list (see Figure 6) would allow the entire Faculty to: 1) check the assignment of goals within each division; and, 2) understand which other Faculty members are addressing the same goals in their course(s) so that coordination of efforts and approaches could be considered at later stages of the planning.

This is also an important reference document for the design of practicum time over the two years of the program so that Associate Teachers are made aware of foci that are designed into each term of the overall program and can then align their expectations of teacher candidates within the overall program plan.

OCT Goals	Language	Mathematics	Social Studies	History	Geography etc. ---→

Figure 6. Master list for assigning goals to courses in the program

Goal gaps are addressed by re-assignment of goals. The use of a master list for assigning program goals (see Figure 6) will allow Faculty to see gaps and possibly extensive overlap in goal distribution in the program. By looking for gaps as a group and assigning missed goals as a group, each Faculty member has a rich opportunity to garner new perspectives on the courses they may teach and can extend personal knowledge about the possibilities for things that could be addressed in new ways.

Courses are sequenced to reflect goal distribution. A program that is well designed will be characterized by courses and related program components (e. g., practica, professional development workshops, community leadership placements, etc.) being aligned across four semesters in a way that helps to build teacher candidates' professional understanding of content knowledge and pedagogical content knowledge (Longhran, Berry, & Mulhall, 2012) and that allows for suitable spiraling of the curriculum (Bruner, 1968) across the four semesters so that knowledge and skills are solidified over time, consistent with the tenants of reflective practice (Brookfield, 1995; Schön, 1983) . For example, while a first term course may be used to teach the concepts related to Standards of Care in teaching, later courses can build on the concepts by exemplifying what each of the standards entails in the context of another course.

Professors design courses as per Figure 1 steps. Once OCT goals are assigned to courses and professors are provided with their teaching assignments, the intense process of planning individual courses begins. With a two-year program, this planning needs to be managed in ways that allow scrutiny of the processes so that the courses: are consistent with the program design vision, build onto and from other courses in the program, establish alignment with the additional elements of the program, and include assessment of visible outcomes that support eventual opportunities for employment. This level of consistency is unlikely to be achieved if the resulting courses never face any level of design scrutiny by the entire Faculty. The next

three steps in the Program Design Model are included to suggest the types of program scrutiny that would be engaged once individual professors design courses.

Professors engage in a deliberative course negotiation and coordination among all professors teaching the same course to ensure continuity and commonality of visible learning outcomes. In larger Faculties of Education, it is common for several faculty members to be teaching the same courses based on variations in enrolment and faculty workload. It is a source of confusion, and sometimes frustration, for teacher candidates to take the same course from different professors and experience wide variations in resources, approaches, assignments, and marking standards. In a well designed program, all faculty who are teaching the same course should engage as a team to plan the course together or, if that is not possible, to examine newly planned courses to add a layer of planning after the initial course is designed so that faculty can negotiate with the team of planners to coordinate details such as numbers of assignments, nature of the assignments, due dates, criteria for marking, etc. These visible similarities will be noticed by teacher candidates, who will compare courses for perceptions of fairness.

Faculty completes an overlap and gap analysis of all courses to coordinate: visible learning outcomes; topics; and, policy resource exposure. Once all courses for the program have been planned and coordinated among Faculty teaching the same course, the entire Faculty should once again undertake a gap analysis. This gap analysis should focus on three main aspects of the individual course planning, including: the topics that have been addressed, the products (visible learning outcomes) that teacher candidates are being required to display/submit as evidence of their professional learning, and inclusion of knowledge about major policy documents and online resources that would characterize a well-informed teacher in the jurisdiction (e. g., *Growing Success, Learning for All*, Ministry of Education professional learning websites and podcasts, etc.). These aspects of the program, and how each course addresses the various aspects, could be mapped in a chart format similar to Figure 6 so that gaps, overlaps, and progression of ideas are readily visible.

Faculty prepares an overview of visible learning outcomes to optimize due dates and minimize overlap. Every faculty member will be very familiar with the predictable periods of extreme stress in the program. These are typically periods when teacher candidates have a large number of assignments or class presentations due in a short amount of time. This is a predictable outcome of large learning goals because teacher candidates need to learn complex things before they can display that learning in an assignment or a presentation. However, the predictability of the "crunch" doesn't make it any easier for teacher candidates to manage. Faculty may be able to relieve some of the stress of these periods during the program by having a collective time to examine their course assignments and presentations in the light of all course expectations for these components, before students receive their course syllabus. Faculty should meet well before the term begins and map every course assignment for each course onto a term calendar. If clusters of assignments from various courses create a stress inducing nexus, through deliberation and negotiation, Faculty may be able to agree of adjustments in some courses to bridge the "crunch" and support more manageable

expectations and due dates. Assignments that are spread out better also allow teacher candidates to demonstrate their best work, consistent with reflective practice tenants.

Faculty engages in professional development coordinated to extend the philosophy of the program into delivery. During the process of co-planning the entire program, it is likely to become evident that some faculty members may not be familiar with some provincial initiatives to support curriculum (e. g., resources teachers use to prepare for standardized testing, the nature of credit recovery courses, alternative school-based delivery models such as flipped classrooms, etc., or Ministry of Education resource and policy documents). Each identified gap in faculty awareness or skill development should provide an opportunity (even an obligation) to participate in some professional growth as a faculty. In most instances, someone in the faculty will already have special expertise with some aspect of a needed area and could lead or guide new learning for other faculty. Timing such professional growth to happen before the start of the fall term of the program is critical to smooth implementation of the program.

Faculty representatives, through administration, communicate with program component partners (e. g., ATs, PD providers for teacher candidates, PT coordinators, and CLE placement supervisors) to ensure adoption and coordination of goals. An overview of the entire program needs to be created in a brief summary, possibly supported by graphics, to inform cooperating teachers (ATs), coordinators, and hosts for the teacher candidates of each aspect of the entire program to help them understand how their part of the program compliments the courses within the program. While some OCT goals may be assigned exclusively to these complimentary program components, it is also likely that each additional component will have a nexus with one or more courses in the program. Cooperating partners need to be aware of the goals, of any situation in specific courses where goals have been addressed, and of how these goals have been addressed instructionally and assessed in the context of the courses. By providing cooperating partners with this perspective on goals they are asked to support, we give them an informed role in meeting the requirements of the program. While face-to-face meetings with these partners may not always be possible during the final planning stages of a program, efforts should be made to use electronic means to bring these partners into the planning, as we know from anecdotal reports that they may not otherwise see their role in terms of the specific goals they are to address. This problem will be discussed further in relation to targeted practicum experiences within the program.

Faculty initiates a feedback mechanism to communicate with ATs, PD providers for teacher candidates, PT coordinators, and CLE placement supervisors to inform program improvement. Good program design should build in recursive opportunities to check in with cooperating partners in the program design. Associate teachers, professional development providers, practice teaching coordinators, and CLE placement supervisors are likely to have observations to share and perhaps advice about strategies that could support improvements in the program design. Mechanisms should be built into the program to check and re-check with the supporters throughout the program to ensure their alignment with

program goals and to gather their input into ways to improve teacher candidates' learning in relation to the aspects of the program they provide.

Faculty adds common course messages to course syllabi to address issues such as: in-class recordings; attendance policy; plagiarism; use of electronics; ownership of course materials. Differences about messages and rules in a single program are confusing for everyone. For example, if the program rule says that students may be excluded from a course exam if they miss more than 20% of the course for undocumented reasons but a single course instructor interprets that rule by telling teacher candidates that they can miss two classes without penalty, teacher candidates could rightfully be confused (as could other faculty). While the impact of the two messages is the same (i. e., two missed classes) the intent of the first message is to convey a level of tolerance; the second gives permission. By adding common program messages about key management practices to all course syllabi, teacher candidates receive a common understanding of expectations of themselves as emerging professionals.

Update communication documents (e. g., student handbooks, practicum handbooks, forms, policies (i. e., attendance, standards, course repetition, websites, etc.)). Once the earlier stages of program development have been attended to, the task of communicating the design through a variety of communication documents must be undertaken in a timely way and in a fashion that will ensure (and build in checks on) consistency of the message. It is likely that much of the actual work of designing and posting communication documents and making them accessible to the public will fall to non-faculty members of the university community, so each faculty should have one or more members making consistent overtures to check on the public persona for the program. This practice will ensure that updates appear in the appropriate public communication spots as well as among faculty.

Faculty undertakes an annual program effectiveness review, including a review of the program design model. Ontario, and many other jurisdictions, have had a long-standing practice of using a CRDI model to guide program cycles. CRDI means **C**urriculum **R**eview, **D**evelopment, and **I**mplementation and is often displayed as a cycle (see an adapted example in Figure 7) to demonstrate its continuous nature. That is, once a curriculum is developed and implemented, its effectiveness in achieving its stated purpose is reviewed. The data from the review are then used to develop the new curriculum and to inform its implementation. In Ontario, the Ministry of Education uses this cycle, usually on a five to seven year rotation, to address all curriculum renewal in the public education system of the province.

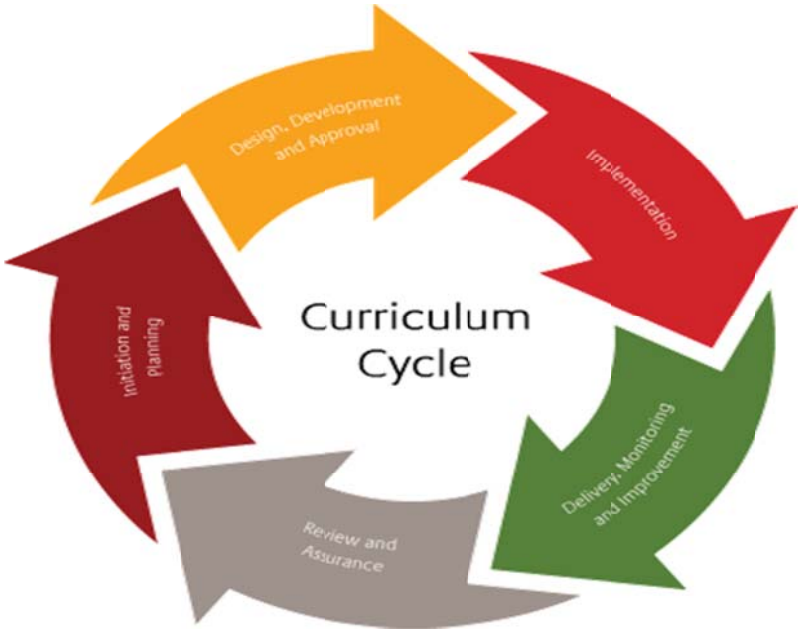

Figure 7. CRDI cycle (example graphic representation)

A wide variety of context specific graphic variations on the CRDI cycle can be found at https://www.google.com/search?q=Curriculum+Review+Development+Implementation+cycle&client=firefox-b-d&sxsrf=ALeKk01r4NtJstS1QeKbYdrv5FbVv5G0TA:1584979400779&tbm=isch&source=iu&ictx=1&fir=x6G7pG5adTlmZM%253A%252CBFSj6m_qR42O2M%252C_&vet=1&usg=AI4_-kQ_M4Jr4UGbNIru-pAGhJQW1Suk3Q&sa=X&ved=2ahUKEwiPoKOx_LDoAhXQGM0KHdFIAtkQ9QEwAnoECAkQBw#imgrc=cQAltU5m2DvD6M

Connecting the Non-Course Components of the Program

The Practicum Experiences

In Ontario, the required practicum experience for teacher certification in the ETEP is 80 classroom days. In the four-term program design, these practicum days are spread across each term, with the length of continuous in school practicum time increasing as the program nears completion. One well-regarded feature of the current program design related to practica is the first term placement of one week of classroom observation. This observation serves several purposes, chiefly 1) giving teacher candidates exposure to classroom contexts that most of them have not experiences for at least four years (and much longer for some mature candidates); and, 2) providing a placement timing that gives teacher candidates unique exposure to the opening days of a school year so that they can reflect on the ways that teachers establish rules and routines, prepare the classroom, start the curriculum, build rapport with students, help students build a classroom community and ethos, and establish communication with parents/guardians. This contextualized learning provides a rich background for new teacher candidates as they start courses in the program and may help them make the shift toward thinking about themselves in the role of an emerging professional (Maynes & Hatt, 2015).

In the context of initial change to the four-term ETEP teacher education model, this Faculty of Education decided to focus on various components of classroom learning (e. g., lesson planning, unit planning, classroom management, etc.) during different practicum blocks in the program. This approach reflected the view that teacher candidates' curriculum design and classroom management skills, among others, should be expected to build over time; that is, in the fourth (last) program placement we hypothesized that more skill should be expected of the teacher candidates than should be expected in the first practicum placement. While this is logical if we start with the belief that teacher candidates should be more knowledgeable and more confident in their profession after four terms of courses and three previous practicum placements than they were at the beginning of their ETEP, we have found some issues with this approach.

The main issue is that, despite efforts to communicate these differing levels of expectations to Associate Teachers (ATs) through the publication and distribution of a Practicum Handbook, many teacher candidates report that their ATs expect them to show evidence of skills in their practicum placement that the teacher candidates have not yet been taught in their courses. Clearly better communication with associate teacher is needed to address this disparity. One way of signaling different types of needs from associate teachers is to start a change in relationship by naming them differently. We contend that a role title such as Cooperating Mentor Teacher (CMT) is more indicative of the type of program supportive relationship that Faculties of Education need to establish with teachers in the classroom. In this role title, the classroom teacher is identified as "cooperating" to show their role in helping to achieve the program goals. The "mentor" component of the role title signals how faculty expect teachers to interact with teacher candidates.

Further, it is incumbent on Faculties of Education to support strong classroom teachers to become strong classroom mentors by teaching them how to be a mentor. Being a strong classroom teacher, while a necessary characteristic of a suitable practicum supervisor, is not a sufficient characteristic for this role. The practicum supervisor must also be a strong mentor. Unless we teach CMTs to be strong mentors, we disadvantage teacher candidates and fail in our duty to provide helpful learning opportunities through the practicum placements. With modern meeting supports through technology, it is fully possible to establish group meetings of CMTs on a regular basis during practicum to support the enrichment of their mentoring role based on the principles of communities of practice (CoP) (Senge, 1994).

The Professional Development Workshop Options

Teacher candidates are very aware of the need to enrich their accreditation through the ETEP certificates by engaging in additional workshops and training during and after their program. In the context of this university, an individual is hired to run a program of workshops for teacher candidates. The entire additional program is referred to as the Professional Learning Program (PLP). This is conceptually a strong idea. However, in practice, there are a few problems with the current model of operation for the PLP. This includes issues such as: lack of faculty input or knowledge of the skills of the person doing this job, lack of faculty input

into the workshops that are offered, lack of visible learning outcomes/certification for engaging in these additional learning opportunities, and lack of coordination with program outcomes. The PLP exists currently as a separate entity from the remainder of the program and this structure fails to optimize its potential. In addition, ethically, we have no mechanism to monitor teacher candidates' claims of their personal professional development while they are in the program. Although there may be several ways to act as gatekeepers of these claims, a past practice has been to issue portfolio-ready certificates for each workshop. This may be a practice worth reestablishing.

The Community Leadership Placement (CLP)

In the past, this institution offered a concurrent education program. In the fifth and final year of the program, teacher candidates engaged in a four-week community service learning placement (Chambers, 2009; Maynes, N., Cantalini-Williams, M., & Tedesco, S., 2014) that was monitored at all stages and measured for student perceptions of impact. With the elimination of the concurrent education program as stand-alone program and its re-conception as a route into the ETEP, a community leadership placement (CLP) was introduced to the program and placed at the beginning of the final term practicum placement, immediately after elective course work is completed (typically in mid-February). While we do not dispute the potential of such a placement to support professional growth for teachers, we contend that several vital components of an effective professional learning experience are currently missing from how this experience has been structured in the program. These include:

- Currently, practicum placement officers approve the teacher candidates' self-arranged placements. As these support personnel have no teaching role in the program, the teacher candidates have no identified learning outcomes to achieve during such placements. This begs the question of the purpose of these placements.

- A considerable body of research from the field of service learning points to the clear benefits community placements that are reflective in nature and designed to have teacher candidates interrogate their assumptions about people they serve, (see for example Chambers, 2009) the current structure of our CLP experiences do not embed this reflective component.

- Since the current CLP is defined by hours of service, some teacher candidates make personally convenient arrangements to complete their CLP placement before the time slot specified in their program design and take a break from their program (i. e., a holiday) before they start their final practicum placement. This practice, while innovative, underscores the need for specific, measureable outcomes from the CPL placements and for leadership accountability for equity of outcomes at the faculty level of the program design.

Discussion

The purpose of this paper has been to reflect on the design and implementation of the four-term ETEP teacher education program that was introduced in Faculties of Education across Ontario in 2017 to reflect the legislation that mandated a longer teacher preparation

experience through Ontario Regulation 347/02 (as revised Dec. 1, 2014- Aug. 31, 2015). As each Faculty of Education across the province devised its own program based on the mandated characteristics and the identified OCT certification requirements, it was predictable that each program would proceed with different program structures within the mandated framework, address special features of their program differently, and incorporate different features into the resulting program. However, in the instance described in this paper, the actual gaps in design and implementation of a program are examined in detail and set in the context of historical labour disruption, structural changes in the management of the university, and gaps in the potential curriculum design and implementation that a clear model for curriculum design, specific to the design of the ETEP, could provide.

Going forward, we have opportunities to re-engage in the program design process in a fulsome, visionary way to take advantage of the input we have had from faculty, teacher candidates, and associate teachers over the first three years of the new approach to teacher certification in the province. We should resist the convenience of tinkering with course placement or adding or deleting specific courses that have been most prominent in program effectiveness discussions as we reflect on external input (e. g., IQAP reviews), student opinion surveys, student confidences about their frustrations, and teacher input. Starting with comprehensive models for ETEP program design and for minimal components of course design, may give us a solid starting spot to engage in significant and focused renewal and enrichment of our initial efforts. What better way to model the use of reflective practice and communities of practice in operation?

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