

## The CCSESA Teaching and Learning Interchange PT3 Grant

Report of Progress: June 12, 2002

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### Executive Summary:

The TLI grant has made significant progress in its mission to develop a research-informed *model* for using technology as a medium to distribute content-based instruction, inquiry into effective classroom practice, and to facilitate access to new teacher support. To this end, we have piloted online video conferencing technologies for subject matter tutoring with pre-interns who must meet California's academic content and teacher performance standards. Through our partnerships with LessonLab and Apple, we have developed two types of web-based technologies that use videos of classroom practice. One allows pre-interns to view accomplished teachers applying their knowledge of subject matter and pedagogy in their diverse classrooms, the other shares classroom-tested standards-based lessons.

Eight county offices and two school districts have regularly participated in the grant activities, Alameda, Kings, Los Angeles, Monterey, San Joaquin, San Mateo, Santa Cruz, San Diego, San Francisco and Ventura. San Joaquin COE, currently hosts the [teachinginterchange.org](http://teachinginterchange.org) website and is the project's connection to the DCP network where our products, when ready for broad distribution, will be posted. Two San Joaquin employees have contractual agreements with the grant as coordinators of pre-intern activities and educational technology. One Kings COE employee directs the subject matter content development in special education and science, and the Ventura COE has agreed to help direct the development of online courses in science over this summer. We are currently looking for a county willing to lead our work in Mathematics. The Santa Cruz New Teacher Project in conjunction with the Santa Cruz pre-intern project have contracted with the grant to prepare a scalability of services report to be presented this summer at the leadership retreat July 30-31, 2002.

During this pilot year, it has been essential to build trust between the Teaching and Learning Interchange (TLI) leadership and the county office pre-intern programs. To minimize possible negative impact on program or interruption of services to the pre-interns, we listened carefully to the program directors' needs and concerns and have utilized their expertise and feedback to shape both our program's deliverables and the manner in which they were piloted in the field. The pre-intern project directors unanimously requested that we thoroughly pilot TLI technologies on a small scale with selected pre-interns and subject matter trainers prior to broad release of services. Sixteen participants registered in

at least one of the twelve ClearPhone web-based video conferencing sessions with our Exploratorium master teachers. Twenty-three directors, master teachers, pre-interns and subject matter specialists participated the LessonLab video conferencing sessions. Our grant proposal predicted service to thirty six participants in the first year.

Four surveys have been conducted. One prioritized the work of the project from the participants' point of view. Another allowed the County Office directors to decide which of the end-user technologies they will employ in their work with the pre-interns teachers their projects serve. Two others allowed participants to provide the project with direct feedback on our progress from their point of view.

Training of mentors (coaches), participating pre-interns, and local support specialists began in December. In January, a pilot roll-out of activities to pre-interns began in concert with our new partner in science preparation, the acclaimed Exploratorium Teacher Center in San Francisco. Tutoring in biology, chemistry and physical science was conducted using the ClearPhone software. Our Video Case Study Team has met four times for two days develop the classroom dilemmas we've produced in the LessonLab web-based platform. The team has been successful in identifying necessary components of project videos and is informing our partners Apple and Lesson Lab on how to design these video-based lessons to specifically meet the unique needs of uncredentialed teachers. We have filmed three hour long science classroom lessons that are currently in production for use as video case studies: high school chemistry and biology and middle school chemistry. We premiered the first case on April 20, 2002 to very favorable feedback from the pre-intern field. Three exhibits for the restructured, video-based, Apple Learning Interchange are in production and will be online this summer: We have begun the design of our website "portal" for pre-intern support with the San Joaquin COE consultant and will announce its unveiling by the third week of July.

Recent redesign of the state standards in the subject matter areas will require concomitant change in the rigorous subject matter exams pre-interns must pass in order to enter a credential program (SSAT, MSAT and Praxis exams.) In mid-May we began planning a summer institutes to be held July 18-20 in Monterey, where we will assemble experts from the subject matter panels, test design teams, and representatives from our county offices to create *full online courses* for subject matter preparation and support. In the fall we will begin capturing tutoring sessions on video for on-demand viewing by participants in the courses. We look to broad dissemination of our field-tested materials to be delivered via the DCP during 2002-2003.