

The CCSESA Teaching and Learning Interchange PT3 Grant

Report of Progress: November 21, 2002

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II. EXECUTIVE SUMMARY

California continues to face growing populations of alternative certification and uncredentialed teachers in the classroom. To date, the Teaching and Learning Interchange (TLI) 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 for this population of teachers. The TLI addresses the critical need for pre-interns (uncredentialed teachers serving full-time in classrooms) to meet California's academic content and teacher performance standards through online and face to face tutoring.

The TLI has continued to mobilize its resources and broad base of support to accomplish its goals. Recent redesign of the state standards for teacher proficiency in the subject matter areas has resulted in the concomitant change in the rigorous subject matter exams pre-interns must pass in order to enter a credential program (formerly the SSAT, MSAT and Praxis exams, now CSET.) In mid-May we hosted a series of institutes where we assembled experts from the subject matter panels, test design teams, and representatives from our county offices to create full courses of test preparation and support for use during the next school year. We will begin capturing tutoring sessions on video for on-demand viewing by participants in the courses in 2003. .

The TLI developed several video streamed examples of classroom practice to use as pedagogical tools for new teachers to view accomplished teachers applying their knowledge of subject matter in their diverse classrooms. These lessons demonstrate also demonstrate infusion of technology into the teaching and learning process. They have been developed using case study methodology by our Video Case Study team of experts.

Through a relationship developed with the New Teacher Center at University of California Santa Cruz, we will begin offering video-based *Initial Teacher Training* via the Internet. We have developed resources to support new teachers with lesson plans tied to state content standards. Beginning in December, the TLI will begin offering online courses in test

preparation to support uncredentialed teachers to pass the California's rigorous subject matter exams called CSET.

In August, we added two new partners to our grant: the Solano County Office of Education pre-intern project and the San Diego County Office of Education Professional Development Online Production group. In October, the TLI was invited to present at the Statewide Pre-Intern director's meeting by the California Commission on Teacher Credentialing. We demonstrated our technologies to the participating directors from pre-intern programs in county offices of education across the state. When our products go online in mid-December, we anticipate that our participant base will have doubled in size from the original grant proposal.

Our evaluator has continued to survey participants to obtain guidance on prioritizing the work of the project from their point of view. County Office directors have decided which of the end-user technologies they will employ in their work with the pre-intern teachers their projects serve. Two others allowed participants to provide the project with direct feedback on our progress from their point of view.

The Exploratorium Teacher Center in San Francisco has continued to support our work through subject matter tutoring in biology, chemistry and physical science and the development of our online test preparation courses in general science, biology, chemistry, physics, geo-science, and earth and physical science... The Exploratorium master teachers tutor online and face-to-face and have allowed the project to videotape their science lessons which we have posted on LessonLab. To this end, the Video Case Study Team met in July for three days in Monterey, CA at the California State University to design the online test preparation program, pre- and post-test samples, and Blackboard courses. The VCS has also been successful in identifying necessary components of project videos and is informing our partners Apple, Lesson Lab, and the New Teacher Center on how to design these video-based lessons to specifically meet the unique needs of uncredentialed teachers.

Another partner, Apple Computer, redesigned its online resource for teachers entitled the Apple Learning Interchange (ALI). The TLI has posted resources there that include samples of student work, assessment tools, professional development resources, lesson plans, reflections and related materials. Through the work of the San Diego County PDOP, these will be tied to our larger database to create a single source website that integrates all of our partner's technologies; where uncredentialed/alternative certification teachers can find support with subject matter, classroom management, lesson plans and classroom pedagogy.