

Prospective Experimental Program Concepts May 2010

Overview of this Report

The Commission adopted revised Experimental Program Standards at its March 2008 meeting, <http://www.ctc.ca.gov/commission/agendas/2008-03/2008-03-3A.pdf>. At the May 2008 COA meeting, staff presented information on the technical assistance meetings that were held focusing on Experimental Programs and procedures for programs to follow in proposing new Experimental Programs, <http://www.ctc.ca.gov/educator-prep/coa-agendas/2008-05/2008-05-item-17.pdf>. The procedures were detailed, including a possible timeline for the submission and approval process. This agenda item presents two concepts for experimental programs being considered by currently accredited institutions for the COA's discussion.

Staff Recommendation

This is an information item only.

Background

The purpose of experimental programs is described in the Experimental Programs Handbook:

The experimental program option is designed to encourage innovations in educator preparation and investigation of those innovations, with the aim of increasing the profession's understanding of professional learning and improving professional practice for the benefit of all students in California. Experimental programs were provided for in Education Code 44273(a) as a way for programs of "merit and the potential of improving the quality of service authorized by the credential" to be developed. In the past, few programs have been submitted under this option. The revised Experimental Program standards take into account this under-utilization and are designed to encourage innovation with accountability to the profession. (<http://www.ctc.ca.gov/educator-prep/standards/Experimental-Program.doc>)

The procedures the COA adopted to review and approve experimental programs are contained in the Experimental Programs Handbook. Presented in Appendix A is the page of the handbook that contains these procedures. In the Spring of 2009, three institutions' concepts were presented to the COA. This agenda presents introductory information from a fourth institution about a prospective experimental program concept.

Experimental Program Concept

The Los Angeles Math/Science (LAMS) Teacher Residency Program, Loyola Marymount University

Loyola Marymount University, in partnership with Los Angeles Unified School District (LAUSD), is developing a proposal for preparing highly qualified mathematics and science (biology, chemistry, and physics) teachers. The program will utilize the Urban Teacher Residency United (UTRU) model which is the product of an informal partnership between urban teacher residency programs in Chicago, Boston, and Denver. The non-profit organization works with teams from school districts, not-for-profits, and universities to "develop and implement the specific design elements at the core of a truly effective UTR." The LAMS Residency Program staff is participating in the UTRU training program and will use the training to "refine the Residency

before it is fully implemented in 2010. The LAMS Residency is built around the effective principles identified by UTRU:

- Weave education theory and classroom practice;
- Learning alongside an experienced and qualified Mentor;
- Work together as a Resident cohort;
- Build effective partnerships.”

Residency programs utilize the apprenticeship model in which candidates receive a stipend so that they can work in a mentor teacher’s classroom and gradually assume responsibility for class instruction. The close relationship between resident and mentor will help residents “...learn the competencies to maximize mathematical or science development for all students including English Learners, students with disabilities, students gifted and talented and students at-risk. The program develops candidates’ specialized mathematical or science knowledge for teaching and integrates mathematical or science content knowledge and pedagogical knowledge. The program teaches candidates to use and integrate these three domains of knowledge in their developing practice. Integrated coursework and fieldwork provide candidates with an environment conducive to intellectual risk-taking and multiple ways of approaching mathematical or science and pedagogical problems, thereby providing a model for candidates to enact in their own practice.”

After the COA’s discussion of the experimental program concept, staff will utilize the committee’s feedback to guide staff at the institution as they continue to develop their proposal. The full proposals will be reviewed by peer reviewers and when the reviewers find the proposal meets the Experimental Program standards, the prospective experimental program will be brought back to the COA for approval.

Appendix A

Procedures for Submitting and Implementing an Experimental Program

Procedures for Submitting an Experimental Program for Commission Approval

An experimental program can be developed and submitted at any time in the seven year accreditation cycle. Once approved, the program is incorporated into the institution/program sponsor's accreditation cohort activities.

- Institution or program sponsor identifies an issue, question, or problem that can be addressed through a preparation program that varies from the Commission's adopted program standards.
- Institution or program sponsor submits a 3-5 page paper describing the issue, question, or problem to the Commission.
- Staff reviews the proposal brief and provides technical assistance to the institution or program sponsor in developing the full program proposal. Staff reports to the Committee information regarding possible proposals.
- Institution or program sponsor submits the full proposal, addressing the Preconditions, Common Standards, and Standards for Experimental Programs.
- Program proposal is reviewed by a panel of educators (peer review). Reviewers may ask for additional information if the proposal does not initially meet the Experimental Program Standards.
- Program goes to the Committee on Accreditation for approval once the reviewers agree that the proposal meets the Experimental Program Standards.

Procedures for Implementing an Experimental Program

- Program begins implementation.
- Program participates in all accreditation activities in concert with the institution or program sponsors schedule.
- Program submits biennial reports focused on measures of candidate competence and an additional section focused on the evaluation, to date, of the experimental program.
- Program provides the Committee on Accreditation with a status report on the progress of the program half-way through the proposed timeline for the program.
- Program participates in Program Assessment according to the accreditation system.
- Candidates, graduates, faculty, and employers from the program participate in the site review activities as scheduled.
- Staff reviews biennial and evaluation reports. Recommendations for program continuance or interventions will be made to the Committee on Accreditation.
- Program submits a final evaluation of the program to the Committee on Accreditation, according to the approved Research Design, including next steps and plans for dissemination of program evaluation results to appropriate audiences (other California educator preparation programs, professional organization conferences, and journal articles, for example).