**State of South Carolina**

**DEPARTMENT OF EDUCATION**

**Molly M. Spearman**

*State Superintendent of Education*

*Secretary to the State Board of Education*

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**Proposal for Experimental or Innovative Program**

**Leading to Educator Certification**

# Innovative Program Title:

**Submitting Institution**:

**Date of Submission**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Signature of Dean/Unit Head**:

**Signature of Academic Provost**:

**Signature of President or Designee**:

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Experimental or Innovative Certification Program Proposal Development

The intent of this program approval process is to allow South Carolina’s educator preparation providers (EPPs) to employ varied and innovative practices as part of an educator preparation program, while still being held accountable for producing skilled and knowledgeable teachers to meet the learning and developmental needs of the state’s P-12 students. Institutions seeking approval of innovative or experimental components of a program leading to educator certification must file written notification with the South Carolina Department of Education (SCDE) indicating the specific area of certification or experimentation for which approval is sought.

Once submitted, a program proposal must be reviewed by an internal team within the SCDE and by the Professional Review Committee (PRC). With a recommendation from the SCDE and the PRC, the State Board of Education (SBE) may approve an experimental or innovative program for a maximum of three years. Following initial approval by the SBE, the SCDE Office of Educator Services may appoint an on-site evaluation team to review the implementation of the program and report findings to the PRC for any subsequent recommendations to the SBE. After an experimental and innovative program has been successful in meeting its stated goals for three years, the program may be continued as an approved component of the educator preparation program and will be reviewed as part of the state’s annual reporting and program review process.

Please note that the SBE’s authority to approve experimental programs and/or program innovations is for the purpose of the certification of educators only. The SBE has no authority regarding an institution’s approval to issue or confer degrees.

All innovative program proposals must use the following format.

1. Title Page (form provided)
2. Abstract (limit one page single-spaced)
   1. Purpose of the project
   2. Relationship to the EPP’s mission
   3. Relationship to the Council for the Accreditation of Educator Preparation (CAEP) standards
   4. Relationship to South Carolina requirements for EPPs
   5. Activities to be implemented
   6. Target population (candidates) to be served
   7. Expected outcomes
   8. School, school district, and/or other partners
3. Proposal Narrative: The innovative program proposal narrative should include the following information and should not exceed ten pages double-spaced. The EPP must address all applicable areas.
   1. Present evidence of the demonstrated need for the innovative program proposal. Describe the need that requires the recommendation of the PRC and approval of the SBE. How were the needs determined? Why should the PRC approve this innovative program proposal? What roles did each of the school and/or other partners play in establishing the needs? Describe how the needs were used to establish the project’s design.
   2. Provide a description of the purpose of the project and its objectives. This description should include measurable objectives and the research base for the proposed project.
   3. Provide a description of how this innovative program proposal is related to the EPP’s mission and to the CAEP standards for EPPs. If approved, how will this innovative program impact the EPP’s mission and support the EPP’s continued accreditation? What assurances are provided that all CAEP standards and all South Carolina requirements, as outlined in the state’s guidelines for EPPs, will be addressed?
   4. Include a detailed description of the activities to be implemented, including any follow-up activities, a discussion of how these activities meet the needs of the partnership and target population (candidates), and how the proposed activities will achieve the objectives. The scientific research base for the proposed activities must be included to demonstrate the effectiveness of the chosen approaches.
   5. Present a discussion of the candidates to be served by the proposed project and an estimation of the number to be served. Include a plan for recruiting candidates.
   6. Provide a detailed description of the evaluation plan that includes:

* the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
* the design for data collection and clear description of objectives to be measured (not just pre- and post-surveys);
* an assessment of how the activities have contributed to teacher practice;
* an assessment of the impact of the project on P-12 student learning; and
* the extent to which the project influenced changes in teacher knowledge and instructional practice in the classroom or how the professional learning opportunities have impacted school climate, in-service teacher effectiveness, and/or administrative actions.
  1. Identify key personnel and their qualifications and project-related responsibilities. This description should include the time commitment of each individual to the proposed activities. Curriculum vita (two-page maximum) should be included for key personnel. (Curriculum vitae are not to be included in the ten-page limit.) If graduate assistants will serve in key roles, information must be provided on the potential time commitment and qualifications of these individuals.

1. Partnership Description and Cooperative Planning: All applications must provide a description of the partnership(s) including clearly defined roles of each of the partners. Discuss how and to what extent partners were involved in project planning. There should be clear evidence that the proposal meets the needs of the partnering school(s) and districts(s) as well as the EPP and its candidates.
2. Management Plan: Provide a management plan that indicates the roles and responsibilities of the various partners. The plan should include a timeline, program, structure, and key personnel responsibilities for project objectives. The plan should clearly indicate how the project will be implemented.