**California State University San Marcos**

**Integrated Teacher Preparation Program Proposal**

1. **Provide an overview of the intended Integrated Teacher Education Program**

Our proposal seeks a 2-year grant award from the Commission on Teacher Credentialing (CTC) of up to $250,000. The funds would enable us to develop a 4-year (bilingual) and 4.5 year (education specialist) Integrated Teacher Preparation (ITEP) program that would increase the supply of credentialed teachers for California schools. We intend to adapt and re-envision our existing Commission-approved Integrated Credential Program (ICP), which takes 5 years to complete, into an ITEP program of 4 - 4.5 years. Our proposed CSUSM ITEP program will integrate subject matter and pedagogy, allowing undergraduate students to earn both a baccalaureate degree and a preliminary multiple subject credential within 4 or 4.5 years, depending on the track they select.

We will also explore foundational math and foundational science tracks within the LBST depth of studies portion of the ITEP. We currently have a middle level program, which has content methods courses that are approved for a multiple subject credential and single subject authorization with CSET in foundational math and foundational science. We believe that the depth of studies portion of the ITEP can be designed to meet those foundational requirements. Preliminary conversations between Education Math faculty and Math faculty at CSUSM have resulted in a draft of the proposed foundational math depth of studies. We will partner with Palomar Community College and MiraCosta Community College to align transfer agreements specifically aimed at teacher education. We anticipate implementing program changes in fall 2017, with full implementation by fall 2018. This proposal will provide us with support to re-envision our current integrated program’s accessibility and flexibility, while maintaining high quality.

It should go without saying that the need for teachers in California is high. Statewide, over the next ten years, it is estimated that we will need over 37,000 Education Specialists and almost 6,000 Bilingual Teachers. These figures are calculated by using the California Department of Education DataQuest estimates for 2016-17 and multiplying by ten. This methodology has proven to be generally reliable over the past 15 years. In 2016-17, San Diego County estimated the need for 2,436 teachers overall, including 383 Education Specialists and 62 bilingual teachers. In CSUSM’s particular service area, North San Diego County and Southwest Riverside County, there are a projected 700 teachers who are needed to fill classrooms during the current academic year.

The CSUSM School of Education has several currently approved teacher preparation programs and the Liberal Studies Department anticipates a CTC approved multiple subject waiver in 2017 or 2018. Currently approved credential programs include:

**Multiple Subject Credential Program (MS):** Students successfully completing the Multiple Subject Credential Program receive the Preliminary Multiple Subject Credential with Authorization to Teach English Learners. The program is designed to prepare teachers to work with students in a self-contained and core classroom, most often elementary school classrooms. A two semester 5th year full-time program, the Multiple Subject Program provides coursework in learning and instruction, content area methodology correlated with field experiences and clinical practice.

**Integrated Credential Program (ICP):** The Integrated Credential Program provides students with a major in the Elementary Subject Matter Preparation Option in the Liberal Studies BA (LBST) and a Multiple Subject Credential. The Integrated Credential Program consists of themed semesters of lower division and post-baccalaureate courses that are taken across the colleges. Each semester students take 9-15 units of required core courses as a cohort. The core courses are offered in blocks each semester, and students take all courses in the block. The core courses include subject matter courses required for the LBST Major paired with the appropriate pedagogy courses for the Multiple Subject Credential. The underlying principle of the Integrated program is for students to study subject matter during the same semester as they study how to teach that subject matter.

**Education Specialists Credential Program (EdSpec):** The Preliminary Mild/Moderate Education Specialist credential authorizes instruction of students with a primary disability of Autism Spectrum Disorder, Emotional Disturbance, Mild/Moderate Mental Retardation (Intellectual Disability), Other Health Impairment (e.g. Attention Deficit Disorder), and Specific Learning Disability. In the Concurrent with Multiple Subject option, candidates receive both the Multiple Subject and the Preliminary Mild/Moderate Education Specialist Instruction Credentials with the option to also complete the Preliminary Moderate/Severe Education Specialist Instruction Credential. The Authorization to Teach English Learners is met through coursework and clinical experiences. Full-time concurrent candidates may complete the 59 units of coursework and clinical practice for the Multiple Subject and Preliminary Mild/Moderate Education Specialist credentials in three semesters.

**Bilingual Authorization Program:** The Bilingual Authorization is for those individuals wishing to provide primary language instruction to second language learners. The bilingual authorization can be added to any credential. Candidates take 6 units of coursework plus complete clinical practice in a bilingual setting which will qualify candidates with the requisite skills, knowledge, and disposition to design, implement, and teach in biliteracy and other primary language programs. In order to obtain their Bilingual Authorization, candidates must be fluent in Spanish and be able to pass the CSET Languages Other Than English (LOTE) III Exam in Spanish Language and Communication prior to issuance of the authorization.

**Middle Level Program:** The Middle Level Program is designed to prepare teachers of grades 6-9 with a Multiple Subjects Credential  and Authorization to Teach English Learners as well as a Certificate of Advanced Study in Middle Level Education. This unique program includes content methods courses that are approved for an added authorization in single subject with passage of content specific CSET. This grant will allow us to explore using these credential courses and strategically selected depth of studies courses for foundational math and foundational science authorizations.

**Single Subject Credential Program:** The Single Subject Program is designed to prepare teachers of grades 7-12 with a Preliminary Single Subject Credential with Authorization to Teach English Learners in the areas of English, Social Studies, Science, Mathematics, Physical Education, and World Languages (Spanish). The bilingual authorization is offered to teacher candidates in all programs.

The **proposed CSUSM Integrated Teacher Education Preparation (ITEP) program** provides flexible pathways to meet the needs of a more diverse pre-service candidate pool, increasing enrollment and diversity in high needs areas, while enhancing accessibility and also providing connections to resources across the teacher preparation pipeline and teacher education pathway. The proposed CSUSM ITEP program will re-envision the existing Integrated Credential Program (ICP) such that candidates complete a BA in LBST and a Multiple Subject (MS) Teaching Credential in 4 years (bilingual emphasis), or 4.5 years (education specialist). The proposed CSUSM ITEP program will allow candidates to earn their LBST major in the Liberal Studies Department and a MS credential plus Bilingual Authorization, or a MS credential plus a special education credential. Those candidates on the MS + Bilingual Education track can earn the Multiple Subject Credential within 4 years along with their Bilingual Authorization.  Those candidates on the MS + Education Specialists track can earn their Multiple Subject Credential and their Education Specialists credential within 4.5 years. We will utilize a regional pathway advisory committee model for our proposed CSUSM ITEP to facilitate a program based on inter-institutional collaboration with essential partners: 1) CSUSM School of Education and the Liberal Studies Department in the College of Humanities, Arts and Social and Behavioral Science (CHABSS), 2) regional school districts, 3) regional community colleges, 4) teacher preparation pipeline initiatives such as Project Tomorrow’s Educators Rising and Youth Teach to Learn, Encuentros Leadership Teacher Academy, CA Mini-Corps, and 5) CSU faculty involved with initiatives such as EduCorps, and initiatives such as CA Teaching Fellows.

The planning process involves convening the core team on a regular basis to address key issues in developing the CSUSM ITEP program. The developing program document will be accessible to all team members on Google docs. Team members will offer comments and suggestions throughout the program design phase. The planning process for our proposed CSUSM ITEP will focus on working with the essential partners of a regional pathway advisory committee that we will organize to create an effective and efficient teacher preparation ITEP pathway. CSUSM and local community colleges will continue to collaborate and build on existing working relationships that have developed around the current ICP. In particular, we will continue to run the annual cross-institutional workshop to recruit students across the institutions to ITEP. Also, CSUSM and local community colleges will need to plan to take advantage of system-wide transfer agreements such as the AA-T Elementary Teacher Education and work to ensure ITEP accessibility to transferring students who are on a teacher education pathway. The ITEP transfer agreements will include the elementary subject matter and education coursework in order to enable ITEP candidates to earn a preliminary multiple subject credential in two high needs areas of bilingual education and special education.

In addition, CSUSM and the community college team members will work with school districts and teacher preparation pipeline leaders to plan, align and initiate connections for a smooth transfer for high school students to ITEP from their high school Educators Rising chapters, Youth Teach to Learn courses, and/or Encuentros Leadership Summer Teacher Academies. Also, CSUSM’s School of Education will plan together with other CSU faculty to both build and participate in recruitment initiatives such as EduCorps and CA Teaching Fellows.

There are several elements of the existing ICP program that will be adapted to make an effective and successful CSUSM ITEP. Planning will address how to re-envision, modify, and enhance the program element of course selection for LBST depths of study (DOS) and appropriate, logical sequencing. An essential element to accessibility for more students is the insertion of greater flexibility within the appropriate and logical sequencing. The current ICP program is grounded in a lock-step, cohorted sequence beginning in the junior year. This model has proven inaccessible for many of our diverse and non-traditional students. For example, ICP candidates are currently not able to enroll in bilingual authorization program courses due to course offerings conflicting with ICP candidates’ class schedules. In the ITEP, accessibility improvements include stateside courses during the summer, which are more affordable than courses offered through Extended Learning. Flexibility means that we offer courses late afternoons and evenings to accommodate both traditional and nontraditional students, which will include classified staff in our partner K-12 districts. Late afternoons means that we can maintain site-based programs for pre-service candidates to work with children in after-school programs across the arc of the program.

During the planning process, courses will be reviewed and modified as needed to meet CTC multiple subject waiver requirements and updated CTC standards. Integral to this part of the planning process is working with our community college partners to ensure teacher education transfer alignment.  An additional program element to be adapted during the planning process is advising. Degree planner software used by students at CSUSM and transfer degree planners will be revised; Advisors and Counselors in the SOE, Liberal Studies Department, and the community colleges will be trained to help students access Teacher Education Pathway resources, accurate degree planners, and scholarship opportunities available to teacher education students.  The School of Education recruitment committee will have an enhanced charge focused on fostering working relationships with teacher preparation pipelines, local school districts and community colleges, as well as the Be A Teacher Pathway Community and other supports for undergraduates.

**2. Describe the target candidates for the planned integrated program**

The main goal of our proposed CSUSM ITEP program is to provide greater accessibility and flexibility so that we can recruit and meet the needs of a more culturally, ethnically, and linguistically diverse pre-service candidate pool. We will recruit potential candidates through our own undergraduate programs and teacher pathway partnerships with local community colleges, school districts, with North County Professional Development Federation (NCPDF), and non-profits. The NCPDF is a collaboration representing the CSUSM School of Education, Palomar Community College, Mira Costa Community College, and 26 Northern San Diego County member districts. In addition, we will work with Project Tomorrow to create teacher preparation pathways to recruit potential candidates from current high school students.

Project Tomorrow has two programs designed to recruit the next generation of teachers -- YouthTEACH2Learn (YT2L) and Educators Rising California. In YT2L, high school students enroll in a full year class to learn about teaching math or science. The students develop a series of hands-on science or math lessons and in turn, teach these standards-based lessons in local elementary school classrooms. As a result, students develop a sense of self-efficacy around their teaching and become more likely to visualize themselves as teachers. For example, surveys of last year’s participants indicated a 20% increase in the interest in teaching careers. Similarly, Educators Rising California is a student leadership organization with co-curricular chapters throughout the state providing high school students with information and experiential learning opportunities to support their exploration of teaching careers. Chapters have access to online resources created specifically for high school students and students participate in regional and national Educators Rising conferences and events, including opportunities to compete in state and national competitions and earn college scholarships.

To target a specific population of underrepresented teachers, we have a partnership with Encuentros Leadership, a nationally recognized and awarded program that develops leadership and a college-going culture for high school Latino males. We are recruiting young Latino males from Encuentros Leadership along with American Indian high school males to participate in a summer teacher academy that will be a mini-version of the YT2L. We have identified Latino educators who will continue to mentor these prospective teachers through high school and into college. We are currently in the process of recruiting high school students to participate in the summer academy.

Additional gateways to the teacher pathway include recruitment of Community College students, undergraduates at CSUSM, and career changers. First, our proposed CSUSM ITEP will recruit candidates from the pool of undergraduates at CSUSM in the LBST Department, Palomar Community College (PCC), MiraCosta Community College (MCC). We will recruit CSUSM undergraduates by both enhancing current outreach efforts and initiating additional outreach efforts. We will build upon recruitment efforts that currently exist with ICP and community college undergraduates such as the annual recruitment workshop. We will expand these efforts at Palomar and MiraCosta and ensure that advising provides potential candidates with consistent information on ITEP transfer agreements, such as the AA-T Elementary Teacher Education, and academic articulation of subject matter requirements of which these transfer agreements consist. We will pursue recruitment with groups like those in the California Community Colleges Teacher Preparation Pipeline (TPP) projects and programs that focus on supporting students from minority groups to transfer to 4 year college, such as the “Bridges to the Future Program”.

We will recruit for our MS bilingual track from high school teacher preparation pipelines such as Encuentros Leadership Teacher Academy, recruiting Latino and American Indian young men into teaching careers, as well as emerging Educators Rising chapters in local districts such as Vista, Oceanside, San Marcos. We will also recruit bilingual candidates from college programs such as CA Mini-Corps and the College Assistance Migrant Program (CAMP) as well as campus organizations. To recruit for special education, we will develop cross-institution seminars and events that promote teaching as a career, with an emphasis on special education. We will facilitate college students in ITEP’s special education track to work with high school Educators Rising chapters to run teaching career showcase events at local high schools that include promotion of special education. We will plan to align with recruitment efforts already underway for various STEM grants focused on science education. Where possible, we also plan to market our flexible ITEP program to classified employees, frequently working as teacher aides in our partnering elementary school districts and who have not yet started taking subject matter courses and are thus eligible to complete the 4 year ITEP.

Integral to the recruitment process and teacher pathway advisement is awareness of financial aid and scholarship packages for teacher preparation. Beginning in high school and in coordination with community colleges, the “Be a Teacher Pathway” will include awareness of scholarship opportunities and assist students with scholarship applications. Currently available supports include Noyce Scholarships for the Math and Science Depths of Studies. The CSU Math and Science Teacher Initiative at CSUSM also provides monetary assistance for math and science pre-service teachers both in the form of scholarships and support for CSET test preparation. Dr. Ana Hernandez at CSUSM was recently awarded a $2.5 million dollar grant from the U.S Department of Education, Office of English Language Acquisition to provide financial support for students to take the bilingual authorization courses. We will utilize that funding to incentivize and support students in the bilingual track. Students will also be advised of the TEACH grants, the teaching requirement and will be assisted with the application process. With targeted recruitment of diverse applications, we will direct students to readily available websites, such as the Latino Center at CSUSM that provides information regarding numerous financial aid and scholarship opportunities.

**3. Describe how the program will collaborate with other entities and/or programs to provide the subject matter preparation component of the integrated program;**

The regional pathway advisory board model for our proposed CSUSM ITEP will facilitate a program based on inter-institutional collaboration with essential partners: 1) CSUSM’s Education, Liberal Studies, Math and Science Faculty, 2) regional school districts, 3) regional community colleges, 4) teacher preparation pathway initiatives at the high school level, and 5) CSU faculty involved with initiatives such as EduCorps, and initiatives such as CA Teaching Fellows.

School of Education (SOE) and three subject matter preparation programs: CSUSM’s LBST major in the Liberal Studies Department, Palomar Community College (PCC) and MiraCosta Community College (MCC) - will work with high school pipeline partners to facilitate a smooth transition from high school to their CSUSM freshman year into ITEP program pathways at MCC, PCC and CSUSM.  The CSUSM ITEP program will align and integrate the Lower Division elementary subject matter (ESM) preparation program at each of these institutions with the Upper Division course work in the LBST major and the SOE credential coursework needed for a preliminary credential in multiple subjects, with two tracks, teaching bilingual education and teaching special education. Additionally, we will explore foundational math and foundational science depths of study in the Liberal Studies Major as possible credential pathways. ITEP candidates at all three institutions will be fully integrated as members of the SOE “Be A Teacher Pathway Community” and all the associated supports and events. Via the “Be A Teacher Pathway” candidates will also connect with candidates at other CSUs across the state via EduCorps, and other statewide and CSU systemwide events.

One of the main collaborations of the proposed CSUSM ITEP program will be between CSUSM’s SOE educator preparation faculty and Palomar Community College and MiraCosta Community College faculty who teach classes that align with the LBST ESM requirements. The ITEP program can opt to utilize an enhanced version of a current articulation agreement between Palomar Community College and CSUSM’s LBST for transfer students who wish to complete their ESM lower division LBST requirements and subsequently transfer to CSUSM’s ITEP.  Or, the ITEP program can plan with community college partners to establish the AA-T Elementary Teacher Education transfer agreement. In addition, we will pursue the possibility that candidates in the ITEP program at PCC and MCC will have the option to cross-enroll in specific education courses offered at CSUSM.

Coordination of the proposed CSUSM ITEP program will be between CSUSM SOE andtheCSUSM Liberal Studies Department; the latter will apply to become a Commission-approved subject matter waiver program in 2017. LBST and SOE will offer courses in ways that provide flexible pathways for diverse ITEP candidates to earn a preliminary teaching credential in high needs areas, while enhancing accessibility, supports and connections to resources. The ITEP program will offer summer courses, evening courses, and courses redesigned in light of requirements for field experience, alignment with California K-12 Curriculum Standards and effective uses of Depth of Study for high need teaching areas.  LBST will apply to the CTC for the multiple subject waiver.

**4. Describe the approach to planning the required tasks and activities (A, B, C, & D) associated with developing a transition plan to create or adapt a four year integrated program of professional preparation;**

**A: Development of a Planning Process**

**Our proposed CSUSM ITEP planning process** is focused on working with essential partners in undergraduate higher education both at CSUSM and local community colleges to develop an effective ITEP program that allows candidates to complete the subject matter requirements and the preliminary multiple subject credentialing requirements in the two high needs areas of bilingual education and special education. We also intend to explore foundational math and science pathways that incorporate the depth of studies with the Middle Level credential.

The ITEP planning team will be comprised of CSUSM Education, Liberal Studies, Math and Science Faculty, Palomar and MiraCosta Community College Faculty, a pertinent advisor from each of the three institutions and a representative from the North County Professional Development Federation (NCPDF). NCPDF is a 25 year-old collaboration representing the San the School of Education at CSUSM, Palomar (PCC) and MiraCosta Community Colleges (MCC), and 26 Northern San Diego County member districts. The mission of NCPDF is to meet the needs of all students and staff in the areas of curriculum, instruction, assessment, and leadership in meeting the state standards. The initial brainstorming team was constructed through the NCPDF network, and e-mail invitations to Liberal Studies, Math, Science and Education faculty. Representatives from this group have become the ITEP planning team. In the spring 2016 semester the Director of the School of Education, who is also a Co-Principal Investigator, will convene meetings for the The ITEP planning team. They will meet two times each month in the 2017 spring semester to plan course identification for the depth of study tracks, the overall course sequence, programs of study, and the teacher education pathway transfer agreements. Recruitment activities will be planned and discussed during these meetings as well.

The planning process for our proposed CSUSM ITEP will focus on working with the essential partners of the regional pathway advisory committee to create an effective and efficient teacher preparation ITEP pathway. Stakeholders in the teacher preparation pipeline include recruitment and programs with high school students, local community colleges, CSUSM, and relevant community partners who are committed to elevating and diversifying the teaching force. The pathway team will collaborate to plan/revise, align and initiate a program of education and ESM coursework to enable ITEP candidates to earn a preliminary multiple subject credential in two high needs areas of bilingual education and special education. Also, the planning process will articulate explicit bridges from high school to college for students who want to become teachers, helping them make a clean transfer from high school into their freshman year in the ITEP program at CSUSM, PCC or MCC. Benchmarks and timelines will be identified and agreed upon. In between meetings, the planning team will upload and populate documents in a container that is accessible to everyone. Team members will consult with their constituencies and offer comments and suggestions during the program development.  The documents will include such items as the ESM waiver matrix to be completed by Liberal Studies Faculty, transfer equivalencies and agreements to be coordinated between Community College and CSUSM faculty, considerations for scheduling to be completed by Education Program Coordinators and the Liberal Studies Department Chair, recruitment activities to be coordinated by Education Faculty and Recruitment Specialists, university curriculum forms to be completed and submitted by the Liberal Studies Department and Chair and Education Program Coordinators.

Concomitantly, SOE student services advisors will provide advising to students in ITEP for obtaining the preliminary MS credential and will also facilitate information, resources and supports. Recruitment specialists will also facilitate recruitment for individuals interested in a career in teaching. The Recruitment Specialists will visit community colleges as liaisons to transfer students and will support community college advisors to assure the implementation of transfer equivalencies. As a Co-Principal Investigator, the Director of the School of Education will oversee the completion of benchmarks, maintain adherence to agreed upon timelines and work with the College of Education Health and Human Services (COEHHS) Dean to assure support for summer stateside course offerings, which are crucial to the 4 - 4.5 year time to credential.

Overall, the planning process will involve in-depth collaboration between Education and Liberal Studies (LBST) Faculty including co-coordinators of the existing Integrated program. Liberal Studies will apply for the CTC multiple subject waiver. LBST also currently has an articulation agreement with Palomar Community College (PCC) for transfer students who wish to complete their lower division ESM requirements and transfer to CSUSM in the LBST major. We will extend this agreement to MiraCosta College. Both agreements will ensure that ESM lowere division requirements are met. In addition, CSUSM and community college partners will collaborate to redesign existing courses, if warranted, and develop cross-enrollment options.

Planning will include adapting several elements of the existing ICP, which will result in changes/adaptations to course sequencing and content to allow for special education and bilingual education courses as depths of study. We will also work with math and science faculty to explore the possibility of 16 unit depth of study in those fields aimed at foundational math and science added authorizations. The re-envisioning of the integrated program includes enhanced flexibility and accessibility, which meet the needs of a more diverse pre-service candidate pool, increasing enrollment and diversity in high needs areas, while enhancing accessibility, supports and connections to resources.

The planning team will address advising and support, which are essential to the 4-year timeline. This will involve the re-envisioning of advising roles within SOE Student Services and CSUSM Advising Services to include advising undergraduates, promoting consistent messaging for candidates across departments and colleges, redefining involvement in advising/mentorship by SOE faculty, and the re-purposing of the SOE recruitment committee to foster working relationships with teacher preparation pipelines, CSUSM, local school districts, and community colleges. In addition, planning for advising will determine how best to integrate candidates at PCC, MCC and CSUSM into membership in the “Be A Teacher Pathway Community” with all associated supports and events.

The CSUSM ITEP will first be offered by Fall 2017 to incoming freshman at all participating institutions (CSUSM, PCC & MCC). It will be fully implemented for both incoming freshman at all participating institutions (CSUSM, PCC & MCC) and also transfer students (in their Junior year) by fall 2018.

Going forward, as a continuation of the collaboration and to ensure a sustained governance structure, an outgrowth of this planning team will become The Regional Teacher Pathway Advisory Board, which will continue to meet on a biannual basis and act as the continued governance structure for region-wide Teacher Pathways. This permanent Advisory Board will consist of representatives from the original Planning Team and also include a representative from campus financial aid, CSUSM First Year Programs, a local high school sponsor from a Chapter of Educators Rising and a representative from North County Professional Development Federation.

**B. Mandatory Data Collection and Reporting Requirement**

Our proposed CSUSM ITEP program will collect the required data and submit it to the Commission during the years of funding and for 3 years after the first cohort completes the program. A description of the plan to collect, analyze and report the data to the commission follows:

The CSUSM ITEP program’s design and features include an LBST Major and a focused depth of study, and: a) flexible credential course offerings aligned with the Common Core State Standards and NGSS, b) fieldwork experience across the arc of the ITEP program, including partnerships with school districts for supervised field experience in afterschool programs followed by evening coursework, c) a High School pipeline to freshman year at CSUSM, PCC, MCC, d) cross-enrollment with community colleges, e) the SOE “Be A Teacher Pathway Community” with associated supports and events, f) training and ongoing support for faculty/lecturers g) a course of study which builds essential skills, knowledge and dispositions with signature opportunities (assignments, activities and experiences) aligned to these priority skills and, h) for each signature opportunity, gathering actionable data and providing “calibrated” formative feedback to candidates. The planned date of program implementation is to first start with incoming freshman, transfer students, and non-traditional students in fall 2017. Recruitment, including high schools, community colleges, and CSUSM undergraduates will begin in spring 2017 to augment the existing recruitment strategies.

In June 2018-2021 we will submit updated reports that include:

1. A description of the 4-4.5 year program with updates regarding implementation and adjustments in of depths of study.
2. Tracking of students from High School Summer Academies, Teachers Rising Chapters, CC Transfer students on the Teacher Education Pathway.  Tracking will include retention and completion data.
3. A yearly survey conducted through the The Regional Teacher Pathway Advisory Board will be distributed to advisors and ITEP faculty from Community Colleges and CSUSM to garner feedback on implementation and suggestions for program improvement. This survey, along with discussions at the Advisory Board meetings will address challenges and lessons learned from the planning and implementation process.
4. Program Completer surveys issued and analyzed through the CSU’s Center for Teacher Quality will be used to compare the ITEP program with other credential programs at CSUSM and other institutions to ensure quality. Those surveys are described below.

The CSU Chancellor’s Office Analytic Studies Unit through the Center for Teacher Quality (CTQ) will provide data collection assistance. Campuses will identify students in the program at point of first enrollment at the university.  Outcomes reporting will utilize system required campus enrollment, earned degree, and credential recommended data file submissions. Outcomes reporting will follow the national retention and graduation rate reporting standards used in the IPEDS graduation rates survey.

The CSU conducts 3 system-wide surveys each year -- an exit survey to garner program completers’ opinions regarding their impressions of their program, a graduate survey that ascertains their opinions on the same questions one year into teaching, and an employer survey that assess administrators’ perceptions of graduates’ preparation. The three evaluations have been administered since 2001 and include common questions that have high levels of validity for evaluation of various aspects of credential programs and the respondents’ satisfaction with preparation according to state standards and confidence with ability to teach English learners and special needs students in inclusive settings.  A primary goal of the data analysis of these surveys has and will continue to be program improvement, especially since this is a re-envisioned program. A comparison to existing 5-year programs as well as to previous years’ data will also be integral to quality assurance. The CTQ will include a data field for the ITEP and the Post Baccalaureate Credential Programs to allow comparisons in overall program quality and time to credential.

The three system-wide evaluation surveys include common questions that have high levels of validity for evaluating elementary, secondary and special education programs, as well as credential-specific questions to assess the effectiveness of specific programs. All participating completers, graduates and supervisors are asked common questions about how effectively the teacher was prepared for important responsibilities that are generally included in all teaching positions. Respondents are also asked common questions about the extent to which CSU credential programs fulfill prominent current standards for state and national accreditation. In addition to the common questions, CSU asks respondents to answer credential-specific questions about how effectively each teacher was prepared for responsibilities typically associated with (a) self-contained classroom assignments and Multiple Subject Credentials; or (b) departmentalized teaching assignments and Single Subject Credentials; or (c) special education assignments and

Education Specialist Credentials. Teachers are also asked credential-specific questions about program qualities that are required by credential-specific accreditation standards.

We will obtain outcomes reporting specifically related to ITEP bilingual track candidates obtaining their bilingual authorization and ITEP special education track candidates obtaining their education specialists credential. We will also disaggregate foundational math and science candidates from the ITEP Program. Thus, the Analytic Studies department will provide an annual report on numbers of graduates as well as the time taken to earn the degree for candidates enrolled in the CSUSM ITEP program. Outcomes reporting will utilize system required campus enrollment, earned degree, and credential recommended data file submissions. Outcomes reporting will follow the national retention and graduation rate reporting standards used in the IPEDS graduation rates survey.

**C: Identify Key Faculty And Staff**

The following table shows key faculty and staff involved in the program planning process, including staff responsible for overall management of the project, for the fiscal management of the project, and for providing the required project data. All key faculty and staff will attend the bi-monthly planning meetings either face to face or by video conference and will have viewing and editing access to the electronic folder and documents we will be working on to implement the curriculum and ensure transfer alignment.

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| **Key Faculty & Staff** | **Position title** | **Roles and** R**esponsibilities** | **FTE** |
| Patricia Stall  CSUSM | Co-PI, School of Education Director | Overall management, Organization of meetings and data collection, Fiscal management, Required Reporting | 0.10 |
| Ingrid Flores at CSUSM | Multiple Subject program co-coordinator & faculty, Co-PI | Overall management, Organization of meetings and data collection, Fiscal management, Required Reporting. Works closely with Lib. Studies to plan course sequence and scheduling. | 0.10 |
| Melinda Jones at  CSUSM | SOE administrative & academic support staff | SOE ITEP administrative support, maintains “Be a Teacher Pathway” website and the email contacts, assists with meetings, partner listserve and notifications, stipend contracts, works with Assessment Coordinator to create reporting data bases | 0.10 |
| Gwen Hansen, SOE  CSUSM | Undergraduate Student Services Coor. (current integrated program advisor) | Planning SOE advising for ITEP, transition from current ICP, works with CC advisors to update transfer plans for teacher education pathway and course equivalencies. Works closely with Lib. Studies to plan course sequence and scheduling. | 0.10 |
| John Bowman CSUSM | Student Services Recruitment and Outreach Coordinator | Provides recruitment strategies and activities to the School of Education. Will meet with CC advisors on their campuses and serve as a point of contact for CC students who are on the Teacher Education Pathway. | 0.50 |
| Virgian Morrissette-  Hughes  CSUSM | Student Services Recruitment and Outreach Coordinator | Provides recruitment strategies and activities to the School of Education. Will meet with CC advisors on their campuses and serve as a point of contact for CC students who are on the Teacher Education Pathway. | 0.50 |
| Liberal Studies advisor at CSUSM | LBST student services Advisor | Planning LBST advising for ITEP, works with CC advisors to update transfer plans for teacher education pathway and course equivalencies. Works closely with Educ. to plan course sequence and scheduling. | 0.05 |
| Kim Knowles-Yanez at CSUSM | Professor and Chair Liberal Studies Department | Prepares and Submits curriculum forms for ITEP program changes from ICP and Prepares and submits ESM waiver matrix to CTC. Works closely with Educ. to plan course sequence and scheduling. | 0.25 |
| Nicoleta Bateman at CSUSM | Professor in Liberal Studies Department | Assists with preparation and submission of curriculum forms for ITEP program changes from ICP and Prepares and submits ESM waiver matrix to CTC. Works closely with Educ. to plan course sequence and scheduling. | 0.125 |
| Liberal Studies, depth of Studies Faculty | Depth of Studies | Assists with preparation and submission of curriculum forms for ITEP program with a focus on the depths of studies for the high need areas. | 0.125 |
| Leslie Mauerman at CSUSM | Ed Specialist Concurrent program co-coordinator &  faculty | Planning concurrent depth of studies ed specialist track for mild, mild moderate credential, with a map for continued special education authorizations in a part time M.A. program for the working professional. Works closely with Lib. Studies and Educ. Prog. Coor. to develop course sequence and scheduling | 0.12 |
| Ana Hernandez at CSUSM | BA Authorization Coordinator  Faculty | Planning concurrent depth of studies bilingual track, works closely with Lib. Studies and Educ. Prog. Coor. to develop course sequence and scheduling. | 0.12 |
| Elizabeth Garza at CSUSM | Education Faculty and Chair of the SOE Recruitment Committee | Co-writer of the ITEP Proposal. Oversees the activities of the Recruitment Committee and recruits faculty mentors for Teacher Pathway students. | 0.05 |
| Kyle Landin at CSUSM | CEHHS Assessment Specialist | Tracking of Education students --  progress, completion, retention and attrition data. Provides data analysis from CSU CTQ surveys | 0.10 |
| Palomar CC  Katherine Kailikole | Interim Dean of Mathematics and Sciences | Serves as a liaison to Palomar CC faculty to manage and ensure new transfer agreement pertaining to teacher education and depth of studies, where appropriate. | 0.10 |
| Palomar Professor | Liberal Studies Faculty | Serves as a liaison to Palomar CC faculty to manage and ensure new transfer agreement pertaining to teacher education and depth of studies, where appropriate. | 0.10 |
| Palomar CC counselor | Teacher Education Transfer Advisor | Serves as a liaison to Palomar CC students who are on the teacher education pathway, updates checklists and | 0.10 |
| MiraCosta CC  Professor | Liberal Studies Faculty | Serves as a liaison to Mira Costa CC faculty to manage and ensure new transfer agreement pertaining to teacher education and depth of studies, where appropriate. | 0.10 |
| Theresa Bolanos MiraCosta CC | Science Department Chair | Serves as a liaison to Mira Costa CC faculty to manage and ensure new transfer agreement pertaining to teacher education and depth of studies, where appropriate. | 0.10 |
| Mira Costa CC  Counselor | Teacher Education Transfer Advisor | Serves as a liaison to Mira Costa CC students who are on the teacher education pathway, updates checklists and | 0.10 |
| 4 CSUSM Math and Science Faculty | Foundational Math and Science Depth of Studies Content Experts | Develops the course selections and sequencing for depth of studies in Math and Science. Identifies General Education courses and CC courses that will align with the Foundational Math and Science preparation. Coordinates with Liberal Studies to ensure appropriate scheduling and offerings. | 0.10 |
| Roberto Rivas | Encuentros Leadership | Recruits High School Latino Males from Encuentros Leadership to the summer teacher academy, participates in planning and implementing the academy | 0.10 |
| Greg Nicholson | Educators Rising | Assists with High Schools  that are implementing Educators Rising Chapters | 0.05 |

**D: Provide a Timeline for Key Planning Activities**

|  |  |  |
| --- | --- | --- |
| **Project Year \_**  **Quarter \_** | **Significant**  **Activity or Event** | **Responsible Persons** |
| December 2016 - January 2017 | Identify faculty at CCs and convene core planning team  Discuss award, products and timeline  Schedule bi-monthly meetings  Establish a framework for collaborative planning, alignment of curriculum, transfer agreements, and recruitment  LBST works with subject matter faculty to fill in gaps and SOE to fill in fieldwork requirements | Co-PIs  CSUSM Faculty  CC Faculty and Advisors  SOE Recruiters and Advisors |
| February - March  2017 | Core Planning Team meets bimonthly  LBST continues work with subject matter faculty to fill in gaps and SOE to fill in fieldwork requirements  Revise curriculum to include new depths of study and incorporate summer schedules  Review curriculum for transfer agreements  Implement comprehensive recruitment plan  Contact High Schools to begin Teachers Rising Chapters | Co-PIs  CSUSM Faculty  CC Faculty and Advisors  SOE Recruiters and Advisors |
| April - May  2017 | LBST to apply for curriculum change approvals at CSUSM and submit CTC multiple subject waiver application  Continue curriculum review for transfer agreements  Continue recruitment efforts  Plan Summer Teacher Academy for high school students | Co-PIs  CSUSM Faculty  CC Faculty and Advisors  SOE Recruiters and Advisors  Encuentros Leadership |
| June - July  2017 | Implement Summer Teacher Academy  Schedule Advisory Board meeting for fall and spring  Plan and implement student tracking databases that includes gateways to the teacher pathways, transfers, and completion. | Co-PIs  Encuentros Leadership |
| August  2017 | Continue recruitment and implement ITEP for beginning freshmen at CSUSM, MiraCosta and Palomar.  Implement Teachers Rising at Regional High Schools | Co-PIs  CSUSM Faculty  CC Faculty and Advisors  SOE Recruiters and Advisors  Sponsors of Teachers Rising |
| September October  2017 | LBST to continue work on ESM curriculum changes with CSUSM curriculum committees  LBST to work with CTC on waiver application adjustments | Co-PIs  LBST Department Chair |
| November December  2017 | Review and Report ITEP actions and implementation  Schedule Advisory Board Meeting for Spring  LBST to continue work on B.A. curriculum changes and CSUSM curriculum committees | Co-PIs  LBST Department Chair |
| January March  2018 | LBST to continue work on B.A. curriculum changes and CSUSM curriculum committees, and eventual Academic Senate approval | Co-PIs  LBST Department Chair |
| April June  2018 | Plan second summer high school Teacher Academy  Review spring semester ITEP implementation and actions  Make revisions, where warranted to ITEP  Submit Report to CTC | Co-PIs  Encuentros Leadership |
| June 2019-21 | Three Year Follow-up Report on ITEP submitted to CTC | Co-PIs |

**COMPONENT # 5: Provide a yearly budget and budget narrative**

The budget for ITEP supports the primary goals of accessibility, flexibility, quality and diversity. Funding requests support the ITEP team to meet both face-to-face and virtually throughout the spring 2017 semester and summer to plan, ensure curriculum alignment, create revised programs of study, and provide the infrastructure to ensure smooth transition from CC to CSUSM, and to identify CSUSM freshmen who want to be teachers, so that all prospective teachers are on the Pathway to a successful 4-4.5 year completion. The new ITEP will re-envision the existing Integrated program that takes 5 years to complete and allow time to write the LBST ESM Preparation program to align with California Content Standards.

Salary support for Co-Principal Investigators (Co-PI) from the School of Education is requested for 10% effort during the academic year and 1 month summer salary for the Co-PI Flores.   The Co-PIs will oversee the project, ensure benchmarks and timelines are met, and complete reporting requirements. Two course releases are funded for the chair of the Liberal Studies Department. In addition to submitting the subject matter waiver forms to the CTC, curriculum forms will need to be submitted through the CSUSM curriculum process for Academic Senate approval and necessary catalogue changes. To that end, we are requesting course releases for 2 additional Liberal Studies faculty who will assist with curriculum forms and the ESM waiver request. They will also work with the ITEP team. Faculty benefits for course releases are calculated at 47.9% and 12% for summer salary.

Education content specialist faculty will be compensated as overload during the academic year to organize courses for depths of study and collaborate with Liberal Studies faculty to devise accessible scheduling for the 4-4.5 year program. Administrative support for 10% effort is requested to support Co-PIs in arranging the summer teacher academy, distributing stipends, and coordinating subcontract payments. Benefits are calculated at 12% for this part time position.

One instructor, one appropriate administrator, and one counselor from each of the 2 community college partners will receive stipends of $5,000 to meet with the planning team and serve as liaisons to the CC to initiate revisions in existing transfer agreements to focus on a teacher pathway transition.

In addition to existing recruitment efforts, additional recruitment initiatives include efforts that begin at the high school level. We are requesting $10,000 for 2 years to compensate 10 high school teachers, at the rate of $1000.00 each, who will sponsor Teachers Rising Chapters at their schools. This initiative is intended to provide incentive to schools and potential sponsors who will continue to support the organization after the grant period.

We are also requesting $10,000 to support activities and to compensate mentors associated with the Summer Teacher Academy. This recruitment effort is aimed at a targeted audience of Latino and American Indian males in a direct effort to diversity the teaching profession.

Indirect costs are budgeted at 10% of direct costs per funder guidelines.