



PART I: Outreach to Undergraduates Interested in Becoming a Teacher

<p>CSUSM Outreach</p>	<p>Find undergraduates interested in becoming teachers & applying for a teacher credential program Distribute informational flyer on the Be A Teacher Pathway Community Inform them about the process and requirements for becoming a teacher in California: Steps to Becoming a Teacher in California Flyer Inform them of the supports found on the website, Be A Teacher Pathway Community: Pathway Progress Checklist, Pathway Goals Form, Registration form to become a member</p>	
<p>350 Prerequisite Courses</p>	<p>ED 350 Instructors, distribute informational flyer on the Be A Teacher Pathway Community Inform them about the process and requirements for becoming a teacher in California: Steps to Becoming a Teacher in California Flyer Inform them of the pathway supports found on the website, Be A Teacher Pathway Community: Pathway Progress Checklist, Pathway Goals Form, Registration form to become a member</p>	
<p>Community College Outreach</p>	<p>Find individuals interested in becoming teachers & applying for a teacher credential program Distribute informational flyer on the Be A Teacher Pathway Community Inform them about the process and requirements for becoming a teacher in California: Steps to Becoming a Teacher in California Flyer Inform them of the supports found on the website, Be A Teacher Pathway Community: Pathway Progress Checklist, Pathway Goals Form, Registration form to become a member</p>	
<p>Community College Transfer</p>	<p>Obtain lists of incoming 3rd yr college students Distribute informational flyer on the Be A Teacher Pathway Community Inform them about the process and requirements for becoming a teacher in California: Steps to Becoming a Teacher in California Flyer Inform them of the supports found on the website, Be A Teacher Pathway Community: Pathway Progress Checklist, Pathway Goals Form, Registration form to become a member</p>	
<p>High School Pipeline</p>	<p>Obtain lists of incoming 1st yr college students that have been involved in teacher programs (i.e., Tch2Lrn, etc.) Inform them about the process and requirements for becoming a teacher in California Inform them of the pathway supports found on the website, Be A Teacher Pathway Community: Pathway Progress Checklist, Pathway Goals Form, Becoming a Member Distribute flyer with BATchr website QR code</p>	

PART II: Register on SOE "Be A Teacher Pathway Community" website to Become a Member

Have individuals visit the website to obtain pathway resources	Provide them the following three resources: Steps to Becoming a Teacher Flyer, Pathway Progress Checklist, Pathway Goals Form	
Have individuals visit the website to become a member	Provide them the on-line registration form to become a member of the Be A Teacher Pathway Community Send them First Responder follow-up emails (welcoming them)	

PART III: First Responder Protocol for New Pathway Community Members

First Responder Protocol Overview	
Receive email from Melinda Jones	You will be provided the name and information from the newly registered member of the Be A Teacher Pathway Community.
Send email 1	Initial contact: Welcome, engage, inform It is recommended that you use the suggested template and cc the Educator Recruitment Committee (ERC) Representative.
Send email 2	Follow-up: After receiving a response from the new pathway community member to your initial email, send a follow up email. It is recommended that you use the suggested template . OR If no response received from the new pathway community member to your initial email, send out initial email again with note that it is second attempt.
Receive email from ERC representative	You will be provided the placement information for the new pathway community member with a long-term mentor or designated support group
Send email 3	Final follow-up: Ensure connection & placement with a long-term mentor (yourself or other) or designated support group. It is recommended that you use the suggested template .
Communication with ERC representative as needed	Please notify the ERC representative in the event of the following: <ul style="list-style-type: none"> • If the new pathway community member is unresponsive to your contact attempts • If the new pathway community member expresses that they are not interested in being involved in the Be A Teacher Pathway Community




PART IV: Placement with a Leader of a Support Group

ERC representative notified of new pathway member	The first email that the First Responder sends to the new pathway community member is CC'd to the Educator Recruitment Committee (ERC) representative. The ERC representative works to find a placement for the new pathway community member with a leader of a support group: either a long-term mentor or a designated support group.
ERC members review new pathway members at each meeting	The ERC members are responsible to place each new pathway community member with the leader of a support group: either a long-term mentor or with a designated support group.
Connecting new member with mentor or support group	The ERC emails the mentor (or designated support group leader) the names and contact information of new pathway community members placed with him/her.
First Responder double-checks	The First Responder receives an email from the ERC with placement information. The First Responder follows up with the new pathway member to ensure that they have the name and contact information of the leader of the support group: either a long-term mentor or designated support group leader.
Dealing flexibly with difficulties	The First Responder notifies the ERC in the event of the following: <ul style="list-style-type: none"> • If the new pathway community member is unresponsive to contact attempts • If the new pathway community member expresses that they are not interested in being involved in the Be A Teacher Pathway Community The ERC notifies mentor or support group leader with this information. The mentor notifies ERC if pathway community member needs a different mentor / designated support group placement or is not accessible.




PART V: On-going Mentorship & Pathway Community Communications & Events

ERC initial mentor training & on-going mentor meetings	The ERC sponsors a training for Mentors who have committed to mentorship through the Mentorship Mission in Action Plan . ERC sponsors mentors meetings for on-going feedback and support that mentors must attend at least once per MAP.	
Mentors	Mentors perform their duties as outlined in the Mentorship Mission in Action Plan. Both mentors & designated support group leader make sure that the mentees complete and submit the Pathway Progress Checklist and the Pathway Goals form 2 times per year.	
Mentors maintain information on mentees	Mentors & designated support group leader maintain information of mentees complete with updated names and contact information and mentorship meeting attendance. At the end of the year, they will transfer this database	
Mentors report to ERC	The mentors and support group coordinator make end of semester check-in (mini-report) to the ERC final meeting of each semester to update ERC on mentee status.	
ERC communications to pathway community members	The ERC decide at meetings what notifications and announcements to send out to the SOE website database of the Be A Teacher Pathway Community membership.	
ERC events for pathway community members	The ERC coordinates 2 SOE events each year for the Be A Teacher Pathway Community. In addition, the ERC seeks opportunities to partner with events by campus organizations (CSUSM, Palomar, Mira Costa) and publicize these events to the members of the Be A Teacher Pathway Community	

PART VI:

**Monitoring Mentee (or support group member) Application/Admission to SOE Credential Programs
Gathering Data, Assessing Progress and Effectiveness of Supports to Meet stated Goals**

Application/Admission Monitoring of Mentee (or support group member)	Monitor the numbers of mentees (or support group members) that apply to and are admitted to SOE Credential Programs. Coordination with Student Services Program Staff to deliver names and salient data to SOE Student Services Program Staff	
Quantitative Evidence	<p>Number of mentees of color that are successfully admitted to SOE Credential Programs</p> <p>Number of mentees of color mentored per year</p> <p>Number of times mentor met with each mentee</p> <p>Number of times mentee participates in Be-A-Teacher-Pathway-Community activities</p> <p>Number of times mentee uses support services</p> <p>Survey of Mentees on key topics</p>	
Qualitative Evidence	<p>Demonstrate evidence of progress by each mentee on the Pathways Progress Checklist and the Pathway Goals Form.</p> <p>Types of communications / themes of communications and support around mentee needs and strengths (i.e., identity development for being a teacher, confidence in advocating for own needs, competence in valuing and using personal assets...)</p> <p>Mentee perceptions of “What works, What doesn’t”</p>	