ITEP 2/6/17 Minutes

**Introductions:**

* Pat Stall
* Kim Knowles-Yanez
* Kathy Kailikole
* Theresa Bolanos
* Gwen Hansen
* Virgin Morrissette
* Sherry Freeman
* John Bowman
* Ana Fernandez
* Andi Shibata
* Ingrid Flores
* Heidi Waltz

**Overview of Preliminary Teaching Credentials at CSUSM (see February 6, 2017.ppt for details)**

* Goal: Multiple Pathways to teaching credential

**Advising Strategies for High Needs Area (see .ppt for details)**

* Need to find opportunities to honestly advise of available opportunities
  + For example,
    - special ED,
    - middle school science and math
    - No jobs for HS history SS
    - Bilingual teachers may need more formal Spanish early on
* Make scholarship opportunities more visible
  + Especially math and science middle level
* Beginning Salaries (much higher for SE and Math)
  + Ana F: may be giving bilingual teachers additional stipend
* Teaching shortage awareness
  + Recognizing that students may not know about the teaching shortage and the fact that the credential is a viable pathway to a job---teaching is a practical choice
  + What conversations do we need to have with our colleagues and community to help raise awareness of shortage?
  + Community college needs to promote teaching pathway; help advisors understand need to promote and check in with students to make sure they are on track
    - Where there are HS/CC dual enrollment classes, see if any classes can be LD teaching related
    - For example, Mira Costa’s Intro to ED course could be dual listed and count for our ED 350
    - If dual enrollment can be as high as 12 units, that may enable students to finish ITEP faster---i.e. 3.5 years
  + Keep talking about shortage so awareness is high!
* Teacher clubs/classes beginning to show up in HS and should be encouraged
  + How do we get HS counselors to get students interested in teaching?
  + How to help kids learn that they are good with kids?
  + HS need to advise even CC bound students (not just university bound) into teaching pathway
    - AVID’s focus on 4year universities, and are now shifting more focus to CCs
    - PACE Promise, if have A-G, go to Palomar for free (MOU), San Marcos and rest of Palomar service area
  + ITEP grant includes $500 stipends for HS sponsors of “Education Rising” clubs
* At CCs, Career Technical Education CTE funds coming down for career paths, and we need to get teaching on career technical path; it’s all about workforce needs
* Focusing on math and science anxiety/phobias, for students themselves, and for their future students- providing them with support (acknowledging that this is a problem we should deal with)
  + Bianca Mothe’s program to have our science students do service-learning in K-8
    - Need to have better pedagogical support
  + Can HS students participate in a Mad Science-like afterschool program in order to experience that they like/are good with working with children
  + LD math science classes could have service learning component, count towards hours in classroom needed for 600 hours needed across arc of credential program

**Issues we need to address**

* Raise awareness of teaching shortage
* CC teachers are often also HS teachers- how to leverage that?
* Get lists of dual enrollment classes (can we make some of these for teaching career pathway)
* How can we infuse teaching pathway across CC classes---faculty teaching LD classes are not usually teacher ed pathway aware
* Need to elevate teaching profession across all realms (for ex Child Dev at CC does not lead to proper classes for LBST pathway)
* Revive Palomar’s LD EDUC class- consider having it in MATH or SCI dept at Palomar and MCC (need to coordinate with revamp to EDUC 350)
* As we build DOSs, keep Subject Matter Authorization
  + CSUSM Special EDUC faculty considering creating 400 level classes for DOS
* MCC articulation officer Joanne’s questions (as read by Theresa):
  + When will ESM waiver be activated? (applying F’17)
  + Can students take CBEST at Palomar?
    - It is online
    - And there are other options which take place of CBEST
    - For current DOSs, not many LD articulated classes
      * Need to work on more LD articulated CC classes
      * Perhaps co-horted Foundation Math and Science, from CC level on
* Will there be evaluation of transcripts to seeif the students who are not recent ESM meet the waiver? Will LBST accept? Will LBST do course substitutions?
* Liberal Studies LBST is state specific term for K-8 teacher prep
  + We need to keep CCs aware that LBST is not a general term, and that in CA it only means teacher-prep
* Palomar Engineering Cohorts will take course at CSUSM; do we want to do this with LBST transfer students (for ex., could the PCC students take EDUC 350 at CSUSM; would be better to take LING 100 or LBST 100, courses not yet available to CC---maybe could go up to one class/semester; do they get credit at CC or CSUSM? because they need certain # units at CSUSM to graduate from CSUSM)

**Goals and Benchmarks** (see .ppt for details)

* Working on all pieces concurrently.
  + Over summer ‘17 fill in jigsaw
  + F’17, work on filling gaps and approving changes in LBST
  + Submit ESM waiver app in F’17

Did not get to: **Overview of Current Integrated Credential Program**

Please review **Workgroups by Task** with colleagues at your institution