

# Key Issues in Integrated Teacher Education Programs Implementation

California State University,  
Office of the Chancellor



# Webinar Topics and Presenters

- Welcome and Introduction  
Jose Luis Alvarado, CSU Monterey Bay  
Marquita Grenot-Scheyer, CSU Chancellor's Office
- Pathways into the Program/Recruitment Strategies  
Cynthia Grutzik, CSU Long Beach  
Tara Ribeiro and Katie Olivant, CSU Stanislaus  
Nadine Bezuk, San Diego State
- Sequence and Student Experience in the Program  
Frederick Nelson, CSU Fresno  
Pia Wong, CSU Sacramento  
Patricia Stall, CSU San Marcos
- Field Experience  
Deedee Perez-Granados, CSU Monterey Bay  
Pia Wong, CSU Sacramento  
Callie Lewis Chui, CSU Bakersfield

# Webinar Topics and Presenters

- *Student Teaching, Distinctive Attributes*  
Frederick Nelson, CSU Fresno  
Cynthia Grutzik, CSU Long Beach  
Katherine Read, CSU Monterey Bay
- *Structure of Bachelor Degrees and Credentials*  
Jessica Pandya, CSU Long Beach  
Diane Fazzi and Andrea Zetlin, CSU Los Angeles
- *Program Size and Summer Enrollment*  
Frederick Nelson, CSU Fresno  
Diane Fazzi and Andrea Zetlin, CSU Los Angeles
- *Wrap Up*  
Oddmund Myhre, CSU Stanislaus

# Welcome and Introduction

Marquita Grenot-Scheyer  
CSU Chancellor's Office

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# Welcome and Introduction

Jose Luis Alvarado  
CSU Monterey Bay  
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# Pathways into the Program/ Recruitment Strategies

Cynthia Grutzik, CSU Long Beach  
[cynthia.grutzik@csulb.edu](mailto:cynthia.grutzik@csulb.edu)



# Liberal Studies ITEP Credential and Graduation Pathways

- ITEP Multiple Subject
- ITEP Multiple Subject – UTEACH (Residency)
- ITEP Multiple Subject – BILA Spanish
- ITEP UDCP (Urban Dual Credential Program)

[CSULB Webpage](#)

# Pathways into the Program/ Recruitment Strategies

Tara Ribeiro and Katie Olivant  
CSU Stanislaus

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## INTERESTS

- Working with children and helping them to be successful
- Learning and teaching processes
- Doing fieldwork in K-8 classrooms
- Learning about a wide range of subjects and disciplines



## LEARN

- Connections between coursework and K-8 standards
- Integration of subject matter
- Sensitivity to diversity
- Effective communication
- Reflection on teaching and learning



## GO

- Teaching
- School administration
- School counseling
- Speech pathology
- Social work



### WHAT ARE YOU INTERESTED IN? Discover what you can learn and where a liberal studies major can take you.

Liberal Studies is a pre-professional program leading to a multiple subject and/or special education credential. Our mission is to ensure that graduates receive a strong subject matter foundation and fieldwork experiences that prepare them for a teaching career. There are two primary program pathways in the major:

- The Bachelor of Arts in Liberal Studies: Elementary Teaching Content Preparation (120 units) is for students who seek subject matter preparation for elementary teaching as preparation for a post-baccalaureate teacher credential program;
- The Liberal Studies Integrated Teacher Education Program\* (ITEP) (131 units) is for students intending to become elementary teachers who wish to complete the B.A. and credential within four years.

The Liberal Studies program is now a CCTC-approved elementary subject matter preparation program.

*(pending final approval)*



## FACULTY

- Katie Olivant, Ed.D., UC Davis ('09) *Chair*
- Brett Ashmun, M.A., Stanislaus State ('15)
- Cathlin Davis, Ph.D., Wisconsin ('02)
- Christy Gonzales, Ed.D., Univ. of the Pacific ('11)
- Daniel Soodjinda, Ed.D., USC ('09)



## CAREER OPPORTUNITIES

- Turlock Unified School District
- Modesto City Schools
- Ceres School District
- Stockton School District
- Merced School District
- Manteca Unified School District
- Tracy School District
- And other school districts across the state of California



## DEGREES & PROGRAMS

- Bachelor of Arts in Liberal Studies: Elementary Teaching Content Preparation
- Liberal Studies Integrated Teacher Education
- Liberal Studies offers approved Subject Matter Preparation Program to the Multiple Subject Credential Program (education) and/or Elementary Specialist Credential (special education)

*\*pending final approval*



“What I love about liberal studies is the opportunity to pursue a career in making a difference in children’s lives as my teachers have made in mine.”

**KATIE ALOSI**  
*Liberal Studies Student*



FIND OUT MORE  
[csustan.edu/liberal-studies](http://csustan.edu/liberal-studies)



CSUSTANCBASSC

# Pathways into the Program/ Recruitment Strategies

Nadine Bezuk

[nbezuk@sdsu.edu](mailto:nbezuk@sdsu.edu)



## Pathways into the Program/Recruitment Strategies

- “Explore SDSU” Open House
- ITEP Letter to Education Partners
- ITEP Calendar
- PE Teacher Credential Flyer



# “Explore SDSU” Open House 2018



**Explore SDSU Welcomes Future K-12 Educators!**



Saturday, March 17, 2018, 9:00 a.m. - 2:00 p.m.

San Diego State University and the College of Education is excited to invite local high school students and their families to our annual open house event, Explore SDSU!

Please join us for this FREE event offering information sessions on SDSU's K-12 teaching pathways.

Learn specifics about positions in Bilingual Education, Special Education, STEM Education and more!

Free event

Free parking

Refreshments served

Meet and speak with actual SDSU education professors

Info sessions just for future K-12 educators



Questions about the event?  
Contact: Jackie Fuller, Advisor  
SDSU College of Education  
jfuller@mail.sdsu.edu



SAN DIEGO STATE  
UNIVERSITY

# ITEP Letter to Education Partners

November 2017

Dear Education Partners,

Greetings from the San Diego State University College of Education! As you know, a career in education is one of the most important professions in our society. It is best said by our current Dean, Dr. Joseph F. Johnson Jr. that, "Teaching is the profession that creates all others." With the teacher demand at an all-time high, we would love for your students to consider following in your footsteps as a K-12 educator.

The College of Education is proud to continue to offer the traditional teacher credentialing program that takes place after the bachelor's degree, but we are also excited to begin offering our Integrated Teacher Education Programs (ITEPs) beginning next year. The ITEPs will partner with existing undergraduate majors such as Child & Family Development, Liberal Studies, and Mathematics to combine the bachelor's degree and credential in as little as four years!

To spread the word, we have created the enclosed poster calendars for your campus. They would look great hung up in classrooms, workrooms or in public spaces on your campus.

For your current seniors, the calendars can be a helpful reminder that the application deadline is rapidly approaching on **November 30<sup>th</sup>**.

For Sophomores and Juniors, the calendars can act as a "save the date" for the university's annual open house (Explore SDSU) on **Saturday, March 17, 2018**. Explore SDSU is a FREE event where the entire university community comes together to show off all that SDSU has to offer! There will be presentations on different majors, tabling by student clubs, and campus tours.

For more information about any of the programs mentioned in this letter or for additional copies of the calendar, please do not hesitate to contact me at [jfuller@mail.sdsu.edu](mailto:jfuller@mail.sdsu.edu). Also, visit our website at <http://teach.sdsu.edu>.



Jackie Fuller  
Advising & Recruitment Specialist  
College of Education  
Office of Student Services, SDSU

*P.S. I am always happy to visit your campus to discuss teacher preparation programs and careers in education. Just let me know when would work best!*



## BECOME A TEACHER

Get your combined bachelor's degree and credential in just four years!

# 2017-2018

# ITEP Calendar



College of Education

### Get Your Teaching Credential at SDSU

- Visit Us Online: [TEACH.SDSU.EDU](http://TEACH.SDSU.EDU)
- SDSU Application Deadline: **November 30, 2017**
- Explore SDSU: **March 17, 2018**

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER												
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT						
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17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23						
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		24	25	26	27	28	29	30							

JANUARY							FEBRUARY							MARCH							APRIL							
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	
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7	8	9	10	11	12	13	4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	
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28	29	30	31				25	26	27	28				25	26	27	28	29	30	31	29	30						

MAY							JUNE							JULY							AUGUST												
SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT						
					1	2						1	2							1	2	3	4							1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11						
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18						
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25						
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31							



# PE Teacher Credential Flyer

## Become a PE teacher

Get your teaching credential at SDSU



### Did you know?

San Diego is experiencing a significant teacher shortage.

Local school districts offer competitive salaries plus attractive benefits packages for entry level teachers.

Take all of your courses with other PE teachers in the new performance cohort.

Scholarships, grants, and loan-forgiveness programs specifically for credential students are available.

There is still time to apply for the next Fall cohort. Start the process by submitting your Cal State Apply application by March 1st.

Learn more at: [teach.sdsu.edu](https://teach.sdsu.edu)



College of Education

 SDSU Started Here



# Sequence and Student Experience in the Program

Frederick Nelson, CSU Fresno  
[fnelson@csufresno.edu](mailto:fnelson@csufresno.edu)





# Multiple Subject Credential Program at CSU Fresno

- South Valley ITEP

Years 1 & 2	Year 3			Year 4	
<i>College of the Sequoias</i>	<i>Fall 2018</i>	<i>Spring 2019</i>	<i>Summer 2019</i>	<i>Fall 2019</i>	<i>Spring 2019</i>
General Education	Writing for the K-8 Classroom	Linguistics & Reading	Elementary Curriculum	Science Methods	Special Education
Major courses	Communication & Learning	Educational Applications of Technology	Developmentally Appropriate Practices	Math Methods	Inquiry into Problems of Practice 3
Prerequisites	California Studies	Sociology of Race & Ethnicity	Culturally Sustaining Pedagogy	Integrated Curriculum and Disciplinary Literacies	Student Teaching
Electives	Interdisciplinary Art Studies	Exploring Mathematics	Literacy	Inquiry into Problems of Practice 2	
	Physical Education for Children	Environmental Earth & Life Science	Inquiry into Problems of Practice 1	Student Teaching	

# Multiple Subject Credential Program at CSU Fresno

- ITEP Schedule

## Fall 2018

<b>Cohort 1</b>	<b>TTH 9:30am-10:45am</b>	<b>TTH 11:00am-12:15pm</b>	<b>TTH 1:30pm-2:45pm</b>	<b>TTH 3:10pm-4:00pm (Lecture)</b>	<b>ONLINE</b>
	SSCI 110	COMM 114	LS 110W	<b>TTH 4:10pm-5:00pm (Activity)</b>	IAS 108
				KINES 152	
<b>Cohort 2</b>	<b>TTH 9:30am-10:45am</b>	<b>TTH 11:00am-12:15pm</b>	<b>TTH 1:00pm-1:50pm (Lecture)</b>	<b>TTH 3:00pm-4:15pm</b>	<b>ONLINE</b>
	COMM 114	SSCI 110	<b>TTH 2:10pm-3:00pm (Activity)</b>	LS 110W	IAS 108
			KINES 152		

## Spring 2019

<b>Cohort 1</b>	<b>TTH 9:30am-10:45am</b>	<b>TTH 11:00am-12:15pm</b>	<b>ONLINE</b>	<b>ONLINE</b>	<b>ONLINE</b>
	MATH 100	SOC 111 or SSCI 180	LING 132	NSCI 115	CI 100
<b>Cohort 2</b>	<b>TTH 9:30am-10:45am</b>	<b>TTH 11:00am-12:15pm</b>	<b>ONLINE</b>	<b>ONLINE</b>	<b>ONLINE</b>
	SOC 111 or SSCI 180	MATH 100	LING 132	NSCI 115	CI 100

# Sequence and Student Experience in the Program

Pia Wong, CSU Sacramento  
[pwong@csus.edu](mailto:pwong@csus.edu)



# Recruitment to ITEP

Accelerated path to a Liberal Studies BA plus Multiple Subject credential and a Foundational Level General Science Credential (or at least an Introductory General Science Subject Matter Authorization)

YEAR	THEMES/Field Experience
One	<p><b>Themes:</b> Understanding yourself, Who am I?, identity, critical thinking, civic values and responsibilities, multicultural/social justice awareness-building (Horatio Alger activity)</p> <p><b>Field Experience:</b> Creating a teacher identity, deep dive into the teaching profession and life of a teacher</p> <p>BE SURE TO BUILD IN SUPPORTS VIA SUPPLEMENTAL INSTRUCTION AND PEER TUTORING, ESPECIALLY FOR MATH</p>
Two	<p><b>Themes:</b> Differences and similarities, forming and nurturing relationships, advanced critical thinking, local and global perspectives – especially in terms of how education is structured and what teachers do in other countries, deepening multicultural/social justice knowledge base</p> <p><b>Field Experience:</b> Children in and out of school (natural lab), families/parents/caregivers, PTHV project training</p>
Three	<p><b>Themes:</b> the role of knowledge, multiple literacies, current events/current issues, socio/political context of education, critical thinking with a multicultural/social justice lens</p> <p><b>Field Experience:</b> how is the curriculum structured? Long-term and short-term planning. Assessment frameworks. Curriculum is not just information transfer. Teachers make important and consequential decisions about their curriculum.</p>
Four	<p><b>Themes:</b> what does it mean to be a professional educator?</p> <p><b>Field Experience:</b> one in elementary, one in MS/JRHS</p> <p>Capstone project: Present your action research reflection, especially your action steps – this should be done in the fall of Year Four so that they can put their action steps into practice and so that this doesn't get mixed up with the EdTPA.</p>
4.5	<p><b>Themes:</b> what does it mean to be a professional educator - contnued?</p> <p><b>Field Experience:</b> Formal student teaching (or intern teaching)</p>

# CSU Sacramento ITEP Future Teacher

## DISPOSITIONS

Cultural competence; caring; persists at forming relationships with students; flexible; creative; humble; committed to providing access to all students and communities; actively values the experiences, voice and history of all students and their communities; holds high standards; reflective; collaborative; actively pursues learning, takes responsibility, sees possibilities and assets

KNOWLEDGE: Developmental processes (typical and atypical); K-8 content standards integrated with content pedagogy; age/grade/developmentally appropriate content; community context; instructional technology; sociopolitical and sociocultural factors that impact learning; social dimensions of learning.



SKILLS: Organized, easily develops relationships, closely observes others, analyzes content and tasks, thinks logically and systematically, sees relationships between curricular elements, problem solving, critical thinking, communicates clearly with different audiences (students, families, peers, supervisors, general public), listens closely and emphatically, can differentiate based on the learners' needs and interests, can break complex ideas and processes into component parts so others can understand them, reflects and actively implements insights/feedback, works to recognize own biases and minimize them, pays careful attention to factors that impact learning and addresses them

# Sequence and Student Experience in the Program

Patricia Stall, CSU San Marcos  
[pstall@csusm.edu](mailto:pstall@csusm.edu)



## **Integrated Credential Programs at CSU San Marcos**

- Combined BA and Credential program
- 9-15 units a semester per student
- Core courses as a cohort
  - Core courses offered in “blocks” each semester
  - Students take all courses in the block

[Integrated Credential Program \(IPC\) Overview](#)

# Field Experience

Deedee Perez-Granados, CSU Monterey Bay  
[dperez-Granados@csumb.edu](mailto:dperez-Granados@csumb.edu)





# Liberal Studies ITEP Bilingual Elementary Education (BEED) Concentration

Semester 1 - Fall	Units	Semester 2 - Spring	Units	Semester 3 - Fall	Units	Semester 4 - Spring	Units
FYS 181 or 182 or 183 (GE E)	4	A2/A3 GE Course (Any approved)	4	MATH 100 Quantitative Literacy (GE B4)	3	LING 392 Nature of Lang & Lang Acquisition	4
HDEV 260 (GE D1)	4	PHYS 121/L Integrated Physical Science (GE B1/B3)	3/1	GEOL 210 Earth Science (GE B1)	3	GS 214 Global Studies (GE C2)	4
A1 GE Course (Any approved)	4	HCOM 251 US Hist	3	LS 277S Schooling in Modern Society (GE D1, D3)	6	KIN 383/L Health & PE	2/1
LS 233 Arts in Schools and Community (GE C1)	4	SPAN 102 Beginning Spanish II (GE C3)	4	SPAN 201 Intermediate Spanish I (Depth of Study) (CSUMB Lang. Prof. Requirement)	4	SPAN 202 Intermediate Spanish II (Depth of Study)	4
						BIO 204 Intro to Life Science (GE B2)	3
Units	16	Units	15	Units	16	Units	18

* Semester 5 - Fall	Units	Semester 6 - Spring	Units	Semester 7 - Fall	Units	Semester 8 - Spring	Units
LS 394S Multicultural Lit SL (GE D4 UDSL)	2	ED 510 Providing Positive Behavior Intervention and Supports in the Classroom	3	ED 611 Teaching & Learning	3	601A Stage 1 Elementary Teaching Seminar ED 601B Supervision Elementary Teaching	2/5
MATH 308 Elementary Math – Adv Viewpt A	3	MATH 309 Elementary Math – Adv Viewpt B	3	ED 612 Pedag. For Ling. Diverse Students	3	ED 634 Literacy for Ling Diverse Learners	3
LS 390 Cultur Relevant Lit for Child & Adoles	3	LS 300: Major Pro Sem (GE D4 GVAR)	4	SPED 560 Inclusionary Practice (online)	3	ED 609 Math Methods	3
SPAN 301 Comp/Oral Practice (Depth of Study)	4	SBS 385 CA History (GE D2)	4	ED 540 Science & Health/PE Methods	3	ED 615 Soc Studies & VPA	3
Units	12	Units	14	Units	12	Units	16

Semester 9 - Fall	Units
603A Stage 2 Elementary Teaching Seminar (ED TPA - Capstone) ED 603B Stage 2 Sup. Elem. Teaching	2/7
ED 610 Methods and Inquiry or Bilingual Teachers	3
ED 629 Culture and Education of Latino Students	3
Units	15
<b>Total LS ITEP BEED BA + Credential = 134</b>	

Course Type Legend
LS Core – ESM & Practicum
BEED Concentration: Spanish Emphasis
BEED Concentration
Credential: MS and Bilingual Authorization

# Early Fieldwork Experiences: Service Learning in Education

- Two Service Learning (SL) experiences in ITEP programs:
  - Lower Division Course: [LS 277S: Schooling in Modern Society](#)
  - Upper Division Course: [LS 394S: Multicultural Literature Service Learning](#)
- [CSUMB Service Learning Institute](#)
  - Coordinates vetting of sites in collaborate partner schools and districts
  - Coordinates [SL student placement forms](#) and [processes](#)
  - Collects and reports data on SL placements and student SL experiences

# Field Experience

Pia Wong, CSU Sacramento  
[wongp@csus.edu](mailto:wongp@csus.edu)



# CSU Sacramento ITEP Future Teacher

## DISPOSITIONS

Cultural competence; caring; persists at forming relationships with students; flexible; creative; humble; committed to providing access to all students and communities; actively values the experiences, voice and history of all students and their communities; holds high standards; reflective; collaborative; actively pursues learning, takes responsibility, sees possibilities and assets

KNOWLEDGE: Developmental processes (typical and atypical); K-8 content standards integrated with content pedagogy; age/grade/developmentally appropriate content; community context; instructional technology; sociopolitical and sociocultural factors that impact learning; social dimensions of learning.



SKILLS: Organized, easily develops relationships, closely observes others, analyzes content and tasks, thinks logically and systematically, sees relationships between curricular elements, problem solving, critical thinking, communicates clearly with different audiences (students, families, peers, supervisors, general public), listens closely and emphatically, can differentiate based on the learners' needs and interests, can break complex ideas and processes into component parts so others can understand them, reflects and actively implements insights/feedback, works to recognize own biases and minimize them, pays careful attention to factors that impact learning and addresses them

# Field Experience

Calli Lewis Chiu, CSU Bakersfield  
[clewis19@csub.edu](mailto:clewis19@csub.edu)









# CSU Bakersfield

School of Social Sciences and Education  
Advanced Educational Studies/Special Education Program

Mail Stop: 22 EDUC  
9001 Stockdale Highway  
Bakersfield, California 93311-1022  
(661) 654-3055  
(661) 654-2479 FAX  
[www.csub.edu/sse](http://www.csub.edu/sse)

## Field Experience Requirements

Course	Descriptions
EDSP 4800 (Early Field experience)	Observation and interaction with students under cooperating teacher's direction.
EDSP 5250 (Characteristics)	Develop an IEP with a real or a fictitious student. Candidates are provided with case studies.
EDSP 5230 (Collaboration and Transition)	Completion of a 3-4 page narrative documenting and reflecting on a recent Student Success Team (SST) or IEP meeting where candidate serves as an observer. Alternate assignment is available.
EDSP 5050 (Classroom Management, PBIS)	Complete behavioral observations. Write behavior goals and objectives on selected behaviors. Implement a behavior project and collect follow-up data <u>under cooperating teacher's supervision</u> .
EDSP 5100 (Assessment)	Administer academic achievement or adaptive behavior assessment tool <u>under the cooperating teacher's direction/supervision</u> . Write an assessment report.
EDSP 5450 (M/M Instructional strategies)	Candidate develops an academic intervention plan for students with mild to moderate disabilities <u>under the cooperating teacher's direction/supervision</u> . Collect baseline data across three sessions and intervention data across at least five sessions.
EDSP 5320 (M/S Instructional strategies)	Candidate develops an academic intervention plan for students with moderate to severe disabilities <u>under the cooperating teacher's direction/supervision</u> . Collect baseline data across three sessions and intervention data across at least five sessions.
EDSP 5540 (ECSE Field Experience)	<u>Under the cooperating teacher's direction/supervision</u> , design, implement, and evaluate a routine-based instructional plan.

## California State University, Bakersfield Field Experience Evaluation Form

*To be completed and placed (by the cooperating teacher) in a sealed envelope, with the cooperating teacher's signature along the seal, and submitted (by the candidate) to the course instructor by the 13<sup>th</sup> week of the semester.*

Teacher Candidate:		School:	
Cooperating Teacher:		District:	
Course:		Grade Level:	
Course Instructor:		Date:	

Teacher Performance Expectations	Strong	Competent	Unsatisfactory	Other
<b>Making Subject Matter Comprehensible to Students</b> Specific Pedagogical Skills for Subject Matter Instruction - Demonstrate appropriate content area knowledge - Use a variety of instructional strategies appropriate to the various content areas				
<b>Assessing Student Learning</b> Monitoring Student Learning During Instruction - Monitor student progress at key points Interpretation and Use of Assessments - Use a variety of informal and formal, formative and summative assessments				
Making Content Accessible - Vary instructional strategies according to standards, purpose and lesson content				
Student Engagement - Ensure participation of all students - Re-engage off-task behavior and motivate students				
Developmentally Appropriate Teaching Practice - Design learning activities appropriate for the developmental level of students				
Teaching English Learners - Use effective ELD/SDAIE strategies in whole class and small group lessons				
<b>Planning Instruction and Designing Learning Experiences for Students:</b> Learning About Students - Use formal and informal methods to gather information about students' academic, social, and emotional development				
Instructional Planning - Evidence of thoughtful preparation of lesson plans as well as having appropriate materials and resources selected and available				
<b>Creating and Maintaining Effective Environments for Student Learning:</b> Instructional Time - Allocate instructional time to maximize student achievement				
Social Environment - Promote student effort and engagement and create a positive climate for learning				
Professional, Legal, and Ethical Obligations - Dress neatly and professionally - Display enthusiasm for teaching - Modify behavior after constructive criticism - Appropriately manage own professional time (including arrival & departure from school, planning & prep time, etc.) - Use correct English Grammar - Demonstrate Professional Ethics and models ethical behavior for students				
Professional Growth - Improve own teaching practices by engaging planning, teaching, and reflecting - Use reflection and feedback to formulate and prioritize goals for increasing own subject matter knowledge and teaching effectiveness				
Comments:				

Cooperating Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## Building Brighter Futures for Children with Special Needs

### Integrated Teacher Education Program (ITEP) - Special Education

#### ITEP - Mild/Moderate (M/M) and Moderate/Severe (M/S) Education Specialist Program

The exemplary Special Education programs at CSU Bakersfield are accredited by the National Council on Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The Program prepares candidates for a career in teaching K-12 students who have Mild/Moderate (M/M) or Moderate/Severe (M/S) disabilities and receive special education services.

#### What is ITEP?

ITEP allows undergraduate students to complete a bachelor degree and a special education teaching credential preparation in 4 years.

#### Who is eligible for ITEP?

- Has a minimum GPA of 2.75
- Completes an one-page application to an ITEP program.

There are two ITEP-SPED programs at CSUB. One program is housed in the Department of Liberal Studies (ISPED), and the other program is in the Department of Child, Adolescents, and Family Studies (CSPED). Students who are interested in completing special education credential preparation with a bachelor's degree can apply to the ISPED in liberal studies department or CSPED in Child, Adolescents, Family Studies Department.

#### Special Education Program Overview

Every candidate's individualized program includes 49 semester units of credential course work (including prerequisite courses) in general education and in special education. Students choose either the (M/M) or (M/S) concentration. Students in an ITEP program (M/M or M/S) are eligible to enroll in an Early Childhood Special Education Added Authorization (ECSE-AA) program.

- Mild/Moderate Program (M/M)
- Moderate/Severe Program (M/S)
- Early Childhood Added Authorization Program (ECSE-AA)

#### Special Education Faculty & Staff

- **Dr. Calli Lewis Chiu** *Director and Assistant Professor*, (661) 654-6828
- **Mrs. Diane McNett** *Full-Time Lecturer & AV Coordinator*, (661) 952-5089
- **Ms. Julia Bavler** *Admissions & Graduation Advisor (Bakersfield Campus)*, (661) 654-3193
- **Mr. Eric Anderson** *Admissions & Graduation Advisor (Antelope Valley Campus)*, (661) 952-5083

#### Child, Adolescent, and Family Studies Department Faculty

- **Dr. Elaine Correa** *Chair and Professor of CAFS*, (661) 654-3066
- **Dr. Christie Howell** *Associate Professor of CAFS*, (661) 654-3494

#### Liberal Studies Department Advisors

- **Ms. Pam Connors** *Director of Advising*, (661) 654-3337
- **Ms. Dina Hallmark** *Academic Advisor*, (661) 654-6164



### Integrated Teacher Education Program - Special Education

#### Applying to the ITEP program

Students who are interested in completing a special education credential preparation along with their BA degree can apply to the ITEP program.

Students should inform an academic advisor that you would like to pursue a special education teaching credential as soon as possible.

**Transfer students:** Inform your advisor by the end of your transfer year.

All ITEP students should apply to a SPED credential program by the end of their Junior year.

All ITEP students should attend a SPED program information session in their junior year or earlier before applying to a SPED program. Contact the credential's office for the dates.

Application materials to the Special Education Program are available at our information sessions, Credential office and at our website [www.csub.edu/speciald/forms](http://www.csub.edu/speciald/forms).

#### Special Education Program Admission Requirements

All of the following documents should be presented when you apply to the SPED credential program.

**Application form:** Complete an application form in the SPED website.

**GPA:** A minimum of 2.75 over the last 60 semester units is required.

**CBEST:** Provide scores (pass or no-pass) or verification of registration. CBEST must be passed prior to supervised student teaching.

**Certificate of Clearance:** Evidence of Fingerprint Clearance or a valid Emergency or Substitute Permit issued by the Commission on Teacher Credentialing.

**TB Certificate:** Current certificate of freedom from tuberculosis (chest x-ray valid for 2 yrs, skin test valid for 4 yrs).

**Professional Liability Insurance:** Purchase from Cashiers Office.

**Mandatory Reporter Training:** Complete mandatory reporter training.

**Subject Matter Competency Verification (before your final student teaching course):** (1) Evidence of a valid California teaching credential, (2) Passage of CSET in multiple subject or core subject areas, or (3) Subject matter competency waiver

**Autobiography:** Typed 2-3 page description of your characteristics, interests, and motivation to become a special education teacher.

**Recommendations:** 3 recommendation forms from those who know you and your potential for a special education teaching career. Required forms are found in the application packet.

**Interview:** All applicants are required to attend a group interview session. Dates and times will be notified after you submit an application.

You must submit a COMPLETE application packet to be considered for admittance into the Special Education Credential program.

**Please Note:** CSET scores are valid for ten years from the date that you pass the exam. You must apply for your credential within those ten years.

#### Special Education Program

**Program Road Map Plan:** Meet with an academic advisor for program and course plans.

**Field Work Requirements:** Students must take core SPED courses and complete 50 hours of fieldwork each semester. The SPED program requires you with a placement. You must contact school districts for placement.

**Subject Matter Competency Verification:** Students MUST meet the competency requirements for final student teaching course.

#### Preliminary Credential Application Requirements

When applying for a credential, your program, students must:

- pass RICA (Reading Instruction Competence Assessment)
- Complete a U.S. Citizenship or examination.
- Pass a course in health and safety.
- Hold CPR (Infant, Child, and Adult)

**Note:** Students should have a GPA of 2.75 or higher for credential application with C- or a lower grade.

#### Contact Information

**Liberal Studies**  
(661) 654-6807

**Child, Adolescents, and Family Studies:**  
(661) 654-2545

**Special Education:**  
(661) 654-3055





# Student Teaching, Distinctive Attributes

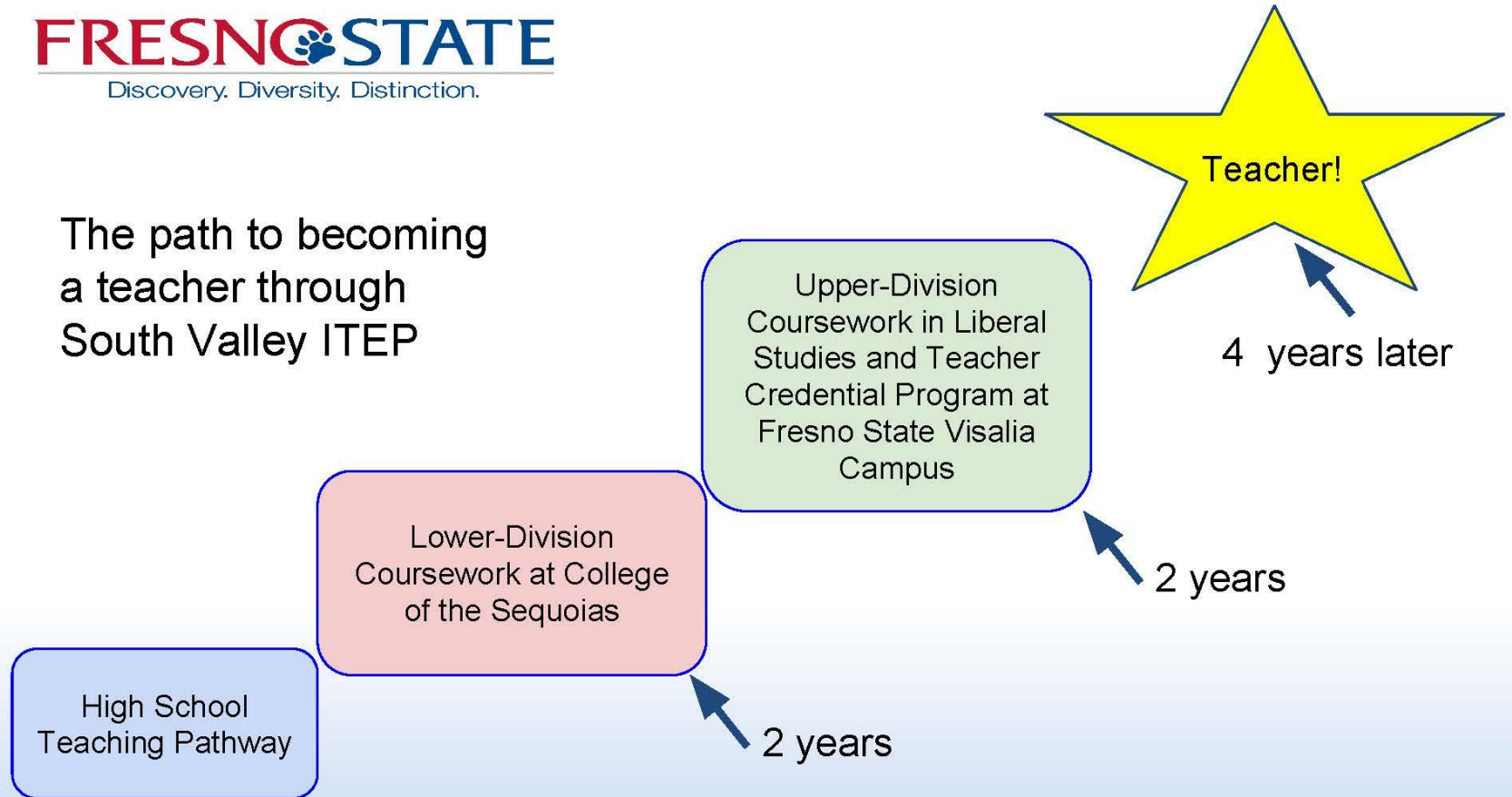
Frederick Nelson, CSU Fresno  
[fnelson@csufresno.edu](mailto:fnelson@csufresno.edu)



## What is the South Valley ITEP?

- Integrated Teacher Education Program
- Transfer from College of the Sequoias to Fresno State
- Take all your classes at the Fresno State Visalia Campus
- Complete Liberal Studies BA and Multiple Subject Credential in 2 years

## The path to becoming a teacher through South Valley ITEP



Kremen School of Education and Human Development – Department of Liberal Studies

# Student Teaching, Distinctive Attributes

Cynthia Grutzik, CSU Long Beach  
[cynthia.grutzik@csulb.edu](mailto:cynthia.grutzik@csulb.edu)



## **Service Learning (SERVE) in Liberal Studies – Early Fieldwork for Credentials**

- All Liberal Studies students must complete a requirement of 45 hours of SERVE (Service Learning) in EDEL 200, with an additional 40 hours (totaling 85 hours) in EDEL 300 for ITEP graduates who earn their Teaching Credential and BA simultaneously.

[CSULB Webpage](#)

# Student Teaching, Distinctive Attributes

Katherine Read, CSU Monterey Bay  
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# Liberal Studies Integrated Special Education (SPED) Concentration

Semester 1	Units	Semester 2	Units	Semester 3	Units	Semester 4	Units
FYS 181 or 182 or 183 (GE E)	4	A2/A3 GE Course (Any approved)	4	GEOL 210 Earth Science (GE B1)	3	LANG 201 (Lang. Prof.)	4
HDEV 260 (GE D1)	4	BIO 204 Intro to Life Science (GE B2)	3	GS 214 Global Studies (GE C2)	4	MATH 308 Elementary Math – Adv Viewpt A	3
A1 GE Course (Any approved)	4	HCOM 251 US Hist	3	LS 277S Schooling in Modern Society (GE D1, D3)	6	KIN 383/L Health & PE	2/1
LS 233 Arts in Schools and Community (GE C1)	4	LANG 102 (GE C3)	4	MATH 100 Quantitative Literacy (GE B4)	3	SBS 385 CA History (GE D2)	4
						PHYS 121/L Integrated Physical Science (GE B1/B3)	3/1
Units	16	Units	17	Units	16	Units	18

Course Type Legend
LS Core – ESM & Practicum
SPED Concentration: Emphasis
SPED Concentration
Credential: SPED MM/MS

>>Advising Check for Credential Program Admission (e.g., GPA, Interview, CBEST, etc.)

Semester 5	Units	Semester 6	Units	Semester 7	Units	Semester 8	Units
SPED 560 Inclusionary Practices	3	ED 510 Providing PBIS in the Classroom	3	SPED 567 Initial Semester Seminar	3	SPED 577 Final Semester Seminar (ED TPA-Capstone)	3
LS 390 Cultur Relevant Lit for Child & Adoles + LS 394S Multicultural Lit SL (GE D4 UDSL)	3 2	LS 300: Major Pro Sem (GE D4 GVAR)	4	SPED 567A or SPED 567B Initial Semester Practicum Experience (Mild/Moderate or Moderate/Severe)	6	SPED 577A or SPED 577B: Final Semester Practicum Experience (Mild/Moderate or Moderate/Severe)	8
SPED 571 Teaching and Assessing Students with Autism Spectrum Disorders	3	LING 392 Nature of Lang & Lang Acquisition & LING 392L	4 + 1	ED 540 Science & Health PE Methods	3	SPED 585 Transition and Career Development for the Education Specialist	3
MATH 309 Elementary Math Adv Viewpt B	3	ED 634 Literacy for Linguistically Diverse Learners	3	ED 609 Math Methods	3	SPED 564 or SPED 574 Formal and Informal Assessments for Students with Mild/Moderate or Moderate/Severe Disabilities	3
SPED 562 Curriculum Development and Preferred Practices for Students with Special Needs	3	SPED 566 Behavior Intervention and Support	3	SPED 568 Methodologies for Culturally and Linguistically Diverse Students with Learning Challenges	3		
Units	17	Units	18	Units	18	Units	17

# Structure of Bachelor Degrees and Credentials

Jessica Pandya, CSU Long Beach  
[jessica.pandya@csulb.edu](mailto:jessica.pandya@csulb.edu)





# General Education and Liberal Studies at CSULB

- Alternate General Education program
  - Students concurrently satisfy their general education requirements in the Liberal Studies program

# Academic Advising

- Liberal Studies Core Requirements
- Transfer Credit Guide
- Graduation 4-year Degree Roadmaps for ITEP  
MSCP+BA

[Academic Advising documents on the College of Education site](#)

# Structure of Bachelor Degrees and Credentials

Diane Fazzi and Andrea Zetlin  
CSU Los Angeles

[dfazzi@calstatela.edu](mailto:dfazzi@calstatela.edu)  
[azetlin@calstatela.edu](mailto:azetlin@calstatela.edu)



## Cal State L.A. – B.A. in Urban Learning (Option III Accelerated Dual Credential)

<b>Year 1 GE and Elementary Subject Matter (ESM)</b>		
<b>Semester 1 (16 units)</b>	<b>Semester 2 (16 units)</b>	<b>Summer Intersession</b>
COMM 1100 (3 units)	COMM 1200 (3 units)	
ENG 1005B/ENGL 1010 (3 units)	HIST 1010 (3 units)	
NATS 1010 (4 units)	CCOE 1010 (3 units)	
CHDV 1400 (3 units)	NATS 1020 (4 units)	
PSCI 1000 (3 units)	MATH 1100 (3 units)	

<b>Year 2 Lower Division Major, GE and ESM</b>		
<b>Semester 3 (16 units)</b>	<b>Semester 4 (15 units)</b>	<b>Summer Intersession</b>
HIST 2010 (3 units)	HIST 1020 (3 units)	
LBS 2340 (3 units)	Math 2250 (3 units)	
ENGL 2700 (3 units)	EDFN 2010 (3 units)	
BIOL 1030 B2 (4 units)	ULRN 2120 (3 units)	
MATH 1150 (3 units)	EDCI 2020 (3 units)	
	<b>CBEST</b>	

# Cal State L.A. – B.A. in Urban Learning (Option III Accelerated Dual Credential)

<b>Year 3 Upper Division Major, Upper Division GE, ESM and Credential/Early Fieldwork</b>			
<b>Semester 5 (15 units)</b>	<b>Semester 6 (13 units)</b>	<b>Summer Intersession I (9 units)</b>	<b>Summer Intersession II (8 units)</b>
*ULRN 3000 (2 units) (15 hours observation)	ULRN 4110 (3 units)	EDSP 3010 (3 units)	EDCI 4113 (3 units)
*EDCI4000 (3 units) (45 hours observation)	EDFN 4131 (3 units)	ULRN 4140 (3 units)	EDIT 4100 (3 units)
EDCI 4010/EDSP 4010 (3 units)	ULRN 4130 (3 units)	EDSP 4030 (3 units)	Kin 4200 (2 units)
EDSP 4000 (3 units)	EDSP 4020 (3 units)		
EDCI 4111 (3 units)	*EDSP 4060 (3 units) Clinical practice		

<b>Year 4 Upper Division Major, ESM, Credential and Final Fieldwork</b>	
<b>Semester 7 (12 units+ 2 units)</b>	<b>Semester 8 (9 units)</b>
EDCI 4112 (3 units)	HIST 3480 (3 units)
EDSP 4257 (3 units)	ULRN 4190 (3 units)
EDSP 4252 (3 units)	
*EDEL 4455 Residency FW (3 units)	*EDSP 4455 Residency FW (3 units)
	EdTPA Prep (suggested - 2 units)
	<b>EDTPA and RICA</b>

## Cal State L.A. – B.A. in Urban Learning (Option III Accelerated Dual Credential)

<b>Year 4.5 Added Bilingual Authorization Only</b>	
<b>Summer Intersession 1</b>	<b>Summer Intersession 2</b>
Added Authorization (EDCI 5560 (3 units) Bilingual 1	Added Authorization – EDCI 5570 (3 units) Bilingual 2
	Added Authorization – EDCI 5580 (1 unit) Bilingual 3 Portfolio



# Program Size and Summer Enrollment

Frederick Nelson, CSU Fresno  
[fnelson@csufresno.edu](mailto:fnelson@csufresno.edu)



# Program Size and Summer Enrollment

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CSU Los Angeles

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**Thank You!**