

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

# PROGRAM HANDBOOK



## CAL POLY

SCHOOL *of* EDUCATION  
COLLEGE OF SCIENCE AND MATHEMATICS

# Multiple Subject Teacher Education Preparation Program (MSTEP)

2018-19 (\*Updated 4/11/19)

## NOTICE

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Every effort has been made to assure the accuracy of the information in this booklet. Teacher candidates and others who use this booklet should note that laws, rules, and policies change from time to time, and these changes may alter the standards and policies required by the California Commission on Teacher Credentialing; statutes enacted by the California Legislature; and rules and policies adopted by the California State University Board of Trustees, by the Chancellor or designee of the California State University system, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to the teacher candidate, the institution, and the California State University system.

Nothing in this booklet shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University system, the Chancellor of the California State University system, or the President of the Cal Poly campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies that may apply to teacher candidates.

This booklet does not constitute a contract or the terms or conditions of a contract between the teacher candidate and the institution or the California State University system. The relationship of the teacher candidate to the institution is one governed by statute, rules, and policy adopted by the California State Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees. Any question on the information contained should be directed to your academic advisor or the School of Education.

### **School Of Education Contact Information**

Main Office (02-120) - Hours: 9-12 & 1-5

805-756-2126 OR [soe@calpoly.edu](mailto:soe@calpoly.edu)

Tom Skelton, Administrative Support Coordinator; [tskelton@calpoly.edu](mailto:tskelton@calpoly.edu); 756-2126

Credential Office

Michelle Walker, Lead Credential Analyst, [mtwalker@calpoly.edu](mailto:mtwalker@calpoly.edu); 756-2126

## Introductory Comments

From the SOE Director and Multiple Subject Program Coordinator

Dear Teacher Candidate:

We are delighted to have you join the MSTEP Program. This program handbook along with documents on the School of Education website and in your courses are intended to guide you and provide critical information that will assist you in navigating your MSTEP experience.

We hope your participation in the program leads to success and becoming a credentialed teacher. While much of the teaching, guidance, and nurturing during the teaching credential program comes from the university faculty, Cooperating Teachers and University Supervisors, we also know that teacher candidates nurture, guide, and teach each other – and may provide Cooperating Teachers and University Supervisors with new ideas as well.

As you engage in this rich, multi-faceted opportunity to teach, learn, and share, please contact others in the School of Education as needed if questions or concerns arise. We also welcome your ideas on program improvements for future teacher candidates.

Congratulations on choosing the rewarding profession of teaching for your career!



Sincerely,

Dr. Kevin Taylor, Director  
Cal Poly School of Education



Julee Bauer, Coordinator  
Multiple Subject Credential Program



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**General Note:** Many of the sections in this handbook highlight important policies that students should be familiar with. These policies come from California Ed Code, the California Commission on Teacher Credentialing, CSU Chancellor's Office, official Cal Poly policies, policies approved by the SOE Coordinating Council, or policies adopted by the Special Education program. This handbook is intended to provide an easy resource for students to be more aware of these policies and how to locate them, if needed.

The guidance in this handbook **is not a substitute** for any official policy – official policies may change, even in the midst of an academic year. Students should be mindful to use the available links or resources to check official policies, or should reach out to their Program Coordinator with any questions.

# I. OVERVIEW OF CAL POLY AND THE SOE

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## OVERVIEW OF THE UNIVERSITY

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Cal Poly is one of 23 campuses in the California State University (CSU). Founded in 1901 as a state vocational high school, Cal Poly has evolved into a comprehensive master's-level university, with an identity and reputation as a polytechnic institution. Nearly 75% of all students graduate in nationally recognized technical and professional programs that are balanced with the arts, humanities, and social sciences. This commitment has been particularly evident in our emphasis on experiential learning, a "learn-by-doing" approach that is a source of pride to Cal Poly.

### **Cal Poly Mission Statement**

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. -- *Approved by President Baker, March 22, 2010*

To foster realization of the University's mission and define the institution's expectations for student learning, Cal Poly adopted seven University Learning Objectives in 2007. The University further defined those expectations with four Diversity Learning Objectives in 2008 (below).

### **University Learning Objectives (ULO's)**

*When students graduate from Cal Poly, they should be able to:*

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

### **Diversity Learning Objectives (DLO's)**

*When students graduate from Cal Poly, they should be able to:*

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities.
- Consider perspectives of diverse groups when making decisions.
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

## OVERVIEW OF THE COLLEGE OF SCIENCE AND MATHEMATICS

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In 2009, Cal Poly merged the professional education unit with the College of Science and Mathematics (CSM) to strengthen teacher development academically and operationally. In addition to housing the SOE, the CSM also houses the Center for Engineering, Science and Mathematics Education (CESaME) and the department of Liberal Studies, which provides subject matter preparation to prospective multiple subject teachers. The mission of the College of Science and Mathematics expresses similar principles, including a learn-by-doing approach with an intellectual and creative base, openness to new ideas and cultural diversity, and social responsibility:

### **College of Science and Mathematics Mission**

The College of Science and Mathematics promotes the learning, understanding, and appreciation of science and mathematics as a basis for creative endeavors, intellectual pursuits, careers, and critical consideration of issues confronting society. It provides the foundation for the polytechnic curriculum, offers a rich and distinctive general education program, and prepares students pursuing degrees in the College for post-baccalaureate education and careers. An excellent and committed faculty guides Cal Poly-SLO students in developing the interest and capacity for lifelong learning by engaging their curiosities, imaginations, and critical and creative thinking skills. --Approved Fall 2005

## OVERVIEW OF THE SCHOOL OF EDUCATION

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In 1933, agricultural education became the first formal teacher education curriculum at Cal Poly, incorporating the learn-by-doing approach that continues as a hallmark today. In 1990, the unit changed from a department into the University Center for Teacher Education (UCTE), a center of pedagogy for university and school faculty that focused on new teacher preparation. In 2004, while retaining the "center" concept, the UCTE was renamed the College of Education. Then, in 2009, the unit became the [School of Education](#) (SOE) when it merged with the College of Science and Mathematics (CSM), with a goal to develop an innovative model of P-12 educator preparation by more closely linking education, math, and science faculty with school educators on curriculum, instruction, and supervision.

The purpose of the School of Education has evolved significantly since the institution first began to prepare agriculture teachers in 1933. Most recently revised in 2007, the SOE vision focuses on the School's preparation of professional educators in today's society, and the SOE's mission reflects and extends the University's principles of inquiry, collaboration, equity, and pluralism into the expectations for practice as well as the preparation of education professionals:

### **School of Education Vision**

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. --Approved February 1, 2007

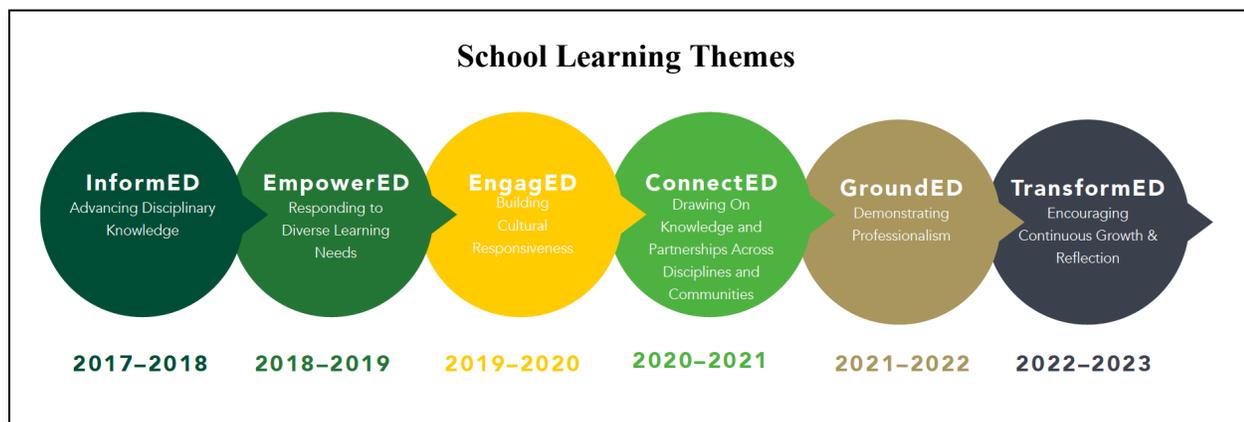
### **School of Education Mission**

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies. --Approved February 1, 2007, Modified 2016

In 2017, the SOE engaged in a comprehensive unit wide reflection of its assessment practices to identify strengths and weaknesses, streamline competing efforts, and respond to identified needs that emerged in conversations with each program and in an Employee Engagement and Satisfaction survey. During this process, the SOE recognized that its six School Learning Objectives (SLOs) did not capture the reality of current practices in the SOE. Several programs needed to revise their Program Learning Objectives (PLOs) as part of an effort to elevate our master’s specializations to standalone degrees, or as to maintain alignment with new TPEs and standards from the CTC. Additionally, the SOE recognized that stringent Learning Objectives were creating ‘Learning Objective overload’ as faculty struggled to balance and integrate Cal Poly’s University Learning Objectives (ULOs), Diversity Learning Objectives (DLOs), PLOs, and SLOs with the standards that are more widely adopted and accepted by accrediting agencies and professional organizations in the field of education.

In order to create intentionality and efficiency across these many objectives, the SOE revised its SLOs as broader ‘shared themes.’ The goal of these shared themes is to broadly capture the umbrella of essential principles across the SOE, and Cal Poly. These themes are not designed to be measurable. Rather, they are a common lens for anchoring dialogue, professional development and PLO driven inquiry and assessment projects across the SOE. With this overarching framework in place, each program is now more empowered to develop and focus on measurable PLOs that reflect the standards and practices of their discipline.



## II. CANDIDATE HANDBOOK

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### MSTEP PROGRAM NARRATIVE

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Cal Poly's Multiple Subject program provides California with dedicated teachers who are competent, caring, and creative. Graduates of the programs are particularly well prepared to:

- Create learning environments that are equitable, nurturing, and joyful;
- Motivate a wide range of students to learn subject matter and become self-directed in their learning;
- Prepare students to take an active role in a pluralistic democracy;
- Model enthusiasm for lifelong learning;
- Create curricula that encourages students to take pride in their culture, heritage and language(s);
- Use technology to achieve the above-listed and other worthy goals.
- Multiple Subject Credential Offered at Cal Poly

Candidates who complete the MSTEP Program earn a Preliminary Multiple Subject Teaching Credential that is English Language Learner Authorized, which prepares candidates to teach in culturally and linguistically diverse settings. This credential allows you to teach multiple subjects in California elementary classrooms. However, Multiple Subject credential holders may teach any grade level as long as their assignment consists of teaching in a self-contained classroom. Specific information about California's teacher credentials can be found at the website for the California Commission on Teacher Credentialing.

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#### (1) Multiple Subject Program Learning Outcomes & TPEs

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To support the learning and development of **ALL CANDIDATES**, graduates will be able to--

- Apply understandings of Learner Development, Learning Differences, and Knowledge of Students (EmpowerED, TPE 1)
- Create and maintain classroom routines and environments that promote learning, inclusivity, respect, and health/safety (EngagED, TPE 2)
- Demonstrate and apply curricular content knowledge to design and organize effective learning experiences (EmpowerED, TPE 3)
- Select and implement scientifically validated instructional approaches to meet individual learning needs (EmpowerED, EngagED, ConnectED TPE 4)
- Collect and analyze assessment data from multiple measures to make data-based decisions about student learning needs, service eligibility, and instructional modifications (TransformED, TPE 5)
- Demonstrate professionalism, ethics, legality, collaboration, and continuous growth and reflection (GroundED, TransformED, TPE 6)
- Engage in educational research and inquiry to remain informed of best practices, current research, legislation and debate (InformED)

Additionally, the MSTEP Curriculum is aligned to the [California Teaching Performance Expectations \(TPEs\)](#) --

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

## (2) MSTEP Program Assessments

Program Learning Objectives	Alignment to: SOE Themes University LOs Diversity LOs TPEs	Assessed in Course #	Key Assessments	Rubric/Criteria for Mastery
<b>Effectively engage and support all students in learning</b>	SLO.5 - Contribute to diverse and inclusive society ULO.2 - Communicate effectively ULO.5 - Positive contribution to society ULO.6 - Decisions based on ethics, respect, and sustainability DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE.1	EDUC 427 EDUC 429 EDUC 431 EDUC 436	EDUC 427: Field journals EDUC 429: Lesson plans EDUC 431: Mini-Unit EDUC 436: Lesson Plans	Instructor-made rubrics and checklists
<b>Create and sustain environments that are culturally-responsive and effectively support student learning</b>	SLO.3 - Cross-Discipline/Collaboration SLO.5 - Contribute to diverse and inclusive society DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 2	EDUC 429 EDUC 431	EDUC 429: Lesson plans EDUC 431: Mini-Unit	Instructor-made rubrics and checklists
<b>Demonstrate sufficient understanding of subject matter to effectively organize content-specific instructional sequences to promote student learning</b>	SLO.2 - Integration of Theory and Practice ULO.1 - Think critically and creatively ULO.3 - Expertise in a scholarly discipline and relation to larger world ULO.5 - Positive contribution to society DLO.2 - Knowledge of contributions from diverse groups DLO.3 - Considers diverse perspectives in decision making TPE. 3	EDUC 427 EDUC 428 EDUC 429 EDUC 431 EDUC 438	EDUC 427: midterm, final and field journals EDUC 428: Kid-watching project, midterm, final and field journals EDUC 429: Lesson plans EDUC 431: Mini-Unit EDUC 438: Lesson Plans, observations	Instructor-made rubrics and checklists
<b>Effectively plan instruction and design learning experiences for all students</b>	SLO.2 - Integration of Theory and Practice SLO.5 - Contribute to diverse and inclusive society ULO.1 - Think critically and creatively ULO.6 - Decisions based on ethics, respect, and sustainability DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 4	EDUC 427 EDUC 429 EDUC 435 EDUC 431	EDUC 427: midterm, final, tutoring and field journals EDUC 429: Lesson plans EDUC 435: Lesson plans EDUC 431: Mini-Unit	Instructor-made rubrics and checklists
<b>Effectively create and use assessments to inform instruction and foster student learning</b>	SLO.2 - Integration of Theory and Practice SLO.4 - Auth. Asmnt. for Growth and Improvement ULO.7 - Lifelong Learning DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 5	EDUC 427 EDUC 429 EDUC 431	EDUC 427: midterm, final, field journals EDUC 429: Lesson plans EDUC 431: Mini-Unit	Instructor-made rubrics and checklists
<b>Engage in professional practices and act in ways that foster professional growth</b>	SLO.1 - Professional Dispositions SLO.3 - Cross-Discipline/Collaboration SLO.6 - Reflective Practitioner ULO.2 - Communicate effectively ULO.4 - Productive work as individuals and in groups ULO.7 - Lifelong learning DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 6	EDUC 427 EDUC 428 EDUC 431	EDUC 427: midterm, final and field journals EDUC 428: Kid-watching project, midterm, final and field journals EDUC 431: Mini-Unit	Instructor-made rubrics and checklists

**Teacher Performance Assessment:** In addition to coursework and Clinical Practice assessments in your program, the CTC requires candidates to submit and pass an approved performance assessment prior to being recommended for a Preliminary Teaching Credential. Performance assessments are designed to be authentic exercises in which you demonstrate how you will plan, instruct, assess, and reflect on real lessons as a teacher. More information about CTC performance assessment requirement and EdTPA can be found at <https://www.ctc.ca.gov/educator-prep/tpa>.

To meet the performance assessment requirement, the MSTEP and SSTEP programs rely on edTPA, a national examination developed at the Stanford Center for Assessment, Learning, and Equity (SCALE) and administered by Pearson.

**About EdTPA:** Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience. edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students' strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. Read more online at [edtpa.com](http://edtpa.com).

**edTPA Structure & Support:**

	Multiple Subject Program	Single Subject Program
Required Examination	Elementary Education: Mathematics (Task 1-3) with Literacy Task 4	Secondary Education: Task 1-3 for appropriate credential subject area.
Faculty & Coursework Support	Prof. Jessica Jensen EDUC 450 TPA Seminar	Content Area Advisor 424 Methods & 425 Seminar

**Support & Guidance:** Support to prepare for the edTPA examination is embedded throughout coursework in the MSTEP and SSTEP programs. Every course includes opportunities for candidates to practice planning lessons, leading instruction, assessing student work, and reflecting on their teaching. We encourage all candidates to make the most of these practice opportunities, as they are the best preparation for success on the edTPA and in your future classroom.

More explicit and support and guidance for the edTPA is focused in EDUC 450 (MSTEP), and the 424 Methods and 425 Seminar courses and edTPA Support Bootcamps (SSTEP). In these courses, candidates will receive support to prepare for the technical requirements of edTPA, to talk to their CT and site administrator about edTPA, and to read and understand an edTPA rubric. Candidates might also have the opportunity to write practice edTPA responses and to give peer-to-peer feedback. **Note that there are limits to the types of support that faculty advisors may provide. Faculty advisors must follow [edTPA guidelines](#) regarding feedback and support.**

**Scoring:** All edTPA tasks for MSTEP and SSTEP programs must be submitted to Pearson for scoring by edTPA trained scorers. edTPA scorers are typically teachers with subject matter expertise in the area of the examinations that they are scoring. They have been trained by Pearson to be aligned to the scoring rubric. No scoring is completed by faculty members in the SOE, and edTPA guidelines prohibit SOE faculty from grading candidate edTPA submissions.

Once your edTPA examination is scored, you will receive an email to access your scores. Your scores will also automatically be reported to the edTPA score dashboard for Cal Poly SOE, where your program faculty advisor and members of the SOE staff can verify your score and advise you on next steps.

**Retakes, Remediation & Appeals:** If you do not pass the edTPA with your initial submission, you will receive an email offering remediation support for a retake. The email will most likely come from the SOE Assessment & Accreditation Coordinator, and will be followed up with contact from your program faculty advisor to set up a conversation to discuss next steps. Your program faculty advisor will also set up a plan for support and remediation while you retake your examination, however, the faculty advisor will still be limited, per the [edTPA guidelines](#) regarding feedback and support.

If you require a retake, you can resubmit one, two, or three sections of the edTPA in order to raise your score by the necessary number of points. It is up to you how many sections of the edTPA you choose to resubmit. In making a decision, you should consider the following information:

- To resubmit one section, the cost is \$100. You can also resubmit two sections for \$200 or all sections of your edTPA for \$300. Cal Poly does not provide vouchers for resubmission so resubmission fees are your responsibility.
- You cannot reuse artifacts from your original submission, except in certain circumstances (see Resubmission Guidelines from edtpa.com). If you do not have additional assessments or video footage to choose from, you would need to acquire new artifacts before you would be able to resubmit these sections.
- Additional information regarding retakes and retake options is available on the edTPA website [http://www.edtpa.com/PageView.aspx?f=GEN\\_RetakingEdTPA.html](http://www.edtpa.com/PageView.aspx?f=GEN_RetakingEdTPA.html)

If you believe that a score (not a condition code) on one or more rubrics was reported in error, you may submit a written request for an appeal, called a request for a 'Score Confirmation'. edTPA charges a fee of \$200.

**edTPA Data & Privacy:** Your edTPA score report will be reported to you and to the Cal Poly SOE, if you indicated your educator preparation program during exam registration. If applicable, scores are also reported directly to the relevant state agency responsible for educator licensure. Within the School of Education, your scores will be viewable by program faculty, the Credential Analysts (to verify passage for your credential), and to the Assessment & Accreditation Coordinator (as the central edTPA contact for the unit).

Please note that the school of education is required to regularly examine and reflect on edTPA data as a measure of candidate success, and so aggregate edTPA scores and trends are often analyzed and discussed across the unit. The SOE may also be required to report aggregate edTPA scores and passage rates to our accreditor (the CTC), grant funders, or other partners. For some programs with very few students, it can be more difficult to guarantee anonymity in aggregate data. As a best practice to secure student privacy, the SOE **typically** does not release student demographic or measurement data when a group of students is smaller than 10.

**Questions & Contact Info:** For general questions, please refer to the [edTPA FAQ](#). For specific questions about the edTPA administration and requirements, we encourage you to [contact edTPA](#) and Pearson directly. Contacting the edTPA is the best way to make sure you get accurate and complete guidance about examination policies. Within the School of Education, the [Assessment & Accreditation Coordinator](#) is the unit contact person for edTPA.

## ACCOUNTABILITY FOR ACCREDITATION & CTC STANDARDS

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Pursuant to California Education Code, any program of professional preparation must adhere to the requirements of the Commission on Teacher Credentialing (CTC) and must maintain accreditation through the CTC by participating in a seven-year review cycle. Because the CTC also issues all teaching credentials in California, candidates are strongly encouraged to be familiar with the CTC, its policies, and its standards for educators. The Cal Poly SOE Accredited Programs include:

Credential Program	Delivery Model	Location
Multiple Subject Credential – Preliminary Multiple Subject Teaching Credential	Traditional	Main Campus
Single Subject Credential – Preliminary Single Subject Teaching Credential: Agriculture, Biology, Chemistry, English, Geosciences Mathematics, Physics, Social Sciences, and World Languages	Traditional	Main Campus
Education Specialist Credential – Preliminary Mild/Moderate Disabilities Credential	Traditional	Main Campus
Administrative Services Credential – Preliminary Administrative Services Credential	Traditional (Intern available, but not in use currently)	Main Campus
Agriculture Specialist Credential – Clear Agriculture Specialist Instruction Credential (offered through the CAFES)	Traditional	Main Campus

Supplementary Authorization - Bilingual Education	Traditional	Main Campus
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As part of accreditation, the above programs **must** adhere to the following CTC standards:

- **Preconditions** – General requirements for compliance with statutes, regulations, and policies. Preconditions generally govern admissions, program length, and credentialing. The [12 General Preconditions](#) apply to all Accredited Programs, as well as specific [Program Preconditions](#) for Multiple and Single Subject (7), Special Education (4), Administrative Services (5), Agriculture Specialist (4), and Bilingual Education (3). The SOE reports on Preconditions twice during its seven-year Accreditation cycle.
- **Common Standards** – [CTC Common Standards](#) apply to all Accredited Programs and address issues of program infrastructure, stability, and processes, including: instructor recruitment, qualifications, and evaluations; candidate recruitment and support; guidelines for curriculum and clinical practice; assessment and continuous improvement; and program impact.
- **Program Standards** – [Program Standards](#) address aspects of program quality and effectiveness that apply to each type of educator preparation program. Additionally, the Teacher Performance Expectations are standards that describe expected candidate performance at the level of a beginning teacher. Teacher preparation programs use the TPEs as organizing concepts within preparation coursework, fieldwork, and assessments. Cal Poly reports on the Program Standards, curriculum alignment, clinical practice, instructional faculty qualifications, and other specific program elements of each accredited program during the Program Review Process.
- **Annual Data Reporting** – Each Accredited Program submits an annual data report to the CTC, with data points including: acceptance rates, average GPA, candidate diversity, and program completion rates.

## ACCOUNTABILITY FOR CAL POLY POLICIES

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The Cal Poly School of Education follows all applicable Cal Poly policies, including those related to: admissions, academics, financial aid, diversity and non-discrimination, grievances, graduate education, and student rights and responsibilities.

Many central Cal Poly policies are explicitly referenced in this handbook, but students may find other valuable policies online, including:

- [Graduate and Postbaccalaureate Admission Requirements](#)
- [Graduate Education Policies & Guidelines](#)
- [Graduate Education Continuous Enrollment Policy](#)
- [Graduation Writing Requirement](#)
- [Title V Requirements For Graduate Culminating Experiences](#)
- [Fees & Expenses](#)
- [Academic Obligations](#)
- [Academic Petitions](#)
- [Student Grievances](#)
- [Eligibility for Intercollegiate Athletics](#)
- [Eligibility for Student Activities](#)
- [Student Conduct and Discipline](#)
- [Grading Symbols](#)
- [Credit/No Credit Grading](#)
- [Administrative Grading Symbols](#)
- [Repeating a Course](#)
- [Withdrawals / Renewal](#)
- [Enrollment Policy](#)
- [Class Attendance](#)
- [Holding of Records](#)
- [Enrollment Status](#)
- [Maximum Unit Load](#)

- [Add/Drop](#)
- [Leaves of Absence](#)
- [Returning Students](#)
- [Intrasystem and Intersystem Enrollment Programs](#)
- [Health Screening](#)

## DISPOSITIONS

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### PROFESSIONALISM:

#### 1.1 Responsibility and Accountability

Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

#### 1.2 Creating Positive Climate

Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

### ETHICAL PRACTICE:

#### 2.1 Cross-Cultural Competence

Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn, and values human diversity and equity in the learning environment. Examines own biases and prejudices, and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

#### 2.2 Collaboration

Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

### SHAPING CHANGE:

#### 3.1 Inquiry and Innovation

Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

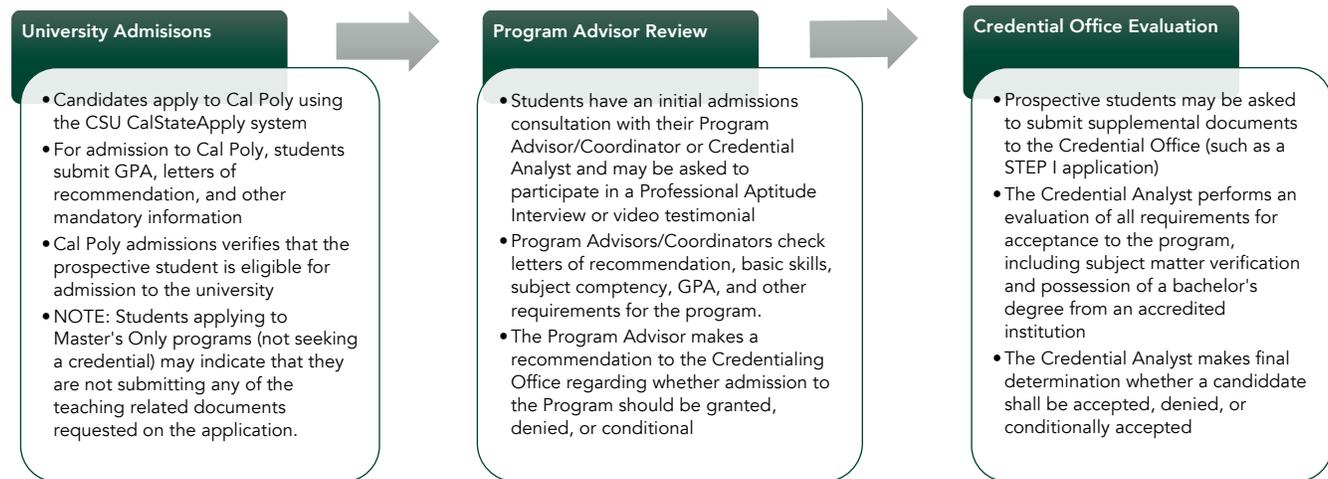
#### 3.2 Social Justice

Seeks to understand their own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

## ADMISSIONS & EVALUATIONS

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The application to all Cal Poly SOE accredited credentialing programs is a three-part process:



**ACCREDITED DEGREES:** In order to be accepted to a CTC Accredited Credential Programs, candidates must possess a bachelor's degree from an institution of higher education that was regionally accredited at the time the degree was conferred. The Credential Office will verify that a candidate's bachelor degree is accredited during the initial evaluation.

**BASIC SKILLS:** In order to be accepted to CTC Accredited Credential Programs, candidates must provide evidence of Basic Skills proficiency. This is generally demonstrated through passage of the CBEST examination, but may also be demonstrated through qualifying ACT or SAT scores.

**SUBJECT MATTER COMPETENCY:** In order to be accepted to CTC Accredited Credential Programs, candidates must provide evidence of subject matter competency.

If a prospective student has not completed subject matter competency, they may demonstrate evidence of having attempted or registered for the subject matter examination, or of making progress toward completion of a Commission approved subject matter preparation program and be granted **conditional** admission.

Full admission to the program is not awarded until subject matter competency is completed and verified, either through passage of the appropriate subject matter examination or through completion of a Commission approved subject matter preparation program.

**PAIs:** Applicants may be asked to participate in a Professional Aptitude Interview, or to submit a personal video testimonial (depending on the needs of each individual program).

## PROGRAM COURSEWORK

### (1) Multiple Subject Program Sequence

The table below outlines the current course sequence in the MSTEP program (subject to change):

Foundations of Education (Prerequisites)	Professional Quarter 1 (Subject Matter Pedagogy)	Professional Quarter 2 (Assessment & Learning)	Professional Quarter 3 (Full-Time Student Teaching)
EDUC 207: Human Learning & Development	EDUC 438: MS Clinical Practice I	EDUC 454: MS Clinical Practice II	EDUC 456: MS Clinical Practice III
EDUC 300: Foundations of Public Education	EDUC 439: MS Clinical Practice Seminar I	EDUC 455: MS Clinical Practice Seminar II	EDUC 457: MS Clinical Practice Seminar III
EDUC 427: 1 <sup>st</sup> & 2 <sup>nd</sup> Language Acquisition in Schools	EDUC 429: Learning to Teach K-8 Literacy	EDUC 431: Learning to Teach K-8 Social Studies	EDUC 450: Teaching Performance Assessment Seminar (option #2)
EDUC 428: Foundations of K-8 Literacy Teaching and Learning	EDUC 435: Learning to Teach K-8 Math	EDUC 440: Educating Individuals with Exceptional Needs	
	EDUC 436: Learning to Teach K-8 Science	EDUC 450: Teaching Performance Assessment Seminar (option #1)	
CBEST or equivalent		Elementary Math edTPA (option #1)	Elementary Math edTPA (option #2)
CSET for Multiple Subjects			
15 units	19 units	17-18 units	15-16 units

#### FOUNDATIONS OF EDUCATION

*(prerequisites to formal credential program coursework)*

Several courses provide opportunities for students interested in teaching to learn foundational theories and principles that underlie different aspects of the nature of schools, goals for learners, and the nature of teaching. Whereas these courses are not represented as part of the formal credential program coursework, which is heavily based in clinical practice experiences, they each contain some type of component in which Cal Poly students work with K-12 schools, teachers and/or students. In addition, coursework in the MSTEP Program draws upon the core ideas addressed within Foundations Courses, and teacher candidates are expected to use MSTEP Program – School of Education 8 2017-18 their understanding of these ideas in order to develop desired understanding of schooling and teaching practices that are rooted in them.

#### PROFESSIONAL QUARTER I: SUBJECT MATTER PEDAGOGY - METHODS BLOCK

This is the beginning stage of developing into a competent beginning teacher; i.e., a professional who can work well to support children’s social, emotional, physical, and intellectual development in relation to the goals of schooling. This term focuses on beginning to understand the scope of activities that teachers engage into on a daily basis to support and instruct students in a classroom environment, and the bulk of the coursework has a specific focus on understanding foundational concepts of teaching specific subjects. It involves teacher candidates in developing multi-faceted conceptions of pedagogy

as influenced by state and national expectations for student learning in each of the core academic subjects. Following a clinical practice model, teacher candidates are based in classrooms – two full days each week – as they are learning about principles of general and subject-specific pedagogy in their university coursework.

This “clinical” placement provides teacher candidates with an opportunity to learn how teachers set up, manage and maintain the flow of students’ thinking and activity across a school day. University course assignments are coordinated with teacher candidates’ activity in their clinical sites, and it is this symbiotic relationship between the field and the university classroom that will help teacher candidates begin to develop deep understanding of the connection of theory to practice. Separate performance-based assessments are required in California for a teacher to become credentialed. During this term of MSTEP, teacher candidates are separately evaluated on their ability to assess children’s literacy development, and to plan effective sequences of standards-based lessons in science and social studies to foster the development of subject-specific academic language, concepts and skills. Candidates are required to pass these assessments in order to become credentialed.

Specific Goals for Candidates during **Professional Quarter I** are the following:

#### Professional Goals

- develop good rapport with students
- develop good rapport and communication with the Cooperating Teacher
- develop the mindset of a desired professional colleague
- participate in the community of educators at the school site
- actively participate and support the development of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

#### Goals about Understanding Students

- demonstrate awareness of students’ developmental differences

#### Goals about Teaching Practice

- **actively** engage with students in the classroom
- effectively communicate with students around behavior, academic work
- follow and carry out classroom norms, rules, procedures and routines
- develop effective practice with students in small group instruction
- keep students on task
- evidence of monitoring learning
- evidence of adjusting instruction as needed by students

### **PROFESSIONAL QUARTER II: ASSESSMENT & LEARNING BLOCK**

In the second phase of the MSTEP program, teacher candidates begin what is typically known as student teaching, and they are in their clinical placements all day for three days each week. Moreover, they remain with the same teacher (and possibly the same children) from their clinical placement in the first term of the MSTEP Program – School of Education 9 2017-18 program. This provides teacher candidates with the advantage of already knowing classroom routines and class and school resources as well as their cooperating teacher’s expectations and manner with children as they (teacher candidates) begin to take on responsibility for teaching portions of the school day.

The purpose of this term is for teacher candidates to build upon and extend their development from the first term regarding how teachers manage and maintain the flow of students’ thinking and activity across a school day, and foster learning in relation to state academic standards in core academic subjects. Toward this end, candidates continue to engage in standards-based instruction with small groups but add on whole class instruction as well, and they build up to taking over full instruction for two weeks (6 days total) near the end of the term. In addition, they learn about Universal Design for Learning and differentiated instruction in a Special Education course, and are expected to show evidence of beginning to be able to accommodate the diversity of needs of learners in a classroom.

Specific Goals for Candidates during **Professional Quarter II** are the following:

#### Professional Goals

- evidence of positive relationships with individual students as well as the group as a whole
- evidence of regular and timely communication with the Cooperating Teacher
- developing the manner and action of a desired professional colleague
- actively participate in the community of educators at the school site
- actively participate and support the maintenance of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

#### Goals about Understanding Students

- demonstrate awareness of how to respond to students' developmental differences

#### Goals about Teaching Practice

- **actively** engage with all students in the classroom
- effectively manage students' behavior and procedures involving academic work
- respond and adjust actions to ensure continuity of classroom rules, procedures or routines
- develop effective practice with students in whole (and small) group instruction
- keep students on task
- evidence of monitoring learning
- evidence of adjusting instruction as needed by students

### **PROFESSIONAL QUARTER III: FULL-TIME STUDENT TEACHING BLOCK**

In the final phase of the MSTEP program – otherwise known as full-time student teaching – teacher candidates are in a clinical placement five days a week and they move to a new grade level so that their clinical practice in the MSTEP Program includes opportunities to learn to teach in a lower elementary school grade as well as an upper elementary school grade. The focus in this term of the program is to have teacher candidates move from orchestrating a basic level of activity and instruction in a classroom to beginning to differentiate instruction to accommodate the range of learners in their classroom. They take over primary responsibility for all of the teaching each day over a two-week span in order to demonstrate that they are capable of handling the full range of a teacher's duties on a day-to-day basis over time.

Separate performance-based assessment tasks that occur during this term are particularly substantial. They require the teacher candidate to demonstrate competence in planning, instruction, and assessing learning in mathematics by providing artifacts showing each of those activities as well as providing written commentary describing the artifacts. Candidates are required to pass these assessment tasks in order to become credentialed.

Specific Goals for Candidates during **Professional Quarter III** are the following:

#### Professional Goals

- demonstrate positive relationships with individual students as well as the group as a whole
- demonstrate regular and timely communication with the Cooperating Teacher
- demonstrate the mindset, manner and action of a desired professional colleague
- actively participate in the community of educators at the school site
- actively participate and support the maintenance of a community of educators along with fellow Cal Poly teacher candidates and School of Education faculty and staff

#### Goals about Understanding Students

- demonstrate awareness of how to respond to students' developmental differences

### Goals about Teaching Practice

- **actively** engage with all students in the classroom
- effectively manage students' behavior and procedures involving academic work
- respond and adjust actions to ensure continuity of classroom rules, procedures or routines
- develop effective practice with students in whole group instruction
- keep students on task
- evidence of monitoring learning
- evidence of adjusting instruction as needed by students
- increase leadership role in planning, instruction and assessment

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## (2) Course Availability & Time To Completion

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**CAL POLY POLICY ON CONTINUOUS ENROLLMENT:** Effective Fall Quarter 2009, Cal Poly adopted a [Continuous Enrollment policy](#) for all graduate programs. Graduate students are required to maintain continuous enrollment from the time of first enrollment in a graduate program until completion of the degree. Continuous enrollment is defined as being enrolled during Fall, Winter, and Spring quarters each year, unless the student has formally applied for a Leave of Absence, as defined in the University catalog (Medical Leave; Planned Educational Leave).

**COHORT MODEL:** Because the SOE utilizes a cohort model for most programs, courses are typically offered only one-time per academic year. Candidates are encouraged to follow the Cohort Model as fully as possible in order to expedite the completion of their degree. If needed, certain courses can be taken as an independent study at the discretion of the program faculty and with Program Coordinator approval.

**PART TIME ENROLLMENT:** Cal Poly SOE programs do not offer a formalized part-time option. In some circumstances, students may request a decelerated path to a master's degree and/or a credential. This path needs to be determined with the Program Coordinator prior to beginning the program and a suitable course schedule outlined with the approval of the Program Coordinator. Because most courses are only offered once per academic year, once the decelerated program is established, a student must continue with the planned course sequence through completion of the program.

**LEAVES OF ABSENCE:** If students need to take extended absences (e.g., more than 2 weeks) from a program, they will need to formally apply for a Leave of Absence. Cal Poly recognizes Leaves of Absence for reasons related to medical or educational needs. [Leave of Absence policies](#) are outlined in the University Catalog.

**TIME TO COMPLETION:** Cal Poly Graduate Education Policy requires that a student shall complete all of the graduate work in the formal study plan within the seven-year period preceding the date when all the requirements for the degree have been met.

# MSTEP PROGRAM COMPLETION & CREDENTIAL APPLICATION

Upon completion of the program, candidates are eligible to apply for a recommendation for a preliminary credential. Once candidates apply for a recommendation, the Credential Analysts perform a final check of all requirements and update the Credential Office Evaluation documentation for each student.

For Preliminary Multiple Subject Credentials, the evaluation includes (but is not limited to) the following:

**CAL POLY SCHOOL of EDUCATION**  
Admissions & Evaluations – Credential Office Evaluation



## Credential Office Evaluation (MSTEP) Sample of SID Management System Evaluation

Program Requirements for: **Jane M Doe (999-01-2345)** MSTEP I

SB 2042 Multiple Subject

Term of Credential: Preliminary

GPA:

**Admission**

- Degree from Accredited Institution
- GPA
- Certificate of Clear
- Basic Skills Requirement
- Information Meeting
- 1 Letter of Recommendation
- Official Transcripts

**STEP I**

- Subject Matter Verification (CSET)
- PAI
- 1 Additional Letter of Recommendation
- TB
- Rubella

**STEP II**

- RICA

**STEP III**

- EdTPA Task Literacy
- EdTPA Task Social Science
- EdTPA Task Science
- EdTPA Teaching Event Elem. Mathematics
- CSU Exit Survey
- CPR

<b>STEP I</b>		Grade:	Term:
<input type="checkbox"/> Writing		0	Sub: Sub Units: 0
<input type="checkbox"/> Speech COMS 101/102		0	Sub: Sub Units: 0
<input type="checkbox"/> EFE EDUC 300		3	Sub: Sub Units: 0
<input type="checkbox"/> 1st & 2nd Language Acquisition EDUC 427		0	Sub: Sub Units: 0
<input type="checkbox"/> U. S. Constitution		0	Sub: Sub Units: 0
<input type="checkbox"/> Special Education EDUC 440		4	Sub: Sub Units: 0
<input type="checkbox"/> Learner's Development EDUC 207		4	Sub: Sub Units: 0
<input type="checkbox"/> Primary Literacy EDUC 428		3	Sub: Sub Units: 0
<input type="checkbox"/> Health Ed KINE 443		4	Sub: Sub Units: 0
<b>STEP II</b>			
<input type="checkbox"/> EDUC 429		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 431		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 435		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 436		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 438		4	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 439		2	Sub: Sub Units: 0
<input type="checkbox"/> KINE 310		3	Sub: Sub Units: 0
<b>Student Teaching</b>			
<input type="checkbox"/> EDUC 450		1	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 455		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 454		8	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 457		3	Sub: Sub Units: 0
<input type="checkbox"/> EDUC 456		12	Sub: Sub Units: 0

## PARTICIPATION IN SURVEYS & FEEDBACK

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**RATIONALE & IMPORTANCE:** Across the field of education, a growing number of accreditors and government regulators are requiring demonstration of evidence-based decision making in schools and programs. In addition to these requirements, the SOE is firmly committed to engaging in on-going continuous program improvement and self-reflection. The desire for student and stakeholder voice in these decision-making processes leads to an increasing request for survey feedback.

Well-designed surveys provide important information and insights that cannot be captured by GPAs, completion rates, and direct data alone. Surveys help the SOE to identify the root causes and contexts behind the successes and struggles of our teacher candidates, leading to better education and training for future teachers.

**COMMITMENT TO STRATEGIC AND EFFICIENT SURVEYS:** The SOE respects and appreciates the time and attention that you put into giving survey feedback. We recognize, however, that carefully crafting and developing survey responses can be laborious and may lead to 'survey-fatigue'. Thus, we are committed to engaging in strategic, efficient, and purposeful survey efforts.

**The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.**

Additionally, the SOE may administer surveys at the request of external agencies, including the CTC, Cal Poly, or research groups. The SOE recognizes that these requests are important (and often required as part of our accreditation), but we maintain our commitment to minimize over-surveying and to eliminate surveys might be redundant.

**COMMON TYPES OF SURVEYS:** Students and stakeholders should expect to receive requests and reminders to respond to the following, highly-important surveys:

- **Quarterly Course Evaluation Surveys** – Administered through the Campus Climate system and overseen by the Cal Poly department of Academic Personnel. Course evaluations provide direct feedback about instructional faculty. Instructors receive all data and comments after grades have been posted each quarter.
- **Quarterly Clinical Practice Evaluation Surveys** – Surveys may be sent to Teacher Candidates, Cooperating Teachers, and University Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for Cooperating Teachers and University Supervisors.
- **CTC Master Teacher Survey** – A CTC required survey that is sent to any Cooperating Teacher who supervises a student during CPIII. Cal Poly receives the data from the CTC on an annual basis.
- **CTC Exit Survey** – A CTC required survey that graduating students must complete via an online portal when applying for their credential. Cal Poly receives the data from the CTC on an annual basis.
- **CTC/CTQ 1-Year Out Survey (Alumni & Employers)** – A CTC required survey that will be emailed to students 1-Year after they complete their Cal Poly program. This survey asks students to reflect on how the Cal Poly program prepared them for their first year of teaching. A survey is also emailed to the administrator at the school that employs the teacher. Cal Poly receives the data from the CTC on an annual basis.
- **Alumni Survey** – A Cal Poly survey that tracks the career and employment rates of our alumni.

**COLLECTING, STORING & SHARING DATA:** The Cal Poly SOE follows all university policies for storing and handling survey and evaluation data. Data that contains respondents' names, email addresses, or identifying information is only visible to the SOE Director, Assessment Coordinator, and other key staff involved in the survey process. Aggregated data is shared with Program Coordinators, grant coordinators, and instructors for the purpose of analyzing trends and planning trainings and support. Comments may also be shared, although the SOE Staff makes an effort to remove identifying information. Students should always be aware that their comments may be shared and should not disclose any personal information in their comments unless they are comfortable with that information being distributed.

## COMMITMENT TO DIVERSITY, INCLUSION & EQUITY

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The School of Education is committed diversity, inclusion, and equity in all its recruitment, admissions, hiring, instructional, and Clinical Practice practices. Our commitment to diversity and inclusion is grounded both in our accountability to CTC and Cal Poly policies, as well as our core principles as educators which call on us to support equity, access, and respect for all learners, and to train future professionals who uphold these principles for the betterment of the field of education, and society at large.

**STUDENT RESPONSIBILITIES:** Students who enroll in SOE Programs should be prepared to practice diversity, inclusion, and equity consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#).

Students who enroll in CTC Accredited Programs should be prepared to uphold diversity and demonstrate inclusive and equitable practices in accordance with CTC [Program Standards/TPEs](#), [Common Standards](#), dispositions, and policies, as a requirement for being recommended for a credential.

Some of the ways that candidates may be expected to demonstrate diversity, inclusion, and equity in their coursework and Clinical Practice experiences include:

- Demonstrating and applying **knowledge of diverse learners**, including: prior experiences, interests, socio-emotional learning needs, funds of knowledge, cultural backgrounds, language, and socioeconomic differences.
- Utilizing **student-centered strategies for planning and implementing instructional activities and/or student support programs**, including Universal Design of Learning (UDL), Multi-Tiered System of Supports (MTSS), Specially Designed Academic Instruction in English (SDAIE), Social-Emotional Learning, and other research proven practices for differentiation.
- Demonstrating effective **professional and inclusive communication skills** for engaging diverse students, families, community partners and stakeholders.
- Creating physically, mentally, intellectually, and emotionally healthy and culturally responsive **learning experiences and classroom environments**.
- **Recognizing and appropriately addressing educational and societal inequity**, such as harassment, bullying, racism, sexism, hetero-sexism, and other forms of oppression, as well as supporting students experiencing discrimination, marginalization, trauma, and homelessness.
- Recognizing **personal preconceptions and biases** and being aware of how those biases may impact professional practice as an educator.
- Understanding and applying **theories and principles of diversity, inclusion, and equity in the field of education**, including: Culturally Responsive Teaching, Cultural Sustainability, Restorative Practices, the breadth of marginalized communities, Growth Mindset, asset models, and the moral and ethical use of power and privilege.
- Participating in fieldwork and **Clinical Practice experiences at diverse school sites** that expose the candidate to the wide-range of California diversity, including: race, culture, language, socio-economic, and students receiving Special Education services.

**FACULTY & STAFF RESPONSIBILITIES:** All Cal Poly employees are required to practice diversity, inclusion, and equity consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#). The SOE provides faculty and staff with regular professional development and continuous improvement resources around evolving practices in diversity, inclusion and equity. As part of CTC Accreditation, certain faculty and staff in the SOE may be evaluated on demonstrating current knowledge and skills, and on-going learning, in relation to diversity, inclusion, and equity.

## ACADEMIC STANDING/DISMISSAL PROCESS

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It is expected that all Cal Poly students are enrolled for serious educational pursuits and that they conduct themselves so as to preserve an appropriate atmosphere of learning. It is also expected that all students who enroll at Cal Poly are willing to assume the responsibilities of citizenship in the campus community. Association in such a community is voluntary, and students may withdraw from their graduate programs any time they consider the obligations of membership disproportionate to the benefits. While enrolled, students are subject to campus authority that includes the prerogative of dismissing those whose conduct is inimical to the aims of an institution of higher education. While enrolled, students are subject to the regulations governing discipline stated in Education Code Section 66017 and in Title 5 of the California Code of Regulations, Sections 41301–41302, and to such rules and regulations as have been approved and promulgated by authority of the University President.

### GRADES\*\*

**Incomplete (Authorized):** An Incomplete signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen but fully justified reasons and that there is still a possibility of earning credit. It is the student's responsibility to bring pertinent information to the instructor who determines the means by which the remaining course requirements are satisfied. A final grade is assigned when the work agreed upon has been completed and evaluated. The student is not permitted to re-enroll in the course to complete course requirements. If the student does re-enroll, the original grade of I is counted as an F (or NC) and the re-enrollment is processed as a repeated course.

The instructor designates terms of the contract and length of time allowed to complete work, not to exceed one year. Failure to complete the assigned work results in being counted as equivalent to an F (or NC) for grade point average computation. All remaining grades of I are changed to F (or NC) at the time the student's degree is awarded.

**Report in Progress (RP) Grades:** The grade of RP is used in connection with courses that extend beyond one academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that assignment of a grade must await completion of additional work. Work is to be completed within a time period stipulated by the instructor. The RP symbol shall be replaced with the appropriate final grade within one year for all courses or will convert to an F for graded courses or NC for CR/NC-only courses.

There is an exception for graduate degree theses or project courses (539/596/598/599) for which the time may be up to seven years, but may not exceed the overall time limit for completion of all Master's degree requirements (AS-647-06). Failure to complete the assigned culminating experience work will result in the RP, only in these courses, being converted to an NC (AS-443-95).

**Earned D+ or Lower:** If a student earns a D+ or lower, the course can be retaken with the permission of the student's program and both grades will be averaged into the Formal Study Plan. Alternately, if the course is not required, it can be removed from the Formal Study Plan and replaced with a suitable alternative.

**Repeating a Course:** Students may enroll in a course for credit more than once only if the catalog course description states that the course may be repeated for credit. An exception to this policy allows the repeating of a course in cases where a grade of D or F was received. Unlike the undergraduate policy at Cal Poly, a graduate student repeating a course cannot qualify for the removal of a lower letter grade from the overall GPA calculation on the student's transcript. See the Earned D+ or Lower section above for more information.

**Credit/No Credit Grading:** Courses which are offered only on a credit/no credit basis also satisfy the unit requirement if a credit grade is earned. The equivalent of an A or a B (including a B-) is required to earn credit in such courses (AS-8-76). Graduate students may elect to take courses that are not part of their Formal Study Plan on a credit/no credit basis.

## ACADEMIC PROBATION\*\*

A student who is enrolled in a graduate degree program in conditionally classified or classified standing may be placed on academic probation for failure to maintain a cumulative grade point average of at least 3.0 (grade of B on a scale where A = 4.0) in all courses in the Formal Study Plan for the degree.

A student who has been admitted as post baccalaureate classified in order to pursue a [CTC accredited] credential program shall be subject to academic probation for failure to maintain a **cumulative grade point average of at least 3.0** in all units taken in the credential program.

**School of Education Conditions for Removal of Academic Probation:** A student will be removed from academic probation when their cumulative GPA meets the minimum requirement for the program in which they are enrolled. In addition, while on academic probation, a student is expected to maintain a minimum **quarterly** GPA of 3.0. If a student who has been placed on academic probation earns a GPA below 3.0 in a quarter, and their cumulative GPA does not meet the program minimum requirement, they may be subject to academic disqualification.

## ACADEMIC DISQUALIFICATION\*\*

A graduate or post baccalaureate student who has been placed on academic probation may be disqualified from further attendance in a program by action of the Dean of the College (or the Dean's designate) in which the student is enrolled and in consultation with the Dean of Graduate Education for any of the following reasons:

- The conditions for removal of academic probation are not met within the period specified.
- The student goes on administrative probation while on academic probation.
- The student is subject to administrative probation for the same or similar reason for which the student has been placed on academic probation previously, although not currently in such status.

When such action is taken, the student is notified via email from the Dean of Graduate Education that includes an explanation of the basis for the action. Disqualification may be either from further registration in the program or from further enrollment at the University as determined by the Dean of Graduate Education.

## ADMINISTRATIVE PROBATION\*\*

A graduate student may be placed on administrative-academic probation by action of the Dean of the College (or the Dean's designate) in which the student is enrolled for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of study in two successive quarters or in any three quarters. (Note: a student who is on an approved Leave of Absence is not subject to administrative-academic probation for such withdrawal.)
2. Repeated failure to make progress toward the stated degree or program objective when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students (for example, failure to complete a required campus or program examination, failure to complete a required practicum, failure to complete a required internship, failure to comply with professional standards appropriate to the field of study, failure to make satisfactory progress in the academic program, etc.).

When such action is taken, students are notified via email and are provided with the conditions for removal from probation and the circumstances that would lead to disqualification, should probation not be removed.

## ADMINISTRATIVE DISQUALIFICATION\*\*

A graduate student who has been placed on administrative probation may be disqualified from further attendance in a program by action of the Dean of the College (or the Dean's designate) in which the student is enrolled and in consultation with the Dean of Graduate Education for any of the following reasons:

1. The conditions for removal of administrative probation are not met within the period specified.
2. The student goes on academic probation while on administrative probation.
3. The student is subject to administrative probation for the same or similar reason for which the student has been placed on academic probation previously, although not currently in such status.

When such action is taken, the student is notified via email from the Dean of Graduate Education that includes an explanation of the basis for the action. Disqualification may be either from further registration in the program or from further enrollment at the University as determined by the Dean of Graduate Education.

\*\*Source: Cal Poly Graduation Education Student Handbook

## STUDENT GRIEVANCE PROCESS

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**SOE GRIEVANCE PROCESS:** The SOE offers students a variety of opportunities to share feedback and address concerns about the SOE, its programs, and the Clinical Practice experience. The SOE Student Grievance process is designed to support and empower students to resolve issues within the unit, before triggering a full Cal Poly grievance process. If the SOE Student Grievance process does not resolve an issue, students are encouraged to utilize the campus resources under the Cal Poly Student Grievance process. (*Amended 2017-2018*)

- **General Feedback** – Students in the School of Education are given regular opportunity to share concerns through quarterly Climate Surveys and evaluations. These surveys and evaluations are an opportunity to provide feedback to the SOE for the purpose of improving elements of our programs. They are not designed to address time sensitive issues or individual student-instructor relationships. Students should be aware that every attempt is made to protect their anonymity, however the entirety of comments and feedback provided in these surveys and evaluations **may be** shared with SOE faculty and staff.
- **Academic/Grade/Dismissal Grievances** – Students are encouraged to discuss academic, grading, and dismissal related issues with the appropriate **Program Coordinator**. If the Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Clinical Practice Experience Grievances** - Students with concerns about the Clinical Practice experience (such as Cooperating Teacher or Clinical Practice Supervisor placements) are encouraged to direct those concerns in writing to the **Clinical Practice Coordinator**. The Clinical Practice Coordinator will record and monitor the recurrence of concerns, communicate with Program Coordinators and Clinical Practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the Clinical Practice Coordinator is unable to resolve the grievance, students may appeal to the SOE Director (see below).
- **Appeal to the SOE Director** – Any concerns or grievances that cannot be addressed within the programs may be appealed to the SOE Director in writing. The SOE Director will review the appeal request, schedule meetings as appropriate, and provide a written response with the final determination of the unit. Student meetings with the SOE Director **should not** be scheduled without first submitting a written request for an appeal.

**CAL POLY GRIEVANCE PROCESS:** The University provides students with a variety of mechanisms to address student grievances or concerns. In all such matters, the University encourages students to attempt to resolve their grievances or concerns at the source of the issue (i.e., with the professor, department chair or administrator, or college associate dean). The Office of Student Rights and Responsibilities, at 805.756.2794 is available to any campus community member to assist with identifying and clarifying appropriate campus policies and procedures for addressing student grievances or concerns. For general questions about grievances, contact the Office of Student Rights and Responsibilities, at 805.756.2794. The following list contains the offices or programs designated to address the more common student grievances at the University:

- **Grade Grievances** – The Fairness Board: Contact the Academic Senate Office, 805.756.1258 (See University Policies (<http://catalog.calpoly.edu/universitypolicies>) page for more detail on the functions of this Board)
- **Individual Student Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)
- **Student Club Misconduct** – Office of Student Rights and Responsibilities, 805.756.2794 (See Student Affairs (<http://catalog.calpoly.edu/academicsupportandcampuslife/studentaffairs>) page for more detail on the functions of this office)

## STUDENT RECORDS & PRIVACY

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The Cal Poly School of Education protects student privacy in accordance with federally mandated FERPA guidelines and Cal Poly records management and information security policies.

Some student information must be shared with partner school districts and the California Commission on Teacher Credentialing in order to maintain our accreditation and secure Clinical Practice placements for candidates.

Cal Poly students and graduates have access to their official academic records and transcripts through the office of the Cal Poly Registrar. Students and graduates can also view their unofficial academic records and progress through the online My Poly Portal system.

Students have access to view their credentialing records (such as submitted supplemental documents, credential evaluations, and program completion) through visit or request to the Cal Poly SOE Credentialing Office. **The Credential Office is unable to provide students with photocopies of submitted documents (such as transcripts, TB tests, or other records). Students should be sure to maintain copies of all materials for their own records.**

The SOE Credentialing office maintains additional digital records and checklists for all students in the MS/SS programs, which are stored in a database server in Cal Poly's secure data center.

The SOE Credentialing office maintains physical records and checklists for all credential candidates in accredited programs. These physical records are kept on file in the Credential Office during enrollment. Upon program completion, the files are moved to a secure file room in locked filing cabinets with access limited to Credential Office staff. Credentialing files are shredded after 7 years of inactivity.

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### (1) Consent to Participate In Grant Research

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#### **AN INVESTIGATION OF THE IMPACT OF EL CAMINO-TQP REFORMS ON TEACHER PREPARATION:**

Researchers Chance Hoellwarth (Physics), Megan Guise (English), and Leah Wood (Education), at Cal Poly are conducting research to learn more about the experiences of cooperating teachers, teacher candidates, university supervisors, and faculty in School of Education (SOE) programs, placements and/or professional development events. The purpose of the study is to evaluate the effectiveness and impact of El Camino-TQP grant reforms on credential program stakeholders and district partners (SOE faculty, university supervisors, teacher candidates, cooperating teachers + administrators, and K-12 student learners). TQP-El Camino grant reforms included in this research project are 1) Danielson Framework for Teaching, 2) Professional Development Model, 3) Rural Student Teaching Placement, 4) Mock IEP Event.

You are a possible participant in the study because you are enrolled in or working with one of the programs in the study, or are attending an El Camino-TQP grant funded professional development event.

Participating in this study may involve additional work outside the normal requirements of the credential program or event. The additional time required for this research portion of the program will not take more than 2 hours per quarter. The data for this research will be collected from approved surveys, observation tools, existing SOE surveys and assessments that all students enrolled in SOE credential programs are required or requested to participate in, and stakeholder (program faculty, teacher candidate, university supervisor, cooperating teacher) interviews. The Survey/Assessment tools we will be using include:

Program Assessment tools:

- SOE Exit Survey
- SOE Student Teacher Satisfaction survey
- CTQ Year out Teacher survey
- Formative & Summative Student Teaching assessments (for SS, MS, and SPED programs)
- University Supervisor Observations
- Research Tools
- Rural placement survey
- Pre/post event + training surveys
- Stakeholder interviews

Participation includes all required elements of the program; however, the participant may opt out of the data/research.

Teacher candidate participants who are placed in a rural school placement and who consent to participation in this research will receive a \$600 stipend each quarter of their student teaching placement. Stipends will be distributed through the financial aid office.

District cooperating teacher participants, university supervisors and faculty will receive a small stipend (\$100) as incentive for their attendance at El Camino-TQP professional development events that are included in this research.

There are no known or anticipated risks from your research participation.

There is no direct benefit for you to allow your survey answers, assessments, and interview transcripts to be used for research purposes; however, your participation may impact and improve the SOE credential programs for future teacher candidates and program stakeholders. Your survey responses, interview transcripts and program assessments will be analyzed to determine the impact and effectiveness of TQP reforms as outlined in the research protocol. All results from this study will be reported outside of the School of Education through anonymous and where appropriate aggregated data to protect your privacy.

Any audio recordings of stakeholder interviews will be sent to GMR Transcription Services, Inc. for transcription via a secure server. Our research group has a confidentiality agreement signed with GMR to ensure the security of your interview transcripts. A copy of this agreement can be made available to you upon request. All audio files are permanently and securely deleted from the GMR system after transcription and only members of the research study will have access to written transcripts. The research team will code the interview, and pseudonyms will be used for all names, locations, etc. in order to protect your identity.

Your decision whether or not to participate will not prejudice your relations with Cal Poly, San Luis Obispo. If you decide to participate, you are free to withdraw your consent and to discontinue your participation at any time without penalty. You also do not have to answer any questions you chose not to answer. The Human Subjects Committee at Cal Poly has reviewed and approved this research.

If you have questions regarding this study or would like to be informed of the results when the study is completed, please contact Dr. Chance Hoellwarth at [choellwa@calpoly.edu](mailto:choellwa@calpoly.edu), Dr. Megan Guise at [meguise@calpoly.edu](mailto:meguise@calpoly.edu), or the TQP Office/Sarah Hegg at [shegg@calpoly.edu](mailto:shegg@calpoly.edu), (805) 756-7492.

If you have questions or concerns regarding the manner in which the study is conducted, you may contact Dr. Michael Black, Chair of the Cal Poly Human Subjects Committee, at 805-756-2894, [mblack@calpoly.edu](mailto:mblack@calpoly.edu), or Dr. Dean Wendt, Dean of Research at 805-756-1508.

*All multiple subject, single subject, and special education candidates submit or decline to consent in grant research as part of their STEP I application*

### III. CLINICAL PRACTICE HANDBOOK

#### CLINICAL PRACTICE NARRATIVE

**THEORETICAL APPROACH:** Clinical Practice experiences in the Cal Poly School of Education are deeply grounded in Learn by Doing; future educators work alongside experts in the field to hone their craft through a gradual release of responsibility. This Learn by Doing approach embeds Cal Poly’s innovative polytechnic approach to higher education with best practices and theories in education by building a Community of Practice that emphasizes continuous improvement and a culture of shared learning.

In order to build a successful Learn by Doing Clinical Practice program, great care and thought goes into articulating all facets of the clinical experience, including: roles, coaching, language, and the supports that are leveraged at each phase of field experience. By intentionally articulating shared principles and values throughout Clinical Practice, the SOE builds meaningful connections between the Cal Poly campus and the field.

In the SOE, Clinical Practice roles and responsibilities are expressed through [The Triad](#), a designed collaboration between the Teacher Candidate, Cooperating Teacher, and Clinical Practice University Supervisor. Each member of the Triad participates in learning experiences that help to create a Community of Practice based on shared language, best practices, and theories. This ensures that the strategies, coaching, and evaluation that Teacher Candidates experience in the field are consistent with the theories and language promoted in SOE coursework.

The Cal Poly School of Education further advances a shared vision of effective teaching and learning through the [SOE Observation Tool](#), which articulates 17 Prioritized Skills at the center of effective teaching practice. While future educators study the theories and best practices behind these Prioritized Skills in their coursework, the SOE offers [workshops and professional development resources](#) for Cooperating Teachers, school site administrators, and our surrounding community in order to norm our collective understanding of the SOE Observation tool, and to encourage common language. By developing shared expectations and norms grounded in the Observation Tool, we tighten the relationship between the School of Education and fieldwork sites, creating a more coherent experience for our Teacher Candidates. Fostering this shared vision of teaching and learning also serves to demystify effective teaching practice and reveals a transparent development path for Teacher Candidates as they uncover and honor their own craft as future master teachers.

The final linchpin in Cal Poly’s approach to Clinical Practice is building a community and experience that encourages continuous growth and improvement, along with the risk-taking that is inherent in that process. The Learn by Doing approach requires future educators, and the experts with whom they work alongside, to be open to new ideas, implement innovative strategies, assess, and reflect on resulting successes and inevitable failures. Developing these practices requires vulnerability, willingness to change, and the ability to own missteps. By encouraging these habits, however, the SOE ensures that future educators will be prepared for advanced studies in education, action research, and a commitment to continuous growth that will improve their practice and the outcomes of their students throughout their careers.



## THE TRIAD IN CLINICAL PRACTICE

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Clinical Practice is a team effort that encompasses the Teacher Candidate, Cooperating Teacher and the Clinical Practice University Supervisor in a 'Triad' of shared responsibility and collaboration. Additionally, university faculty, the school site administrator, the Program Coordinators, and the SOE Clinical Practice Coordinator support the healthy collaboration and effectiveness of the Triad. Each member of this team has a vital role to create the best possible Clinical Practice experience for future teachers. The role and responsibilities of each team member are described below.

**TEACHER CANDIDATE RESPONSIBILITIES:** Teacher Candidates should demonstrate professional dispositions while representing Cal Poly in the field. The success of a Teacher Candidate often depends on attitude and professionalism more than any other factors.

- Be familiar with and actively involved with the Clinical Practice Observation Protocol, Observation Tool, and Learning Modules, described throughout this Handbook.
- Develop lesson plans and units of instruction appropriate to the curriculum, the cooperating teacher and the school.
- Be professional and open when receiving constructive feedback offered by the Cooperating Teacher and Clinical Practice University Supervisor.
- Prompt attendance is essential. Notify the school-site secretary, Cooperating Teacher, and University Supervisor in case of absence due to illness. Absences for reasons other than illness must be approved by your University Supervisor and Cooperating Teacher and may require make-up time. Observe district holidays during Clinical Practicum, NOT Cal Poly holidays, unless otherwise notified. Do not observe Cal Poly holidays if your school district is in session. In addition, if the school district has a holiday but Cal Poly is in session on a day that you have a course at Cal Poly, you are expected to attend your class at Cal Poly.
- Dress professionally, appropriate to the school site.
- Be conscientious and sensitive in dealings with students, school staff, cooperating teachers, parents, and Cal Poly faculty and staff. Treat information learned about students and parents in the course of this assignment as confidential knowledge, except when it is the legal responsibility of the teacher candidate to do otherwise.
- Follow federal FERPA guidelines for protecting the identities of students, including likenesses in photographs or videos (such as with Edthena or for edTPA submission). Teacher Candidates should inquire **and verify** if the school site has video/image release forms on file for every student in the classroom and should use a Cal Poly approved media release to obtain permissions if needed. Videos and photos of minor students should only be used for educational purposes and should never be posted to a personal social media page.
- Be aware of your accounts on Facebook, Twitter, or any other social media website. Your posts can potentially have you removed from your clinical placement, the program, and possibly affect your teaching career.
- Be responsible for carrying out the legal responsibilities of classroom teachers when and if you assume substitute-teaching responsibility in your assignments (i.e., confidentiality, child abuse, etc.), pursuant to California Penal Code Section 11166.5.
- Respond to required assignments, evaluations, and surveys of your clinical practice experience.

**COOPERATING TEACHER RESPONSIBILITIES:** The Cooperating Teacher plays a very important role during clinical practice, serving as teacher educator, resource person, role model, helper, critic, and confidante. At the same time, however, the Cooperating Teacher bears primary responsibility to his or her students. Their learning must be a top priority at all times.

- When possible, meet with the Teacher Candidate prior to the beginning of Clinical Practice to provide initial orientation to the classroom and the experience.
- Provide opportunities for the Teacher Candidate to function as a professional colleague during clinical practice and encourage the Teacher Candidate to become involved in professional organizations and to participate in other professional growth opportunities, such as school district workshops.
- Assist the Teacher Candidate in refining and developing skills related to subject matter teaching.
- Provide consistent/ongoing supervision and evaluation of the Teacher Candidate's work, treating the Teacher Candidate

as a 'Co-Teacher' in lesson planning, instructional delivery, assessment, and reflection processes.

- Provide feedback on the clinical practice program to the CTC and to Cal Poly, as requested.
- Engage in professional development and training opportunities, as required by the CTC and the SOE.

**CLINICAL PRACTICE UNIVERSITY SUPERVISOR RESPONSIBILITIES:** The Clinical Practice University Supervisor is a key member of the supervisory team, with responsibilities that are similar to, but also somewhat different from, those of the Cooperating Teacher. The Clinical Practice University Supervisor is the primary evaluator. In consultation with the Cooperating Teacher, it is the Clinical Practice University Supervisor who determines the grade that the Teacher Candidate receives.

- Lead efforts to coordinate and inform the Teacher Candidate and Cooperating Teacher about the Clinical Practice structure and requirements.
- Support the Teacher Candidate and Cooperating Teacher to understand the Clinical Practice Observation Protocol, Observation Tool, and the criteria used to evaluate performance.
- Visits, observes, conducts instructional conferences, and cooperatively supervises the Teacher Candidate. This typically includes a minimum of four observations per quarter, and any required mid-quarter and final assessment conferences as outlined by the program.
- Cooperatively completes and submits evaluations for the Teacher Candidate. Considers Cooperating Teacher input when identifying the appropriate grade for the teacher candidate.
- Submits grades by the grading deadline via procedures defined by Academic Records
- Provide feedback on the clinical practice program to the CTC and to Cal Poly, as requested.
- Engages in on-going professional development opportunities, as required by the CTC and the SOE.

**SCHOOL DISTRICT & SCHOOL SITE RESPONSIBILITIES:** The districts and the school sites are responsible for providing a supportive environment for the Teacher Candidate.

- The principal is encouraged to participate in the orientation process that helps to introduce the Teacher Candidate to the unique education environment at the school site, including: school rules, discipline policies, curriculum, school map, district map, location of support personnel, materials, district polices, professional responsibilities associated with the teaching profession, and the legal implications thereof.
- The site principal may be asked to observe Teacher Candidates by the Cooperating Teacher and/or Clinical Practice University Supervisor.
- The school district and the Clinical Practice Coordinator will collaborate in selecting Cooperating Teachers and assigning placement of Teacher Candidates in a timely fashion.

## CO-TEACHING

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A key component of effective clinical practice is understanding that a teacher candidate and a cooperating teacher are engaged in co-teaching. That is, they are both working to further the growth, development, and learning of a classroom of children. As such, the nature of their relationship is key to how well they engage in co-teaching. Close communication is needed to determine how they will each contribute to the running of the classroom and the conduct of instruction. In a well-developed co-teaching relationship, the Teacher Candidate and Cooperating Teacher work together daily in lesson planning, conducting instruction, and evaluating student learning from assessments. There are a variety of specific instructional strategies that have been defined to assist Cooperating Teachers and their Teacher Candidates in identifying ways they can choose to work together during classroom instruction. Examples are: One Teach, One Observe; One Teach, One Assist; and Station Teaching. Further information about co-teaching strategies and co-teaching as a concept are provided by the program via other documents.

## MSTEP CLINICAL PRACTICE STRUCTURE & COURSEWORK

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### (1) Clinical Practice I (EDUC 438)

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Clinical Practice I is the fieldwork component associated with the Subject Matter Pedagogy Block of the MSTEP Program. Teacher candidates spend two days a week in an assigned elementary school classroom. Specific information about performance expectations with this fieldwork is provided in a separate document that is distributed in the Clinical Practice I Seminar (see CP I Expectations for this information and a week-by-week checklist).

#### **Attendance**

Absence from clinical practice due to illness will be excused for a maximum of 2 days during the quarter. If the absences exceed 2 days in a given assignment, contact the MSTEP Coordinator. Absence beyond the 2 days will likely require extra clinical practice, the exact amount to be determined by the MSTEP Coordinator in consultation with the University Supervisor and Cooperating Teacher. Excessive absences (over 3 days) may result in repeating the clinical practice or receiving a “no credit” grade for the course.

#### **Evaluation**

There will be approximately 4-6 visits by the University Supervisor during the quarter. They include 4 classroom observations and a final conference that involves goal setting for the next term of clinical practice. One of the observations will be targeted on your classroom environment.

- Classroom Presence Observations - The intent of these observations is to evaluate your manner in the classroom as you develop your skills working with students and your cooperating teacher. The University Supervisor will lead a post-observation conference to debrief the observations.
- Formal Observation of a Lesson in a Core Academic Subject (w/ a focus on classroom environment) - See information about formal observations at the beginning of the section about Clinical Practice

### (2) Clinical Practice II (EDUC 454) & III (EDUC 456)

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Clinical Practice II is the fieldwork component associated with the Learning Block of the MSTEP Program. Teacher candidates spend three days per week in the same assigned elementary school classroom in which they were placed in Clinical Practice I. Clinical Practice III is the fieldwork component associated with the Full-Time Student Teaching Block of the MSTEP Program. Teacher candidates spend five days a week in an assigned elementary classroom at a different grade level from CP I and II, moving to the intermediate grades (3-6) if the placement was a primary grade placement (K-3) and vice versa. Specific information about performance expectations with each of these courses is provided in separate documents that are distributed in the seminar courses associated with each of these clinical practice courses (see CP II and CP III Expectations, respectively, for this information and a week-by-week checklist).

#### **Attendance:**

Absence from clinical practice due to illness will be excused for a maximum of 3 days during the quarter. If the absences exceed 3 days in a given assignment, contact the MSTEP Coordinator. Absence beyond the 3 days will likely require extra clinical practice, the exact amount to be determined by the MSTEP Coordinator in consultation with the University Supervisor and Cooperating Teacher. Excessive absences (over 3 days) may result in repeating the clinical practice or receiving a “no credit” grade for the course.

#### **Evaluation**

There will be approximately 6 visits by the University Supervisor during the quarter. These include 4 formal observations (a fifth may be needed) of classroom instruction in different academic subjects (see requirements at the beginning of this section), and there will be a mid-term and final conference involving the University Supervisor and Cooperating Teacher. The conferences provide discussion opportunities about the candidate’s performance as represented by scores on the TPE Evaluation Tool and the Disposition Assessment Tool, and identification and understanding of areas of strength and where growth is needed.

### Final Reflection Essay

Near the end of Clinical Practice II and III, the Candidate submits a reflection to his/her University Supervisor, Cooperating Teacher, and Seminar Instructor. The reflection is written in prose (not outline form or bulleted items) and is expected to be 2-3-pages. This reflection should serve as a guide for conversation in the final evaluation conference, and should include information about the following:

- The most important things I learned about myself as a teacher this quarter.
- Specific areas of teaching in which I demonstrated high achievement (in my own estimation) this quarter. Provide specific examples and identify specific TPEs in your response.
- Three "growth areas" that I intend to focus on in the next quarter or in my first year of teaching, and some specific things I intend to do to foster self-growth in these particular areas.

## MSTEP CLINICAL PRACTICE ASSESSMENTS

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**FORMAL OBSERVATIONS:** Formal observation of a Teacher Candidate follow the Observation Protocol, and include of the following elements:

- Observation feedback will be based on one discrete lesson. Evidence collected and scores assigned should be based solely on the specific lesson observed.
- Assigned scores will be based on rubric guidelines. A level 2 is a basic level, which is completely appropriate for a pre-service teacher. A level 1 is quite possible and should be assigned if warranted by the lesson. A level 4 is a very high bar even for practicing teachers.
- Lesson Plan Review - the candidate emails a copy of the lesson plan (using the template provided) and the Context of the Lesson (described below) to the University Supervisor 24 hours prior to the scheduled observation. The University Supervisor will evaluate the lesson plan based on the rubric guidelines. Scores for this section should be assigned before the lesson observation.
- Classroom Observation – the University Supervisor conducts and evaluation making notes about what occurred and determining the level of performance. Observations will consist of specific, concrete evidence (e.g., question was answered by first student that raised their hand, no wait time provided) rather than more interpretive (e.g., only one student knew the answer), subjective (e.g., check for understanding was ineffective), or motivational statements (e.g., good idea to check for understanding). Specific scores will not be given to candidates right away, they will be sent to candidates via email no later than 48 hours after the observation.
- Post-lesson Conference – Ideally, the post-observation conference will happen right away, however when that is not possible the conference needs to take place within the next 24 hours. The post-observation conference is a discussion of the lesson observation, led by the University Supervisor, in which the candidate reflects on their lesson. Candidates are expected to share their perspective on how the lesson went and ways they might change the lesson in the future. Supervisors will be giving a score on the candidate's ability to be a reflective practitioner, so it is important that the candidate is able to share their thoughts prior to receiving feedback from the University Supervisor.

The Cooperating Teacher may also conduct observations of lessons. However, it is expected that all or most of these observations will be informal in nature; i.e., formative observations that are intended to provide feedback to the Candidate about areas of strength and areas in which the Candidates needs to grow. These observations may result in written notes and oral feedback.

**LESSON PLANS:** Teacher Candidates are expected to write a lesson plan for every lesson that is taught and submit weekly lesson plans to the Cooperating Teacher on an agreed-upon date (usually the Thursday before the week that the lessons are

taught). In addition, all Teacher Candidates may be asked to post Lesson Plans to Poly Learn in order for the instructor of seminar (a) to verify that lesson plans have been written and (b) to provide feedback on these lesson plans.

**REFLECTIONS:** Teacher Candidates are expected to reflect throughout Clinical Practice experiences. Written reflections may be guided by an online form, Poly Learn post, or reflection question posed by your seminar instructor.

**INDUCTION PLANS:** At the conclusion of Clinical Practice, all Teacher Candidates will complete an Induction Plan. The Teacher Candidate will meet with the Cooperating Teacher and Clinical Practice University Supervisor to discuss areas of strength and areas of growth. One goal of the induction plan is for the Teacher Candidate to actively and critically reflect on his/her clinical experience and determine 2-3 areas of strength (aligned with the TPEs) and 2-3 areas of growth (which will be goals for the first year of teaching and induction program). The teacher candidate will share the induction plan with his/her first year of teaching mentor, which will help to bridge the credential program and first year of teaching.

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### (1) Lesson Plan Template

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A key element of being a teacher is to design lessons for students. The MSTEP Program has a general structure for lesson plans that specifies the basic information to be included. The template of the plan is updated as needed, and is available electronically. Each subject matter methods instructor discusses the use of the lesson plan template as it relates to a given subject matter area. Example plans will be provided to illustrate use of the lesson plan structure for planning lessons in specific subject areas.

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### (2) Clinical Practice Rubric & Observation Tool

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The SOE Observation Tool, inspired by the Danielson Framework, includes 17 prioritized skills (aligned with the 6 TPEs) in which the Teacher Candidate is evaluated during each observation. Teacher candidates receive a rating on each prioritized skill, as well as evidence from the observation and the identification of 2-3 areas of strength and 2-3 areas of growth.

**A. PLANNING AND PREPARATION**

**A1. KNOWLEDGE of STUDENTS (Ss) *TPE 1, UDL***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>TC shows <b>minimal</b> understanding of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and <b>does not indicate</b> that such knowledge is valuable</li> </ul>	<ul style="list-style-type: none"> <li>TC shows <b>general</b> knowledge and awareness of how Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – but tends to teach to the <b>class as a whole</b></li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class AND groups</b> of Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement with content</li> </ul>	<ul style="list-style-type: none"> <li>TC <b>purposefully acquires</b> knowledge about how the <b>whole class, groups, AND individual</b> Ss learn – in their ways of learning, knowledge &amp; skills, special needs, interests, &amp; cultural identities – and plans lessons accordingly</li> <li>TC <b>understands</b> that Ss learn through developmentally appropriate &amp; active intellectual engagement, <b>AND that misconceptions &amp; gaps</b> in knowledge and experience may need to be uncovered</li> </ul>

**A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Outcomes represent <b>low</b> expectations/lack of rigor</li> <li><b>All</b> outcomes are <b>unclear</b></li> <li>Outcomes are <b>not measurable</b></li> <li>Outcomes are <b>poorly aligned</b> with content standards</li> <li><b>All</b> outcomes are <b>not suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes represent <b>moderate</b> expectations/rigor</li> <li><b>Some</b> outcomes are <b>unclear</b></li> <li><b>Some</b> outcomes are <b>not measurable</b></li> <li>Outcomes are <b>somewhat aligned</b> with content standards</li> <li><b>Some</b> outcomes are <b>suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> outcomes represent <b>high</b> expectations/rigor</li> <li><b>Most</b> outcomes are <b>clear</b></li> <li><b>Most</b> outcomes are <b>measurable</b></li> <li><b>Most</b> outcomes are <b>aligned</b> with content standards</li> <li><b>Most</b> outcomes are <b>suitable</b> for most Ss</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> outcomes represent <b>high</b> expectations/rigor</li> <li><b>All</b> outcomes are <b>clear</b></li> <li><b>All</b> outcomes are <b>measurable</b></li> <li><b>All</b> outcomes are <b>aligned</b> with content standards</li> <li><b>All</b> outcomes are <b>suitable</b> for Ss with <b>differentiation/flexibility</b> for individual Ss</li> </ul>

**A3. DESIGNING COHERENT INSTRUCTION *TPE 1, 3, 4***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Learning activities are <b>poorly aligned</b> with learning outcomes and/or content standards</li> <li>Learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>not actively engaged</b> in cognitive activities with <b>no</b> evidence of UDL</li> <li><b>No</b> use of groupings</li> <li><b>Unrealistic</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> learning activities are <b>aligned</b> with learning outcomes and/or content standards</li> <li><b>Some</b> learning activities <b>do not follow</b> an organized progression</li> <li>Ss are <b>minimally engaged</b> in cognitive activities with <b>limited</b> evidence of UDL</li> <li><b>Some</b> use of groupings but may be <b>inappropriate</b></li> <li><b>Uneven</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>Most</b> learning activities are <b>aligned</b> with learning outcomes and content standards</li> <li><b>Most</b> learning activities <b>follow</b> an organized progression</li> <li>Ss are <b>engaged</b> in cognitive activities with <b>evidence</b> of UDL</li> <li><b>Appropriate</b> use of groupings</li> <li><b>Appropriate</b> time allocations</li> </ul>	<ul style="list-style-type: none"> <li><b>All</b> learning activities are <b>aligned</b> with learning outcomes and content standards</li> <li><b>All</b> learning activities <b>follow</b> an organized progression</li> <li>Ss are <b>challenged</b> in high-level cognitive activities with <b>appropriate</b> UDL</li> <li><b>Appropriate</b> and <b>varied</b> groupings that include <b>S choice</b></li> <li><b>Appropriate</b> time allocations with <b>flexibility</b> for <b>individual</b> Ss</li> </ul>

**A4. DESIGNING STUDENT ASSESSMENT *TPE 5***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Assessments <b>do not match</b> learning outcomes and/or content standards</li> <li><b>Lack</b> of criteria for expectations</li> <li><b>Minimal</b> formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessments <b>partially match</b> learning outcomes and/or content standards</li> <li>Criteria available but <b>unclear</b></li> <li><b>Rudimentary</b> use of formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessments <b>match</b> learning outcomes and content standards</li> <li>Criteria <b>clear</b></li> <li><b>Appropriately-designed</b> formative assessment</li> </ul>	<ul style="list-style-type: none"> <li>Assessments <b>clearly match</b> learning outcomes and content standards</li> <li><b>Well-developed</b> criteria</li> <li><b>Well-designed</b> formative assessment <b>adapted to individuals</b> as needed.</li> <li><b>Ss contribute</b> to assessment process</li> </ul>

**A5. SUPPORTING EMERGENT BILINGUALS *TPE 1***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Missing</b> or <b>inappropriate</b> ELD Standards</li> <li><b>No attempt</b> to draw on home language, culture, and/or prior knowledge</li> <li><b>Missing</b> or <b>inappropriate</b> language supports or instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>ELD standards <b>not aligned</b> with learning outcomes, assessments, AND/OR instructional activities</li> <li><b>Limited</b> or <b>superficial</b> attempts to draw on home language, culture, and/or prior knowledge</li> <li><b>Few</b> language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li>ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities</li> <li><b>Some</b> attempt to draw on home language, culture, and/or prior knowledge</li> <li><b>Whole-class</b> language supports and instructional scaffolds that <b>adequately</b> support EBs' academic language production &amp; content engagement</li> </ul>	<ul style="list-style-type: none"> <li>ELD standards <b>aligned</b> with &amp; support learning outcomes, assessments, &amp; instructional activities <b>AND meet specific needs of individual EL/EBs</b></li> <li><b>Tasks draw</b> on home language, culture, <b>AND</b> prior knowledge</li> <li><b>Targeted</b> language supports and instructional scaffolds that support <b>individual</b> EBs' academic language production &amp; content engagement</li> </ul>

**A6. SUPPORTING STUDENTS with DISABILITIES *TPE 1***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Plans:</p> <ul style="list-style-type: none"> <li><b>Lack appropriate</b> instructional methods and/or supports for providing instruction to Ss with disabilities</li> <li>Demonstrate <b>no evidence</b> of providing accommodations or modifications as stated on student IEPs or 504 plans</li> <li><b>Do not allow</b> Ss with disabilities access to grade aligned and standards-based instruction</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>Include instructional methods and/or supports that do <b>not consistently</b> address the individualized needs of Ss with disabilities</li> <li>Include <b>non-individualized</b> accommodations or modifications <b>OR do not include</b> all of the relevant accommodations or modifications as stated on Ss' IEPs or 504 plans</li> <li><b>Allow</b> Ss with disabilities <b>inconsistent</b> access to grade aligned and standards-based instruction</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>Include <b>research or evidence-based</b> instructional methods and/or supports, including <b>assistive technology</b> as needed to support the <b>individualized</b> needs of Ss with disabilities</li> <li><b>Fully address</b> accommodations and modifications as indicated on Ss' IEPs or 504 plans</li> <li><b>Allow</b> Ss with disabilities access to grade aligned and standards-based instruction</li> </ul>	<p>Plans:</p> <ul style="list-style-type: none"> <li>Include opportunities for Ss with disabilities to <b>manage their own</b> scaffolds and supports, including <b>assistive technology</b> as needed</li> <li><b>Fully address</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans and provide opportunities for Ss to understand and advocate for strategies that meet their individual learning needs</li> <li><b>Allow</b> Ss with disabilities meaningful and consistent access to grade aligned and standards-based instruction</li> </ul>

**B. CLASSROOM ENVIRONMENT**

**B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT *TPE 2***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Interactions (TC:Ss &amp; Ss:Ss) are <b>mostly negative</b>. Interactions may:</p> <ul style="list-style-type: none"> <li>Be <b>inappropriate</b> or <b>insensitive</b> to Ss' ages, culture, AND/OR developmental levels</li> <li><b>Lack of warmth</b> in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs</li> <li><b>No evidence</b> of intellectual risk taking</li> </ul>	<p>Interactions (TC:Ss &amp; Ss:Ss) are <b>generally appropriate with occasional inconsistencies</b>. Interactions may:</p> <ul style="list-style-type: none"> <li>Show TC's <b>disregard</b> for Ss' ages, culture, AND/OR developmental levels</li> <li>Create a <b>neutral</b> classroom environment (neither warm nor disrespectful)</li> <li><b>Few students</b> take intellectual risks</li> </ul>	<p>Interactions (TC:Ss &amp; Ss:Ss) are <b>friendly &amp; respectful</b>. Interactions are:</p> <ul style="list-style-type: none"> <li><b>Appropriate</b> for all ages, cultures, AND developmental levels</li> <li><b>Polite, respectful</b></li> <li><b>Some Ss</b> take intellectual risks</li> </ul>	<p>Interactions (TC:Ss &amp; Ss:Ss) are <b>highly respectful</b>. Interactions are:</p> <ul style="list-style-type: none"> <li><b>Sensitive</b> to Ss as <b>individuals</b></li> <li>Create classroom with genuine <b>warmth</b> and care; high-level of respect</li> <li><b>Many Ss comfortable</b> taking intellectual risks</li> </ul>

**B2. MANAGING CLASSROOM PROCEDURES *TPE 2***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p><b>Substantial</b> instructional time lost due to <b>inefficient</b> routines &amp; procedures</p> <ul style="list-style-type: none"> <li>TC management of transitions AND/OR materials <b>not clearly evident</b></li> <li>Ss <b>do not clearly know or follow</b> established routines</li> </ul>	<p><b>Some</b> instructional time lost due to <b>partially inefficient</b> routines &amp; procedures</p> <ul style="list-style-type: none"> <li>TC management of transitions AND/OR materials <b>inconsistent</b></li> <li>Ss <b>require prompting</b> to follow established routines</li> </ul>	<p><b>Little</b> loss of instructional time due to <b>effective</b> routines &amp; procedures</p> <ul style="list-style-type: none"> <li>TC management of transitions AND materials <b>effective</b></li> <li>Ss need <b>minimal guidance/prompting</b> to follow established routines</li> </ul>	<p><b>Maximized</b> instructional time due to <b>efficient, seamless</b> routines &amp; procedures</p> <ul style="list-style-type: none"> <li>Ss <b>take initiative</b> in managing transitions AND/OR materials</li> <li>Routines are <b>well understood</b> and <b>some</b> may be <b>initiated by Ss</b></li> </ul>

**B3. MANAGING STUDENT BEHAVIOR *TPE 2***

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>No</b> established standard of conduct</li> <li><b>Little OR no monitoring</b> of student behavior</li> <li><b>TC response</b> to misbehavior is <b>repressive OR disrespectful</b> of student dignity</li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct established, but <b>inconsistent implementation</b></li> <li><b>Some monitoring</b> of student behavior</li> <li><b>TC response</b> to student misbehavior is <b>inconsistent</b></li> </ul>	<ul style="list-style-type: none"> <li>Standards of <b>conduct established, consistent</b> implementation</li> <li><b>Effective monitoring</b> of student behavior</li> <li><b>TC response</b> to misbehavior is <b>consistent AND respectful</b></li> </ul>	<ul style="list-style-type: none"> <li>Standards of conduct <b>clearly established</b> with Ss</li> <li><b>Ss take an active role</b> in monitoring their own &amp; others behavior</li> <li>TC response to misbehavior is subtle, preventive, and <b>sensitive to individual student needs &amp; respect</b> for dignity</li> </ul>

## C. INSTRUCTION

### C1. COMMUNICATING with STUDENTS *TPE 1, 3, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>● <b>Unclear</b> purpose of lesson</li> <li>● <b>Confusing</b> directions/procedures</li> <li>● <b>Major</b> content errors</li> <li>● <b>Inappropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Limited</b> understanding of lesson purpose</li> <li>● <b>Somewhat clear</b> directions/procedures but need clarification</li> <li>● <b>Minor</b> content errors</li> <li>● Academic language (e.g., vocabulary, grammar, syntax, discourse) <b>not used AND/OR</b> explained</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear</b> instructional purpose</li> <li>● <b>Clear</b> directions/procedures that may be modeled</li> <li>● <b>No</b> content errors</li> <li>● <b>Appropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Clear</b> instructional purpose that links to larger curriculum</li> <li>● <b>Clear</b> directions/procedures with possible confusion anticipated</li> <li>● Content <b>thorough &amp; clear</b></li> <li>● <b>Appropriate</b> use of academic language (e.g., vocabulary, grammar, syntax, discourse) that <b>extends</b> Ss' vocabularies</li> <li>● <b>Ss contribute</b> to appropriate use of academic language</li> </ul>

### C2. USING QUESTIONING *TPE 5*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>● <b>Low</b> cognitive challenge with single correct responses</li> <li>● <b>Does not</b> ask Ss to explain their thinking</li> <li>● TC <b>mediates</b> all questions &amp; answers</li> <li>● <b>Few</b> Ss participate in discussion with predominantly recitation-style responses</li> <li>● <b>Limited</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Single path</b> of inquiry with answers seemingly determined in advance</li> <li>● <b>Inconsistently</b> attempts to have Ss explain their thinking</li> <li>● TC <b>inconsistently encourages</b> Ss to respond to each other</li> <li>● <b>Some</b> Ss are involved in discussions designed to engage student thinking</li> <li>● <b>Inconsistent</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Some</b> questions designed to promote Ss' thinking and understanding</li> <li>● <b>Consistently</b> challenges Ss to explain their thinking</li> <li>● Ss <b>formulate questions</b> &amp; initiate topics</li> <li>● <b>Most</b> Ss involved in discussion with TC employing strategies to ensure most voices are heard</li> <li>● <b>Adequate</b> wait time</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Variety</b> of questions to challenge Ss cognitively, advance discourse, &amp; promote metacognition</li> <li>● <b>Challenges</b> Ss to take active/lead role in questioning/discussion</li> <li>● <b>Genuine discussion</b> among Ss with TC stepping aside when appropriate</li> <li>● Ss ensure that <b>all</b> voices are heard</li> <li>● <b>Consistently appropriate</b> wait time</li> </ul>

### C3. ENGAGING STUDENTS in LEARNING *TPE 1, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>● Tasks &amp; materials <b>poorly aligned</b> with learning outcomes and/or content standards</li> <li>● <b>Rote</b> responses</li> <li>● Lesson <b>lacks structure</b> (e.g., groupings unsuitable, poor pacing – too slow or too rushed)</li> <li>● <b>One pathway</b> to learning</li> </ul>	<ul style="list-style-type: none"> <li>● Tasks &amp; materials <b>partially aligned</b> with learning outcomes and/or content standards</li> <li>● <b>Minimal S thinking</b> required &amp; little opportunity to demonstrate thinking</li> <li>● Lesson has <b>recognizable structure</b> (e.g., groupings moderately suitable, pacing may be too slow or too rushed)</li> <li>● <b>Some options</b> for engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Tasks &amp; materials <b>aligned</b> with learning outcomes and content standards</li> <li>● <b>Challenges S thinking</b> (with scaffolds/support) &amp; an opportunity for Ss to demonstrate thinking</li> <li>● Lesson has <b>recognizable &amp; suitable structure</b> (e.g., groupings suitable to activities, appropriate pacing)</li> <li>● <b>Multiple options</b> for engagement</li> </ul>	<ul style="list-style-type: none"> <li>● Tasks &amp; materials <b>aligned</b> with learning outcomes and content standards</li> <li>● <b>Well-designed</b> &amp; scaffolded tasks &amp; materials encourage <b>complex thinking</b> w/ evidence of <b>S initiation of inquiry</b></li> <li>● Lesson has <b>clearly defined structure</b> that enhances student learning (e.g., pacing that promotes S reflection)</li> <li>● <b>Options</b> for engagement that Ss initiate</li> </ul>

**C4. USING ASSESSMENT in INSTRUCTION** *TPE 5, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li>Ss <b>unaware</b> of assessment criteria</li> <li><b>Little or no monitoring</b> of student learning                             <ul style="list-style-type: none"> <li>Questions <b>show little</b> alignment with learning outcomes and/or content standards</li> </ul> </li> <li><b>No</b> self-assessment</li> <li>Feedback to Ss is <b>absent</b> OR of <b>poor quality</b></li> <li><b>One</b> means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>partially aware</b> of assessment criteria</li> <li><b>Monitoring</b> of student learning for the class as a whole                             <ul style="list-style-type: none"> <li>Questions <b>show</b> alignment with learning outcomes and/or content standards</li> </ul> </li> <li><b>Few</b> Ss engage in self-assessment</li> <li>Feedback to Ss is <b>general</b> and provided to the whole class</li> <li><b>Some</b> options for means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>aware</b> of assessment criteria</li> <li>Monitoring student learning for the class as a whole <b>AND small groups</b> <ul style="list-style-type: none"> <li>Questions show alignment with learning outcomes and content standards</li> <li>Ss' responses inform TC's next steps</li> </ul> </li> <li><b>Some</b> Ss engage in self-assessment</li> <li>Feedback to Ss is <b>accurate &amp; specific</b>, provided to the whole class &amp; small groups</li> <li><b>Multiple</b> means of expression provided</li> </ul>	<ul style="list-style-type: none"> <li>Ss <b>aware of &amp; have contributed to</b> assessment criteria</li> <li><b>Ss monitor own learning</b></li> <li><b>All</b> Ss self-assess their learning</li> <li>Feedback to Ss <b>from both TC &amp; Ss</b> is accurate &amp; specific, provided to whole class, small groups, AND individuals</li> <li><b>Ss involved</b> in creating assessment options</li> </ul>

**C5. SUPPORTING EMERGENT BILINGUALS** *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Limited</b> opportunity for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>No attempt</b> to draw on home language, culture, and/or prior knowledge</li> <li><b>Did not</b> implement language supports or instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Few</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>Limited</b> or <b>superficial</b> attempts to draw on home language, culture, and/or prior knowledge</li> <li>Implemented <b>few</b> language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> opportunities for EBs to use academic language or demonstrate understanding orally or in writing</li> <li><b>Some</b> attempt to draw on home language, culture, and/or prior knowledge</li> <li>Implemented <b>some</b> whole class language supports and instructional scaffolds to engage EBs</li> </ul>	<ul style="list-style-type: none"> <li><b>Multiple</b> opportunities for EBs to use academic language AND demonstrate understanding orally or in writing</li> <li><b>Tasks draw</b> on home language, culture, AND prior knowledge</li> <li>Implemented <b>targeted</b> language supports and instructional scaffolds based on individual EB's language proficiency</li> </ul>

**C6. SUPPORTING STUDENTS with DISABILITIES** *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> <li><b>Does not use</b> instructional methods to address the individualized needs of Ss with disabilities</li> <li><b>Does not provide</b> individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans)</li> <li><b>No opportunity</b> for Ss with disabilities to actively participate in grade-level and standards-based content</li> </ul>	<ul style="list-style-type: none"> <li>Instructional methods do <b>not consistently</b> address the individualized needs of Ss with disabilities</li> <li><b>General</b> accommodations or modifications provided but <b>no individualized supports</b> provided, as indicated on Ss' IEPs and 504 plans</li> <li>Ss with disabilities have <b>inconsistent access</b> to grade-level and standards-based content throughout instruction</li> </ul>	<ul style="list-style-type: none"> <li>Instructional methods include use of <b>assistive technology</b> as needed to support the <b>individualized</b> needs of Ss with disabilities</li> <li>Instruction <b>includes</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans</li> <li>Ss with disabilities <b>access</b> grade-level and standards-based instruction</li> </ul>	<ul style="list-style-type: none"> <li>Ss with disabilities <b>manage many of their own</b> scaffolds and supports, including <b>assistive technology</b> as needed</li> <li>Ss have <b>consistent access to individualized</b> accommodations and modifications as indicated on Ss' IEPs and 504 plans and are provided with opportunities to understand and advocate for strategies that meet their individual learning needs</li> <li>Ss with disabilities demonstrate ability to <b>transfer</b> grade-level &amp; standards-based content <b>across contexts</b></li> </ul>

**D. PROFESSIONAL RESPONSIBILITIES - REFLECTION**

**D1. REFLECTING on TEACHING TPE 6**

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p><b>Reflections on teaching indicate:</b></p> <ul style="list-style-type: none"> <li>TC is <b>unsure</b> of whether the lesson was effective or achieved its instructional outcomes OR the TC profoundly <b>misjudges</b> the success of a lesson</li> <li>TC has <b>no</b> suggestions for how a lesson could be improved</li> </ul>	<p><b>Reflections on teaching indicate:</b></p> <ul style="list-style-type: none"> <li>TC has a <b>generally accurate</b> impression of a lesson's effectiveness and the extent to which instructional outcomes were met</li> <li>TC makes <b>general</b> suggestions for how a lesson could be improved</li> </ul>	<p><b>Reflections on teaching indicate:</b></p> <ul style="list-style-type: none"> <li>TC makes an <b>accurate</b> assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC can cite <b>general references</b> to support this judgment</li> <li>TC makes a <b>few specific</b> suggestions of what can be tried the next time the lesson is taught</li> </ul>	<p><b>Reflections on teaching indicate:</b></p> <ul style="list-style-type: none"> <li>TC makes a <b>thoughtful and accurate</b> assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes; TC cites <b>many specific examples – including the results of formative assessments</b> – to support this judgment</li> <li>TC offers <b>specific alternative</b> actions and probable success of those actions</li> </ul>

**D2. PROFESSIONALISM TPE 6**

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>TC <b>disregards</b> professional best practices or policies</p> <ul style="list-style-type: none"> <li><b>Inappropriate</b>/Distracting attire</li> <li>Interactions with Ss or other adults <b>overly confident</b> or <b>overly timid</b></li> <li>TC is <b>not</b> alert to Ss' needs, engaging in <b>inappropriate</b> practices that result in Ss being ill-served</li> </ul>	<p>TC <b>must be reminded</b> of professional best practices or policies</p> <ul style="list-style-type: none"> <li><b>Potentially</b> distracting attire</li> <li>Interactions with Ss or other adults <b>occasionally</b> too confident or too timid</li> <li>TC's attempts to serve Ss are <b>inconsistent</b> or <b>limited</b>, which results in some Ss being ill-served</li> </ul>	<p>TC is <b>receptive</b> to professional best practices or policies</p> <ul style="list-style-type: none"> <li><b>Appropriate</b> attire</li> <li>Interactions with Ss and adults <b>appropriately</b> confident</li> <li>TC is <b>active</b> in serving Ss, working to ensure that all Ss receive a fair opportunity to succeed</li> </ul>	<p>TC <b>proactively</b> implements professional best practices or policies</p> <ul style="list-style-type: none"> <li><b>Appropriate</b> attire and well-suited to classroom context and lesson content</li> <li>Interactions with Ss and adults <b>appropriately</b> confident</li> <li>TC is <b>highly proactive</b> in serving Ss, seeking out resources when needed</li> <li>TC makes a <b>concerted effort to challenge</b> negative attitudes or practices to ensure all Ss, esp. those traditionally underserved, are honored in the school</li> </ul>

## OBSERVATION PROTOCOL

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**CPI/EARLY START/PRACTICUM:** Candidates are observed in person or via video 4 times following the observation protocol noted below. The Observation Report is used as a point of discussion. The goal for the quarter is gaining familiarity with the tool and the language.

**CPII/PART-TIME CLINICAL PRACTICE:** Candidates are observed in person or via video 4 times following the observation protocol noted below. The completed Observation Report is emailed to the candidate and Cooperating Teacher. Data is submitted to Cal Poly via the Lime database (with a rationale provided for any scores of 1 or N/A).

**CPIII/FULL-TIME CLINICAL PRACTICE:** Candidates are observed in person or via video 4 times following the observation protocol noted below. Data is submitted to Cal Poly via the Lime database (with a rationale provided for any scores of 1 or N/A).

**OBSERVATION PROTOCOL:** Observation feedback will be based on one discrete lesson. Evidence collected and scores assigned should be based solely on the specific lesson observed. Observations will consist of specific, concrete evidence (e.g., question was answered by first student that raised their hand, no wait time provided) rather than more interpretive (e.g., only one student knew the answer), subjective (e.g., check for understanding was ineffective), or motivational statements (e.g., good idea to check for understanding). Assigned scores will be based on rubric guidelines. A level 2 is a basic level, which is completely appropriate for a pre- service teacher. A level 1 is quite possible and should be assigned if warranted by the lesson. A level 4 is a very high bar even for practicing teachers.

- **Planning and Preparation -**
  - Candidate emails lesson plan to supervisor at least 24 hours prior to observation.
  - Supervisor will evaluate the lesson plan based on the rubric guidelines. Scores for this section should be assigned before the lesson observation.
  - If Supervisor has questions or concerns, they may connect with candidate prior to observation.
  
- **Classroom Environment and Instruction -**
  - Evidence will be gathered during the observation.
  - Scores will not be given to the candidate following the observation; these will be sent to the candidate via email no later than 48 hours after the observation.
  
- **Professional Responsibilities/Reflection -**
  - Ideally, the post-observation conference will occur right away although we realize this isn't always possible. If it doesn't occur right away, you should connect within the next 24 hours either via phone or email.
  - During the post conference candidates should reflect on their lesson. Obtain the candidate's perspective on how the lesson went and ways he/she might change the lesson in the future. Supervisors will be giving a score on the candidate's ability to be a reflective practitioner, so it's important to receive the candidate's input before providing feedback.
  - After allowing time for the candidate to reflect, the Supervisor will share observations and insight.
  
- **Post Observation -**
  - The Supervisor will assign scores based on evidence collected
  - Feedback should highlight 2-3 strengths and 2-3 areas for growth that are specific and based on evidence from the lesson.
  - The Supervisor will email the completed Observation Report to candidate and Cooperating Teacher.
  - The feedback data will be submitted to the Lime database (rationale only required for scores of 1 or N/A)

## LEARNING MODULES

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The SOE has designed digital learning modules to reinforce the prioritized skills emphasized in the SOE Observation Tool. The modules are intended to be completed in the field by the Clinical Practice Triad (Teacher Candidate, Cooperating Teacher, and Supervisor). Although some modules are assigned to specific classes within each program, all the modules can be used on an as-needed basis for independent learning and developing stronger teaching practices.

The Learning Modules are available online at: <https://soe.calpoly.edu/pslm>

Current modules include:

- Module 1 – Creating an Environment of Respect & Rapport
- Module 2 – Managing Classroom Procedures & Routines
- Module 3 – Managing Student Behavior
- Module 4 – Using Assessment in Instruction
- Module 5 – Using Questioning & Discussion Techniques
- Module 6 – Supporting Emergent Bilingual Students
- Module 7 – Supporting Students with Disabilities

## CLINICAL PRACTICE PLACEMENTS

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**PROCESS FOR ASSIGNING PLACEMENTS:** Candidates may **NOT** make their own Clinical Practice placement arrangements. The Clinical Practice Coordinator, with the guidance and input of the Program Coordinator and faculty, will place teacher candidates in their Clinical Practice assignments. Placing Teacher Candidates in schools is an extremely important task that requires the utmost in professionalism. Therefore, the Clinical Practice Coordinator and Program Coordinator are responsible for collaborating with districts and school sites to negotiate appropriate placements for Teacher Candidates. Teacher candidates are not to ask specific school administrators or teachers to request a special placement.

Clinical Practice assignments are arranged in school districts that have a current Memorandum of Understanding agreement with the School of Education. School placements are typically located between San Miguel and Lompoc; teacher candidates should expect to drive between 30 minutes and 1 hour to their school sites and should plan their schedules with these commute times in mind.

**REQUESTING SPECIAL CIRCUMSTANCES:** Candidates may request special Clinical Practice placement assignments for significant reasons, such as a medical or physical limitation. For these requests, written documentation is required.

**REQUESTING CHANGE OF PLACEMENT:** Students with concerns about the Clinical Practice experience (such as Cooperating Teacher or Clinical Practice Supervisor placements) are encouraged to direct those concerns in writing to the Clinical Practice Coordinator (per the SOE Grievance Policy detailed previously in this handbook). The Clinical Practice Coordinator will record and monitor the recurrence of concerns, communicate with Program Coordinators and Clinical Practice personnel, and facilitate in determining if urgent issues require immediate resolution. If the Clinical Practice Coordinator and Program Coordinator are unable to resolve the issue, students may appeal to the SOE Director in writing.

**COMMITMENT TO DIVERSITY OF PLACEMENTS:** The Cal Poly School of Education is committed to preparing future educators who are ready to serve a diverse student population. This commitment is shaped by our accountability to CTC and Cal Poly policies, as well as our personal commitment to diversity, inclusion, and equity (outlined previously in this handbook).

Whenever possible, teaching candidates participate in fieldwork experiences that offer significant exposure to school settings that reflect the full diversity of California public schools. In accordance with CTC guidelines, diverse Clinical Practice experiences include: racial and ethnic diversity of students, students from families in lower socio-economic income ranges, English learners from a variety of language backgrounds, and inclusiveness for students with disabilities (CTC Guidance on Clinical Practice Supervision of Teacher Candidates, pg 5). Additionally, the SOE makes an effort to expose

future Multiple Subject and Special Education teachers to a range of grade levels across their various Clinical Practice placements.

The Clinical Practice Coordinator and the Program Coordinators carefully consider exposure to diversity when assigning Clinical Practice placements, which is an added reason why students are prohibited from making their own Clinical Practice arrangements. Many of the diverse communities that partner with the SOE lay outside the immediate San Luis Obispo area, and so students should be prepared to commute between 30 minutes to 1 hour in order to gain exposure to a diverse range of school settings.

## SUBSTITUTE TEACHING POLICY

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During Clinical Practice fieldwork, Teacher Candidates may have an opportunity to serve as a substitute teacher. This policy applies ONLY to substitute teaching in the field on days that are part of Cal Poly fieldwork. It does NOT apply to days when the candidate is not required to be in the field.

- Candidates can only substitute teach in their Cooperating Teacher's classroom. If there is a shortage of substitutes in the school on a particular day, the school can choose to have the teacher candidate act as a substitute for his/her Cooperating Teacher and the Cooperating Teacher can be the substitute teacher in another classroom.
- Substitute teaching for one's Cooperating Teacher is not allowed during Early Start periods or Clinical Practice I.
- During Clinical Practice II, candidates may serve as a substitute for their Cooperating Teacher for a maximum of five days.
- During Clinical Practice III, candidates may serve as a substitute for their Cooperating Teacher for a maximum of 10 days.
- The candidate must be pre-approved by the University Supervisor in order to substitute teach.

To be eligible for substitute teaching, candidates must complete required forms for a school district, and they must hold the appropriate permit. Paid teaching assignments involving substitute teaching cannot be used to fulfill required days in the field for Cal Poly fieldwork courses.

## STRIKES OR OTHER EMERGENCIES

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The university shall maintain a position of neutrality in any strike or labor action involving school districts with which it has contracts (or agreements) for the placement of teacher candidates or other students engaged in supervised fieldwork activities. In the event of a strike or other labor action involving a cooperating agency, the teacher candidate and other fieldwork students, if working in a unit that is directly involved, will be **automatically withdrawn from the assignment** and further information will be provided.

It is the responsibility of the teacher candidate or fieldwork student to notify the university that a strike or other labor action has begun, or that a strike, etc., will begin at a certain time. Should a teacher candidate or other fieldwork student accept employment with an emergency permit during a strike or labor action, the student's teacher candidate or fieldwork student status will be **terminated**. As a result of such employment, the teacher candidate will receive a grade of 'No Credit' for clinical practice, and the individual shall not be identified as a university teacher candidate or fieldwork student. Teacher candidates and fieldwork students are not to be coerced into crossing picket lines, nor are they to be coerced into joining a strike. Allegations of coercion are to be reported to the MSTEP Coordinator.

## WITHDRAWAL FROM CLINICAL PRACTICE

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If a teacher candidate withdraws from clinical practice for medical, economic, or other reasons they must notify the Clinical Practice Coordinator and SOE Credential Office as soon as possible. If they then wish to be assigned in the next or another

quarter, the Candidate must submit an updated student information form, a new STEP II application, and a signed letter, requesting the new assignment. The letter should be submitted to the SOE Credential Office along with an STEP II application. In some instances, the Candidate may be required to submit a new application to the University. Communication with the SOE Credential Office is key to determining whether this applies to a Candidate's situation.

## IV. APPENDIX FOR CLINICAL PRACTICE SUPERVISORS

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### CTC REQUIREMENTS FOR CLINICAL PRACTICE SUPERVISORS

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According to our accreditation through the California Commission on Teacher Credentialing, the SOE can only hire and employ Clinical Practice Supervisors that demonstrate qualifications and maintain current knowledge of areas and skills identified by the CTC. The CTC requires that Clinical Practice Supervisors (referred to as Site-Based supervisors) be systematically evaluated and demonstrate qualifications on several criteria (Common Standards 1 & 3).

The evaluation of Clinical Practice Supervisors will follow the CSM procedures for part-time lecturer review, however, Supervisors are encouraged to submit WPAF evidence and materials that demonstrate the CTC required qualifications. Many of these requirements are articulated in the CTC document **Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates**:

- **Criteria for the selection of Program Supervisors** (Clinical Practice University Supervisors) –
  - The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. **In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.**
- **The minimal amount of program supervision involving formal evaluation of each candidate must be 4 times per quarter or 6 times per semester -**
  - The requirement of 4 times per quarter or 6 times per semester can be interpreted to be approximately every 3 weeks.
- **Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs.... -**
  - The new standards require that there be a means by which the program documents clinical supervision, either in person (e.g. supervision notes), through synchronous video, or video capture. The instruction is assessed against the adopted TPEs and generates data. The data is used not only to assist the individual candidate, but is also examined across the program to understand where program improvements are needed.
  - The video evidence of the observation does not need to be archived for any length of time beyond that which is needed for the supervisor to observe and evaluate the teaching performance. However, evidence of the annotations and feedback from the observation should be archived for at least 2-3 years in order to make this evidence available during the accreditation cycle.

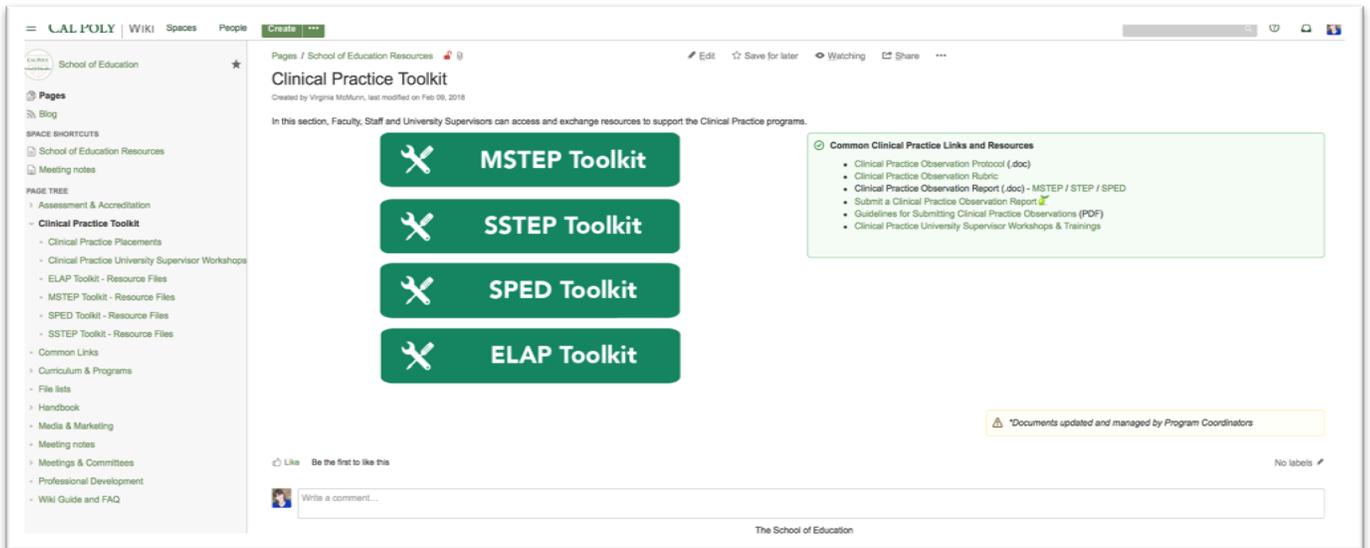
### SUPERVISOR TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES

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The School of Education supports ongoing training and professional development for Clinical Practice University Supervisors through quarterly workshops and compatible online resources. Topics of trainings are informed by the SOE's vision for a

comprehensive Clinical Practice experience, the scope of TQP and Bechtel grant efforts, and the CTC requirements for Clinical Practice Supervisors.

Digital copies of all Clinical Practice resources are made available through the [SOE Resource Wiki](#), which contains a Clinical Practice Toolkit for each Teacher Preparation Program (accessing the SOE Resource Wiki requires a valid Cal Poly login):



An archive of Supervisor workshop topics, presentations, and resources is available within the Clinical Practice Toolkit, under the heading [Clinical Practice University Supervisor Workshops & Trainings](#):

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Pages / School of Education Resources / Clinical Practice Toolkit

## Clinical Practice University Supervisor Workshops & Trainings

Created by Virginia McMunn, last modified on Mar 14, 2018

The California Commission on Teacher Credentialing (CTC) requires that all instructional and Clinical Practice faculty (including those supervising field-based clinical experiences) demonstrate on-going professional development and qualifications related to (Common Standard 1 & 3):

- current knowledge of the content
- knowledge of current context of public schooling, including the California adopted P-12 content standards, frameworks, and accountability systems
- knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation
- demonstration of effective professional practices in teaching and learning, scholarship, and service

The Cal Poly SOE supports ongoing professional development for Clinical Practice Supervisors through quarterly Workshops. Topics and materials for recent workshops are available below:

### Clinical Practice University Supervisor Workshop - 2/9/18:

### Clinical Practice University Supervisor Workshop - 12/8/17:

## SUPERVISOR EVALUATION

Cal Poly currently classifies Clinical Practice University Supervisors as part-time lecturers. The evaluation of Clinical Practice University Supervisors follows the CSM Procedure for part-time lecturer review -- Clinical Practice University Supervisors are evaluated annually, based on submission of a Working Personnel Action File that serves to characterize the work associated responsibilities of Clinical Practice supervision, including: a current resume, mentoring philosophy statement, evidence of mentoring activities, and evidence of service activities.

The California Commission on Teacher Credentialing additionally requires that Clinical Practice supervisors be systematically evaluated and demonstrate qualifications on several criteria (Common Standards 1&3), including: current knowledge of the content; knowledge of current context of public schooling; knowledge of diversity in society; and demonstration of effective professional practices in teaching and learning. According to CTC Accreditation, the SOE can only employ Clinical Practice University Supervisors that demonstrate these qualifications and maintain current knowledge of these areas and skills. The SOE therefore encourages Clinical Practice University Supervisors include WPAF evidence that demonstrates current knowledge and skills of CTC required constructs for Clinical Practice Supervisors. This may include relevant evidence and materials that demonstrate the last 12-months of professional development activities, workshops, professional readings, online independent learning, or attendance at conferences.

Clinical Practice University Supervisors should refer directly to the CSM policy for Clinical Practice University Supervisor evaluation for the most accurate description of evaluation requirements.

## PARTICIPATION IN SURVEYS & FEEDBACK

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Per the Survey and Feedback guidelines listed in the Student Handbook, The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making. Additionally, the SOE may administer surveys at the request of external agencies, including the CTC, as part of our accreditation or grant funding requirements.

Clinical Practice University Supervisors should expect to receive requests and reminders to respond to the following, highly-important surveys:

- **Quarterly Clinical Practice Evaluation Surveys** – SOE designed surveys may be sent to Teacher Candidates, Cooperating Teachers, and University Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for Cooperating Teachers and University Supervisors.
- **Surveys Related to University Supervisor Training Workshops and Grant Funded Activities**

## III. APPENDIX FOR COOPERATING TEACHERS

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### CTC REQUIREMENTS FOR COOPERATING TEACHERS (DES'S)

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As an accredited Teacher Preparation Program, the Cal Poly School of Education is accountable to the California Commission on Teacher Credentialing and the California Ed Code. In order to maintain our accreditation, Cal Poly can only partner with Cooperating Teachers (termed 'District Employed Supervisors') who meet the CTC and Ed Code requirements. In addition to understanding Cal Poly SOE's vision for the Clinical Practice Triad and the role of Cooperating Teachers (see 'The Triad in Clinical Practice', above), Cooperating Teachers should be aware of the standards and requirements established by our accreditors. Many of these requirements are articulated in the CTC document **Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates**:

- **Criteria for the selection of District-Employed Supervisors** (Cooperating Teacher/Master Teacher/Mentor Teacher) –
  - The program selects DES's who hold a **Clear Credential in the content area** for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The DES must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and DES must be a collaborative process between the school district and the program.
  - The program provides DES's a minimum of **10 hours of initial orientation** to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors **remain current** in the knowledge and skills for candidate supervision and program expectations.
- **The minimum amount of District-Employed Supervisors' support and guidance must be 5 hours per week -**
  - Support and guidance may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, and email and phone conversations.
  - The goal of this standard is to ensure that all candidates, regardless of pathway, are properly supported and supervised during their clinical practice.
- **Examples of appropriate Clinical Practice activities include-**
  - Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching (see 3 above)
  - Co-planning time, with veteran practitioners for lessons that the candidate will deliver,

- Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
  - Time working with professional learning communities, grade level and department meetings
  - Among activities that should not be included are: general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify.
- **Clinical Practice sites should have a fully qualified site administrator -**
    - A qualified administrator holds a preliminary administrative credential. If the designated administrator at a particular school placement does not possess a preliminary administrative credential the program must provide justification as to how the administrator is nevertheless qualified. If the program is not able to provide this justification, then it is not appropriate to place candidates at that site.
- **In all Clinical Practice placements, candidates should have significant exposure to school settings that reflect the full diversity of California public schools –**
    - Prior to placing student teaching candidates, programs must ensure that the placement is a diverse school setting relative to all of the following:
      - race, ethnicity of the students
      - number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio- economic income ranges
      - languages spoken by the students, including English learners
      - the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes
- **Curriculum must be aligned with California’s adopted content standards –**
    - In all school placements, the curriculum should be equivalent to California’s adopted content standards and curriculum.
    - In placements where the school is not explicitly aligned with California’s adopted content standards and frameworks, the program must demonstrate how the placement meets the goal and intent of the standard in preparing candidates to be competent with the curriculum taught in public schools in California.

Additionally, the Cal Poly School of Education is required to participate in regular and systematic data gathering of its Clinical Practice program (Common Standard 4). This data gathering is intended to guide reflection on the effectiveness of program operations and services and is **NOT** intended as an evaluation of individual Cooperating Teachers and their instructional mastery.

## COOPERATING TEACHER TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES

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In the Cal Poly School of Education (SOE), we believe that providing Cooperating Teachers (CTs) with meaningful, relevant professional development opportunities is one of the many ways that we thank you for supporting our teacher candidates (TCs). In recognition of the fact that your time is valuable, and to honor the time and energy you have already invested to grow as an educator, we have developed flexible online training modules and easy opportunities to access resources for professional development. The following professional development opportunities are available on <https://soe.calpoly.edu/CTResources>

- **Cal Poly Clinical Practice Orientation** – The SOE is currently developing a series of online learning modules designed to introduce new Cooperating Teachers and Clinical Practice Supervisors to our Clinical Practice Program. Please look for this series of videos to review topics like: our theoretical approach to preparing teachers, our Clinical Practice Observation rubric and protocols, and an overview of each teacher education program.
- **Cal Poly Clinical Practice Modules for CTs and TCs** - The SOE has released the first modules in a series of professional development resources designed to support our Teacher Candidates and their Cooperating Teachers around the prioritized skills in our Clinical Practice Observation Rubric. We encourage our TCs and CTs to work together to identify an area of interest, view the learning module(s), and plan and implement new strategies in the Clinical Practice classroom.
- **California Council on Teacher Education: Professional Development for District Employed Supervisors** - A team of institutions from across California have collaborated to develop eight hours of online professional development and coaching for Cooperating Teachers (referred to as District Employed Supervisors). These online learning modules cover coaching adult learners, developing instructional strategies to support ALL learners, and promoting inclusive education. Because Cal Poly is a partner in developing these online modules, you have free access to complete these trainings. Joining this professional development group is also a great way to connect with Cooperating Teachers from other districts in California!
- **Bechtel/TQP Grant Sponsored Workshops for CTs** - Through funding from the Bechtel Foundation and the Teacher Quality Partnership Grant, the SOE is able to offer several grant sponsored workshops on rotating relevant topics. These workshops are typically offered at designated sites **and** districts that partner with our grant efforts, but they may also be open and available to other interested Cooperating Teachers. Support for substitute teacher coverage or stipends are often available. Please contact the Grant Programs Office at shegg@calpoly.edu to learn about upcoming offerings.
- **Co-Teaching Workshops, Newsletter & Website** - The SOE provides several resources to support CTs and TCs in building their co-teaching partnership, including: quarterly workshops on rotating topics, a bi-monthly newsletter of resources related to co-teaching, and a comprehensive website of teaching strategies and articles to support co-teaching. An archive of past newsletters can also be found by visiting the website.
- **Special Education Summer Institute and Workshops** - The Special Education Credential Program sponsors several workshops and orientation trainings each summer. Please contact the program coordinators at sacrutch@calpoly.edu for more information.
- **Better Together Conference for California Teachers** - The SOE is proud to be a local host for Better Together - The California Teachers Summit. California Better Together hosts online and in person events throughout the year, culminating in an annual professional development conference. We hope you will join us on July 27, 2018 for Better Together: It's Personal – Meeting the needs of all students. Please check the BTS website for current online PD events, twitter feeds and teacher chats about relevant educational topics.

## PARTICIPATION IN SURVEYS & FEEDBACK

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Per the Survey and Feedback guidelines listed in the Student Handbook, **The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.** Additionally, the SOE may administer surveys at the request of external agencies, including the CTC, as part of our accreditation or grant funding requirements.

Cooperating Teachers should expect to receive requests and reminders to respond to the following, highly-important surveys:

- **Quarterly Clinical Practice Evaluation Surveys** – SOE designed surveys may be sent to Teacher Candidates, Cooperating Teachers, and University Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for Cooperating Teachers and University Supervisors.

- **CTC Master Teacher Survey** – A CTC required survey that is sent to any Cooperating Teacher who supervises a student during CPIII. Cal Poly receives the data from the CTC on an annual basis through an online dashboard.