

STEP I Program Application (SPED)



Please read all instructions carefully and thoroughly **BEFORE** completing the STEP I Program Application. Incomplete packets will not be accepted. Applicants **MUST SUBMIT ALL DOCUMENTS** by the deadline date to be considered for admission to the credential program.

Special Education Program Coordinator:

Stephen Crutchfield and Leah Wood

sacrutch@calpoly.edu or awood17@calpoly.edu, Building 2, Room 107 & 108

SOE Credential Office

756-2126, Building 2, Room 120.

PLEASE MAKE A COPY OF YOUR APPLICATION PACKET BEFORE YOU SUBMIT IT. ALL SUBMITTED ITEMS BECOME A PART OF THE CANDIDATE FILE AND WILL NOT BE RETURNED OR PHOTOCOPIED ONCE SUBMITTED.

STEP I Program Application Checklist (SPED)

STEP I Program Applications are due by the [deadline](#) listed on the SOE website by 4:30 PM in Building 02 Room 120. Applications are reviewed by the Credential Program Committee within four weeks from submission and a decision will be emailed to your Cal Poly email. All items are to be submitted together.

If you have questions about any item, contact the Credential Office (Bldg 2, Room 120) at 805-756-2126. By checking each box, you acknowledge that the following items are attached to this application packet in the listed order:

- PROGRAM APPLICATION PERSONAL INFORMATION - Page 4**
- ACADEMIC HISTORY - Page 5**
 - ACCREDITED BACHELORS DEGREE** - Teacher candidates must be in possession of a Bachelor's degree earned from a regionally accredited institution at the time they begin their teacher preparation program.
 - PRE-REQUISITE COURSES**
 - SPEAKING AND WRITING ENGLISH COMPETENCIES** - If you have earned your bachelor's degree at Cal Poly, SLO, you have already met these two requirements. If not, you must verify competency in speaking and writing of English **prior** to submission of your application. A completed competency verification form must be submitted with your application.
 - TRANSCRIPTS** - Check with the Credential Office to learn if your official transfer transcripts are on file in the SOE. If not on file, attach unofficial transcripts to your application from each college/university/junior college you attended (**NOT Cal Poly**). You will be contacted if you are required to provide official transfer transcripts.
- CERTIFICATE OF CLEARANCE** - This process must be completed for "Admission to the University" to seek a Credential or during the STEP I application, whichever is done first. Submit a photocopy of the completed "Request for LIVESCAN services" form 41-LS to the SOE Credential Office and complete the on-line direct application at www.ctc.ca.gov.
- BASIC SKILLS** - Attach a photocopy of your official passing score report (i.e. CBEST, CSET + Writing Skills, ELM/EPT, EAP, SAT and/or ACT passing). For more information on the Basic Skills Requirement see the Commission on Teacher Credentialing Leaflet [CL-667](#).
- CSET EXAMINATION** - Proof of having passed the California Subject Examinations for Teachers. Attach a photocopy of passing score report.
- VERIFICATION OF EARLY FIELD EXPERIENCE - Page 6.** An approved early field experience **must be completed prior to the quarter you are applying for**. If you completed an approved Early Field Experience course (EDUC 300 or SCM 300), you should fill in the course information on the application form and submit your field experience log verifying 45 hours of observation. If you met this requirement via actual classroom experience submit an advisor approved verification form, with your application.

CAL POLY SCHOOL *of* EDUCATION

Admissions & Evaluations – STEP I Program Application



- TUBERCULOSIS AND RUBELLA CLEARANCE - Page 7.** You must also submit a photocopy of the TB and Rubella clearances to the Credential Office.
- PROFESSIONAL APTITUDE INTERVIEW-** Special Education Program applicants are required to participate in a Professional Aptitude Interview. You will be contacted to schedule your interview.
- SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE - Page 8 & 9.** Sign and date that you have read and received a copy of the School of Education's Vision and Mission statements, Learning Outcomes, and Dispositions, which are part of the School's overall assessment program.
- INFORMED CONSENT TO PARTICIPATE IN SCHOOL OF EDUCATION RESEARCH - Page 10 & 11.** Read and sign that you have agreed or do not agree to participate in the Teacher Quality Program Research.
- EMERGENCY CONTACT INFORMATION- Page 12.**
- LETTERS OF RECOMMENDATION** - For SPED program applicants, letters of recommendation should have been submitted as part of your application to the university on CalStateApply.



PROGRAM APPLICATION PERSONAL INFORMATION

Please hand write or fill out electronically and printout. Should you change your address, phone number or email address during the application process or preparation program, you must notify **both** the School of Education and the Office of the Registrar. Changing information with the Office of the Registrar does not change your record with the School of Education.

Program: _____ **EMPLID #:** _____

NAME: _____
(First) (Middle) (Last)

MAILING ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

PERMANENT ADDRESS: _____

CITY: _____ **STATE:** _____ **ZIP:** _____

SOCIAL SECURITY #: _____ **DATE OF BIRTH:** / /

HOME PHONE: _____ **CELL PHONE:** _____

CAL POLY EMAIL _____ **@CALPOLY.EDU**

The information provided as part of this application will not be released in any personally identifiable form to any other party.



VERIFICATION OF EARLY FIELD EXPERIENCE

Note: Use this form ONLY IF ACTUAL EXPERIENCE, or a non-Cal Poly course is being used to fulfill the Early Field Experience requirement. **If EDUC 300 or SCM 300 was completed please submit your verification of completion of the 45 hours of observation in place of this form.**

Teaching Subject: _____ **EMPLID #:** _____

NAME: _____

(First)

(Middle)

(Last)

I. APPROVED SUBSTITUTED COURSE:

The following approved course has been taken to fulfill the Early Field Experience requirement:

_____ Quarter _____ Year

Course prefix and number

Quarter

Year

II. ACTUAL EXPERIENCE

- Teacher Substitute Teacher Teacher's Aide
- Volunteer in the Classroom Other _____

Date of experience: _____ to _____
Beginning Ending

Total number of supervised hours in the classroom (Min. Hrs. = 45): _____

Signature of Candidate: _____ Date: _____

----- TO BE COMPLETED BY THE SUPERVISING TEACHER AND PRINCIPAL -----

Description of Applicant's responsibilities in the classroom: _____

How was Applicant supervised? _____

School Name, Address, and Telephone number _____

Signature of Principal: _____ Date: _____

Signature of Supervising Teacher: _____ Date: _____

APPROVAL OF CONTENT ADVISOR

I DO I DO NOT APPROVE of the above activity to fulfill the Early Field Experience Requirement.

Signature of Content Advisor: _____ Date: _____



TUBERCULOSIS & RUBELLA CLEARANCE

LAST NAME

FIRST NAME

MI

EMPL ID

TUBERCULOSIS (TB) CLEARANCE	RUBELLA CLEARANCE
SKIN TEST:	VACCINE GIVEN:
DATE:	DATE:
RESULT:	TYPE:
CHEST X-RAY:	TEST FOR ANTIBODIES:
DATE:	DATE:
RESULT:	RESULT
Doctor/Nurse's Signature/Authorized Designee	Doctor/Nurse's Signature/Authorized Designee
Date:	Date:

INSTRUCTIONS

Who should complete this form? You may have your physician or the Cal Poly Health Center (756-1211) complete the information on this form. This form does not need to be completed if copies of your evidence of MMR and TB are provided in place.

What should I submit? You may submit a copy of past medical records or you can submit a photocopy of this health form, which is provided as a convenience only, with your SSCP application packet.

TB requirements: Official evidence indicating freedom from Tuberculosis within the past three years. **Allow time for test results.** TB results take at least 48 hours, and you need to make arrangements to have the test read. Be sure you allow sufficient time to meet the application/ portfolio deadline.

Rubella vaccination: Rubella immunizations are generally valid for a lifetime, but if you received a Rubella booster injection before January 1, 1980, it must be repeated.

Proof to schools. Don't forget! You must provide evidence that you are free from Tuberculosis to the Principal's office of each school in which you student teach

SCHOOL OF EDUCATION STANDARDS OF CONDUCT & PERFORMANCE

The School of Education at California Polytechnic State University-San Luis Obispo adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements provide the core identity, purpose, and values of the School. In support, the faculty has identified six learning outcomes and six dispositions (professional commitments) that reflect the Vision and Mission statements and form the basis for all our credential and graduate programs. Our ultimate goal is for all affiliated with the School to uphold the highest standards as professional educators.

VISION - The School of Education programs support the development of qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

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 models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

SCHOOL OF EDUCATION LEARNING THEMES

- **InformedED - Advancing Disciplinary Knowledge**
InformedED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.
- **EmpowerED - Responding To Diverse Learning Needs**
EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.
- **EngagED - Building Cultural Responsiveness**
EngagED educators support cultural sustainability, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, and social justice.
- **ConnectED - Drawing on Knowledge and Partnerships Across Disciplines and Communities**
ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.
- **GroundED - Demonstrating Professionalism**
GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.
- **TransformED - Encouraging Continuous Growth & Reflection**
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection as an intentional part of a broader commitment to inquiry and improvement.

DISPOSITIONS

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 Cultural and Community Responsibility** – Promotes respect for self, students, families, community, 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 self 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 the way privilege and inequity operate in education at the individual, school, and societal level. 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.

ACKNOWLEDGEMENT

My signature below indicates that I have read and discussed the School of Education's Vision and Mission statements, Learning Themes, and Dispositions, which are part of the School's overall assessment program.

Signature of Candidate: _____ **Date:** _____

INFORMED CONSENT TO PARTICIPATE IN RESEARCH ABOUT THE SCHOOL OF EDUCATION TEACHER CREDENTIAL PROGRAMS

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 be 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, Dr. Megan Guise at [meguisse@calpoly.edu](mailto:meguise@calpoly.edu), or the TQP Office/Sarah Hegg at 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, or Dr. Dean Wendt, Dean of Research at 805-756-1508.

If you agree to continue to voluntarily participate in this research project by allowing the data collected to be used for research purposes, please sign below. Please keep a copy of this form for your reference, and thank you for your participation in this research effort!

- Consent: I allow my information to be included in the**
- research project I do NOT Consent**

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____



TEACHER CANDIDATE EMERGENCY CONTACT INFORMATION

In case of an emergency in which the teacher candidate requires special and/or medical attention, the teacher candidate would like the following person(s) to be contacted immediately in the following order:

First and Last Name	Phone #	Relationship
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First and Last Name	Phone #	Relationship
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First and Last Name	Phone #	Relationship
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Additional Comments/Directions:

Signature of Candidate: _____ **Date:** _____

Printed Name: _____ **EMPL ID:** _____