

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

PROGRAM HANDBOOK



CAL POLY

SCHOOL *of* EDUCATION
COLLEGE OF SCIENCE AND MATHEMATICS

Single Subject Teacher Education Preparation Program (SSTEP)

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

NOTICE

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

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Tom Skelton, Administrative Support Coordinator; tskelton@calpoly.edu; 756-2126

Credential Office

Michelle Walker, Lead Credential Analyst, mtwalker@calpoly.edu; 756-2126

INTRODUCTORY COMMENTS

From the SOE Director and Single Subject Program Coordinator

Dear Teacher Candidate:

We are delighted to have you join the SSTEP 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 SSTEP 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

Nancy Stauch, *Coordinator*
Single 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

OVERVIEW OF THE UNIVERSITY

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

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

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

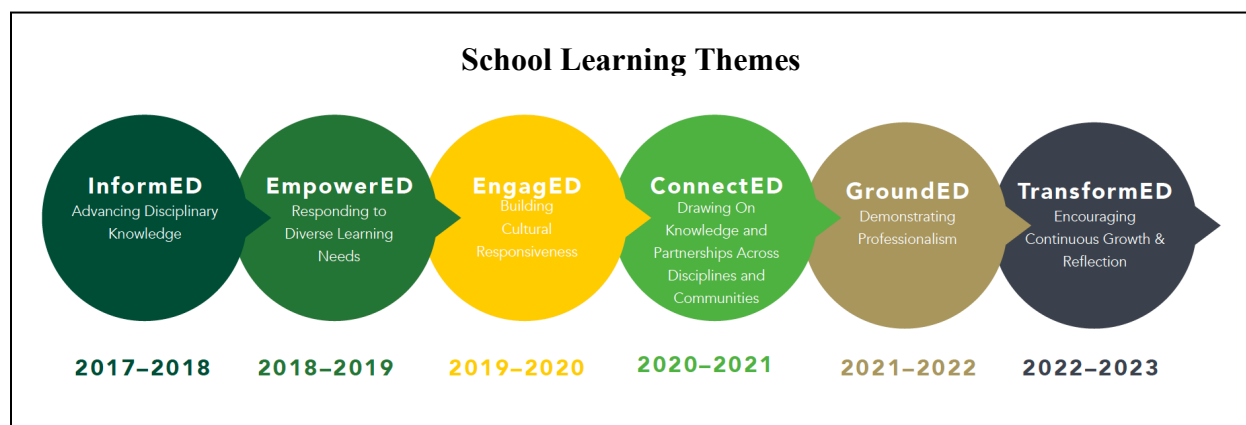
School of Education Mission

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

SSTEP PROGRAM NARRATIVE

The Single Subject Teacher Preparation Program is designed to provide a progression of university- and field-based learning experiences that create opportunities for teacher candidates to develop desired knowledge and skill for teaching, and to integrate foundational theories and principles with research-based practices for teaching at the secondary school level.

Teacher candidates must successfully complete all of the courses shown (which represent a combination of university- and field-based activity). Candidates **MUST** maintain a B Grade Point Average throughout the program.

EARLY START <i>Practicum</i>	FALL QUARTER <i>Practicum</i>	WINTER QUARTER <i>Part-Time Clinical Practice</i>	SPRING QUARTER <i>Full-Time Clinical Practice</i>
EDUC 410: Social, Historical, and Ethical Perspectives on Teaching and Learning (4)	EDUC 460 Clinical Practice I (4)	EDUC 469 SS Clinical Practice II (8) ____ 425 SS Clinical Practice Seminar I (2)	EDUC 479 SS Clinical Practice III (12) ____ 425 SS Clinical Practice Seminar II (2)
	EDUC 412 Access to Learning in a Pluralistic Society (4) EDUC 414 Curriculum and Inquiry in Public Schools (4) EDUC 418 Culturally Responsive Teaching in Diverse Classrooms (3) ____ 424 Methods of Teaching in the Subject Area (4-5)	EDUC 416 Literacy, Language, and Culture in the Content Areas (3) *****edTPA	
4 UNITS	19-20 UNITS	14 UNITS	14 UNITS

(1) Single Subject Program Learning Outcomes

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)

(2) Single Subject Performance Assessments

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.

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

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

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

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

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](#)

SOE 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 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

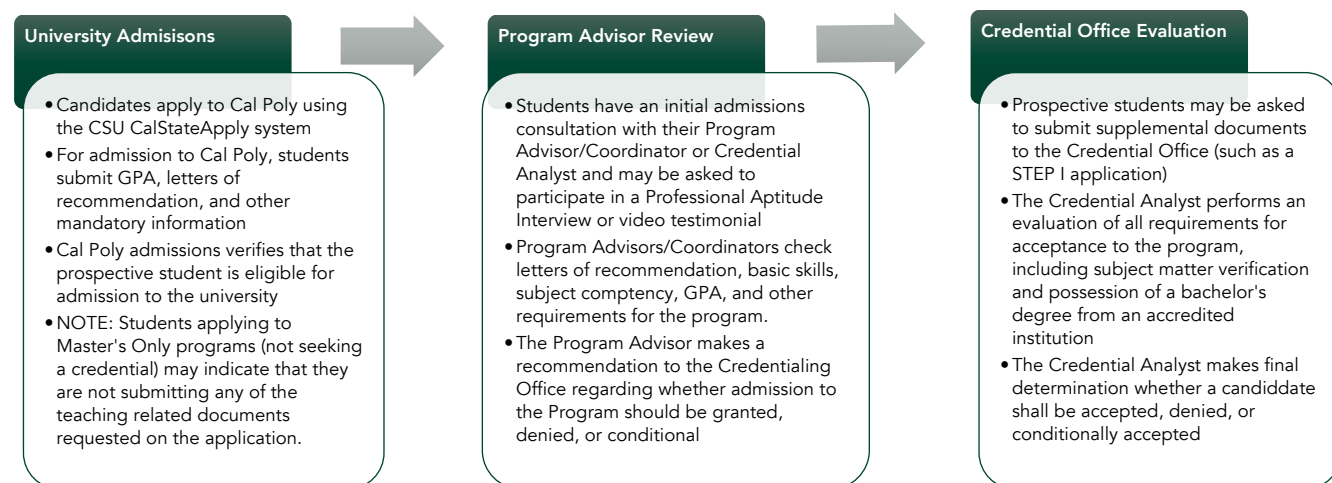
Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. 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

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) Single Subject Program Sequence

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

EARLY START <i>Practicum</i>	FALL QUARTER <i>Practicum</i>	WINTER QUARTER <i>Part-Time Clinical Practice</i>	SPRING QUARTER <i>Full-Time Clinical Practice</i>
EDUC 410: Social, Historical, and Ethical Perspectives on Teaching and Learning (4)	EDUC 460 Clinical Practice I (4)	EDUC 469 SS Clinical Practice II (8) ____ 425 SS Clinical Practice Seminar I (2)	EDUC 479 SS Clinical Practice III (12) ____ 425 SS Clinical Practice Seminar II (2)
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4 UNITS	19-20 UNITS	14 UNITS	14 UNITS

(2) Course Availability & Time To Completion

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.

PARTICIPATION IN SURVEYS & FEEDBACK

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 that 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 (Class Climate) Surveys** – Administered through the Class 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.
- **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.
- **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.
- **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

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

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.

(1) 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.

(2) 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.

(3) 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.

(4) 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.

(5) 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.

(6) Removing a Teacher Candidate from a School of Education Program

The following steps describe the formal process used in the School of Education to address situations in which there are concerns about a student's progress in fulfilling expectations in a program. The end result of following the complete process is the removal of a student from a School of Education Program.

- When a concern is identified regarding a student in a School of Education program (e.g. low GPA, disposition concern, etc.), the coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher/fieldwork mentor, site administrator, or other responsible party.
- Once written notification is received by the program coordinator, s/he will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the coordinator.
- If it is determined to be a valid concern, the coordinator will send a "Letter of Concern" to the student and a copy of the letter will be given to the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential's Office. The letter will include the following:
 - Statement of the concern
 - Actions to be taken to address the concern
 - Timeline for completing actions
 - Possible outcomes
 - Continuance in program
 - Additional action to be taken
 - Dismissal from program
- The student will be invited to submit a written response to the Letter of Concern.
- If requested by the coordinator or student, a meeting will be held to discuss the concern, corresponding actions to be taken and timeline.
- According to the timeline established, a decision will be made by the program coordinator regarding continuance or dismissal. This decision will be put in writing for the student and the Director of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential's Office. The student will be notified that he/she can appeal the decision to the Director of the School of Education.
- If the student submits a written appeal to the Director of the School of Education, the Director of the School of Education will review all written documentation noted in steps 1-6 above. The Director of the School of

Education will schedule a meeting with the student and the coordinator to discuss the issue. The Director of the School of Education may also request to speak with others who have knowledge of the situation.

- Upon reviewing the evidence and speaking with the parties involved, the Director of the School of Education will determine retention or removal. This decision will be given in writing to the student and the coordinator. If the student is a credential candidate, a copy will also be given to the Credential's Office.

STUDENT GRIEVANCE PROCESS

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

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.

(1) Consent to Participate In Grant Research

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, Dr. Megan Guise at meguisse@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.

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

The next section of the handbook describes a key feature of the SSTEP Program referred to as clinical practice. This feature has been bolstered in our credential program and is in part a response to a report by NCATE (National Council for Accreditation of Teacher Education), a national accrediting body for pre-service teacher education, that called for clinically-based teacher preparation programs¹. This language of “clinical practice” is used to signal that the fieldwork in teacher preparation programs is akin to work in hospitals and clinics that is part of the preparation of medical students to be a doctor. In hand with that, the Single Subject Teacher Preparation Program shifted its coursework to even more strongly base teacher candidates’ learning in school classrooms. The intent of these learning experiences is to enable teacher candidates to learn about learning, teaching, and schooling in the context of its actual practice – secondary schools.

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 (THE TEAM)

The SSTEP program approaches clinical practice as a team effort that encompasses the teacher candidate, cooperating teacher, university supervisor, university faculty as well as the school site, SSTEP Coordinator, and SSTEP Placement Coordinator. Each member of the team has a vital role to create the best possible clinical practice experience. The roles and responsibilities of each member are described below.

TEACHER CANDIDATE RESPONSIBILITIES

Below are items for teacher candidates to attend to prior to clinical practice but after they have met **all prerequisite requirements**.

Professionalism:

- **Ascertain the general dress standards** prevailing for teachers in his/her clinical practice situation and conform to these. It is important that teacher candidates be viewed as professionals, and appropriate dress is certainly one contributing factor.
- **Social Media:** It is important that you are aware that your accounts on Facebook, Twitter, or any other social media website are not private. Others can access your accounts. With this in mind, it is vital to consider what you are posting on social media. Your posts can potentially have you removed from your clinical placement, the SSTEP program, and possibly affect your teaching career.

Teaching and Planning:

- **Develop lesson plans and units of instruction** that mesh appropriately with the curriculum of the cooperating teacher and the school district.
- **Prepare and promptly deliver all written plans and reports** as stipulated by cooperating teacher, university supervisor, and other appropriate persons.
- **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. Respect the confidentiality of pupil information by not disclosing personally identifiable information to anyone not directly involved with the pupil or school. If questions occur you may consult with the cooperating teacher, university supervisor and/or the seminar instructor. If necessary, consult with the Single Subject Coordinator and the school-site principal.

Assignments and Assessments:

- **Follow the guidelines** provided to you about the requirements and recommendations for your activity during the quarter in which you are in clinical practice.
- **Professionally receive and act upon constructive feedback** offered by the cooperating teacher and the university supervisor during SSTEP clinical practice observations and assessment.
- Be familiar with and actively involved in the **teacher candidate assessment process**.
- 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.
- **Make known** to SS Placement Coordinator and/or cooperating teacher **special disability needs** you have prior to the time of your placement if special on-site accommodations are required.
- **Use PolyLearn or Lime** to input required assignments and an evaluation of your clinical practice experience.

COOPERATING TEACHER RESPONSIBILITIES

Cooperating teachers must hold a Clear Credential and have a minimum of three years of content area K-12 teaching experience. In addition, the cooperating teacher must have demonstrated exemplary teaching practices as determined by their district and Cal Poly SOE.

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/her secondary students. Their learning must be a top priority at all times.

During the clinical practice, the cooperating teacher, in consultation with the university supervisor, is responsible for providing the teacher candidate with the best possible learning experiences. To accomplish this, the cooperating teacher will have the following major responsibilities as well as others that may be appropriate in specific situations:

- When possible, meet with the teacher candidate prior to the beginning of the clinical practice experience to provide initial orientation to the classroom and the experience. The site principal, or his/her designee, will also provide input during this pre-clinical practice orientation phase.
- 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.
- Develop a week-by-week **and** quarter-long plan with the teacher candidate so that the teacher candidate may correlate his/her planning with the cooperating teacher's long-range plans while meeting all requirements of the clinical practice experience.
- 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:
 - Read lesson plans before lessons are taught and provide written/oral suggestions;
 - Observe lessons being taught and provide written and oral comments on at least a weekly basis, including the period of time in which the teacher candidate takes over major responsibility for planning and teaching;
 - Encourage the use of technology to facilitate student learning as well as communication among members of the clinical practice team;
 - Confer freely and often with the teacher candidate;
 - Work with the university supervisor to help the teacher candidate develop appropriate professional improvement goals
- Inform the university supervisor when the teacher candidate encounters serious problems as soon as such problems are identified.
- Meet with university supervisors as requested.
- Help the teacher candidate carry out specific teacher responsibilities.
- Gradually and patiently turn over instructional responsibilities to the teacher candidate.
- Continue to model new types of lessons for the teacher candidate **throughout the quarter**.
- Use Lime to provide feedback on the university supervisor and program.

SCHOOL DISTRICT AND SCHOOL SITE RESPONSIBILITIES

The districts and the school sites are responsible for providing a supportive environment for the teacher candidate. Examples of district/site responsibilities are outlined below, and several are contingent upon students being placed in a timely way:

- 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.
- The teacher candidate will meet with the site principal or designee prior to beginning the clinical practice assignment. The principal or designee will provide specific information related to school rules, discipline policies, curriculum, school map, district map, location of support personnel, materials, and will provide a general

introduction to the school.

- The site principal or designee will provide information related to district policies, salary schedules, professional associations operating within the school district, 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 university supervisor.
- The school district and the Single Subject Placement Coordinator will strive to make the selection of cooperating teachers and placement of teacher candidates in a timely fashion.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

The university supervisor is a key member of the supervisory team, with responsibilities that are similar, but also somewhat different, from those of the cooperating teacher. The university supervisor is the primary evaluator. In consultation with the cooperating teacher, it is the university supervisor who determines the grade that the teacher candidate receives. Selected important responsibilities for the university supervisor follow:

- Plays a coordinating and informing role during the orientation sessions provided for his/her teacher candidates and cooperating teachers.
- Handles requests for absence from clinical practicum not due to illness and approves decisions regarding make-up work. Helps the teacher candidate and cooperating teacher develop a plan for make-up work.
- Works collaboratively with the cooperating teacher to orient the teacher candidate to the supervision evaluation cycle employed during Clinical Practice I, II, and III.
- Cooperatively supervises the teacher candidate with the cooperating teacher. The cooperating teacher will, as the day-to-day on-site teacher educator, carry the major responsibility for classroom guidance, observation, and supervision of the teacher candidate.
- Visits, observes, conducts instructional conferences, and cooperatively supervises the teacher candidate. This includes a minimum of eight observations and the Induction Transition Plan.
- Reviews with the teacher candidate the criteria used to evaluate performance and the evaluation process outlined in this handbook.
- Uses Lime to submit summative evaluation for the teacher candidate.
- Submits grades by the grading deadline via procedures defined by Academic Records; the SOE Credential Office will also have this information.
- Attends staff development meetings scheduled for the team of university supervisors.
- Completes a feedback form for each cooperating teacher working with assigned teacher candidates.

CO-TEACHING

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.

SSTEP CLINICAL PRACTICE STRUCTURE & COURSEWORK

Teacher candidates participate in a yearlong clinical practice at one school site (middle or high school) in their discipline. The clinical practice includes 4 different phases (see below) with involvement in the classroom increasing as involvement in Cal Poly coursework decreases.

CPI - Early Start (Start of School Year – Week Before Start of Fall Quarter)

- At school site Monday-Friday half day
 - Primarily observing and assisting
- Attend August co-teaching workshop
- Enrolled in EDUC 410
- University supervisor visits pair once to check in and support co-teaching (focus is on building a collaborative relationship and determining a leadership transition plan) and completes practicum check-in report

CPI - Practicum (Start of Fall Quarter – School's Winter Break)

- At school site all day Tuesday/Thursday
 - Assisting and team teaching – not responsible for planning or grading
- Enrolled in EDUC 412, 414, 418, & methods
- University supervisor observes 4 times and submits data to Cal Poly

CPII - Part-Time Clinical Practice (January – Cal Poly's Spring Break)

- At school site half days (two classes and one planning period) Monday – Friday
 - Responsible for co-planning, co-instructing, and co-assessing
- Plan and teach edTPA learning segment
- Enrolled in EDUC 416 & seminar
- University supervisor observes 4 times and submits data to Cal Poly
- University supervisor facilitates goal-setting discussion and initial draft of Induction Transition Plan

CPIII - Full-Time Clinical Practice (April – End of School Year)

- At school site all day every day
 - Not necessarily lead teaching every period but involved in every period
 - Co-planning, co-instructing, & co-assessing still occurring with intentional solo time built in
- Submit edTPA during this quarter
- Enrolled in seminar
- University supervisor observes 4 times and submits data to Cal Poly
- University supervisor facilitates discussion and completion of Induction Transition Plan. Final version submitted to Cal Poly.

(1) Clinical Practice I – Early Start & Practicum

Clinical Practice I includes two phases:

- **Phase 1: Early Start Practicum:** TCs in secondary schools 5 half days per week (Monday – Friday) from the start of the district's school year until a week before fall quarter
- **Phase 2: Fall Quarter Clinical Practice I:** TCs in secondary schools 2 full days per week (Tuesdays/Thursdays) from the start of fall quarter until the school district's winter break.

First quarter TCs have **embedded assessments** (see below) to complete for their Cal Poly courses based on their work in classrooms during this term (EDUC 412, 414, 418, & 424).

RESPONSIBILITIES OF THE TEACHER CANDIDATES DURING CLINICAL PRACTICE I

Observing/Assisting/Tutoring/Co-Teaching

Activities for TCs from **August – December** can include the following: (a) assisting the classroom teacher with small tasks such as monitoring participation and student work, distributing and collecting papers, etc.; (b) meeting with

individual or small groups of students for the purposes of tutoring and assisting with classroom work and homework; (c) observing with a focus on a particular skill (e.g., formative assessments, facilitating group work, questioning, classroom management, etc.); and/or (d) team teaching a lesson but not planning the lesson.

Meetings with School Personnel

In order to familiarize 1st quarter TCs with their school site, teacher candidates are asked to schedule a time to meet with key personnel. Meetings with key personnel will include the following:

- Special needs instructor/resource person
- English Language Development/English Language Learner support teacher
- School counselor
- Administrator

Embedded Assessments

Fall quarter TCs will complete the following embedded assessments for their Cal Poly coursework:

- Classroom Management Plan (EDUC 412: Access to Learning in a Pluralistic Society)
- Assessment Analysis (EDUC 414: Curriculum and Inquiry in Public Schools)
- Differentiated Lesson Plan & Resource Binder (EDUC 418: Culturally Responsive Teaching in Diverse Classrooms)
- Unit Plan (424: Methods of Teaching)

(2) Clinical Practice II (EDUC 469) & III (EDUC 479)

Clinical Practice II & III are the fieldwork components associated with the second and third quarters of the program. Below is a brief description of each phase of the clinical practice and the expectations for teacher candidates. Additional information will be provided at co-teaching workshops and on the co-teaching website.

RESPONSIBILITIES OF THE TEACHER CANDIDATE

Lesson Plan Expectations

- The teacher candidate is required to prepare a written lesson plan for each lesson taught. See lesson plan template later in this handbook.
- The teacher candidate is responsible for submitting lesson plans to the cooperating teacher by a mutually agreed upon deadline each week.
- Copies of all lesson plans should be available to the university supervisor for review. When observed by the university supervisor, the lesson plan should be emailed to the supervisor 24-hours in advance of the observation.

Reflection Expectations

- The teacher candidate is required to reflect in writing and share these reflections with the university supervisor. These reflections will also be submitted to the School of Education through a link on Lime.

Teaching Responsibilities

- During **part-time clinical practice**, the teacher candidate is **responsible for co-teaching 2 periods a day and meeting with the cooperating teacher during 1 planning period**.
- During **full-time clinical practice**, the teacher candidate will be responsible for co-teaching; however, the teacher candidate is not required to co-teach all periods unless this is what all parties involved decide. The teacher candidate is at the school site all day every day and is expected to attend faculty meetings, professional development days, etc.

Attendance

- **Part-time clinical practice** will begin the **first day back from the district's winter break** and continue until **the district's spring break**.
- **Full-time clinical practice** will begin **the first day back from the district's spring break** and will continue until **the end of the district's school year**.

- The teacher candidate is responsible for making arrangements with the cooperating teacher and appropriate school personnel regarding procedures for calling in sick. The teacher candidate is allowed **6 absences total**, but it is recommended that none be taken. They are for extreme emergencies. Absences will also be reported via the weekly reflection form.
 - If the absences exceed the 6 allotted absences (3 per quarter), contact the SSTEP Coordinator. Absences beyond the 6 days will likely require extra clinical practice, the exact amount to be determined by the SSTEP Coordinator in consultation with the university supervisor and cooperating teacher. Excessive absences (over 6 days) may result in repeating the clinical practice or receiving a "no credit" grade for the course.
- The school district holidays will be observed during the clinical practice, not Cal Poly holidays.

Substitute Teaching

- **Part-Time Clinical Practice:** Candidates may serve as a substitute for their cooperating teacher for a maximum of **5 days**.
- **Full-Time Clinical Practice:** Candidates may serve as a substitute for their cooperating teacher for a maximum of **10 days**.
- Substitute teaching days will be reported via the weekly reflection form.

RESPONSIBILITIES OF THE COOPERATING TEACHER

- The cooperating teacher will orient the teacher candidate to the school and classroom.
- The cooperating teacher will phase the teacher candidate into co-planning, co-teaching, and co-assessing.
- The cooperating teacher will provide feedback on the teacher candidate's lesson plans and materials.
- The cooperating teacher will observe the teacher candidate and conference regularly and frequently with the teacher candidate.

RESPONSIBILITIES OF THE UNIVERSITY SUPERVISOR

- The university supervisor will observe the teacher candidate **8 times** during the clinical practice. The teacher candidate and university supervisor will agree upon a class in which the university supervisor can observe the teacher candidate.
- The university supervisor will observe and complete the SOE Observation Tool (found in this handbook).
- The university supervisor, teacher candidate, and cooperating teacher will conference, if possible, after the teacher candidate's lesson.
- The university supervisor will provide the teacher candidate, cooperating teacher, building principal, and content-specific advisor with an electronic copy of the written observation.

SEQUENCE OF STUDENT TEACHER RESPONSIBILITIES

- The cooperating teacher and university supervisor are expected to lead the teacher candidate through a step-by-step process of assuming responsibility. The rate and time over which a teacher candidate is given increased responsibility is based on the comfort and confidence of the teacher candidate, cooperating teacher, and university supervisor.
- The teacher candidate must have an opportunity for observations before assuming co-teaching.
- The modeling of lessons by the cooperating teacher, co-planning, co-teaching, and co-assessing are highly encouraged.
- The teacher candidate is expected to eventually be responsible for lead teaching. However, it is not required that the teacher candidate be the lead teacher for every class. Based on the needs of the teacher candidate, cooperating teacher, and students, team teaching or other alternatives may be appropriate for some of the classes taught.

INDUCTION TRANSITION PLAN

- At the completion of the clinical experience, the teacher candidate, cooperating teacher, and university supervisor collaboratively complete the Induction Transition Plan. Completed transition plans will be emailed to

the candidate and cooperating teacher and uploaded to Lime. Candidates will keep a copy of this plan for use within their own induction program once employed.

- A draft of the induction plan can be started around the conclusion of the part-time clinical experience and revisited during full-time.
- At the end of the clinical experience, the cooperating teacher will also complete a self-evaluation and program evaluation via survey links emailed by the Assessment Coordinator. The teacher candidate will also complete an evaluation of his/her university supervisor.
- The clinical experience is graded credit/no credit (CR/NC).

KEYS TO SUCCESS IN CLINICAL PRACTICE

Teacher candidates should maximize communication with the cooperating teacher, university supervisor, and your instructors on campus. Clinical practice provides the richest opportunities for learning to teach, and maintaining an open line of communication is necessary to fully realize these opportunities. If the teacher candidate is unsure about a situation, s/he should talk openly with his/her support team. If the situation is “complicated,” the SS Program Coordinator can be involved as well.

Cooperating teachers are looking for a **commitment** to teaching. When possible, arriving early, leaving later, finishing an assignment, and not clock-watching are behaviors that let those who have a responsibility to evaluate you know that you are committed to becoming a teacher. Part of being professional stems from your ability to be conscientious and sensitive in your dealings with students, school staff, cooperating teachers, parents, and Cal Poly faculty and staff. So, do not disclose confidential or personal information about your students, university supervisor, cooperating teacher, or other education professionals to others outside of those who “need to know.”

Your success in your teacher credential program often depends on your **attitude** and **performance** more than any other factors. The students will look to you as a model and take cues from you by the way you talk, act, and dress. It is also important to remember these “keys to success”:

- a. There are many ways to teach, so keep an open mind, and you will learn much.
- b. Try to understand people for who they are and what they are trying to do.
- c. Try to generate energy and vitality in the people around you with your enthusiasm.
- d. From the beginning, try to be the “teacher” you’ve always wanted to be.
- e. Smile often – it can change the day and open doors for you.
- f. Make the most of every experience; each one is a chance to learn and ask questions.
- g. Show concern in everything you do.
- h. Be someone who can be counted on.

Also remember that being negative, grouchy, and angry may generate the same in the children and adults around you. When things seem bad, complaining tends to make them sound worse. With the right attitude and support, most challenging situations can be improved.

SSTEP TEACHER CANDIDATE ASSESSMENT

Assessments for teacher candidates in the SSTEP Program are intended to ensure that teacher candidates have the knowledge, skills, and dispositions needed to successfully begin their career as teachers. Every teacher candidate is formally evaluated using two assessments that occur across the program: a **TPE Assessment** and a standardized **Teaching Performance Assessment**. These assessments are particularly used in monitoring teacher candidate progress through the clinical practice components of the program.

- The *TPE Assessment* is based upon teaching performance expectations (TPEs) that have been defined by the state of California and capture basic elements of teaching practice that must be demonstrated in order to become a credentialed teacher. There are four levels of performance that are defined with respect to expectations for a

beginning teacher (i.e., higher levels than defined could be exhibited by expert teachers). Due to its focus on teaching practice, it is used in the two terms of clinical practice that provide the greatest amount of teaching opportunity for teacher candidates: Clinical Practice II and Clinical Practice III.

- The standardized *Teaching Performance Assessment* (TPA) has a component that occurs in each clinical practice term. The largest TPA component is a *teaching event* that consists of planning, instruction, and assessment, and this is accomplished using an external system known as edTPA run by Pearson Education. This will be completed during Professional Quarter II.

More information about each assessment occurs on the following pages.

(1) California Assessment Requirements

Effective July 1, 2008, California SB 2042 and SB 1209 mandated the implementation of a Teaching Performance Assessment (TPA) for teacher candidates entering professional teacher preparation programs. The TPA measures a teacher candidate's knowledge, skills, and ability in relation to California's six Teaching Performance Expectations (TPEs), listed below. California has adopted edTPA as the primary TPA system. ***All TPAs must be successfully completed for a teacher candidate to earn a California Preliminary Single Subject Teaching Credential.***

California Teaching Performance Expectations (TPEs)

Adopted, June 2016

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

For more detailed information on the TPEs: <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

(2) Assessment of Teaching Performance Expectations (TPEs)

California has defined teaching performance expectations that describe the set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. There are thirteen specific expectations that are divided into six domains representing key aspects of teaching: a) making subject matter comprehensible to students, b) assessing student learning, c) engaging and supporting students in learning, d) planning instruction and designing learning experiences for students, e) creating and maintaining effective environments for student learning, and f) developing as a professional educator.

The SSTEP Program **TPE Assessment Tool** contains a set of rubrics that indicate a developmental continuum in the learning to teach process, relative to each of the 6 Teaching Performance Expectations defined by the state of California. This assessment has a four-level rating scale in relation to expectations for a ***well-started beginning teacher***:

1. **Emergent (Level 1):** A level of development in which the teacher candidate continuously relies on day-to-day assistance from the cooperating teacher for support, guidance, and survival. A teacher candidate functioning at this level may not be able to effectively provide leadership in the classroom, and if the teacher

candidate does not improve, may result in receiving a “no credit” grade for a clinical practice course.

2. **Basic (Level 2):** A level of development in which the teacher candidate still relies on the cooperating teacher for support but shows evidence of becoming more self-directed and shows evidence of internalizing feedback regarding instructional and classroom management decisions.
3. **Proficient (Level 3):** A level of development in which the teacher candidate is able to teach independently, and shows evidence of consistently applying knowledge about teaching and learning in decision-making during his/her planning, instruction, assessment, and reflection.
4. **Advanced (Level 4):** A level of development in which the teacher candidate is able to easily teach independently, and shows evidence of consistently applying knowledge about teaching and learning insightfully and at high levels in decision-making during his/her planning, instruction, assessment, and reflection.

The TPE Assessment Tool is used both formatively and summatively in CP II and CP III.

Rating a Teacher Candidate

In rating the teacher candidate on each TPE, the evaluator selects the appropriate category, which ranges from 1 to 4. The rubrics for supporting emergent bilinguals and students with disabilities include “not applicable” to account for teacher candidates in classrooms that do not contain students who are emergent bilinguals or in special education.

Failure to achieve consistently acceptable ratings may result in a “no credit” grade for the course, or even removal from the clinical practice assignment.

(3) SOE Observation Rubric & Assessment Tool

SSTEP Teacher Candidate OBSERVATION TOOL and Feedback Form

Teacher Candidate:	University Supervisor:	Date:
Cooperating Teacher:	Grade Level:	Observation #:
School:	Discipline:	

1 = Did not Demonstrate 2 = Partially Demonstrated 3 = Demonstrated 4 = Demonstrated with Distinction

A. PLANNING AND PREPARATION	Rating	Evidence
A1. Knowledge of Students - TC acquires knowledge of how all Ss learn – ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans lesson accordingly; TC understands that Ss learn through developmentally-appropriate & active engagement. <i>TPE 1, UDL</i>	1 2 3 4	
A2. Setting Instructional Outcomes - Most outcomes represent high expectations/rigor & are clear, measurable, aligned w/ standards, & suitable for most Ss. <i>TPE 3, 4, UDL</i>	1 2 3 4	
A3. Designing Coherent Instruction - Most learning activities align with learning outcomes & follow an organized progression; Ss engage in cognitive activities with evidence of UDL; groupings & time allocations appropriate. <i>TPE 1, 3, 4, UDL</i>	1 2 3 4	

A4. Designing Student Assessment - Assessments match instructional outcomes; clear criteria provided & appropriately designed assessments implemented. TPE 5	1 2 3 4	
A5. Supporting Emergent Bilinguals - ELD standards align w/ & support lesson outcomes, assessments, & instructional activities; whole-class scaffolds support academic language production & content engagement. TPE 1	1 2 3 4	N/A
A6. Supporting Students w/ Disabilities – Evidence-based instructional methods included that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations & modifications & provide access to grade-aligned instruction. TPE 1	1 2 3 4	N/A
B. CLASSROOM ENVIRONMENT	Rating	Evidence
B1. Creating an Environment of Respect & Rapport - Interactions (TC:Ss & Ss:Ss) friendly & respectful; appropriate for all ages, cultures, developmental levels; & provide opportunity for some intellectual risk taking. TPE 2	1 2 3 4	
B2. Managing Classroom Procedures - Little loss of instructional time due to effective routines & procedures; effective TC management of transitions and materials; Ss need minimal guidance/prompting to follow established routines. TPE 2	1 2 3 4	
B3. Managing Student Behavior - Standards of conduct established w/ consistent implementation & effective monitoring of S behavior; response to misbehavior consistent and respectful. TPE 2	1 2 3 4	
C. INSTRUCTION	Rating	Evidence
C1. Communicating With Students - TC communicates clear instructional purpose, directions/procedures, & accurately represents content; appropriate teacher modeling & use of academic language. TPE 1, 3, UDL	1 2 3 4	
C2. Using Questioning and Discussion Techniques - Some questions promote S thinking & TC consistently challenges Ss to explain their thinking; Ss formulate questions & most Ss engaged/involved in discussions. TPE 5	1 2 3 4	
C3. Engaging Students in Learning - Tasks & materials fully aligned with outcomes; TC challenges S thinking with an opportunity for Ss to demonstrate	1 2 3 4	

thinking; recognizable & suitable structure (e.g., groupings & pacing); multiple options for engagement. TPE 1, UDL		
C4. Using Assessment in Instruction - Ss aware of assessment criteria & some engage in self-assessment; TC monitors learning of the whole class & small groups & feedback to Ss is accurate & specific; multiple means of expression provided. TPE 5, UDL	1 2 3 4	
C5. Supporting Emergent Bilinguals - Multiple opportunities for EBs to use academic language or demonstrate understanding orally or in writing; some attempt to draw on home language, culture, and/or prior knowledge; TC implements some whole class language supports to engage EBs. TPE 1	1 2 3 4	N/A
C6. Supporting Students w/ Disabilities - Use of evidence-based instructional methods that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations/modifications and provide access to grade-aligned instruction. TPE 1	1 2 3 4	N/A
D. PROFESSIONAL RESPONSIBILITIES - REFLECTION	Rating	Evidence
D1. Reflecting on Teaching - TC accurately assesses the effectiveness of lesson & identifies specific ways to improve the lesson. TPE 6	1 2 3 4	
D2. Professionalism - TC demonstrates professionalism through appropriate dress, confidence, & actively serving all Ss to ensure S success. TPE 6	1 2 3 4	

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

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"> Outcomes represent low expectations/lack of rigor All outcomes are unclear Outcomes are not measurable Outcomes are poorly aligned with content standards All outcomes are not suitable for most Ss 	<ul style="list-style-type: none"> Outcomes represent moderate expectations/rigor Some outcomes are unclear Some outcomes are not measurable Outcomes are somewhat aligned with content standards Some outcomes are suitable for most Ss 	<ul style="list-style-type: none"> Most outcomes represent high expectations/rigor Most outcomes are clear Most outcomes are measurable Most outcomes are aligned with content standards Most outcomes are suitable for most Ss 	<ul style="list-style-type: none"> All outcomes represent high expectations/rigor All outcomes are clear All outcomes are measurable All outcomes are aligned with content standards All outcomes are suitable for Ss with differentiation/flexibility for individual Ss

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

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

A4. DESIGNING STUDENT ASSESSMENT *TPE 5*

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

A5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Missing or inappropriate ELD Standards Missing or inappropriate EB scaffolding & support 	<ul style="list-style-type: none"> ELD standards not aligned with learning outcomes, assessments, AND/OR instructional activities General scaffolds that do not adequately support EB language production AND/OR content engagement 	<ul style="list-style-type: none"> ELD standards aligned with & support learning outcomes, assessments, & instructional activities Whole-class scaffolds that adequately support EBs' academic language production & content engagement 	<ul style="list-style-type: none"> ELD standards aligned with & support learning outcomes, assessments, & instructional activities AND meet specific needs of individual ELs/EBs Targeted scaffolds that support individual EBs' academic language production & content engagement, building on prior knowledge AND/OR language proficiency

A6. SUPPORTING STUDENTS with DISABILITIES *TPE 1*

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

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 & Ss:Ss) are mostly negative. Interactions may:</p> <ul style="list-style-type: none"> Be inappropriate or insensitive to Ss' ages, culture, AND/OR developmental levels Lack of warmth in the classroom OR Includes sarcasm/put-downs AND/OR TC may ignore put downs No evidence of intellectual risk taking 	<p>Interactions (TC:Ss & Ss:Ss) are generally appropriate with occasional inconsistencies. Interactions may:</p> <ul style="list-style-type: none"> Show TC's disregard for Ss' ages, culture, AND/OR developmental levels Create a neutral classroom environment (neither warm nor disrespectful) Few students take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are friendly & respectful. Interactions are:</p> <ul style="list-style-type: none"> Appropriate for all ages, cultures, AND developmental levels Polite, respectful Some Ss take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are highly respectful. Interactions are:</p> <ul style="list-style-type: none"> Sensitive to Ss as individuals Create classroom with genuine warmth and care; high-level of respect Many Ss comfortable taking intellectual risks

B2. MANAGING CLASSROOM PROCEDURES *TPE 2*

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

B3. MANAGING STUDENT BEHAVIOR *TPE 2*

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

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"> Ss unaware of assessment criteria Little or no monitoring of student learning <ul style="list-style-type: none"> Questions show little alignment with learning outcomes and/or content standards No self-assessment Feedback to Ss is absent OR of poor quality One means of expression provided 	<ul style="list-style-type: none"> Ss partially aware of assessment criteria Monitoring of student learning for the class as a whole <ul style="list-style-type: none"> Questions show alignment with learning outcomes and/or content standards Few Ss engage in self-assessment Feedback to Ss is general and provided to the whole class Some options for means of expression provided 	<ul style="list-style-type: none"> Ss aware of assessment criteria Monitoring student learning for the class as a whole AND small groups <ul style="list-style-type: none"> Questions show alignment with learning outcomes and content standards Ss' responses inform TC's next steps Some Ss engage in self-assessment Feedback to Ss is accurate & specific, provided to the whole class & small groups Multiple means of expression provided 	<ul style="list-style-type: none"> Ss aware of & have contributed to assessment criteria Ss monitor own learning All Ss self-assess their learning Feedback to Ss from both TC & Ss is accurate & specific, provided to whole class, small groups, AND individuals Ss involved in creating assessment options

C5. SUPPORTING EMERGENT BILINGUALS *TPE 1*

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

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"> Does not use instructional methods to address the individualized needs of Ss with disabilities Does not provide individualized supports (including accommodations and modifications as indicated on Ss' IEPs and 504 plans) No opportunity for Ss with disabilities to actively participate in grade-level and standards-based content 	<ul style="list-style-type: none"> Instructional methods do not consistently address the individualized needs of Ss with disabilities General accommodations or modifications provided but no individualized supports provided, as indicated on Ss' IEPs and 504 plans Ss with disabilities have inconsistent access to grade-level and standards-based content throughout instruction 	<ul style="list-style-type: none"> Instructional methods include use of assistive technology as needed to support the individualized needs of Ss with disabilities Instruction includes accommodations and modifications as indicated on Ss' IEPs and 504 plans Ss with disabilities access grade-level and standards-based instruction 	<ul style="list-style-type: none"> Ss with disabilities manage many of their own scaffolds and supports, including assistive technology as needed Ss have consistent access to individualized 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 Ss with disabilities demonstrate ability to transfer grade-level & standards-based content across contexts

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

C2. USING QUESTIONING *TPE 5*

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

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"> Tasks & materials poorly aligned with learning outcomes and/or content standards Rote responses Lesson lacks structure (e.g., groupings unsuitable, poor pacing – too slow or too rushed) One pathway to learning 	<ul style="list-style-type: none"> Tasks & materials partially aligned with learning outcomes and/or content standards Minimal S thinking required & little opportunity to demonstrate thinking Lesson has recognizable structure (e.g., groupings moderately suitable, pacing may be too slow or too rushed) Some options for engagement 	<ul style="list-style-type: none"> Tasks & materials aligned with learning outcomes and content standards Challenges S thinking (with scaffolds/support) & an opportunity for Ss to demonstrate thinking Lesson has recognizable & suitable structure (e.g., groupings suitable to activities, appropriate pacing) Multiple options for engagement 	<ul style="list-style-type: none"> Tasks & materials aligned with learning outcomes and content standards Well-designed & scaffolded tasks & materials encourage complex thinking w/ evidence of S initiation of inquiry Lesson has clearly defined structure that enhances student learning (e.g., pacing that promotes S reflection) Options for engagement that Ss initiate

D. PROFESSIONAL RESPONSIBILITIES - REFLECTION

D1. REFLECTING on TEACHING *TPE 6*

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

D2. PROFESSIONALISM *TPE 6*

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

(4) Clinical Practice Disposition Evaluation

Teacher Candidate:		Evaluator:		Date:
Phase of Program	CPI (practicum)	CPII (part-time co-teaching)	CPIII (full-time co-teaching)	

A. Attendance, Punctuality, Professionalism <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	B. Work Habits <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	C. Work Quality (thought out and prepared) <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	D. "Withitness" (awareness of what is going on in all parts of the classroom at all times) <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:
E. Creating positive relationships with students. <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	F. Assessment of Students (formative, summative) <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	G. Collaboration Skills (within the entire school community) <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	H. Response to Critical Feedback <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:
I. Reflective Practitioner <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	J. Intellectual Independence (do they need excessive guidance) <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	K. Promoting Social Justice, Equity and Fairness <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:	L. Self-Confidence <ul style="list-style-type: none"> • commendable • well started beginner • growth needed Comments:

(5) Observation Protocol

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)

(6) Lesson Plan Template

Each discipline may provide a specific lesson plan template

Candidate Name:	School:	
Grade Level:	# of Ss:	
<u>Lesson CONTEXT</u>		
Topic: Participation Structure: Timeframe:		
<u>Lesson CONTENT</u>		
Rationale:		
Content Standard(s):		
Content Objective(s):		
Subject Matter Assessment:		
Informal-		
Formal-		
Academic Language Demands:		
Academic Vocabulary-		
Subject Matter Vocabulary-		
Function-		
Related Discourse (forms)-		
Language Supports-		
English Language Development Standard(s):		
English Language Development Objective:		
English Language Development Assessment:		
<u>Supporting Students</u>		
UDL Multiple Means of Representation: (How are you going to present your content to meet the needs of all students?)	UDL Multiple Means of Expression: (How do students demonstrate what they have learned?)	UDL Multiple Means of Engagement: (How are you going to engage and motivate your students?)
Differentiation <i>(student specific strategies for Individual needs that the UDL design doesn't address):</i>		
<u>Lesson REFLECTION</u>		
What worked? What didn't work? What did you learn about your students? What did you learn about yourself as a teacher? How will your assessments drive future instruction?		

(7) Induction Transition and Support Plans

Induction Transition Plan

Candidate Name: _____ Date: _____

Credential Type: _____

The information below is intended to help you transition from a pre-service credential program to an in-service induction program. Though not an exhaustive list, possible categories to consider for strengths and areas for growth include: *planning & preparation, classroom environment, instruction, assessment, reflection, professional responsibilities, and professional dispositions.*

Identified Strength	Evidence Supporting Strength	Associated TPE(s)*

Identified Area for Growth	Evidence Supporting Area for Growth	Associated TPE(s)*

Teacher Candidate: _____

University Supervisor _____

Cooperating Teacher: _____

Induction Support Plan

Once hired, discuss the previously identified areas of growth with your induction mentor. Using that information along with input from your site administrator regarding school/district goals, collaboratively determine specific practices, skills, areas of knowledge and/or dispositions for which you would like support during the year.

Area for Growth Specific practice, skill and/or professional knowledge/disposition to develop	Description of plan to improve or implement practice/skill/knowledge/disposition	Supports/Resources needed

Beginning Teacher: _____
Induction Mentor: _____ Date: _____

Reflection

At the middle and end of the year, reflect on your support plan. What growth or change have you seen in identified areas? What do you believe contributed to these changes? If you did not see growth or change, why do you believe that is the case?

(8) Learning Modules

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

(9) Grades in Clinical Practice Courses

Clinical practice fieldwork courses (EDUC 460, 469, 479) involve evaluation using specific assessments determined by the program, and these will provide the basis for specific feedback on a teacher candidate's progress. Teacher candidates receive a grade of credit (CR) or no credit (NC) in these courses, with "credit" indicating satisfactory completion of the required work and satisfactory progress in development as a teacher for that term. Grades of "credit" are required in order to progress from one term of clinical practice to the next. To be eligible for recommendation for a Preliminary Single Subject Credential, teacher candidates must receive a grade of "credit" in EDUC 479 (Clinical Practice III) and ____425 (Clinical Practice Seminar III).

On occasion, a candidate may struggle to be successful and may not be making sufficient progress to complete the expected amount of take-over of instruction in a classroom.

If agreed upon by the university supervisor, cooperating teacher, and SSTEP Coordinator, a grade of "incomplete" can be given and a teacher candidate can be allowed to repeat the term. University policy regarding incompletes will be followed in these cases.

In cases when a teacher candidate is not able to be successful in the expected fieldwork and further options are not deemed appropriate, a grade of "No Credit" may be given. The following steps will occur:

1. No later than one week prior to the final conference, the university supervisor will notify the teacher candidate that s/he will receive a grade of "no credit."
2. At this same time, the university supervisor will provide the SSTEP Coordinator with documentation of the circumstances that resulted in the grade of "no credit."
3. The university supervisor will also submit to the SSTEP Coordinator a written recommendation concerning the teacher candidate's continuation in the SSTEP program. This recommendation should specify one of the following options for the teacher candidate:
 - a. Repeat the clinical practice experience in the quarter immediately following the quarter in which the "no credit" was earned;
 - b. Engage in corrective learning experiences prior to reentry into clinical practice -- these experiences and the quarter of reentry are to be agreed upon by the university supervisor and the Single Subject Program Coordinator and put in writing;
 - c. Have him/her removed from the program.
4. If the university supervisor recommends reentry and the SSTEP Coordinator concurs, the recommendation will be forwarded to the School of Education Director. If the Director agrees, the teacher candidate will be reassigned in accordance with the recommendation for a decision. If not, the process is spelled out in the *School of Education Policy on Removal of a Student*.
5. If the university supervisor recommends reentry and the SSTEP Coordinator does not concur, the matter will be referred to the Single Subject Credential Committee, which will make a recommendation to the School of Education Director via the SSTEP Coordinator. The Director will then determine whether the teacher candidate should be reassigned or removed from the program.
6. If the university supervisor recommends that the teacher candidate be removed from the program, the *School of Education Policy on Removal of a Student* will be followed.

NOTE: All recommendations endorsed or denied by the SSTEP Coordinator or SOE Director will be forwarded to the SOE Credential Office for placement in the teacher candidate's file.

CLINICAL PRACTICE PLACEMENTS

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

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

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 Program Coordinator.

WITHDRAWAL FROM CLINICAL PRACTICE

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.