

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

CANDIDATE HANDBOOK



CAL POLY

SCHOOL *of* EDUCATION

**Multiple Subject Teacher Education Preparation (MSTEP)
and
Single Subject Teacher Education Preparation (SSTEP)**

Updated July 2025

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

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INTRODUCTORY COMMENTS

From the SOE Director

Dear Teacher Candidate,

We are delighted to have you join our teacher education preparation programs. This program handbook, along with the general policies handbook, and clinical practice handbook are intended to guide you and provide critical information that will assist you in navigating your 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. Megan Guise, Director
Cal Poly School of Education

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I. SOE 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, all programs in the SOE **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. Cal Poly adheres to the [12 General Preconditions](#) that 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 (1). The SOE reports on Preconditions twice during its seven-year Accreditation cycle. The most recent report was submitted in March of 2023.
- **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. The most recent report was submitted in February of 2019; the next reports will be submitted in February 2028.
- **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. The most recent reports were submitted to the CTC in October of 2018; the next reports will be submitted in October 2027.
- **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.

II. PROGRAM COMPLETION & CREDENTIAL APPLICATION

Upon completion of the program, candidates are eligible to apply for a recommendation for a preliminary credential. Once candidates apply for a recommendation, the credential analysts perform a final check of all requirements and update the credential office evaluation documentation for each candidate.

III. 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 on the [CTC's TPA site](#).

To meet the performance assessment requirement, Cal Poly's preliminary credential preparation 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](#).

Support & Guidance: Support to prepare for the edTPA is embedded throughout coursework in all of the preliminary credential preparation 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 Cooperating Teacher 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.***

edTPA Structure & Support	Multiple Subject Program	Single Subject Program
Required Examination	Elementary Education: Literacy(Task 1-3) with Mathematics Task 4	Secondary Education: Tasks 1-3 for appropriate credential subject area
Faculty and Coursework Support	Prof. Jesse Sanford EDUC 450 TPA Seminar	Content Area Advisor 424 Methods & 425 Clinical Experience Seminar & edTPA Support Bootcamps

Scoring: All edTPA tasks for preliminary credential preparation 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 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](#).

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 for score confirmations.

Secondary Passing Scores: As of February 2024, and in line with CTC [PSA 24-02](#), candidates who score within -1.0 standard error of measurement (SEM) of the Commission-approved passing standard for that TPA *and* who have met any applicable side condition, may be eligible to use a secondary passing standard. Your faculty advisor and/or the Credential Office will contact you if you may be eligible to pursue this option.

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 Analyst (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, 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.

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 edTPA is the best way to make sure you get accurate and complete guidance about examination policies. Within the School of Education, the Assessment and Accreditation Analyst is the unit contact person for edTPA.

Multiple Subject (MSTEP) and Special Education (SPED) Teacher Education Preparation Programs: In addition to the edTPA, MSTEP and SPED candidates must take and pass a Commission-approved literacy instruction assessment in order to be recommended for a credential. Until Jun 30, 2025, the Reading Instruction Competence Assessment (RICA) is used for this purpose. After June 30, 2025, a new Commission-approved Literacy Performance Assessment (LPA) will be used. As of July 1, 2024, the MSTEP and SPED programs have been redesigned as needed to fully align to all requirements in Ed Code 44320.3 and SB 488 to ensure candidates are prepared to successfully complete the LPA.

IV. MULTIPLE SUBJECT TEACHER EDUCATION PREPARATION

A. PROGRAM NARRATIVE

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

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

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

B. PROGRAM LEARNING OUTCOMES

To support the learning and development of all students, candidates who complete our program should be able to:

- Effectively engage and support all students in learning (TPE 1 & 7)
- Create and sustain environments that are culturally responsive and that effectively support student learning (TPE 2 & 7)
- Demonstrate an understanding of subject matter and effectively organize it to promote student learning (TPE 3 & 7)
- Effectively plan instruction and design learning experiences for all students (TPE 4 & 7)
- Effectively create and use assessments to inform instruction and foster student learning (TPE 5 & 7)
- Engage in professional practices and act in ways that foster their professional growth (TPE 6)

With these Program Learning Outcomes, the MSTEP Curriculum is aligned to the [California Teaching Performance Expectations \(TPEs\)](#):

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

C. PROGRAM COURSE SEQUENCE

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

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

FOUNDATIONS OF EDUCATION: PREREQUISITES TO CREDENTIAL PROGRAM COURSEWORK

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

PROFESSIONAL QUARTER I: SUBJECT MATTER PEDAGOGY - METHODS BLOCK

This is the beginning stage of developing into a competent beginning teacher, i.e., a professional who can work well to support children's social, emotional, physical, and intellectual development in relation to the goals of schooling. This term focuses on beginning to understand the scope of activities that teachers engage in on a daily basis to support and instruct students in a classroom environment, and the bulk of the coursework has a specific focus on understanding foundational concepts of teaching specific subjects. This methods block involves teacher candidates in developing multi-faceted conceptions of pedagogy as influenced by state and national expectations for student learning in each of the core academic subjects. Following a clinical practice model, teacher candidates are based in classrooms – two full days each week – as they are learning about principles of general and subject-specific pedagogy in their university coursework.

This “clinical” placement provides teacher candidates with an opportunity to learn how teachers set up, manage and maintain the flow of students' thinking and activity across a school day. University course assignments are coordinated with teacher candidates' activity in their clinical sites, and it is this symbiotic relationship between the field and the university classroom that will help teacher candidates begin to develop deep understanding of the connection of theory to practice.

Separate performance-based assessments are required in California for a teacher to become credentialed. During this term of MSTEP, teacher candidates are separately evaluated on their ability to assess children's literacy development, and to plan effective sequences of standards-based lessons in science and social studies to foster the development of subject-specific academic language, concepts and skills. Candidates are required to pass these assessments in order to become credentialed.

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

Professional Goals

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

Goals about Understanding Students

- demonstrate awareness of students' developmental differences

Goals about Teaching Practice

- **actively** engage with students in the classroom
- effectively communicate with students around behavior and academic work
- follow and carry out classroom norms, rules, procedures, and routines
- develop effective practice with students in small group instruction
- engage all students in learning
- monitor students' learning
- adjust instruction as needed by students

PROFESSIONAL QUARTER II: ASSESSMENT & LEARNING BLOCK

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

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

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

Professional Goals

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

Goals about Understanding Students

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

Goals about Teaching Practice

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

PROFESSIONAL QUARTER III: FULL-TIME STUDENT TEACHING BLOCK

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

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

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

Professional Goals

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

Goals about Understanding Students

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

Goals about Teaching Practice

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

D. PROGRAM ASSESSMENTS

Candidates will be asked to demonstrate the extent to which they have achieved proficiency in both course learning outcomes and program learning outcomes throughout their time in the program.

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

V. SINGLE SUBJECT TEACHER EDUCATION PREPARATION

A. PROGRAM NARRATIVE

The single subject credential 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 the courses shown (which represent a combination of university- and field-based activity). Candidates **MUST** maintain a 3.0 grade point average throughout the program.

CAL POLY'S SINGLE SUBJECT FRAMEWORK FOR TEACHING AND LEARNING

Cal Poly's Single Subject Framework for Teaching and Learning has four intertwined and layered principles. At the core, we position students – particularly historically marginalized students – as assets. Positioning **students as assets** requires educators to investigate their students' experiences, knowledge, and ways of being to advance their academic achievement. Throughout the program, teacher candidates will affirm, center, and integrate secondary students' distinct and collective assets to engage in inclusive and equitable teaching and learning.

Building from our asset-based approach, we advocate for teacher candidates to be lifelong learners, and our program utilizes an **inquiry-based design**. Throughout coursework and field experience, teacher candidates will engage in inquiry projects that examine secondary students, schools, and the broader community; incorporate relevant scholarship; and reflect on their classroom practice and positionalities. In addition, teacher candidates will learn about and employ inquiry-based instruction, positioning their students as active learners and researchers.

The third principle is **curriculum design** and focuses on developing students' subject-matter content knowledge, academic skills, and socio-emotional wellness. Throughout the program, teacher candidates will utilize a backward design framework for curriculum development, identifying measurable goals, designing assessments aligned with these goals, and creating lesson plans that engage students with diverse linguistic and multifaceted learning needs.

Lastly, **culturally responsive teaching** provides a pedagogical framework to apply the inner components of the Framework for Teaching and Learning. Culturally responsive teaching focuses on creating culturally caring classrooms, high expectations, and meaningful learning that connects to students' lived experiences, realities, and ways of knowing. Throughout the coursework and field experience, teacher candidates will engage in a process of reflection, theory, and application of culturally responsive classroom management, teaching, and instruction.

Single Subject Framework for Teaching & Learning



B. PROGRAM LEARNING OUTCOMES

To support the learning and development of all students, candidates who complete our program should be able to:

- Effectively engage and support all students in learning (TPE 1 & 7)
- Create and sustain environments that are culturally responsive and that effectively support student learning (TPE 2 & 7)
- Demonstrate an understanding of subject matter and effectively organize it to promote student learning (TPE 3 & 7)
- Effectively plan instruction and design learning experiences for all students (TPE 4 & 7)
- Effectively create and use assessments to inform instruction and foster student learning (TPE 5 & 7)
- Engage in professional practices and act in ways that foster their professional growth (TPE 6)

With these Program Learning Outcomes, the SSTEP Curriculum is aligned to the [California Teaching Performance Expectations \(TPEs\)](#):

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

C. PROGRAM COURSE SEQUENCE

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

SUMMER Quarter Practicum	EDUC 410 - Social, Historical, and Ethical Perspectives on Teaching and Learning (3) EDUC 416 – Literacy, Language, and Culture in the Content Areas (3)	6 units
FALL Quarter Clinical Practice I	EDUC 460 - Clinical Practice I (4) EDUC 412 - Access to Learning in a Pluralistic Society (4) EDUC 414 - Curriculum and Inquiry in Public Schools (4) [content area] 424 - Methods of Teaching in the Subject Area (4-5)	16-17 units
WINTER Quarter Clinical Practice II (Part-Time Coteaching)	EDUC 418 - Culturally Responsive Teaching in Diverse Classrooms (3) EDUC 469 - Clinical Practice II (8) [content area] 425 – Clinical Practice Seminar I (2) *****edTPA	13 units
SPRING Quarter Clinical Practice III (Full-Time Coteaching)	EDUC 479 -Clinical Practice III (12) [content area] 425 – Clinical Practice Seminar II (2)	14 units

D. PROGRAM ASSESSMENT

Program Learning Objectives	Alignment to: University LOs, Diversity LOs and TPEs	Assessed in Course #	Key Assessments	Rubric/Criteria for Mastery
Effectively engage and support <u>all</u> students in learning	ULO.2 - Communicate effectively ULO.5 - Positive contribution to society ULO.6 - Decisions based on ethics, respect, and sustainability DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE.1 & 7	EDUC 414 EDUC 416 EDUC 418 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 414, 416, & 418: Lesson plans EDUC 469 & 479: Clinical practice observations XXXX 424: Learning segment/unit plan XXXX 425: Lesson plans & weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool
Create and sustain environments that are culturally responsive and that effectively support student learning	DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 2 & 7	EDUC 410 EDUC 412 EDUC 460 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 410: Final exam & "Who Am I" presentation EDUC 412: Papers & narrative project EDUC 460, 469, & 479: Clinical practice observations XXXX 424: Learning segment/unit plan XXXX 425: Lesson plans & weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool
Demonstrate sufficient understanding of subject matter to effectively organize content-specific instructional sequences to promote student learning	ULO.1 – Think critically and creatively ULO.3 – Expertise in a scholarly discipline and relation to larger world ULO.5 – Positive contribution to society DLO.2 - Knowledge of contributions from diverse groups DLO.3 - Considers diverse perspectives in decision making TPE. 3 & 7	EDUC 414 EDUC 460 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 414: Lesson plan EDUC 460, 469, & 479: Clinical practice observations XXXX 424: Learning segment/unit plan XXXX 425: Lesson plans & weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool
Effectively plan instruction and design learning experiences for <u>all</u> students	ULO.1 – Think critically and creatively ULO.6 - Decisions based on ethics, respect, and sustainability DLO.1 - Understanding of diversity, inequality, and power DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 4 & 7	EDUC 414 EDUC 416 EDUC 418 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 414, 416, & 418: Lesson plans EDUC 469 & 479: Clinical practice observations XXXX 424: Learning segment/unit plan XXXX 425: Lesson plans & weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool
Effectively create and use assessments to inform instruction and foster student learning	ULO.7 – Lifelong Learning DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 5 & 7	EDUC 414 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 414: Lesson plan w/ assessments EDUC 469 & 479: Clinical practice observations XXXX 424: Learning segment/unit plan XXXX 425: Lesson plans & weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool
Engage in professional practices and act in ways that foster professional growth	ULO.2 - Communicate effectively ULO.4 - Productive work as individuals and in groups ULO.7 - Lifelong learning DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 6 & 7	EDUC 410 EDUC 412 EDUC 460 EDUC 469 EDUC 479 XXXX 424 XXXX 425	EDUC 410: Reflections EDUC 412: Papers EDUC 460, 469, & 479: Clinical practice observations XXXX 424: Reflection on learning segment/unit plan XXXX 425: Weekly reflections	Instructor-made rubrics & SOE clinical practice observation tool