

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO

STUDENT HANDBOOK



CAL POLY

SCHOOL *of* EDUCATION
COLLEGE OF SCIENCE AND MATHEMATICS

M.S. – Special Education

TABLE OF CONTENTS

I. OVERVIEW OF CAL POLY AND THE SOE	6
OVERVIEW OF THE UNIVERSITY	6
OVERVIEW OF THE COLLEGE OF SCIENCE AND MATHEMATICS	7
OVERVIEW OF THE SCHOOL OF EDUCATION	7
II. STUDENT HANDBOOK	9
SPECIAL EDUCATION PROGRAM NARRATIVE*	9
(1) 9	
(2) 10	
ACCOUNTABILITY FOR ACCREDITATION & CTC STANDARDS	11
ACCOUNTABILITY FOR CAL POLY POLICIES	12
DISPOSITIONS	13
ADMISSIONS & EVALUATIONS	14
PROGRAM COURSEWORK	15
(1) 16	
(2) 16	
SPECIAL EDUCATION PROGRAM COMPLETION & CREDENTIAL APPLICATION*	16
PARTICIPATION IN SURVEYS & FEEDBACK	17
COMMITMENT TO DIVERSITY, EQUITY & INCLUSION	18
DISMISSAL PROCESS	19
STUDENT GRIEVANCE PROCESS	19
STUDENT RECORDS & PRIVACY	20
(1) 22	
III. CLINICAL PRACTICE HANDBOOK	23
CLINICAL PRACTICE NARRATIVE	23

THE TRIAD IN CLINICAL PRACTICE	24
CO-TEACHING	25
OVERVIEW OF SPECIAL EDUCATION FIELDWORK STRUCTURE & COURSEWORK*	25
SPECIAL EDUCATION CLINICAL PRACTICE ASSESSMENTS*	26
CLINICAL PRACTICE RUBRIC & OBSERVATION TOOL	26
OBSERVATION PROTOCOL	29
(1) 33	
LEARNING MODULES	31
CLINICAL PRACTICE PLACEMENTS	31
SUBSTITUTE TEACHING POLICY*	32
WITHDRAWAL FROM CLINICAL PRACTICE	32
IV. APPENDIX FOR CLINICAL PRACTICE SUPERVISORS	32
CTC REQUIREMENTS FOR CLINICAL PRACTICE SUPERVISORS	32
SUPERVISOR TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES	33
SUPERVISOR EVALUATION	34
PARTICIPATION IN SURVEYS & FEEDBACK	35
III. APPENDIX FOR COOPERATING TEACHERS	35
CTC REQUIREMENTS FOR COOPERATING TEACHERS (DES'S)	35
COOPERATING TEACHER TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES	36
PARTICIPATION IN SURVEYS & FEEDBACK	37

General Note: This handbook is meant to provide guidance and support to students in the Cal Poly School of Education – Special Education Program. Throughout this document, a highlighted asterisk (*) is used to indicate the sections that are specific to the Special Education program, which may differ from other programs in the School of Education.

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*

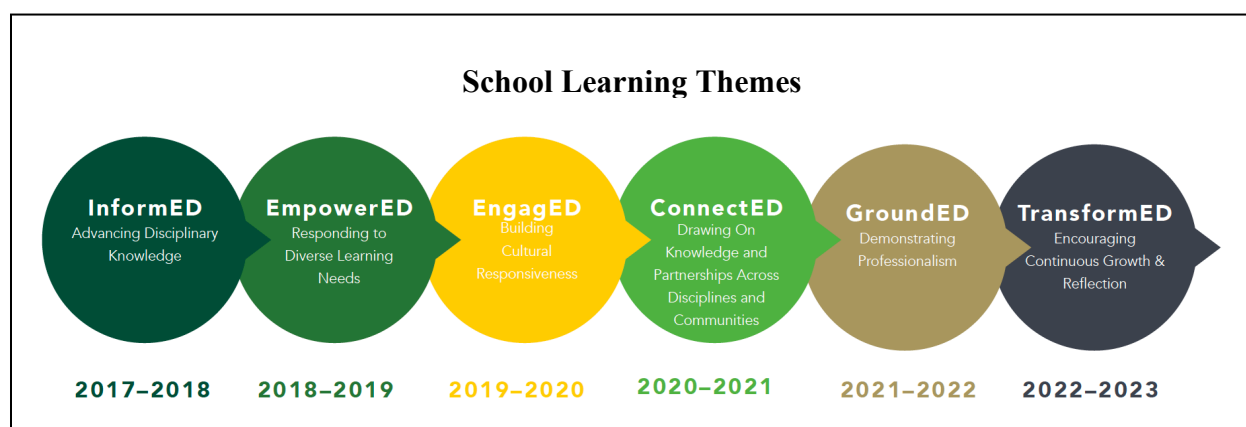
School of Education Mission

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 unitwide 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. STUDENT HANDBOOK

SPECIAL EDUCATION PROGRAM NARRATIVE*

The Preliminary Education Specialist Certification at Cal Poly is offered through the Cal Poly SOE Master of Science – Special Education (SPED) program. The program was approved for elevation from an M.A.-Education specialization to a standalone degree in fall 2017. Candidates progress through the one-year curriculum in a tight cohort model, with admission and enrollment offered each fall. Candidates come from a range of undergraduate degrees obtained at Cal Poly or other accredited institutions.

The integrated credential and M.S. program prepares candidates to earn credential in mild/moderate disabilities while concurrently allowing them to probe more deeply into educational research methodologies and the ways in which these approaches inform practice. Because of the combined M.S./credential curriculum, the SPED program heavily emphasizes advanced disciplinary knowledge, research, and critical thinking. The theoretical approach of the SPED program also reflects the Cal Poly learn-by-doing philosophy, the university-wide commitment to diversity and inclusion, and the SOE Clinical Practice Rubric, based on the Danielson framework (more deeply explored in Section 6 and 6.1 materials related to Clinical Practice).

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

- Wear the many "hats" required of a special educator, including: teacher, collaborator, data manager, behavioral specialist, and advocate
- Make accommodations and/or modifications to create individualized learning plans for students receiving Special Education services
- Create learning environments that are equitable, nurturing, and engaging
- Collaborate with school professionals and families in supporting children and youth with disabilities
- Develop, implement, evaluate, and adjust Positive Behavioral Support plans to meet the needs of learners

(1) Special Education Program Learning Outcomes*

To support the learning and development of **ALL STUDENTS WITH MILD/MODERATE DISABILITIES**, 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) Special Education Program Assessments*

Program Learning Objectives	Alignment to: SOE Themes University LOs Diversity LOs TPEs	Assessed in Course #	Key Assessments	Rubric/Criteria for Mastery
Apply understandings of Learner Development, Learning Differences, and Knowledge of Students	SOE - EmpowerED ULO.3 – Expertise in a scholarly discipline and relation to larger world ULO.5 – Positive contribution to society DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE.1	EDUC 427; EDUC 440 EDUC 554 SPED 587	<ul style="list-style-type: none"> Integrated ELD Analysis Paper (EDUC 427) Universal Design for Learning Assignment (EDUC 440) Positive Behavior Support Project - Part I (EDUC 554) Autism Diagnostic Observations (SPED 587) 	Instructor-made rubrics and checklists
Create and maintain classroom routines and environments that promote learning, inclusivity, respect, and health/safety	SOE - EngagED ULO.2 – Communicate effectively DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 2	EDUC 440 SPED 587; EDUC 554	Classwide Behavior Management Plan (EDUC 554) Universal Design for Learning Project (EDUC 440) Evidenced Based Practice Demonstration (SPED 587) Positive Behavior Support Project- Part I, II, and III (EDUC 554)	Instructor-made rubrics and checklists
Demonstrate and apply curricular content knowledge to design and organize effective learning experiences	SOE: EmpowerED ULO.1 – Think critically and creatively ULO.3 – Expertise in a scholarly discipline and relation to larger world DLO.3 - Considers diverse perspectives in decision making TPE. 3	EDUC 545; EDUC 546; EDUC 442; EDUC 447; EDUC 449	Literature Activities Lesson and Presentation (EDUC 546) Early Literacy Assignment and Instruction (EDUC 546) Reading Case Study (EDUC 546) Math Case Study (EDUC 545) Social Studies Assignment (EDUC 545) Inquiry Based Science Unit Plan (EDUC 545) Quarterly fieldwork observations (EDUC 442, 447, 449)	Instructor-made rubrics and checklists; SOE Observation Tool
Select and implement scientifically validated instructional approaches to meet individual learning needs	SOE: EmpowerED, EngagED, ConnectED ULO.1 – Think critically and creatively ULO.3 – Expertise in a scholarly discipline and relation to larger world DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 4	EDUC 545; EDUC 546; SPED 587; EDUC 586; EDUC 589; EDUC 590; EDUC 552; EDUC 532	Math Case Study (EDUC 545) Reading Case Study (EDUC 546) Inquiry Based Science Unit (EDUC 545) Evidenced BAsed Practice Demonstration (SPED 587) Evidence Based Practice Presentation (SPED 587) Education Inquiry Project (EDUC 586, 589, 590; EDUC 532) Good Day Plan (EDUC 552)	Instructor-made rubrics and checklists
Collect and analyze assessment data from multiple measures to make data-based decisions about student learning needs, service eligibility, and instructional modifications	SOE: TransformED ULO. 6 - Reasoned decisions based on ethics, respect, and sustainability DLO.3 - Considers diverse perspectives in decision making TPE. 5	EDUC 550; EDUC 545; EDUC 546; EDUC 552; EDUC 532	Self Determination Assessment Assignment (EDUC 552) Curriculum Based Screening Assignment (EDUC 550) Formal Academic Assessment Administration (EDUC 550) Math Case Study (EDUC 545)	Instructor-made rubrics and checklists

			Early Literacy Assignment (EDUC 546) Reading Case Study (EDUC 545) Education Inquiry Project (EDUC 586, 589, 590, EDUC 532)	
Demonstrate professionalism, ethics, legality, collaboration, and continuous growth and reflection	SOE: GroundED, TransformED ULO.4 - Productive individuals and groups ULO. 6 - Reasoned decisions based on ethics, respect, and sustainability DLO.3 - Considers diverse perspectives in decision making DLO.4 - Engages with differing beliefs, ideas, and behaviors TPE. 6	EDUC 451; EDUC 588; EDUC 550; EDUC 442; EDUC 447; EDUC 449	Final IEP Assignment (EDUC 588) Mock IEP Event (EDUC 451) Appropriately Ambitious Assignment (EDUC 451) Reflective Journaling Assignment (EDUC 451) Assessment Report (EDUC 550) Quarterly fieldwork observations (EDUC 442, 447, 449)	Instructor-made rubrics and checklists; SOE Observation Tool
Engage in educational research and inquiry to remain informed of best practices, current research, legislation and debate	SOE: InformED ULO.7 – Lifelong Learning DLO. 2 - Knowledge of contributions from diverse groups TPE. 6	EDUC 589; EDUC 586; EDUC 532; EDUC 590;	Article Evaluation Assignment (EDUC 589) Target Behavior Identification (EDUC 586) Functional Analysis Assignment (EDUC 586) Research Synthesis (EDUC 586; EDUC 532) Education Inquiry Project (EDUC 586, 589, 590; EDUC 532) Presentation of Inquiry Project (EDUC 590) Practice Brief Assignment (EDUC 590)	Instructor-made rubrics and checklists

PERFORMANCE ASSESSMENT: The Cal Poly Special Education Program currently does not require students to participate in a Performance Assessment (i.e. edTPA, CalTPA, or CalAPA). However, the California Commission on Teacher Credentialing has indicated that this will likely become a requirement for credentialing in the near future.

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](#)

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

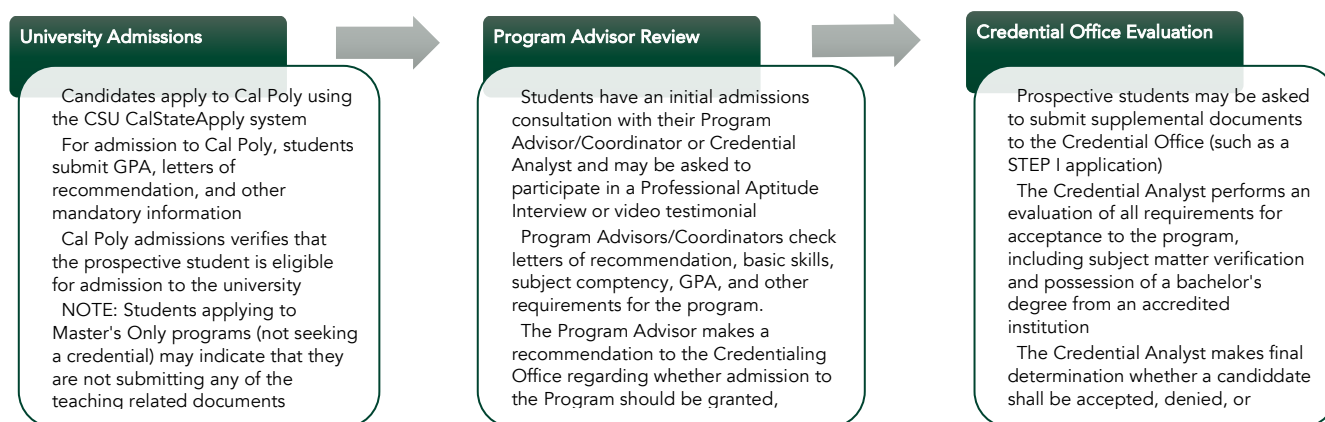
Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for themselves and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field.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

(1) Special Education Program Sequence*

The table below outlines the current course sequence in Special Education (subject to change):

Fall Quarter	Winter Quarter	Spring Quarter
EDUC 586: Introduction to Inquiry in Special Education	EDUC 550: Assessment for Special Education	EDUC 451: Student Teaching Seminar
EDUC 546: Reading and Language Arts in Special Education	SPED 545: Math and Science Instruction in Special Education	EDUC 554: Behavior Disorders and Positive Behavior Support Strategies
SPED 587: Instructional Methods for Students with Autism	EDUC 552: Support and Transition Strategies in Special Education	EDUC 590: Research Application and Dissemination in Education
SPED 588: Developing California Compliant IEPs	EDUC 589: Educational Research Methods	

(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.

SPECIAL EDUCATION PROGRAM COMPLETION & CREDENTIAL APPLICATION*

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

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

CAL POLY SCHOOL of EDUCATION

Admissions & Evaluations – Credential Office Evaluation



Credential Office Evaluation (SPED)

Name: _____

SSN: _____

Date of Birth: _____

Evaluations: Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Completed by: _____ Date: _____
Recommended for Credential by: _____ Date: _____

Pre-Requisite Coursework

Notes: _____

- ☐ EDUC 300 - Early Field Experience
- ☐ EDUC 427 - 1st and 2nd Language Acquisition
- ☐ EDUC 440 - Special Education Foundations

☐ Accredited Bachelor's Degree

Institution: _____ Date: _____ Accr: _____

☐ GPA: _____

☐ Official Transcripts

Institution: _____

Institution: _____

☐ Letters of Recommendation

Name: _____ Date: _____

Name: _____ Date: _____

☐ Certificate of Clearance

☐ Basic Skills Requirement (CBEST)

Taken (Date: _____) ☐ Passed (Date: _____)

☐ Subject Matter Preparation (CSET)

Taken (Date: _____) ☐ Passed (Date: _____) OR

Completed Approved SMPP: _____ Date: _____

☐ Reading Instruction Competence (RICA)

Health Screenings

☐ TB ☐ Rubella

☐ Writing Requirement

☐ Speech Requirement

☐ Health Education Requirement

☐ U.S. Constitution Requirement

☐ CPR Certification

☐ CTQ Exit Survey Completion

This form includes Level 1 privacy data and MUST be treated with Level 1 security.

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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 might be redundant.

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

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

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

COMMITMENT TO DIVERSITY, EQUITY & INCLUSION

The School of Education is committed diversity, equity and inclusion in all its recruitment, admissions, hiring, instructional, and Clinical Practice practices. Our commitment to diversity 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, equity and inclusion consistent with the Cal Poly [Diversity Objectives](#), [Statement on Diversity](#), and [Non-Discrimination policy](#).

Students who enroll in CTC Accredited Programs should also 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, equity and inclusion 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, equity and inclusion 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, equity and inclusion 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, equity and inclusion. 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, equity and inclusion.

DISMISSAL PROCESS

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 candidate 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 candidate 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 or 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 meguise@calpoly.edu, or the TQP Office/Sarah Hegg at shegg@calpoly.edu, (805) 756-7492.

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

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

III. CLINICAL PRACTICE HANDBOOK

CLINICAL PRACTICE NARRATIVE

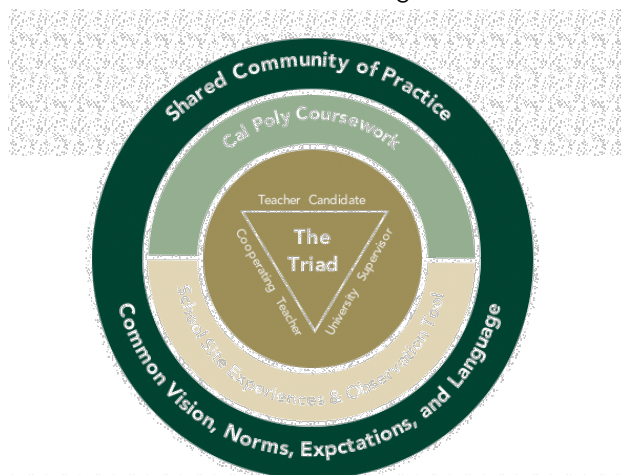
THEORETICAL APPROACH: Clinical Practice experiences in the Cal Poly School of Education are deeply grounded in Learn by Doing; future educators work alongside experts in the field to hone their craft through a gradual release of responsibility. This Learn by Doing approach embeds Cal Poly's innovative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

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

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

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

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



THE TRIAD IN CLINICAL PRACTICE

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

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

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

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

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

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

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

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

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

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

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

CO-TEACHING

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.

OVERVIEW OF SPED FIELDWORK STRUCTURE & COURSEWORK*

CLINICAL PRACTICE SEQUENCE: The Special Education Program at Cal Poly features MAJOR and MINOR Placements in regional classrooms. These experiences are designed to expose candidates to a variety of learning environments and grade bands. The MAJOR placement will be the setting for full time student teaching in the spring quarter. The table below outlines the structure and sequence of SPED fieldwork requirements across quarters.

	Fall	Winter	Spring
Major	Candidates are required to attend their major placement once per week for 10 weeks (7 hour days assumed).	Candidates are required to attend their major placement twice per week for 8 weeks (7 hour days assumed).	Candidates are required to attend their major placement five days per week for 8 weeks (7.5 hour days assumed). **Sometime during these 8 weeks, each candidate must assume all teaching responsibilities for 4 consecutive weeks**
Minor	Candidates are required to attend their minor placement once per week for 10 weeks (7 hour days assumed).	Candidates are required to attend their minor placement once per week for 8 weeks (7 hour days assumed).	

HOURS: Candidates are required to accrue 600 hours of fieldwork experiences throughout the program. In the Fall Quarter candidates are expected to earn 140 hours, in the Winter Quarter candidates are expected to earn 168 hours, and in the Spring Quarter candidates are expected to earn 300 hours. This totals 608 hours, essentially creating 8 hours of buffer for the entire year. The following guidelines provide additional details about the accrual of clinical fieldwork hours.

- In the Fall Quarter candidates should plan on attending their placement beginning Week 2, and they can attend during Exam Week if needed. Candidates cannot sub for credit in the fall quarter.
- In the Winter Quarter, candidates should plan on attending their placement as soon as the schools resume from the Winter break, and they can attend during Exam Week if needed. Eight weeks accounts for a mid-January start date for K-12 schools, and also allows for a 1-week break for Cal Poly candidates for the CEC Convention. Candidates will probably need to attend their field placement during Exam Week of this quarter to accrue enough time, and they may also choose to attend during Cal Poly's Spring Break (though this is not a requirement). Candidates can bank up to three additional days during the Winter Quarter or during Cal Poly's Spring Break (above the 168-hour requirement); these days can be used for discretionary days off during the Spring Quarter (e.g., interviews, sick leave).
- In the Spring Quarter, candidates should plan on attending their placement beginning Week 1, and they can attend during Exam Week if needed, and if their placement school is still in session. Candidates will not attend during their placement school's spring break, and most schools are out of session by Week 9 or 10 of our Cal Poly quarter. Additionally, all candidates will conduct a 4-week period of full time student teaching, during which time they are taking over the duties of planning, teaching, and assessing student work. This should occur prior to state testing, if possible.

COURSEWORK ALIGNED TO FIELDWORK: During fieldwork experiences, candidates will focus on a variety of activities and learning experiences that align with Cal Poly course work. These activities are developed and evaluated by the SPED instructional faculty and are provided below as a point of reference for candidates, university supervisors, and cooperating teachers.

FALL QUARTER			
EDUC 586: Introduction to Research Methodology	EDUC 857: Instructional Methods for Learners with Autism	EDUC 546: Reading and Language Arts Instruction in Special Education	EDUC 588: Developing and Implementing California Compliant IEPs
<ul style="list-style-type: none"> • Identification of Behaviors for Targeted Intervention • ABC Data Collection 	<ul style="list-style-type: none"> • Diagnostic Criteria Observation • Evidenced Based Practice Demonstration • Teaching Social Skills to Learners with Autism 	<ul style="list-style-type: none"> • Early Literacy Assignment • Reading Case Study 	

WINTER QUARTER			
EDUC 589: Educational Research Methodologies	EDUC 545: Math Methods in Special Education	EDUC 550: Assessment and Progress Monitoring in Special Education	EDUC 552: Support and Transition Strategies in Special Education
<ul style="list-style-type: none"> • Baseline data collection • Treatment data collection • Fading or Maintenance data collection 	<ul style="list-style-type: none"> • Math Case Study 	<ul style="list-style-type: none"> • Using Curriculum Based Measures to conduct classwide screenings 	<ul style="list-style-type: none"> • Good Day Plan • Self-Determination Assessment • Self-Determination Teaching Event

SPRING QUARTER			
EDUC 590: Science and Social Study Methods in Special Education	EDUC 451: Consultation and Collaboration	EDUC 554: Positive Behavior Support Strategies	
<ul style="list-style-type: none"> • Inquiry Based Science Unit • Social Studies Lessons 	<ul style="list-style-type: none"> • Interview of related service professionals • Family Communication logs 	<ul style="list-style-type: none"> • Positive Behavior Support Plan - Part I, II, and III 	

SPECIAL EDUCATION CLINICAL PRACTICE ASSESSMENTS*

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

- Lesson Plan Review - the candidate emails a copy of the lesson plan (using the template provided) and the Context of the Lesson (described below) 24 hours prior to the scheduled observation.
- Classroom Observation – the University Supervisor conducts an observation of the lesson, making notes about what occurred and determining the level of performance relative to the basic issues of: classroom management, effective planning, teaching to an objective, and accommodating students with special needs.
- Post-lesson Conference – this discussion of the lesson observation is led by the University Supervisor.
- Lesson Reflection - Teacher candidate emails a written reflection about the lesson (see reflection prompts below) to the University Supervisor within 48 hours of the lesson.

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

LESSON PLANS: During full time student teaching, teacher candidates are required to submit daily lesson plans in accordance with the expectations at each school site. These expectations should be discussed with the university supervisor and the cooperating teacher and delivered to the cooperating teacher on agreed upon dates.

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

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

CLINICAL PRACTICE RUBRIC & OBSERVATION TOOL

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

A. PLANNING AND PREPARATION

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

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> 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

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

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

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

OBSERVATION PROTOCOL

CPI/EARLY START/PRACTICUM: Candidates are observed in person or via video 1-2 times (depending on program) 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.

CP/II/PART-TIME CLINICAL PRACTICE: Candidates are observed in person or via video 3-4 times (depending on program) 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).

CP/III/FULL-TIME CLINICAL PRACTICE: Candidates are observed in person or via video 3-4 times (depending on program) 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. These should be 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)

(1) Video Observations (Edthema) *

The Special Education Program at Cal Poly, uses a video coaching platform for at least one formal observation per quarter. Edthema is a cloud-based video coaching platform that allows University Supervisors and Program Faculty to view and evaluate candidate instructional activities and professional conduct. The feedback provided through Edthema maps directly to the SOE observation tool and in-vivo observations. The platform is password protected and only individuals with verified coaching accounts can access candidate videos. This technology allows the Special Education program to be more efficient

in conducting observations across the region, and also provides candidates with the opportunity to reflect on their teaching practices and build a library of teaching performance. A few guidelines for the responsible use of candidate videos are discussed below.

- All candidates must acquire their own Edthena accounts. These accounts cost \$196 USD per year. While this is an added cost for candidates in the special education program, it is inline with other credential programs in the SOE whose candidates purchase EdTPA evaluations of similar cost. Further the SPED program has reduced the number of textbooks used throughout the program in order to lighten the economic burden on teacher candidates.
- All videos should be recorded within the Edthena app, which ensures that the videos are not “saved” permanently on the recording device. Once the videos are uploaded to the secured cloud, the app will automatically delete them from the device.
- Coaches (university supervisors and program faculty) are responsible for handlining the videos with confidentiality. Videos should be viewed in a private setting and not disseminated with other parties that are not part of the clinical triad.

PASS/FAIL EVALUATIONS IN CLINICAL PRACTICE COURSE: Each course in the clinical practice sequence (EDUC 442, 447, and 449) is graded as pass/fail. In order for candidates to successfully pass these courses they **MUST** complete all clinical practice hour expectations, receive scores of 2,3,or 4 on a minimum of 66% of evaluated prioritized skills, **AND** receive **NO** disposition scores of 1.

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

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 Fall Quarter
- During Winter Quarter, candidates may serve as a substitute for their Cooperating Teacher for a maximum of five days.
- During Spring Quarter, candidates may serve as a substitute for their Cooperating Teacher for a maximum of 10 days.

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.

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.

IV. APPENDIX FOR CLINICAL PRACTICE SUPERVISORS

CTC REQUIREMENTS FOR CLINICAL PRACTICE SUPERVISORS

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

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

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

SUPERVISOR TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES

The School of Education supports ongoing training and professional development for Clinical Practice University Supervisors through quarterly workshops and compatible online resources. Topics of trainings are informed by the SOE's vision for a comprehensive Clinical Practice experience, the scope of TQP and Bechtel grant efforts, and the CTC requirements for Clinical Practice Supervisors.

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

The screenshot shows the CAL POLY Wiki interface. The sidebar on the left contains navigation links for Pages, Blog, SPACE SHORTCUTS, and PAGE TREE. The main content area is titled "Clinical Practice Toolkit" and includes a description: "In this section, Faculty, Staff and University Supervisors can access and exchange resources to support the Clinical Practice programs." Below this are four large green buttons with white text and icons: "MSTEP Toolkit", "SSTEP Toolkit", "SPED Toolkit", and "ELAP Toolkit". To the right of these buttons is a box titled "Common Clinical Practice Links and Resources" containing a list of links: "Clinical Practice Observation Protocol (.doc)", "Clinical Practice Observation Rubric", "Clinical Practice Observation Report (.doc) - MSTEP / STEP / SPED", "Submit a Clinical Practice Observation Report", "Guidelines for Submitting Clinical Practice Observations (PDF)", and "Clinical Practice University Supervisor Workshops & Trainings". At the bottom of the page, there is a comment section with a "Like" button and a "Write a comment..." text area.

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

The screenshot shows the CAL POLY Wiki page for "Clinical Practice University Supervisor Workshops & Trainings". The page features a grid of workshop materials. At the top, there is a large blue banner for "University Supervisor Workshop #3" dated February 9, 2018. Below this, there are several smaller documents and PDFs, including a "Supporting Emergent Bilinguals" document dated February 9, 2018. The page also includes a section for "Clinical Practice University Supervisor Workshop - 2/9/18:" and another for "Clinical Practice University Supervisor Workshop - 12/8/17:". The 12/8/17 workshop section includes a pink banner for "University Supervisor Workshop #2" dated December 8, 2017, and a yellow banner for "Supporting Emergent Bilinguals" dated December 8, 2017. The page is organized into sections with clear headings and includes various document icons and dates.

SUPERVISOR EVALUATION

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

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

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

PARTICIPATION IN SURVEYS & FEEDBACK

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

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

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

III. APPENDIX FOR COOPERATING TEACHERS

CTC REQUIREMENTS FOR COOPERATING TEACHERS (DES's)

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

- **Criteria for the selection of District-Employed Supervisors** (Cooperating Teacher/Master Teacher/Mentor Teacher) –
 - The program selects DES's who hold a **Clear Education Specialist Credential** for which they are providing

supervision and have a minimum of three years of birth through age 22 teaching experience. The DES must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and DES must be a collaborative process between the school district and the program.

- The program provides DES's a minimum of **10 hours of initial orientation** to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors **remain current** in the knowledge and skills for candidate supervision and program expectations.
- **The minimum amount of District-Employed Supervisors' support and guidance must be 5 hours per week -**
 - Support and guidance may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to curriculum, and other student-related issues; grade-level meetings, and email and phone conversations.
 - The goal of this standard is to ensure that all candidates, regardless of pathway, are properly supported and supervised during their clinical practice.
- **Examples of appropriate Clinical Practice activities include-**
 - Opportunities for the candidate to have experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options
 - Opportunities for candidates to observe teachers using productive routines and effective transitions for students' academic and socio-emotional growth and development
 - Opportunities to review the curriculum and to further develop pedagogical knowledge of high leverage practices in subject matter areas, including early language and literacy for first and second language learners, mathematics, science, technology, engineering, social studies, and arts as appropriate.
 - Opportunities to observe the administration of a range of assessments
 - Opportunities to observe how personnel organize and supervise the work of other adults in inclusive and specialized education settings
 - Opportunities as appropriate to participate as an observer in IEP or 504 plan team meetings
 - Guided and supervised teaching including whole class instruction, small groups, one-on-one instruction and other direct contact with students, including solo teaching
 - Co-planning time, with veteran practitioners for lessons that the candidate will deliver,
 - Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
 - Time working with professional learning communities, grade level and department meetings
 - Among activities that should not be included are: general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify.
- **Clinical Practice sites should have a fully qualified site administrator -**
 - A qualified administrator holds a preliminary administrative credential. If the designated administrator at a particular school placement does not possess a preliminary administrative credential the program must provide justification as to how the administrator is nevertheless qualified. If the program is not able to provide this justification, then it is not appropriate to place candidates at that site.
- **In all Clinical Practice placements, candidates should have significant exposure to school settings that reflect the**

full diversity of California public schools –

- Prior to placing student teaching candidates, programs must ensure that the placement is a diverse school setting relative to all of the following:
 - race, ethnicity of the students
 - number of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio- economic income ranges
 - languages spoken by the students, including English learners
 - the inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e. student study team and individualized education program processes

- **Curriculum must be aligned with California’s adopted content standards –**

- In all school placements, the curriculum should be equivalent to California’s adopted content standards and curriculum.
- In placements where the school is not explicitly aligned with California’s adopted content standards and frameworks, the program must demonstrate how the placement meets the goal and intent of the standard in preparing candidates to be competent with the curriculum taught in public schools in California.

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

COOPERATING TEACHER TRAINING & PROFESSIONAL DEVELOPMENT RESOURCES

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

- **Cal Poly Clinical Practice Orientation –** The SOE is currently developing a series of online learning modules designed to introduce new Cooperating Teachers and Clinical Practice Supervisors to our Clinical Practice Program. Please look for this series of videos to review topics like: our theoretical approach to preparing teachers, our Clinical Practice Observation rubric and protocols, and an overview of each teacher education program.
- **Cal Poly Clinical Practice Modules for CTs and TCs -** The SOE has released the first modules in a series of professional development resources designed to support our Teacher Candidates and their Cooperating Teachers around the prioritized skills in our Clinical Practice Observation Rubric. We encourage our TCs and CTs to work together to identify an area of interest, view the learning module(s), and plan and implement new strategies in the Clinical Practice classroom.
- **California Council on Teacher Education: Professional Development for District Employed Supervisors -** A team of institutions from across California have collaborated to develop eight hours of online professional development and coaching for Cooperating Teachers (referred to as District Employed Supervisors). These online learning modules cover coaching adult learners, developing instructional strategies to support ALL learners, and promoting inclusive education. Because Cal Poly is a partner in developing these online modules, you have free access to complete these trainings. Joining this professional development group is also a great way to connect with Cooperating Teachers from other districts in California!

- **Bechtel/TQP Grant Sponsored Workshops for CTs** - Through funding from the Bechtel Foundation and the Teacher Quality Partnership Grant, the SOE is able to offer several grant sponsored workshops on rotating relevant topics. These workshops are typically offered at designated sites **and** districts that partner with our grant efforts, but they may also be open and available to other interested Cooperating Teachers. Support for substitute teacher coverage or stipends are often available. Please contact the Grant Programs Office at shegg@calpoly.edu to learn about upcoming offerings.
- **Co-Teaching Workshops, Newsletter & Website** - The SOE provides several resources to support CTs and TCs in building their co-teaching partnership, including: quarterly workshops on rotating topics, a bi-monthly newsletter of resources related to co-teaching, and a comprehensive website of teaching strategies and articles to support co-teaching. An archive of past newsletters can also be found by visiting the website.
- **Special Education Summer Institute and Workshops** - The Special Education Credential Program sponsors several workshops and orientation trainings each summer. Please contact the program coordinators at sacrutch@calpoly.edu for more information.
- **Better Together Conference for California Teachers** - The SOE is proud to be a local host for Better Together - The California Teachers Summit. California Better Together hosts online and in person events throughout the year, culminating in an annual professional development conference. We hope you will join us on July 27, 2018 for Better Together: It's Personal – Meeting the needs of all students. Please check the BTS website for current online PD events, twitter feeds and teacher chats about relevant educational topics.

PARTICIPATION IN SURVEYS & FEEDBACK

Per the Survey and Feedback guidelines listed in the Student Handbook, **The Cal Poly School of Education will only request survey feedback that is strategically designed to have an immediate and purposeful impact on our decision making.**

Additionally, the SOE may administer surveys at the request of external agencies, including the CTC, as part of our accreditation or grant funding requirements.

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

- **Quarterly Clinical Practice Evaluation Surveys** – SOE designed surveys may be sent to Teacher Candidates, Cooperating Teachers, and University Supervisors to request feedback about Clinical Practice. Data from these surveys is used to improve the Clinical Practice program and to provide training and workshops for Cooperating Teachers and University Supervisors.
- **CTC Master Teacher Survey** – A CTC required survey that is sent to any Cooperating Teacher who supervises a student during CPIII. Cal Poly receives the data from the CTC on an annual basis through an online dashboard.